# BEAR CREEK SECONDARY SCHOOL

100 Red Oak Dr.,
Barrie, ON
L4N 9M5
Tel: 705-725-7712
Fax: 705-720-1088

**Website**
http://bss.scdsb.on.ca/

**Principal**
Michael Abram

**Vice-Principals**
Terry Wilkinson
John Limoges
Hailey McLean

**Family of Schools**
Ardagh Bluffs
Baxter Central
Cookstown Central
Ferndale Woods
Holly Meadows
Portage View
Trillium Woods
W.C. Little

**Superintendent**
Dawn Stephens

**Student Population**
1,552

**School Colours**
Blue, Red

**Sports Team**
Kodiaks

# Course Calendar 2019-2020

## About Us

At Bear Creek, we believe that our school must serve and respect students, staff, parents and community. Pride and progress, in individuals, teams, programs, and achievement are hallmarks of Bear Creek. Students are provided with the opportunity to learn, succeed, and excel in all areas of school life including academics, co-curricular and clubs.

## Program Highlights

- 5 Specialist High Skill Majors: Health & Wellness, Transportation, Environment, Fitness, Sport and Recreation Management, and Arts& Culture
- Outdoor Education
- Hockey Skills Canada Academy
- Extended French

## Course selection Information – Timelines and Due Dates:

**Gr. 9-12 Course selection information sessions:**
**Tuesday, February 12**

**Gr. 9-12 Course selections due: Friday, February 22**

**Gr. 8 Feeder School Course selection information sessions:**
**Tuesday, February 19- Friday, February 22**

**Gr. 8 Feeder School Course selections due:**
**Friday, March 1**

| Course Titles | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|
| ARTS | | | | |
| Drama | ADA1O1 | ADA2O1 | | |
| Drama (Univ./College) | | | ADA3M1 | ADA4M1 |
| Dance | ATC1O1 | ATC2O1 | ATC3M1 | ATC4M1 |
| Dance Composition | | | ATD3M1 | ATD4M1 |
| Exploring the Arts (ALTERNATE YEARS) OFFERED IN 2020/2021 | | | | AEA4O1 |
| Digital Media | AWS1O1 | AWS2O1 | AWS3O1 | |
| Digital Media (Univ./College) | | | AWS3M1 | AWS4M1 |
| Music – Instrumental | AMI1O1 | AMI2O1 | | |
| Music- Repertoire Open | | AMR2O1 | AMR3M1 | AMR4M1 |
| Music – Instrumental for experienced players | AMU1O1 | | | |
| Music – Instrumental (Univ./College) | | | AMI3M1 | AMI4M1 |
| Music – Vocal | AMV1O1 | AMV2O1 | | |
| Music – Vocal (Univ./College) | | | AMV3M1 | AMV4M1 |
| Music- Guitar | | AMG2O1 | AMG3O1 | |
| Music- Piano Accompaniment | | | AMK3M1 | AMK4M1 |
| Visual Arts | AVI1O1 | AVI2O1 | AVI3O1 | |
| Visual Arts (Univ./College) | | | AVI3M1 | AVI4M1 |
| Visual Arts (Non-Traditional: Street Art) | | | AWT3O1 | |
| Yearbook (Univ./College) | | | | AWE4M1 |

| Course Titles | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|
| BUSINESS | | | | |
| Info. and Comm. Technology (Open) | BTT1O1 | | | |
| Info. And Comm. Technology : Digital Environment (Open) | | | BTA3O1 | |
| Introduction to Business (Open) | | BBI2O1 | | |
| Financial Accounting Fundamentals (University/College) | | | BAF3M1 | |
| Financial Accounting Principles (University/College) | | | | BAT4M1 |
| Entrepreneurship: The Venture (College) | | | BDI3C1 | |
| Marketing: Goods, Services, and Events (College) | | | BMI3C1 | |
| Business Leadership: Management Fundamentals (Univ./College) | | | | BOH4M1 |
| Business of Sport and Entertainment (University) | | | | IDP4U1 |
| International Business Fundamentals (University/College) | | | | BBB4M1 |

| Course Titles | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|
| CANADIAN & WORLD STUDIES | | | | |
| Issues in Canadian Geography (Academic) | CGC1D1 | | | |
| Issues in Canadian Geography (Applied) | CGC1P1 | | | |
| Issues in Canadian Geography (Applied Modified, students w IEP) | CGC1PB | | | |
| Canadian Geography (Extended French) | CGC1DE | | | |

| Course Titles | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|
| CANADIAN & WORLD STUDIES | | | | |
| Forces of Nature: Physical Processes and Disasters (Univ./College) | | | CGF3M1 | |
| Travel and Tourism: A Geographic Perspective | | | CGG3O1 | |
| World Issues (University) | | | | CGW4U1 |
| Canadian History since World War I (Academic)<br>Canadian History since World War I (Applied)<br>Canadian History since World War I (Locally developed)<br>Canadian History since World War 1 (Academic, Extended French) | | CHC2D1<br>CHC2P1<br>CHC2LL<br>CHC2DE | | |
| American History (University) | | | CHA3U1 | |
| World History to the End of the Fifteenth Century (Univ./College)<br>World History since 1900: Global and Regional Interactions<br>Current Aboriginal Issues in Canada<br>Adventures in World History (Workplace)<br>World History since the Fifteenth Century (College)<br>World History since the Fifteenth Century (University) | | | CHW3M1<br>CHT3O1<br>NDA3M1 | <br><br><br>CHM4E1<br>CHY4C1<br>CHY4U1 |
| Civics and Citizenship (half credit taken with half credit Careers)<br>Civics and Citizenship Extended French<br>Canadian and World Politics (University) | | CHV2OH<br>CHV2OE | | <br><br>CPW4U1 |
| Understanding Canadian Law (Univ./College)<br>Legal Studies (College)<br>Canadian and International Law (University) | | | CLU3M1 | <br>CLN4C1<br>CLN4U1 |
| | | | | |

| Course Titles | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|
| COMPUTER STUDIES | | | | |
| Introduction to Computer Studies | | ICS2O1 | | |
| Introduction to Computer Science (University)<br>Computer Science (University) | | | ICS3U1 | <br>ICS4U1 |
| Introduction to Computer Programming (College) | | | ICS3C1 | |
| Computer Programming(College) | | | | ICS4C1 |

| Course Titles | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|
| CO-OPERATIVE EDUCATION | | | | |
| Co-Op (2 credits)<br>Co-Op (4 credits)<br>Co-Op (4 Credit Heavy Equipment and Construction Trades) | | | DCO3OC<br>GWL3O4<br>GLD2O4 | DCO3OC<br>GWL3O4<br>GLD2O4 |

| Course Titles | | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|---|
| eLEARNING SCDSB | | | | | |
| Sem.1 | Families in Canada (University)<br>Families in Canada (College)<br>Human Growth and Development<br>Equity and Social Justice (University/College)<br>Forces of Nature Physical Processes and Disasters<br>Ontario Literacy Course<br>Travel & Tourism | | | <br><br><br>CGF3MV*<br>OLC3OV*<br>CGG3OV* | HHS4UV*<br>HHS4CV*<br>HHG4MV*<br>HSE4MV*<br><br>OLC4OV* |
| Sem.2 | English Grade 11 University<br>Environment and Resource Management (Univ/College) | | | ENG3UV* | <br>CGR4MV* |

| Course Titles | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|
| eLEARNING SCDSB | | | | |
| Canadian and World Issues (University)<br>Math for Technology (College)<br>Nutrition & Health (University) | | | | CGW4UV*<br>MCT4CV*<br>HFA4UV* |

*A letter of intent acknowledging that delivery and student expectations for e-learning courses is different than face-to-face courses must be completed by each student. Students can access the letter of intent for completion from the guidance/student services office.

| Course Titles | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|
| ENGLISH | | | | |
| English (Academic )<br>English (Applied)<br>English (Locally Developed) | ENG1D1<br>ENG1P1<br>ENG1LL | ENG2D1<br>ENG2P1<br>ENG2LL | | |
| English (College)<br>English (University)<br>English (Workplace) | | | ENG3C1<br>ENG3U1<br>ENG3E1 | ENG4C1<br>ENG4U1<br>ENG4E1 |
| Literacy Course | | | OLC3O1 | OLC4O1 |
| Writer's Craft (University) | | | | EWC4U1 |

| Course Titles | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|
| FRENCH, CLASSICAL, AND INTERNATIONAL LANGUAGES | | | | |
| Core French (Academic)<br>Core French (Applied)<br>Core French (Locally Developed)<br>Core French (Open)<br>Extended French (Academic) | FSF1D1<br>FSF1P1<br>FSF14L<br><br>FEF1DE | FSF2D1<br>FSF2P1<br><br><br>FEF2DE | FSF3U1<br><br><br>FSF3O1<br>FEF3UE | FSF4U1<br><br><br>FSF4O1 |
| Spanish<br>Latin<br><br>Classical Civilization | LWSBD1<br>LVLBD1 | LWSBD1<br>LVLBD1<br>LVLCU1 | LWSCU1<br>LVLCU1<br>LVLDU1 | LWSDU1<br>LVLDU1<br><br>LVV4U1 |

| Course Titles | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|
| SPECIAL EDUCATION | | | | |
| Learning Strategies: Skills for Success In Secondary School | GLE1O1 | GLE2O1 | | |
| Learning Strategies: Skills for Success In Secondary School | GLS1O1 | | | |
| Learning Strategies: Skills for Success After Secondary School | | | GLE3O1 | GLE4O1<br>GLS4O1 |

| Course Titles | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|
| GUIDANCE AND CAREER EDUCATION | | | | |
| Career Studies (half credit taken with a half Civics and Citizenship)<br>Career Studies- Extended French | | GLC2OH<br>GLC2OE | | |
| Link Crew | | | IDC3O1 | |

| Course Titles | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|
| HEALTH AND PHYSICAL EDUCATION | | | | |
| Health Active Living Education<br>(F=female, M=male, 1=co-ed) | PPL1OF<br>PPL1OM | PPL2OF<br>PPL2OM | PPL3OF<br>PPL3OM | PPL4OF<br>PPL4O1 |
| Personal and Physical Activities<br>(co-ed unless indicated F=female) | PAF2OF | | PAF3O1 | PAF4O1 |
| Rugby/Football Focus | | | PAL3O1 | |

| Course Titles | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|
| HEALTH AND PHYSICAL EDUCATION | | | | |
| Basketball/Volleyball Focus | | | PAI3O1 | |
| Introductory Kinesiology (University)<br>Recreation and Fitness Leadership<br>Outdoor Education 1 credit | | <br><br>PAD2OD | | PSK4U1<br>PLF4M1 |
| Outdoor Education **2 credit** package<br>(1 credit is university/college level→ CGR4MD + PAD3OD | | | | BLOCK2A |
| Hockey Canada Skills Academy: 2 credit package<br>(PAF3O1 + PPZ3O1) | | | BLOCK2B | |

| Course Titles | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|
| INTERDISCIPLINARY STUDIES | | | | |
| Business of Sports and Entertainment<br>Link Crew | | | <br>IDC3O1 | IDP4U1 |

| Course Titles | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|
| MATHEMATICS | | | | |
| Principles of Mathematics (Academic)<br>Principles of Mathematics (Academic Enriched) | MPM1D1<br>MPM1DP | MPM2D1<br>MPM2DP | | |
| Foundations of Mathematics (Applied) | MFM1P1 | MFM2P1 | | |
| Mathematics (Locally Developed) | MAT1LL | MAT2LL | | |
| Functions (University)<br>Functions (University Enriched)<br>Functions and Applications (Univ./College) | | | MCR3U1<br>MCR3UP<br>MCF3M1 | |
| Foundations for College Mathematics (College) | | | MBF3C1 | MAP4C1 |
| Mathematics for Work and Everyday Life (Workplace)<br>(COURSES OFFERED ALTERNATE YEARS) MEL3E1 2019-2020 | | | MEL3E1 | MEL4E1 |
| Advance Functions (University)<br>Advance Functions (University Enriched) | | | | MHF4U1<br>MHF4UP |
| Calculus and Vectors (University)<br>Calculus and Vectors (University Advanced Placement) | | | | MCV4U1<br>MCV4UP |
| Mathematics of Data Management (University) | | | | MDM4U1 |

| Course Titles | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|
| SCIENCE | | | | |
| Science (Academic)<br>Science (Applied)<br>Science (Locally Developed or Workplace)<br>Science (University/College) | SNC1D1<br>SNC1P1<br>SNC1LL | SNC2D1<br>SNC2P1 | | <br><br><br>SNC4M1 |
| Biology (College)<br>Biology (University) | | | SBI3C1<br>SBI3U1 | <br>SBI4U1 |
| Chemistry (College)<br>Chemistry (University) | | | <br>SCH3U1 | SCH4C1<br>SCH4U1 |
| Environmental Science (Workplace)<br>Environmental Science (Univ./College) | | | SVN3E1<br>SVN3M1 | |
| Physics (College)<br>Physics (University) | | | <br>SPH3U1 | SPH4C1<br>SPH4U1 |
| Earth and Space Science (University) | | | | SES4U1 |

| Course Titles | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|
| SOCIAL SCIENCE AND THE HUMANITIES | | | | |
| Exploring Family Studies | HIF1O1 | | | |
| Gender Studies | | | HSG3M1 | |
| Equity and Social Justice (Univ./College) | | | | HSE4M1 |
| Food and Nutrition | | HFN2O1 | | |
| Clothing | | HNL2O1 | | |
| Understanding Fashion (College) | | | | |
| Dynamics of Human Relationships | | | HHD3O1 | |
| Challenge and Change in Society (University) | | | | HSB4U1 |
| Introduction to Anthropology (College) | | | HSP3C1 | |
| Introduction to Anthropology (University) | | | HSP3U1 | |
| Nutrition and Health (College) | | | | HFA4C1 |
| Nutrition and Health (University) | | | | HFA4U1 |
| Food and Culture | | | HFC3E1 | |
| Food and Healthy Living | | | | HFL4E1 |
| Personal Life Management | | | | HIP4O1 |
| Raising Healthy Children | | | HPC3O1 | |
| Human Development through the Lifespan | | | | HHG4M1 |
| Working with Infants and Young Children (College) (OFFERED ALTERNATE YEARS RUNS: 2020-2021) | | | HPW3C1 | |
| Working with School-Age Children and Adolescents (College) (OFFERED ALTERNATE YEARS RUNS: 2019-2020) | | | | HPD4C1 |
| Understanding Fashion (College) | | | HNC3C1 | |
| The World of Fashion (Univ./College) | | | | HNB4M1 |
| Philosophy: Questions and Theories (University) | | | | HZT4U1 |

| Course Titles | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|
| TECHNOLOGICAL EDUCATION | | | | |
| Communications Technology Open | TGJ1O1 | TGJ2O1 | | |
| Communications Technology (Univ./College) | | | | TGJ4M1 |
| Communications Tech: Animation & Video Game (Univ/College) | | | TGI3M1 | TGI4M1 |
| Communications Technology: Photography (Univ/College) | | | TGP3M1 | TGP4M1 |
| Communications Technology: TV and Video (Univ./College) | | | TGV3M1 | |
| Computer Technology | TEJ1O1 | TEJ2O1 | | |
| Computer Engineering Technology | | | TEJ3M1 | TEJ4M1 |
| Construction Technology | TCJ1O1 | TCJ2O1 | TCJ3E1 | TCJ4E1 |
| Custom Woodworking | | | TWJ3E1 | TWJ4E1 |
| Hairstyling and Aesthetics, Open | TXJ1O1 | TXJ2O1 | | |
| Hairstyling and Aesthetics, Workplace | | | TXJ3E1 | TXJ4E1 |
| Hospitality and Tourism Cooking | TFJ1O1 | TFJ2O1 | TFC3E1 | TFC4E1 |
| Hospitality and Tourism Baking | | | TFB3E1 | TFB4E1 |
| Technological Design | | TDJ2O1 | | |
| Technological Design Architectural Design (Univ./College) | | | TDA3M1 | TDA4M1 |
| Technological Design and the Environment | | | TDJ3O1 | |
| Transportation Technology | | TTJ2O1 | TTJ3C1 | |
| Transportation Technology: Auto Service | | | TTA3C1 | TTA4C1 |
| Transportation Technology (2 Credit pkg.) | | | | TTJ4C1 |

# E-Learning

The Simcoe County District School Board partners with school boards throughout Ontario to offer many courses in an online format. Online courses begin and end with a regular school semester. If a course in unavailable at the school, registration in an on-line class may be possible. Registration must be completed with a Guidance Counsellor.

**To be successful in eLearning, students must:**

- log in and interact with their course daily
- interact with other students in the discussion area, including small group collaboration
- expect to spend 75 minutes each day plus homework time

**Things to remember when taking an eLearning course:**

- Students with online courses will have a "Study Period" with no direct supervision at Bear Creek. It is expected that they work in the Library or at home.
- Attendance is taken on-line and is based on submitting assignments and logging into the website daily
- A student will be marked absent if they do not complete the required activities in a given week
- Students will be removed from courses for non-attendance
- Teachers will connect with students through email and online discussions
- It is the student's responsibility to provide Bear Creek with a copy of final report card so the mark can be added to the transcript
- All correspondence will be sent to the student's SCDSB email. It's the student's responsibility to check this regularly

**If a student is interested in taking an online course, he/she needs to visit the Guidance Office for registration. For a list of course offerings, please see the website below:**

https://www.elearningstudents.ca/

# Summer School Master Chart 2019

| Summer School Courses | | | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|---|---|
| Face to Face | | Applied to Academic Math Transfer (0.5 cr) | MPM1DH | | | |
| | | Foundations for College Mathematics (Coll.) | | | MBF3C | MAP4C |
| | | Mathematics for College Technology (Coll.) | | | | MCT4C |
| | | Functions (University.) | | | MCR3U | |
| | | Advanced Functions (University) | | | | MHF4U |
| | | Calculus and Vectors (University) | | | | MCV4U |
| | | English as a Second Language | | ESLBO | ESLCO | ESLDO |
| | | Presentation Skills (for ESL students only) | | | EPS3O | |
| | | Spanish | | LWSBO | LWSCO | |
| | | Coop | | | various | codes |
| eLearning | Business | International Business Fundamentals | | | | BBB4M |
| | English | Literacy Course | | | OLC3O | OLC4O |
| | | English (Workplace) | | | ENG3E | ENG4E |
| | | English (College) | | | ENG3C | ENG4C |
| | | English (University) | | | ENG3U | ENG4U |
| | | Writer's Craft (University) | | | | EWC4U |
| | Math | Mathematics of Data Management (Univ.) | | | | MDM4U |
| | Science | Biology (College) | | | SBI3C | |
| | | Biology (University) | | | SBI3U | SBI4U |
| | | Chemistry (College) | | | | SCH4C |
| | | Chemistry (University) | | | SCH3U | SCH4U |
| | | Physics (College) | | | | SPH4C |
| | | Physics (University) | | | SPH3U | |
| | Social Science | Civics (.5cr) | | CHV2O | | |
| | | Career Studies (.5cr) | | GLC2O | | |
| | | Analysing Current Economic Issues (Univ.) | | | | CIA4U |
| | | Equity and Social Justice (Univ./College) | | | | HSE4M |
| | | World Cultures (Univ./College) | | | | HSC4M |
| | | Gender Studies (Univ./College) | | | HSG3M | |
| EduTravel* (Website) | | Biology in Fiji | | | SBI3U | |
| | | Sustainable Environments | | | | CGR4M |
| | | Civics and Careers | | CHV/GLC2O | | |
| | | Canadian Geography (Academic) | CGC1D | | | |

*Edutravel is an SCDSB approved *Independent Travel Company* offering credit based learning opportunities during March break and in the summer, for a fee. Information and registration details are available on the Edutravel website.

# Night School Master Chart 2019-2020

## Night School Courses

### Barrie Learning Centre

Face to Face Two nights/week

| | | Course Code | Semester 1 | Semester 2 |
|---|---|---|---|---|
| Open | Co-op (2 credit or 1 credit) | TBD | 220/110 hrs in evening | 220/110 hrs in evening |
| | Spanish | LWSBO/CO | Monday/Wednesday | Tuesday/Thursday |
| | Italian | LWIBO | Tuesday/Thursday | Monday/Wednesday |
| Grade 11 | English (Literacy) | OLC3O | Monday/Wednesday | Monday/Wednesday |
| | English (Workplace) | ENG3E | Monday/Wednesday | Monday/Wednesday |
| | English (College) | ENG3C | Monday/Wednesday | Monday/Wednesday |
| | English (University) | ENG3U | Monday/Wednesday | Monday/Wednesday |
| | Math (Workplace) | MEL3E | Tuesday/Thursday | Tuesday/Thursday |
| | Math (College) | MBF3C | Tuesday/Thursday | Tuesday/Thursday |
| | Math (University) | MCR3U | Tuesday/Thursday | |
| | Biology (College) | SBI3C | Monday/Wednesday | Monday/Wednesday |
| | Biology (University | SBI3U | Monday/Wednesday | Monday/Wednesday |
| | Chemistry (University) | SCH3U | Monday/Wednesday | Monday/Wednesday |
| | Physics (University) | SPH3U | Monday/Wednesday | |
| Grade 12 | English (Literacy) | OLC4O | Monday/Wednesday | Monday/Wednesday |
| | English (Workplace) | ENG4E | Monday/Wednesday | Monday/Wednesday |
| | English (College) | ENG4C | Monday/Wednesday | Tuesday/Thursday |
| | English (University) | ENG4U | Monday/Wednesday | Tuesday/Thursday |
| | Math (Workplace) | MEL4E | Tuesday/Thursday | Tuesday/Thursday |
| | Math (College) | MAP4C | Tuesday/Thursday | Tuesday/Thursday |
| | Math for College Tech (College | MCT4C | Tuesday/Thursday | |
| | Advanced Functions (University) | MHF4U | Tuesday/Thursday | Tuesday/Thursday |
| | Calculus (University) | MCV4U | | Tuesday/Thursday |
| | Data Management (University) | MDM4U | | Tuesday/Thursday |
| | Biology (University) | SBI4U | Monday/Wednesday | Monday/Wednesday |
| | Chemistry (College) | SCH4C | Monday/Wednesday | Monday/Wednesday |
| | Chemistry (University) | SCH4U | | Monday/Wednesday |
| | Physics (College) | SPH4C | Monday/Wednesday | |
| | Physics (University) | SPH4U | | Monday/Wednesday |
| | Equity and Social Justice: From Theory to Practice (Univ./College) | HSE4M | Tuesday/Thursday | |
| | World Cultures (Univ./College) | HSC4M | | Monday/Wednesday |

# SPECIALIST HIGH SKILLS MAJOR (SHSM) PATHWAY PLANNING

## SHSM ENVIRONMENT

**CONTACT: K. ALDERSON/R.HAWES**

**This program benefits students who are interested in pursuing post-secondary or workplace opportunities in outdoor or environmental fields.**

**Possible Job Connections:**

- Habitat Management Technician
- Hatchery or Fisheries Technician
- Land Surveyors
- Forestry Worker
- Soil Testing Technologist
- Technical – Pollution Control
- Air Quality Meteorologist
- Chemical Engineer
- Climatologist
- Environmental Impact Analyst
- Geological Engineer
- Interpretive Naturalist
- Waste Diversion Consultant
- Canoeing Guide
- Camp Counsellor
- Fishing/Hunting Guide
- Outdoor Sport and Recreation Guide
- Outfitter
- Recreation Program Leader
- Ski Instructor

## Build Your Resume and Gain Experience

**Certification / Training:**

Compulsory

- Standard First Aid (SFA)
- Cardio-Pulmonary Resuscitation (CPR)
- Global Positioning System (GPS)
- Workplace Hazardous Materials Information System (WHMIS)

Electives:

- Safe Hiker (Hike Ontario)
- Paddling Techniques (ORCKA)
- Leave No Trace
- Map and Compass Use
- Leadership
- Knot Tying

**Career Exploration and Field Trips**

- Change Your World Conference – York University
- Georgian College Tour
- Algonquin Park Canoe Trip
- Camp Kandalore Leadership Trip

| Course Titles | | Grade 11 | | Grade 12 | |
|---|---|---|---|---|---|
| Major Credits<br>• 4 Required<br>• At least 1 from each Grade level | Arts | | | AWE4M | |
| | Canadian and World Studies | CGG3O | CGF3M | CGR4E<br>CGO4M | CGW4U |
| | Health & Physical Education | | | PAD4O | |
| | Interdisciplinary Studies | IDC3O | | | |
| | Science | SBI3C<br>SBI3U<br>SCH3U | SVN3E<br>SVN3M | SCH4C<br>SCH4U<br>SES4U | SPH4C<br>SNC4E<br>SNC4M |
| | Technological Education | TDJ3O | | TDJ4O | |
| English<br>• 2 Required<br>• 2 CLAs required | English | ENG3C<br>ENG3E | ENG3U | ENG4C<br>ENG4E | ENG4U<br>OLC4O |
| Mathematics<br>• 1 Required<br>• CLA required | Mathematics | MBF3C<br>MCR3U | MEL3E<br>MCF3M | MAP4C<br>MCT4C<br>MEL4E | MHF4U<br>MCV4U<br>MDM4U |
| Co-op<br>• 2 Credits Required | Cooperative Education<br>• Placement related to SHSM program | DCO3OC (2 credit)<br>GWL3O4 (4 credit) | | DCO3OC (2 credit)<br>GWL3O4 (4 credit) | |

# SHSM HEALTH & WELLNESS

**CONTACT: C. RICHARDSON/ L. CARSCADDEN/M. NEWBIGGING**

The **Bear Creek Health & Wellness SHSM** provides students with the chance to explore career opportunities in community and medical support care roles. These opportunities may include co-op placements in health care facilities, retirement residences and public education throughout Barrie and area. If you are considering future destinations in medical, nursing, dental, physiotherapy and rehabilitation, personal support care, developmental services, teaching and early childhood education, you will be interested in this specialized program.

Certifications and training will include: Standard First Aid with CPR C; AED and EPI pen training; WHMIS; Service Excellence; Non-violent Crisis Intervention; Infection Control; Conflict Resolution; Leadership; Communication Skills; and, Personality Dimensions.

Multiple field trip and reach ahead activities will be made available including: Equity and Inclusion; SafeTALK; CAMH; Georgian College Lab Practices; Brock U Kinesiology Days; U Waterloo Medical Lab Days. Guest speaker 'Lunch and Learn' sessions include former students and professionals currently employed in the field.

The Bear Creek Health & Wellness SHSM program has consistently celebrated one of the highest graduation success rates of SHSM programs offered within the SCDSB. Graduates are proud to share their Skills Portfolio with prospective employers and post-secondary institutions highlighting the certifications and training they have received within this dynamic SHSM program.

Visit the Bear Creek website, Cooperative Education page, or see guidance for additional SHSM information.

| Course Titles | | Grade 11 | | Grade 12 | |
|---|---|---|---|---|---|
| | Arts | ATC3M | | ATC4M | |
| Major Credits<br>• 4 Required<br>• At least 1 from each Grade level | Health & Physical Education | PAF3O<br>PAI3O<br>PAL3O | PPL3OF<br>PPL3OM<br>PPZ3C | PAF4O<br>PLF4M<br>PPL4OF | PPL4OM<br>PSK4U |
| | Science | SBI3U | SCH3U | SBI4U<br>SCH4C<br>SCH4U | SNC4E<br>SNC4M |
| | Social Science & Humanities | HFC3E<br>HPC3O<br>HPW3C<br>HRT3M | HSG3M<br>HSP3C<br>HSP3U | HFA4C<br>HFA4U<br>HFL4E<br>HHG4M<br>HHS4C | HHS4U<br>HIP40<br>HPD4C<br>HSB4U<br>HZT4U |
| English<br>• 2 Required<br>• 1 CLA Required | English | ENG3C<br>ENG3E | ENG3U | ENG4C<br>ENG4E | ENG4U<br>OLC4O |
| Mathematics<br>• 1 Required<br>• CLA Required | Mathematics | MBF3C<br>MCR3U | MCF3M<br>MEL3E | MAP4C<br>MCT4C<br>MEL4E | MHF4U<br>MCV4U<br>MDM4U |
| Other<br>• 1 Required<br>• CLA Required | Science | SBI3C<br>SBI3U<br>SCH3U | SPH3U<br>SVN3E | SCH4C<br>SCH4U<br>SPH4C | SPH4U<br>SNC4E<br>SNC4M |
| Co-op<br>• 2 Credits Required | Cooperative Education<br>• Placement related to SHSM program | DCO3OC (2 credit)<br>GWL3O4 (4 credit) | | DCO3OC (2 credit)<br>GWL3O4 (4 credit) | |

## SHSM SPORTS

**CONTACT: R. HAWES/M. DAWSON**

The **Bear Creek Fitness, Sport and Recreation Management SHSM** enables students to build a foundation of sector-focused knowledge and skills before graduating and entering apprenticeship training, college, university, or an entry-level position in the workplace. Depending on local circumstances, this SHSM has been designed to have a particular focus in competitive and recreational sports, sports management, or sports media and broadcasting. Where a choice of focus area is offered, students may select one.

The **SHSM – Sport** requires students to complete six sector – recognized certifications that have been identified through extensive employment sector consultation. Completing certification enables students to acquire the knowledge and skills related to safe work habits and sector-specific training.

**Compulsory components** are made up of Standard First Aid, Cardiopulmonary Resuscitation (CPR) Level C (with AED) and generic (not site-specific) instruction about the Workplace Hazardous Materials Information System (WHMIS). **Elective Certification and or training** offerings include such things as coaching, group dynamics, leadership skills, sports program design and wrapping and taping for performance and injury.

The most desirable component of Bear Creek's SHSM – Sport are the **Experiential Learning and Career Exploration Activities** where students visit Paramount Fine Goods Centre (**Raptors 905**), Scotiabank Arena, Ricoh Coliseum (**Toronto Marlies**) and Rogers Centre (**Toronto Blue Jays**). Students are able to experience coaching, training and sector-specific career forums, as well, witness live action profession sports team events to provide the ultimate learning experience.

Bear Creek students in this program are limitless and cater to all pathways, which can be seen by viewing our website under **Guidance** for additional SHSM information.

| Course Titles | | Grade 11 | | Grade 12 | |
|---|---|---|---|---|---|
| | Arts | ATC3M | | ATC4M | |
| | Business Studies | BMI3C | | | |
| Major Credits<br>• 4 Required<br>• At least 1 from each Grade level | Health & Physical Education | PAF3O<br>PAI3O<br>PAL3O | PPL3OF<br>PPL3OM<br>PPZ3C | PAF4O<br>PLF4M<br>PPL4OF | PPL4OM<br>PSK4U |
| | Science | SBI3C | SBI3U | SBI4U | |
| English<br>• 2 Required<br>• 1 CLA Required | English | ENG3C<br>ENG3E | ENG3U | ENG4C<br>ENG4E | ENG4U<br>OLC4O |
| Mathematics<br>• 2 Required<br>• 1 CLA Required | Mathematics | MBF3C<br>MCR3U | MCF3M<br>MEL3E | MAP4C<br>MCT4C<br>MEL4E | MHF4U<br>MCV4U<br>MDM4U |
| Other<br>• 1 Required<br>• CLA Required | Business Studies | BAF3M | BDI3C | BAT4M<br>BOG4M | BOH4M |
| | Interdisciplinary Studies | IDC3O | | IDP4U | |
| | Social Science & Humanities | HSP3C | HSP3U | HHS4C | HHS4U |
| Co-op<br>• 2 Credits Required | Cooperative Education<br>• Placement related to SHSM program | DCO3OC (2 credit)<br>GWL3O4 (4 credit) | | DCO3OC (2 credit)<br>GWL3O4 (4 credit) | |

## SHSM TRANSPORTATION

**Contact: K. Dea/S. Gunson SHSM** provides students with the chance to explore career opportunities in the transportation service industry. These opportunities may include co-op placements in small engines, marine automotive, truck and coach and heavy equipment service and sales. If you are considering a career in any of these areas, you will be interested in this specialized program.

Certifications and training may include: Standard First Aid with CPR C; AED and EPI pen training; WHMIS; fork lift, automotive hoist training; working at heights, fire extinguisher training; hazardous spill cleanup/response, leadership, communication skills and customer service.

Multiple field trip and reach ahead activities will be made available including: War Plane Heritage Museum, Toronto International Automotive Show, Toronto Boat Show, Burl's Creek Antique Car Show, Georgian and Centennial College tours/guest speakers. Conestoga College heavy equipment trip.

The Bear Creek Transportation SHSM program has consistently landed many apprenticeship opportunities for its graduates. Graduates are proud to share their Skills Portfolio with prospective employers and post-secondary institutions highlighting the certifications and training they have received within this dynamic SHSM program.

Visit the Bear Creek website, Cooperative Education page, or see guidance for additional SHSM information.

| Course Titles | | Grade 11 | | Grade 12 | |
|---|---|---|---|---|---|
| Major Credits<br>• 4 Required<br>• At least 1 from each Grade level | Science | SPH3U | | SPH4U | |
| | Technological Education | TTA3C<br>TTJ3C | TTJ3O | TTA4C<br>TTJ4C | TTJ4C2<br>TTJ4E |
| English<br>• 2 Required<br>• 1 CLA Required | English | ENG3C<br>ENG3E | ENG3U | ENG4C<br>ENG4E | ENG4U<br>OLC4O |
| Mathematics<br>• 1 Required<br>• CLA Required | Mathematics | MBF3C<br>MCR3U | MCF3M<br>MEL3E | MAP4C<br>MCT4C<br>MEL4E | MHF4U<br>MCV4U<br>MDM4U |
| Other<br>• 1 Required<br>• CLA Required | Business Studies | BAI3E<br>BAF3M<br>BDI3C | BMI3C<br>BTA3O | BOG4E | BOH4M |
| | Science | SBI3C<br>SBI3U<br>SCH3U | SPH3U<br>SVN3E<br>SVN3M | SCH4C<br>SCH4U<br>SPH4C | SPH4U<br>SNC4E |
| Co-op<br>• 2 Credits Required | Cooperative Education<br>• Placement related to SHSM program | DCO3OC (2 credit)<br>GWL3O4 (4 credit) | | DCO3OC (2 credit)<br>GWL3O4(4 credit) | |

## SHSM ARTS & CULTURE

## CONTACT: H. ROBERT/E. DOLD

- The Arts & Culture SHSM is a Ministry-approved **specialized program designed within your regular high school courses** and is offered to students at no cost. It is open to students in all pathways (workplace, apprenticeship, college, university) who may be interested in pursuing careers in the Arts.
- Through this program, students build a foundation of arts focused knowledge and skills, gain valuable work experience, and receive employer recognized certification and/or training**.**
- SHSM graduates earn a RED SEAL on their diploma indicating that they have developed specialized skills and focused their studies, all of which benefit the transition to the world beyond high school,
- Post-secondary pathways and future careers.

**Benefits of a SHSM**

- Build your resume and Gain VALUABLE EXPERIENCE
- Focus on a career path that matches interests, skills and goals
- Connect present-day learning to post-secondary and career goals
- Develop specialized knowledge and skills
- Earn industry-recognized certifications and career-relevant training
- Make connections to real-life industries and programs
- Develop the essential skills and work habits that employers are looking for

**Post-Secondary Opportunities**

Graduates with a SHSM in Arts & Culture will not only finish with an enhanced resume of experiences but they will also be better prepared for careers or post-secondary studies in the arts and culture sector. A small sample of careers in this field includes:

Graphic Designer
Animator/illustrator
Freelance Artist/Curator
Fashion Designer
Makeup Artist
Architect

Author/Writer
Photographer
Teacher/Professor
Dancer/Choreographer
Producer/Director

Actor/Comedian/Performer
Broadcast Technician/Production
Film Video Camera Operator
Musician/Singer/Composer
Public Relations & Communications

| Course Titles | | Grade 11 | | Grade 12 | |
|---|---|---|---|---|---|
| Major Credits<br>• 4 Required<br>• At least 1 from each Grade level | Arts | ADA3M<br>AMG30<br>AMI3M<br>AMK3M<br>AMR3M<br>AMV3M<br>ATC3M<br>ATD3M | AVI3O<br>AVI3M<br>AWS3O<br>AWS3M<br>TDA3M<br>TWJ3E<br>TXJ3E<br>TGP3M<br>HNC3C | ADA4M<br>AMI4M<br>AMK4M<br>AMR4M<br>AMV4M<br>ATC4M<br>ATD4M<br>LVV4U | AVI4M<br>AWS4M<br>TDA4M<br>TWJ4E<br>TXJ4E<br>TGP4M<br>AEA4O<br>AWE4M<br>HNB4M |
| English<br>• 2 Required<br>• 1 CLA Required | English | ENG3C<br>ENG3E | ENG3U | ENG4C<br>ENG4E | ENG4U<br>OLC4O |
| Other<br>• 1 Required<br>• CLA Required | Business Studies | BAF3M<br>BMI3C<br>BDI3C | BAI3E<br>BTA3O | BAT4M<br>BOH4M | |
| Co-op<br>• 2 Credits Required | Cooperative Education<br>Placement related to SHSM program | IDC3O<br>DCO3OC (2 credit)<br>GWL3O4 ( 4 credit) | | EWC4U<br>DCO3OC<br>GWL3O4 | HSB4U |

# ARTS

## Dance

**ATC1O1**
**Dance, Grade 9, Open**
This course gives students the opportunity to explore their technical and compositional skills by applying the elements of dance and the tools of composition in a variety of performance situations. Students will generate movement through structured and unstructured improvisation, demonstrate an understanding of safe practices with regard to themselves and others in the dance environment, and identify the function and significance of dance within the global community.
**Prerequisite: None**

**ATC2O1**
**Dance, Grade 10, Open**
This course emphasizes the development of students' technique and creative skills relating to the elements of dance and the tools of composition in a variety of performance situations. Students will identify responsible personal and interpersonal practices related to dance processes and production, and will apply technologies and techniques throughout the process of creation to develop artistic scope in the dance arts.
**Prerequisite: None**

**ATC3M1**
**Dance, Grade 11, University/ College Preparation**
This course emphasizes the development of students' artistry, improvisational and compositional skills, and technical proficiency in global dance genres. Students will apply dance elements, techniques, and tools in a variety of ways, including performance situations; describe and model responsible practices related to the dance environment; and reflect on how the study of dance affects personal and artistic development.
**Prerequisite: Dance, Grade 9 or 10, Open**

**ATC4M1**
**Dance, Grade 12, University/College Preparation**
This course emphasizes the development of students' technical proficiency and fluency in the language of movement in global dance genres, and understanding of the dance sciences. Students will explain the social, cultural, and historical contexts of dance; apply the creative process through the art of dance in a variety of ways; and exhibit an understanding of the purpose and possibilities of continuing engagement in the arts as a lifelong learner.
**Prerequisite: Dance, Grade 11 University/College Preparation**

**ATD3M1**
**Dance Composition, Grade 11, University/College Preparation**
This course emphasizes the development of students' compositional and improvisational skills through creative movement. Students will demonstrate an understanding of the dance techniques and movement vocabularies of both Modern and Contemporary styles of dance utilizing the elements of dance and the creative process in composing individual movement pieces and participating in ensemble movement pieces. Students will also study the historical development of Modern and Contemporary dance, with a focus on innovators of these genres as well as their influence on dance in today's society.
**Prerequisite: Dance, Grade 9 or 10, Open**

**ATD4M1**
**Dance Composition, Grade 12, University/College Preparation**
This course builds on ATD3M1. It also focuses on the development of students' compositional and improvisational skills through creative movement. Students will further demonstrate an understanding of Modern and Contemporary styles of dance, not only by utilizing the elements of dance and the creative process, but also by composing and performing ensemble pieces. Students will also study the historical development of Modern and Contemporary dance, with a focus on the creative process and how the innovators of these genres came to create the pieces that made them influential.
**Prerequisite: Dance, or Dance Composition, Grade 11, University/College Preparation**

## Dramatic Arts

**ADA1O1**
**Drama, 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**

**ADA2O1** **CTRL CLICK → BACK TO ARTS**
**Drama, 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**

**ADA3M1**
**Drama, Grade 11, University/College Preparation**
This course requires students to create and to perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights,
directors, actors, designers, technicians, and audiences.
**Prerequisite: Drama, Grade 9 or 10, Open**

**ADA4M1**
**Drama, Grade 12, University/College Preparation**
This course requires students to experiment individually and
collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other text and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.
**Prerequisite: Drama, Grade 11, University/College Preparation**

## Exploring and Creating the Arts

**AEA4O1**
**Exploring and Creating the Arts, Grade 12, Open**
This course offers students the opportunity to explore connections between dance, drama, media arts, music, and/or visual arts. Students will use the creative process individually and/or collaboratively to produce integrated art works that draw on various disciplines, and they will critically analyze art works and determine how interpreting these works affects their own development. Students will develop responsible practices that are transferable beyond the classroom. They will explore solutions to integrated arts challenges and discover that art is everywhere, influencing and reflecting society.
**Prerequisite: None**
**This course will be offered every other year.**
**Next course will run 2020-2021**

## Music

**AMI1O1**
**Music, Instrumental, Grade 9, Open**
This course emphasizes the creation and performance of music through the medium of Concert Band Instruments (Brass and Woodwind) for students with no previous experience reading standard musical notation and is aimed at developing technique, sensitivity and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music and will develop a variety of skills transferable to other areas of their life.

**AMU1O1**
**Music, Grade 9, Experienced Open**
This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.
**Note: This course is for students who have experience on a band instrument or experience reading standard musical notation.**

**AMI2O1**
**Music, Instrumental, Grade 10, Open**
This course emphasizes the creation and performance of music at a level which continues from the knowledge and skills gained on their instrument in the AMI101 course. In addition, students will have an optional opportunity to complete 1 unit of guitar study, in addition to their band instrument, if they are interested. Students will develop musical literacy skills by using the creative and critical analysis process in compositions, performance and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities and cultures.
**Recommended: AMI1O1, or permission of the teacher**

**AMI3M1**
**Music, Grade 11, Instrumental, University/College Preparation** **CONTROL CLICK→ BACK TO ARTS**
This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis and performance of music, including traditional, commercial and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.
**Prerequisite: Music, Grade 9 or 10, Open**
**Recommended: AMI2O1, or permission of the teacher**

**AMI4M1**
**Music, Instrumental, Grade 12, University/College Preparation**
This course enables students to enhance their musical literacy through the creation, appreciation, analysis and performance of music. Students will perform traditional, commercial and art music and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers.
**Prerequisite: Music, Grade 11, University/College Preparation**

**AMR2O1**
**Music, Repertoire, Grade 10, Open**
The Music Repertoire Course (AMR 2O1) is an optional co-requisite with AMI 2O1. (ie. AMI 2O1 may be selected alone, but students may not select AMR 2O1 alone, it must be selected in conjunction with AMI 2O1). Students will examine a variety of different repertoire through participation in various ensembles within the school music program. This course will appear on a student's schedule during their lunch period, but each student will follow an individualized schedule, based on the ensembles they choose to participate in. Students will also have the opportunity to gain leadership knowledge and experience through a variety of means as a part of the course.

**AMR3M1**
**Music, Repertoire, Grade 11, University/College Preparation**
The Music Repertoire Course (AMR 3M1) is an optional co-requisite with AMI 3M1. (ie. AMI 3M1 may be selected alone, but students may not select AMR 3M1 alone, it must be selected in conjunction with AMI 3M1). Students will examine a variety of different repertoire through participation in various ensembles within the school music program. This course will appear on a student's schedule during their lunch period, but each student will follow an individualized schedule, based on the ensembles they choose to participate in. Students will also have the opportunity to gain leadership knowledge and experience through a variety of means as a part of the course.

**AMR4M1**
**Music, Repertoire, Grade 12, University/College Preparation**
The Music Repertoire Course (AMR 4M1) is an optional co-requisite with AMI 4M1. (ie. AMI 4M1 may be selected alone, but students may not select AMR 4M1 alone, it must be selected in conjunction with AMI 4M1). Students will examine a variety of different repertoire through participation in various ensembles within the school music program. This course will appear on a student's schedule during their lunch period, but each student will follow an individualized schedule, based on the ensembles they choose to participate in. Students will also have the opportunity to gain leadership knowledge and experience through a variety of means as a part of the course.

## Guitar

**AMG2O1**
**Music, Guitar, Grade 10, Open**
This course emphasizes the creation and performance of music for guitar, for students with no previous experience. Students will develop musical literacy skills by using the creative and critical analysis process in compositions, performance and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities and cultures. AN ACOUSTIC GUITAR MUST BE PROVIDED BY THE STUDENT, DAILY.

**AMG3O1**
**Music, Guitar, Grade 11, Open**
This course develops students' musical literacy through performance on guitar and the preparation and presentation of music productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, present and market musical productions. Students will respond to, reflect on and analyse music from various genres and periods and they will develop skills transferable to other aspects of their life and their careers.
**Recommended background: Music, Guitar, Grade 10, Open or Music, Instrumental, Grade 9, Open**

## Vocal Music

**AMV1O1** **CONTROL CLICK→BACK TO ARTS**
**Music, Vocal, Grade 9, Open**
This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music and will develop a variety of skills transferable to other areas of their life.

**AMV2O1**
**Music, Vocal, Grade 10, Open**
This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis process in compositions, performance and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities and cultures.

**AMV3M1**
**Music, Grade 11, Vocal, University/College Preparation**
This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis and performance of music, including traditional, commercial and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.
**Prerequisite: Vocal Music, Grade 9 or 10, Open**

**AMV4M1**
**Music, Vocal, Grade 12, University/College Preparation**
This course enables students to enhance their musical literacy through the creation, appreciation, analysis and performance of music. Students will perform traditional, commercial and art music and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers.
**Prerequisite: Vocal Music, Grade 11, University/College Preparation:**

**AMK3M1**
**Music, Piano Accompaniment, Grade 11, University/College Preparation**
This course is designed for students who have achieved at least a Conservatory Grade 6 level. The objectives of the Grade 11 curriculum are achieved while developing performance skills related to accompanying other musicians, both in rehearsal and in performance. Work for this course will be completed both during and outside of class time.
**Requirement: Students interested in this course must first consult with one of the music teachers for placement.**

**AMK4M1**
**Music, Piano Accompaniment, Grade 12, University/College Preparation**
This course is the continuation of the Grade 11 Accompaniment course, for students with a high level of piano proficiency. The objectives of the Grade 12 curriculum are achieved while developing performance related skills to accompanying other musicians, both in rehearsal and in performance. Work for this course will be completed both during and outside of class time.
**Prerequisite: Music, Piano Accompaniment, Grade 11, University/College Preparation**

## Visual Arts

**AVI1O1**
**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. Students will use the creative and critical analysis processes and will interpret art within a personal,
contemporary, and historical context.

**AVI2O1**
**Visual Arts, Grade 10, Open**
This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

**AVI3O1** **CTRL CLICK→BACK TO ARTS**
**Visual Arts, Grade 11, Open**
This course focuses on studio activities in the visual arts, such as drawing, painting, sculpture, photography, printmaking, collage, and/or multimedia art. Students will use the creative process to create art works that reflect a wide 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: Visual Arts, Grade 9 or 10 Open**

**AWT3O1**
**Non Traditional Art**
**Grade 11, Open (Learning Through Street Art and Skateboard Culture**
This unique course provides students with a hands-on opportunity to learn experientially through contemporary art and skateboard innovation. Through practical units of study, students will use street art and skateboard design as a medium to examine their world. Students will have the opportunity to create non-traditional artworks, build their own longboard or skateboard deck, design original custom graphics and work with local skate shops and community partners. Students will also have the opportunity to display their work all while acquiring an appreciation of contributing to their communities and helping others. Students will also analyze artworks and study aspects of art history, as well as art forms from Canada and other parts of the world. Students will develop skills in communication, interpersonal relations, leadership, teamwork, and self-assessment. This course has an enhancement fee of $65.00 that covers the cost of all project materials and the materials required to make a fully usable skateboard or longboard.
**Prerequisite: Visual Arts, Grade 9 or 10 Open**

**AVI3M1**
**Visual Arts, Grade 11, University/College Preparation**
This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creating of collage, multimedia works, and works using emergent technologies. Students will use the critical analysis process when evaluating their own work and the work of others.
**Prerequisite: Visual Arts, Grade 9 or 10, Open**

**AVI4M1**
**Visual Arts, Grade 12, University/College Preparation**
This course focuses on enabling students to refine their use of the creative process when creating and presenting two and three dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.
**Prerequisite: Visual Arts, Grade 11, University/College Preparation**

## Digital Media

**AWS1O1**
**Digital Media, Grade 9, Open**
With a focus on digital media (e.g. computer graphics, digital camera, scanner), this course offers 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 mediums through working with processes, techniques, and styles. Students will learn and use methods of analysis and criticism and characteristics of art.

**AWS2O1**
**Digital Media, Grade 10, Open**
Using digital media (e.g. computer, digital camera, scanner, and multimedia) as well as some traditional techniques students will develop their artistic knowledge and skills. Student learning will include the analysis, appreciation, and production of media art.
**Recommendation: Digital Media, Grade 9 Open**

**AWS3O1**
**Digital Media, Grade 11, Open**
Using digital media, (e.g. digital camera, computer graphics, photo-imaging software) students will create art works that explore a wide range of subject matter, and will evaluate art works, providing grounds for their aesthetic judgements. They will also examine historical and cultural contexts of Western art (including Canadian art) and art from various world cultures to support their study of specific media.
**Prerequisite: Visual Arts, Grade 9 or 10, Open (AVI, AWS)**

**AWS3M1**
**Digital Media, Grade 11, University/College Preparation**
This course focuses on digital media (e.g., digital camera, computer graphics, photo-imaging software). Students will have the opportunity to further develop their skills and knowledge in cyber arts. A wide range of subject matter will be explored through studio activities, and will strengthen their practical skills. Students will also analyse art works and study aspects of Western art history, as well as art forms from Canada and other parts of the world.
**Prerequisite: Visual Arts, Grade 9 or 10, Open (AVI, AWS)**

**AWS4M1**
**Digital Media, Grade 12, University/College**
Using a variety of technologies and processes (e.g. computer graphics, photo-imaging), students will produce a body of work demonstrating a personal approach. The production of interactive media art forms (e.g. interactive art installations, network art) will be explored. Students will analyse and evaluate cyber art works and will be required to maintain a portfolio of their art works.
**Prerequisite: Digital Media, Grade 11, University/College Preparation**

### Yearbook

**AWE4M1** **CTRL CLICK→BACK TO ARTS**
**Yearbook, Grade 12, University/College Preparation**
This course provides students with the opportunity to direct, manage and produce the school yearbook. A number of areas will be explored to assist with this process including sales, marketing, fundraising, budgeting, editing, photography, journalism, and graphic design. Students will be assigned specific workflow roles and learn what it takes to be a part of a production team. Those interested should be advised that this course requires a leadership and team-based focus involving participation outside of class hours and strong commitment to the school community. This course emphasizes the development critical thinking and problem solving skills necessary to make decisions, organize complex group endeavours, and engage in multidisciplinary approaches in order to create creative products. Students will apply these skills to effectively utilize print, electronic, and mass-media resources, document real events, investigate career opportunities, and design creative layouts that consolidate their research.
**Recommended: Digital literacy and a strong background in Adobe suite products (Photoshop, Illustrator) and desktop publishing or camera knowledge. Completion of Photography, Digital Art, or Communications Technology would be an asset.**

## BUSINESS STUDIES

**Business:** ***a person's regular occupation, profession or trade***
*Source: http://www.oxforddictionaries.com/us/definition/american_english/business*
No matter the career path one plans to take, they will be working in a business. Take Business Studies to obtain the skills employers are looking for; computer skills, money management, working with others, problem-solving, decision-making, leadership and more! Scientists manage labs, physiotherapists and massage therapists open clinics, police officers negotiate, artists promote their art work, fire chiefs hire, and family-run companies tend to do their own accounting; the list is endless!

NO PREREQUISITES for 99.9% of our courses! The only exception is gr. 12 Accounting, which requires gr. 11 Accounting. Sign up any time in any grade! Any industry you choose to enter is made up of businesses. Be better prepared and outshine your competition by taking Business Studies, and enter the work world two steps ahead of everyone else! See us in room 199 for more information.

## Introductory Business Courses

**BTT1O1** **CTRL CLICK→BACK TO BUSINESS**

**Information and Communication Technology in Business, Grade 9, Open**

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, as well as current issues related to the impact of information and communication technology.

Note: All skills learned in this course can be applied to tasks in all other courses, in all grade levels and in the workplace!

**BBI2O1**

**Introduction to Business, Grade 10 Open**

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, business leadership, entrepreneurship and finance. The course builds a foundation for further studies in senior business courses and helps students develop the business knowledge and skills they will need in their everyday lives.

**Note**: In addition to the topics above, students will gain an understanding of the basic rights of employees and employers, along with some Health and Safety regulations. The knowledge gained in this course can be applied to all businesses, regardless of the industry.

**Prerequisite**: none

## Accounting

**BAF3M1**

**Financial Accounting Fundamentals, Grade 11, University/College Preparation**

This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of the accounting cycle for a service and a merchandising business, as well as financial analysis and current issues in accounting.

**Note: Competent math skills at the Grade 10 Academic or Applied level strongly recommended.**

**Prerequisite: none**

**BAT4M1** **CTRLCLICK-->BACKTOBUSINESS**

**Financial Accounting Principles, Grade 12, University/College Preparation**

This course introduces students to advanced accounting principles that will prepare them for post-secondary studies in business. Students will learn about financial statements for various forms of business ownership and how these statements are interpreted in making decisions. The course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.

**Prerequisite: Financial Accounting Fundamentals, Grade 11, University/College**

## Entrepreneurship

**BDI3C1**

**Entrepreneurship: The Venture, Grade 11, College Preparation**

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 associated with successful entrepreneurs.

**Note: This course is ideal for students who are thinking about running their own business. They will develop the skills required for planning the components of a venture plan such as finance, marketing, management and operations.**

**Prerequisite: none**

## Marketing

**BMI3C1**

**Marketing: Goods, Services, Events, Grade 11, College Preparation**

This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services and events. Students will examine how trends, issues, global economic changes and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice.

**Prerequisite: None**

**Note: This course is ideal for students who want to pursue a career in advertising, promotion, sales, public relations and/or product development. Marketing in different industries such as retail, manufacturing, services, non-profit organizations, sports, and entertainment will be explored.**

## Information and Communication Technology

**BTA3O1**

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

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

**Note: This course is ideal for students who are interested in enhancing their computer skills to be more successful in a work environment who have already taken BTT1O1 and/or are interested in enhancing their computer skills to be more successful in a business environment.**

**Prerequisite: None**

## Business Leadership

**BOH4M1**

**Business Leadership: Management Fundamentals, Grade 12, University/College Preparation**

This course focuses on the development of leadership skills used in managing a successful business. Students will analyze the role of a leader in business with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills and social responsibility are also emphasized.

**Prerequisite: None**

**Note: This course is ideal for students interested in pursuing business at the post-secondary level and in their future, would like to work in senior management positions.**

**BBM4M1**

**International Business Fundamentals, Grade 12, University/College Preparation (E-Learning delivery)**

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management.

**Prerequisite: None**

**IDP4U1**

**Business of Sport and Entertainment: Interdisciplinary Studies, Grade 12, University**

Sports and Entertainment are some of the most competitive and dynamic industries in the business world. In this course, business concepts will be incorporated in a practical setting where hands-on learning is the focus. Our goal is to create excitement and generate spirit among our student body which will require the use of time both in and outside the class to complete projects. The course will mostly explore the role that marketing, management, and finance play in the success of sports and entertainment organizations and presentation skills will be enhanced as this is key in these industries. Entrepreneurship, media influences, current trends and possible careers will also be examined, including postsecondary institutions that specialize in these areas.

This course will help students develop the skills and knowledge required to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles of inquiry and research to effectively use a range of print, electronic and mass-media resources; to analyze historical innovations and exemplary

research; and to investigate real-life situations as well as career opportunities in interdisciplinary endeavours. They will assess their own strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge.
**Prerequisite: Any University or University/College Preparation Course**
**Recommendation: Students should have successfully completed at least one business credit**
**Note:** This would be ideal for students who are interested in pursuing Sports Administration, Recreation Leadership, Event Management, or any Marketing programs at the postsecondary level.

## CANADIAN AND WORLD STUDIES

We bring Canada and the World to your doorstep. Our department includes 6 different subject areas**: Geography, History, Law, Politics, Economics and Native Studies**. We have 3 compulsory courses in grade 9-10 (Gr.9 Geography, Gr. 10 History and Gr. 10 Civics) and 16 elective courses throughout grade 11 -12 within our range of subjects.

Whether you are looking to become a Climatologist, GIS Specialist, Urban Planner, Archeologist, Police Officer, Lawyer, Accountant, Banker, Cultural Anthropologist, Museum Curator, Teacher or any other number of careers in our subject areas, we have got you covered. Our office is located in room 205 and we would be happy to answer any questions you may have regarding our course offerings and/or potential careers.

### Economics

**CIA4U1** **CTRL CLICK→BACK TO CAN & WORLD**
**Analysing Current Economic Issues, Grade 12 University Preparation**
This course examines current national and global economic trends and policies from diverse perspectives. Students will explore the impact of choices that individuals and institutions, including governments, make in responding to local, national, and global economic issues such as globalization and global economic inequalities, trade agreements, national debt, taxation, social spending, and consumer debt. Students will apply the concepts of economic thinking and the economic inquiry process, including economic models, to investigate, and develop informed opinions about, current economic issues and to help them make reasoned economic decisions.
**Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities**
**NOTE: This course will be offered in 2020-2021 school year.**

### Geography

**CGC1PB**
**Geography of Canada, Grade 9, Applied (Modified)**
This course reviews and practices the essential geography mapping skills and explores Canada's distinct and diverse physical, human and economic characteristics.
**Note: This modified applied course is available for students in the Locally Developed stream. This course should only be selected under the guidance of a Special Education teacher.**

**CGC1P1**
**Issues in Canadian Geography, Grade 9 Applied**
This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore a range of issues, including food and water supplies, competing land uses, and interactions with the natural environment, developing their awareness that issues that affect their lives are interconnected with issues in other parts of the world. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate choices related to sustainable living in Canada
**Prerequisite: None**

**CGC1D1**
**Issues in Canadian Geography, Grade 9 Academic**
This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place to live.
**Prerequisite: None**

**CGF3M1**
**Forces of Nature: Physical Processes and Disasters, Grade 11 University/College Preparation**
This course examines Earth's physical patterns and processes and how they create natural disasters and can contribute to human disasters. Students will explore how physical processes related to Earth's water, land, and air, as well as interactions between these systems, can affect the planet and its people. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate Earth's natural processes, to make predictions related to natural disasters, and to create plans to prepare for and/or respond to them.
**Prerequisite: Canadian Geographic Issues, Grade 9, Academic or Applied**

**CGG3O1**
**Travel and Tourism: A Geographic Perspective, Grade 11 Open**
This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends as well as tensions related to tourism, and will predict future tourism destinations. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate the impact of the travel industry on natural environments and human communities.
**Prerequisite: Canadian Geographic Issues, Grade 9, Academic or Applied**

**CGW4U1** **CTRL CLICK→BACK TO CAN&WORLD**
**World Issues: A Geographic Analysis, Grade 12 University Preparation**
This course looks at the global challenge of creating a more sustainable and equitable world. Students will explore a range of issues involving environmental, economic, social, and geopolitical interrelationships, and will examine governmental policies related to these issues. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate these complex issues, including their impact on natural and human communities around the world.
**Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities**

**CGR4MV (E-LEARNING OPTION ONLY)**
**Environment and Resource Management, Grade 12 University/College Preparation**
This course investigates interactions between natural and human systems, with a particular emphasis on the impacts of human activity on ecosystems and natural processes. Students will use the geographic inquiry process, apply the concepts of geographic thinking, and employ a variety of spatial skills and technologies to analyse these impacts and propose ways of reducing them. In the course of their investigations, they will assess resource management and sustainability practices, as well as related government policies and international accords. They will also consider questions of individual responsibility and environmental stewardship as they explore ways of developing a more sustainable relationship with the environment.
**Prerequisite: Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities**
**NOTE: This course is offered through e-learning only. See Guidance for details.**

## History

**CHC2LL**
**History of Canada, Locally Developed, Grade 10**
This course explores some of the events and experiences that have influenced the development of Canada's identity as a nation, from WW1 to present.

**CHC2P1**
**Canadian History since World War I, 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. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity. Students will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.
**Prerequisite: None**

**CHC2D1**
**Canadian History since World War I, Grade 10 Academic**
This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.
**Prerequisite: None**

**CHA3U1**
**American History, Grade 11 University/College Preparation**
This course traces the social, economic, and political development of the United States from colonial times to the present. Students will explore the historical context of key developments that shaped the United States, its identity and culture, and its role in the global community. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating forces in American history.
**Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied**

**NDA3M1** **CTRL CLICK→BACK TO CAN&WORLD**
**Current Aboriginal Issues in Canada, Grade 11, University/College Preparation**
This course focuses on existing and emerging issues of importance to Aboriginal peoples in Canada. Students will investigate issues related to identity, relationships among Aboriginal peoples and between Aboriginal peoples and other Canadians, sovereignty principles as presented by Aboriginal peoples, and the contemporary challenges posed by these issues. Students will also examine such topics as language preservation, the responsibilities of Aboriginal women and men, and the need for dialogue between Aboriginal and non-Aboriginal peoples.
**Prerequisite: Canadian History in the Twentieth Century, Grade 10, Academic or Applied**

**CHT3O1**
**World History since 1900: Global and Regional Interactions, Grade 11 Open**
This course focuses on major developments in world history from 1900 to the present. Students will explore the causes and consequences of global and regional conflicts as well as responses to social, economic, and political developments in various countries and regions. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating historical developments and events, including those that continue to affect people in various parts of the world.
**Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied, or a locally developed compulsory course (LDCC)**

**CHW3M1**
**World History to the End of the Fifteenth Century, Grade 11 University/College Preparation**
This course explores the history of various societies around the world, from earliest times to around 1500 CE. Students will examine life in and the legacy of various ancient and pre-modern societies throughout the world, including those in, Africa, Asia, Europe, and the Americas. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.
**Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied**

**CHM4E1**
**Adventures in World History, Grade 12 Workplace**
This course explores a variety of human experiences in world history from earliest times to the present. Students will learn about a wide range of societies and cultures, examining such things as systems of government, technological developments, work, art, and religion. Students will apply methods of research and inquiry to examine human societies in many different times and places and to communicate points of view about their findings.

**CHY4C1**
**World History since the Fifteenth Century, Grade 12 College Preparation**
This course explores key developments and events in world history since approximately 1450, with a focus on interactions within and between various regions. Students will examine social, economic, and political developments and how they have affected different peoples. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key turning points in world history and historical forces that have shaped our world.
**Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied**

**CHY4U1**
**World History since the Fifteenth Century, Grade 12 University Preparation**
This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and assess societal progress or decline in world history.
**Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.**

## Politics

**CHV2OH**
**Civics and Citizenship, Grade 10, Open**
This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.
**Prerequisite: None**

**CPW4U1**
**Canadian and World Politics, Grade 12 University Preparation**
This course explores various perspectives on issues in Canadian and world politics. Students will explore political decision-making and ways in which individuals, stakeholder groups, and various institutions, including different levels of government, multinational corporations, and non-governmental organizations, respond to and work to influence domestic and international developments. Students will apply the concepts of political thinking and the political inquiry process to investigate current political policies, issues, and events, and to develop and communicate informed opinions about them.
**Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.**

## Law

**CLU3M1** **CTRL CLICK→BACK TO CAN&WORLD**
**Understanding Canadian Law, Grade 11 University/College Preparation**
This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of rights and freedoms in Canada, our legal system, and family, contract, employment, tort, and criminal law. Students will use case studies and apply the concepts of legal thinking and the legal inquiry process to develop legal reasoning skills and to formulate and communicate informed interpretations of legal issues, and they will develop the ability to advocate for new laws.
**Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied**

**CLN4U1**
**Canadian and International Law, Grade 12 University Preparation**
This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop their understanding of the principles of Canadian and international law when exploring rights and freedoms within the context of topics such as religion, security, cyberspace, immigration, crimes against humanity, and environmental protection. Students will apply the concepts of legal thinking and the legal inquiry process when investigating these issues in both Canadian and international contexts, and they will develop legal reasoning skills and an understanding of conflict resolution in the area of international law.
**Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities**

**CLN4C1**
**Legal Studies, Grade 12 College Preparation**
This course provides a foundation for students who wish to pursue a career that requires an understanding of law. Students will explore the importance of law, analysing contemporary legal issues and their impact. They will investigate requirements for various law-related careers as well as legal responsibilities in the workplace. Students will apply the concepts of legal thinking and the legal inquiry process to investigate the role of law in a changing society and will develop conflict-resolution skills needed for negotiation.
**Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied**

## COOPERATIVE EDUCATION

One of the best ways to discover your **career path** is to select Cooperative Education in Grade 11 and/or Grade 12. This program not only allows students bound for university, college or the workplace to earn credits, but it also offers students the opportunity to e**xplore various career fields** in a variety of subject areas such as:

**The Arts** - visual arts, theatre, music
**Business** - accounting, banking, retail, marketing, real estate
**Canadian and World Studies** - geography, the environment, law, travel & tourism
**English** - media, communications
**Physical Education** - physiotherapy, physical fitness, health, firefighting*, policing
**Science** - nursing*, dental assistant, veterinary assistant, pharmaceutical, technicians
**Social Science and Humanities** - teacher's assistant, day care, fashion, social work
**Technology** - auto, computers, photography, woodworking, welding, construction, heavy equipment operator

**TYPES OF PROGRAM:**
Students can apply to participate in **THREE** different types of programs:

1) **DCO3OC –2 Credit** Cooperative Education Program
This course consists of a learning experience connected to a community and a cooperative education curriculum focused on developing skills, knowledge, and habits of mind that will support students in their learning, including their education and career/life planning, at school and beyond, today and in the future. Within the context of their experience connected to a community, students will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being and that will strengthen their inquiry, decision-making, and leadership skills. Students will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.
**Prerequisite: None**
**Note** - Half day programs are morning **or** afternoon programs. Students enroll in regular classes for half the day, and enroll in two credits of Co-op for the other half of the day.
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(2) **GWL3O4 - 4 Credit** Cooperative Education Program:
This course consists of a learning experience connected to a community and a cooperative education curriculum that incorporates relevant expectations from the student's related course (or courses). Students will

develop skills, knowledge, and habits of mind that will support them in their learning, including their education and career/life planning, at school and beyond, today and in the future. Within the context of their experience connected to a community, students will apply, extend, and refine skills and knowledge acquired in their related course or courses and will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being. They will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.
**Prerequisite: None**
**Note** - Full day program, students are enrolled in four credits of Co-op, entire day.

(3) **GLD2O4 - 4 Credit Heavy Equipment and Construction Trades** Cooperative Education Program:
"Full day"- students are enrolled in a specialized four credit program focusing on the heavy equipment industry.
**Prerequisite: 1 senior level technology credit.**
**Note:** Extra fees are necessary to subsidize the cost of industry training that students will receive

A maximum of *2 credits in Cooperative Education* can count as *compulsory credits within Groups 1, 2 and 3* (see OSSD requirements). Co-op students interested in a career in the skilled trades may be able to start their apprenticeship early through **OYAP** (Ontario Youth Apprenticeship Program). See your Guidance Counsellor for more details.

**Cooperative Education is a requirement of the Specialist High Skills Major (SHSM)** in Health & Wellness, Transportation, Sports, Arts and Culture and the Environment. Students enrolled in the Transportation SHSM are strongly encouraged to enroll in GLD2O4. (Heavy Equipment Co-op). See the SHSM section on our website or in this guide for further information.

**Course Requirements**:
• Available to all students in the Senior Division.
• Have completed the required 16 credits necessary for placement
• Maintained an acceptable attendance record over the previous year.
• Complete a Co-op Information Form (available in Guidance or Cooperative Education).
• Attend an interview prior to acceptance into the program.
• Attend an interview at the desired placement once accepted into the Cooperative Education program (Note: A Criminal Record Check may be required if working in law & security, the elderly or with children. Some placements may require another set of application forms and are not guaranteed.)

**How to Apply:**
(1) Select Cooperative Education on your course option sheet.
(2) Complete a Co-op Application Form and submit it with your option Sheet.
(3) Attend an interview arranged by the Cooperative Education teacher(s).

**Note: Students are responsible for their own transportation.** They may also be required to provide their own **personal protective equipment** depending on the placement. A fee may apply to receive certification and/or participate in field trips related to their career of interest.

CTRL CLICK→BACK TO CO-OP

# ENGLISH

**ENG1LL** **CTRL CLICK→BACK TO ENGLISH**

**English, Grade 9, Locally Developed**

This course emphasizes the key reading, writing, oral communication and thinking skills students need for success in secondary school and in their daily lives. The program builds toward the grade 10 essential English course and works toward preparing students to enter the grade 11 course in English at the workplace level, as well as to complete the literacy test successfully. Course activities will help develop confidence and provide motivation to succeed in school and life.

**ENG1P1**

**English, Grade 9, Applied**

This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 Applied English course, which leads to College or Workplace Preparation courses in Grades 11 and 12.

**ENG1D1**

**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.

**ENG2LL**

**English, Grade 10, Locally Developed**

This course emphasizes the key reading, writing, oral communication and thinking skills students need for success in secondary school and in their daily lives. In particular, the program works towards preparing students to enter the Grade 11 Workplace Preparation course in English, and to complete the Ontario Secondary School Literacy Test successfully. Students read a variety of narrative and expository forms, poetry and drama, and practice the skills necessary for accurate spoken and written language. In particular, course activities will help develop confidence and self-esteem and provide motivation to succeed in school and life.

**ENG2P1**

**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.

**ENG2D1** **CTRL CLICK→BACK TO ENGLISH**

**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.

**ENG3E1**

**English, Grade 11, Workplace Preparation**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will study the content, form, and style of a variety of contemporary informational, graphic, and literary texts; and create oral, written, and media texts in a variety of forms for practical purposes. An important focus will be on using language clearly and accurately in a variety of formal and informal contexts. The course is intended to prepare students for the compulsory Grade 12 Workplace Preparation course.

**Prerequisite: English, Grade 10, Academic, Applied or Locally Developed**

**ENG3C1**
**English, Grade 11, College Preparation**
This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, 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. The course is intended to prepare students for the compulsory Grade 12 College Preparation course.
**Prerequisite: English, Grade 10, Academic or Applied**

**ENG3U1**
**English, Grade 11, University Preparation**
This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 University or College Preparation course.
**Prerequisite: English, Grade 10, Academic**

**ENG4E1**
**English, Grade 12, Workplace Preparation**
This course emphasizes consolidation of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will analyse informational, graphic, and literary texts and create oral, written, and media texts in a variety of forms for workplace-related and practical purposes. An important focus will be on using language accurately and organizing ideas and information coherently. The course is intended to prepare students for the workplace and active citizenship.
**Prerequisite: English, Grade 11, Workplace Preparation**

**ENG4C1**
**English, Grade 12, College Preparation**
This course emphasizes 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 time periods, countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.
**Prerequisite: English, Grade 11, College Preparation**

**ENG4U1**
**English, Grade 12, University Preparation**
The course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging texts from various time periods, countries and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.
**Prerequisite: English, Grade 11, University Preparation**
**Note: This is the core English credit that all university-bound students must take.**

**EWC4U1**
**The Writer's Craft, Grade 12, University Preparation**
This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.
**Prerequisite: English, Grade 11, University Preparation**

**OLC4O1**
**Ontario Secondary School Literacy Course, Grade 12 Open Level**
This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.
Eligibility requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.)

## FRENCH, CLASSICAL, AND INTERNATIONAL LANGUAGES

### NOTE: A second language (other than Grade 9 French) will qualify for the compulsory credit required under Additional Credit - Group 1

Second language learners have enhanced career prospects, English literacy skills, numeracy skills, and respect for and understanding of other cultures. At Bear Creek, you can learn: **Latin**, **Spanish**, and **French**! In addition, we offer a unique grade 12 course in **Classical Civilizations**. Languages students have the opportunity to travel to many European destinations through school trips and student exchanges. Visit our website at: http://bcsslanguages.weebly.com

**French:** Our **Core French** courses are offered at all levels and grades (9-12). Our **Extended French** program offers grade 9 **French** and **Geography; grade 10 French, Canadian History, Civics and Careers.** We will offer grade 11 extended programming in the 2019/2020 calendar year.

**Latin and Classical Civilizations**: Our **Latin** program (you can start in grades 9 or 10) explores the mythology, life (slavery, gladiators, theatre, etc.), language, and history of the ancient Roman people. Students mastermind mythology videos, create models of Roman structures, and wear the odd the toga! Many Latin students join Bear Creek's winning Certamen teams (a Jeopardy-like competition). Students planning on studying science, law, medicine, or history at the post-secondary level would benefit from learning the Latin language. In addition to Latin, we offer a **Grade 12 University Classical Civilizations** course (no prior knowledge is necessary). Students explore the Classical civilizations of Greece and Rome and immerse themselves in the mythology, history, art, architecture, and literature of these fascinating civilizations. This course is an elective for the Arts and Culture SHSM.

**Spanish:** Did you know that 322,000,000 people in the world speak Spanish? Bear Creek's **Spanish** program (starts in grades 9 or 10) teaches students how to speak basic Spanish phrases and then progresses through the grade levels to more complex language structures. Students often participate in fiestas and explore the history and culture of many Spanish speaking countries.

### French

**FSF14L** **CTRL CLICK→BACK TO LANGUAGES**
**Core French, Grade 9, Locally Developed**
This course is designed to help students develop an appreciation for the place of French and other languages and cultures in Canada. Through topics such as food, clothing, school, health, sports, and shopping, students extend basic listening and speaking skills and use supplied reading and writing as support.
**Note:** This modified applied course is recommended for students who have an IEP or who have been referred by the Grade 8 teacher and French teacher. This course is also suitable for students who did not fulfill all requirements in their elementary school French program.

**FSF1P1**
**Core French, Grade 9, Applied**
This course provides opportunities for students to communicate and interact in French in structured situations, with a focus on everyday topics, and to apply their knowledge of French in everyday situations. Students will develop listening, speaking, reading, and writing skills introduced in the elementary Core French program, through practical applications and concrete examples, and will use creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**FSF1D1**
**Core French, Grade 9, Academic**
This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**FSF2P1**
**Core French, Grade 10, Applied**
This course provides opportunities for students to communicate in French about everyday matters and topics of personal interest in real-life situations. Students will exchange information, ideas, and opinions with others in structured, guided, and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through using language learning strategies for understanding texts and communicating clearly. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. Prerequisite: Core French, Grade 9, Academic or Applied
**Prerequisite: Core French, Grade 9, Applied**

**FSF2D1**
**Core French, Grade 10, Academic**
This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. Prerequisite: Core French, Grade 9, Academic or Applied
**Prerequisite: Core French, Grade 9, Academic**

**FSF3O1**
**Core French, Grade 11, Open**
This course provides opportunities for students to speak and interact in French in real-life situations. Students will develop their ability to communicate, making connections to previous experiences and using newly acquired skills in listening, speaking, reading, and writing. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.
**Prerequisite: Core French, Grade 10, Academic or Applied**

**FSF3U1**
**Core French, Grade 11, University Preparation**
This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.
**Prerequisite: Core French, Grade 10, Academic**

**FSF4O1**
**Core French, Grade 12, Open**
This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.
**Prerequisite: Core French, Grade 11, Open or University Preparation**

**FSF4U1**
**Core French, Grade 12, University Preparation**
This course draws on a variety of themes to promote extensive development of French language skills. Students will consolidate their oral skills as they discuss literature, culture and current issues. They will read a variety of texts and will write a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.
**Prerequisite: Core French, Grade 11, University Preparation**

## Extended French

Students who were enrolled in an Extended French program in their Elementary school may take Extended French at Bear Creek Secondary School. If they are successful in the program over four years, they will receive a **Certificate of Merit in the French Language** from the Simcoe District School Board. Grade 12 Extended French students will be encouraged to challenge the DELF. (French language proficiency exam)

| Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|
| FEF 1DE | FEF 2DE | FEF 3UE | FEF 4UE |
| CGC 1DE | CHC 2DE | | |
| | CIV 2CE* | | |

*When students are selecting Civics and Careers they need only to select the one code: "CIV 2CE."

**FEF1DE**
**Extended French, Grade 9, Academic**

**Note: This course, along with CGC1DE, is part of the 2-credit package intended for students from S.C.D.S.B. Extended French Program.**

This course provides opportunities for students to speak and interact in French in a variety of real-life and personally relevant contexts. Students will continue to use language-learning strategies introduced in the elementary Extended French program. They will develop their creative and critical thinking skills, through independently responding to and interacting with a variety of oral and written texts, and will continue to enhance their understanding and appreciation of diverse French-speaking communities. They will also develop the skills necessary to become life-long language learners.

**CGC1DE**
**Geography of Canada, Grade 9 Academic**

**Note: This course, along with FEF1DE, is part of the 2-credit package intended for students from S.C.D.S.B. Extended French Program.**

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

**FEF2DE**
**Extended French, Grade 10, Academic**

**Note: This course, along with CHC 2DE, GLC 2OE, and CHV 2OE, is part of the 3-credit package intended for students from the S.C.D.S.B. Extended French Program.**

This course emphasizes the continued development and refinement of students' oral communication, reading and writing skills as they explore a variety of themes. Students will expand their knowledge and appreciation of francophone culture through the study and appreciation of novels, poems, and plays intended for a French-speaking audience.
**Prerequisite: FEF 1DE, Extended French, Grade 9, Academic**

**CHC2DE**
**Canadian History since World War I, Grade 10 Academic**

**Note: This course, along with FEF 2DE, GLC 2OE, and CHV 2OE, is part of the 3-credit package intended for students from the S.C.D.S.B. Extended French Program.**

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.
**Prerequisite: Enrollment in Extended French Program.**

**CHV2OE**
**Civics and Citizenship, Grade 10, Open**
**Note: This course, along with FEF 2DE, CHC 2DE, and GLC 2OE, is part of the 3-credit package intended for students from the S.C.D.S.B. Extended French Program.**

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

**Note:** This compulsory course is worth .5 credit. The second half credit comes from the compulsory Grade 10 Career Studies course (GLC 2OE). Students must be successful in both halves of this course to qualify for their compulsory credit.

**GLC2OE**
**Career Studies, Grade 10, Open (.5 credit)**
**Note: This course, along with FEF 2DE, CHC 2DE, and CHV 2OE, is part of the 3-credit package intended for students from the S.C.D.S.B. Extended French Program.**

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores post-secondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.
**Prerequisite: Enrollment in Extended French program.**
**Note:** This compulsory course is worth .5 credit. The second half credit comes from the compulsory Grade 10 Civics course (CHV 2OE). Students must be successful in both halves of this course to qualify for their compulsory credit.

**FEF3UE**
**Extended French, Grade 11, Academic**
This course provides opportunities for students to communicate about concrete and abstract topics in various situations. Students will consolidate and refine their skills in listening, speaking, reading, and writing by applying language learning strategies, as well as creative and critical thinking skills, in a variety of real-life contexts. They will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.
**Prerequisite: FEF2DE, Extended French, Grade 10, Academic**

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## Latin

**CTRL CLICK→BACK TO LANGUAGES**

**LVLBD1**
**Latin Classical Languages, Academic, Level 1**
The study of Latin introduces students to the achievements of the classical world. Students will explore the Latin language and cultural topics (slavery, gladiatorial games, etc.) through a variety of enrichment activities such as dramatizations, re-enactments, and hands on activities. The knowledge students gain from the literature, mythology, archaeology, and culture of Rome enables them to better appreciate and respect their cultural heritage and that of others. In addition, the study of Latin root words increases students' English and French vocabularies and improves their spelling. Students enrolled in Latin are able to speak, read, and write with greater proficiency and are able to learn other languages more readily. English is the language of instruction.
**Prerequisite: None**

**LVLCU1**
**Latin Classical Languages, Level 2, University Preparation**
This course provides students with opportunities to continue their exploration of the achievements of the classical world through the study of Latin or ancient Greek. Students will continue to expand their vocabulary and refine their grammatical knowledge by reading and translating more complex adapted selections in the classical language. Although English is the language of instruction, students will further improve their ability to read and interpret the classical language with fluency and confidence. Students will explore diverse aspects of classical culture including science and technology, geography and the environment, religion, and social customs, while developing their ability to think critically, to communicate and interact effectively, and make connections across the curriculum between the classical world and the world around them.
**Prerequisite: Latin Classical Languages, Level 1, Academic**

**LVLDU1** **CTRL CLICK→BACK TO LANGUAGES**
**Latin Classical Languages, Level 3, University Preparation**
This course provides students with opportunities to further develop their knowledge of the rich cultural legacy of the classical world through the study of Latin or ancient Greek. Students will continue to increase their vocabulary and consolidate their grammatical knowledge by reading and translating a broad selection of adapted and original classical texts. Although English is the language of instruction, students will continue to develop their proficiency in reading the classical language in order to interpret the culture of the ancient world. Students will engage in a variety of activities to strengthen their literacy and research skills, to communicate and collaborate effectively, and to enhance their ability to make connections between the classical world and other societies.
**Prerequisite: Latin Classical Languages, Level 2, University Preparation**
**Note: LVLCU1 is equivalent to a Grade 12 University Level course.**

## Classical Studies

**LVV4U1**
**Classical Civilization, Grade 12, University Preparation**
**N.B. This course may be counted toward the Arts and Culture SHSM**
This course introduces students to the rich cultural legacy of the classical world and encourages them to make connections between antiquity and other societies and to their own personal experiences. Through a variety of enrichment activities (Athens/Sparta debate, Roman Emperor "Dating Game" and Greek gods political campaign), students will investigate aspects of classical culture. By reading classical authors in English translation and examining material culture brought to light through archaeology, students will enhance their communication skills, their ability to research effectively, think critically and creatively, and work collaboratively. Topics studied include: Mythology (*Iliad*-Trojan War; *The Odysssey*; Greek and Roman Gods); Minoan and Mycenaean culture; and, Greek and Roman Archaeology, History, Literature, and Culture).
**Prerequisite: English, Grade 10, Applied or Academic**

## Spanish

**LWSBD1**
**Spanish International Languages, Level 1/2, Academic,**
This course provides students with opportunities to further develop their knowledge of the rich cultural legacy of the classical world through the study of Latin or ancient Greek. Students will continue to increase their vocabulary and consolidate their grammatical knowledge by reading and translating a broad selection of adapted and original classical texts. Although English is the language of instruction, students will continue to develop their proficiency in reading the classical language in order to interpret the culture of the ancient world. Students will engage in a variety of activities to strengthen their literacy and research skills, to communicate and collaborate effectively, and to enhance their ability to make connections between the classical world and other societies.
**Prerequisite: None**

**LWSCU1**
**Spanish International Languages, Level 2, University Preparation**
This course offers students opportunities to further develop competence and confidence in listening, speaking, reading, and writing in the language of study. Students will participate in interactive activities (e.g., discussions about daily lives of youth, travel, shopping) in which they will further develop their knowledge of linguistic elements. They will continue to explore aspects of culture in regions of the world where the language is spoken, including fashion, historical figures, music and dance. Students will enhance their critical and creative thinking skills through reading diverse materials, including original literature, and will explore a variety of personal and professional contexts in which knowledge of the international language is required. Prerequisite: International Languages, Level 1, Academic
**Prerequisite: Spanish, Level 1, Academic**

**LWSDU1**
**Spanish International Languages, Level 3, University Preparation**
This course prepares students for postsecondary studies in the international language being studied. Students will continue to refine and enhance their listening, speaking, reading, and writing skills in the language, with the goal of using these communication skills in a variety of personal, academic, and professional contexts. Using a wide variety of sources, including original texts in the language, students will consolidate their language skills as they use increasingly complex linguistic elements and language conventions. Students will also have opportunities to enrich their knowledge of aspects of culture in regions where the language is spoken, including issues related to popular culture, linguistic communities in Canada, literature, history, geography, and the arts. Prerequisite: International languages, Level 2, University Preparation
**Prerequisite: Spanish, Level 2, University Preparation**
**Note: LWSDU1 is equivalent to a Grade 12 University Level course.**

## GUIDANCE AND CAREER EDUCATION

**GLC2OH**
**Career Studies, Grade 10, Open (.5 credit)**
This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores post-secondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.
**Note:** This compulsory course is worth .5 credit. The second half credit comes from the compulsory Grade 10 Civics course (CHV2OH). Students must be successful in both halves of this course to qualify for their compulsory credit.

**IDC3O1**
**Link Crew Course, Grade 11, Open**
Students taking this course must be active Link Crew Leaders for the entire 2014/2015 school year. This course teaches students how to act as mentors and in leadership roles as Link Crew Leaders. Students will work toward the goal of an increased sense of community, improved school climate and successful transition of new students to Bear Creek Secondary School. Students will design and implement activities for Grade 9 students; study group dynamics and develop skills in facilitation/teaching, planning, leadership, and communication; and apply these skills to their positions as Link Crew Leaders and in future leadership roles.

## HEALTH AND PHYSICAL EDUCATION

**Outdoor Education**

The Outdoor Education Program is designed to offer students the opportunity to experience activities in a natural environment setting. Students will develop various outdoor skills that will enhance both mental and physical well-being. Through experiential learning, the objectives of skill development, safety practices, and factual information are pursued, along with personal aspects of responsibility, teamwork, and self-awareness.

**PAD2OD - Outdoor Education, Grade 10, 1 credit**

**BLOCK2A - Outdoor Education, Grade 11, 2 credits**
This two credit course in Environmental Geography (CGR4MD) and Outdoor Education (PAD3OD) is offered to both grade 11 and grade 12 students. Students selecting this course must have a strong desire to work outdoors and be willing to accept the challenge of working independently and in close cooperation with their classmates. Active participation in all aspects of the outdoor program will be required. Certifications in First Aid/CPR, ORCKA, GPS, and Safe Hiker Program will be offered. Some of the activities that may occur during the semester include, but are not limited to: camping, canoeing, mountain biking, hiking, tree-top trekking, geocaching, maple syrup production, dog sledding, and snowshoeing.
**Note:** A maximum courses enhancement fee of $600 is applicable for students participating in all excursions. Please note that participation in all excursions is not mandatory.
**New: Interested students will complete an application package and interview.**

**PPL1OM: Males** **CTRL CLICK→BACK TO PHYS. ED**
**PPL1OF: Females**
**Healthy Active Living Education, Grade 9, Open**
This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs, and will participate in activities designed to develop goal-setting, communication, and social skills.

**PPL2OM: Males**
**PPL2OF: Females**
**Healthy Active Living Education, Grade 10, Open**
This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution and social skills in making personal choices.

**PAF2OF: Females**
**Physical Education: Personal and Fitness Activities, Grade 10, Open**
This course provides various fun and fitness activities that promote life-time fitness. Activities such as aerobic classes, step and weight training, skiing, skating, dance and body movement, and fitness games are all designed to make fitness enjoyable. Current health issues such as nutrition and weight control, personal style and care, and stress management are dealt with in this course. This introductory course is one to consider if fitness is your concern.

**PPL3OM: Males**
**PPL3OF: Females**
**Healthy Active Living Education, Grade 11, Open**
This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal-setting, decision-making, social, reproductive health, mental health, and personal safety.

**PAF3O1**
**Co-ed Personal and Fitness Activities, Grade 11, Open**
This co-educational course uses the fitness centre as home base with focus on the achievement and maintenance of a healthy lifestyle. Topics of study will include weight training principles, cardiovascular fitness, human anatomy, and nutrition. This course has been designed for the self-motivated student who seeks the opportunity to cross train for their chosen sport(s) or desires to improve their strength and fitness levels.

**PAL3O1**
**Large Group Activities - Rugby/Football Focus, Grade 11, Open**
This course emphasizes regular participation in large-group activities that promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness, physical competence, and safety and injury prevention. Students will also study the components of healthy teammate relationships, sport psychology, drug and alcohol abuse, and personal safety. The main focus of this course will be directed towards the sports of rugby/football. It will emphasize regular participation in a variety of fitness and skill activities, (e.g., strength training, cardio, endurance and flexibility training, accomplished through a wide range of methods) that are directly related to both field sports. Students will participate in activities designed to develop goal setting, communication and social skills.

**PAI3O1** **CTRL CLICK→BACK TO PHYS. ED**
**Individual/Small-Group Activities - Basketball and Volleyball Focus, Grade 11, Open**
This course emphasizes regular participation in small-group activities that promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness, physical competence, and safety and injury prevention. Students will also study the components of healthy teammate relationships, sport psychology, drug and alcohol abuse, and personal safety. The main focus of this course will be directed towards the sports of both Basketball and Volleyball. It will emphasize regular participation in a variety of fitness and skill activities, (e.g., strength training, cardio, endurance and flexibility training, accomplished through a wide range of methods) that are directly related to both court sports. Students will participate in activities designed to develop goal setting, communication and social skills.

**BLOCK2B**
**Hockey Canada Skills Academy, 2 credit package Grade 11, Open (PPZ3C1 and PAF3O1)**
The Hockey Canada Skills Academy program is offered to both male and female students, from beginner to advanced, in grade eleven and grade twelve. Students will have the opportunity to practice basic to advanced hockey skills both on-ice and in an off-ice setting. Students will participate in on-ice and off-ice training, theory, large group activities, personal and fitness activities, and community leadership projects. A strong emphasis will be placed on skill attainment that students will be able to apply to their hockey game or as application to coaching, officiating, or training pursuits that they may

wish to undertake. Study of theory as it applies to hockey, both in coaching and proper teaching techniques for skill enhancement will take place in the classroom setting. Topics will include coaching methodology, motivation, nutrition, dry-land conditioning, and essential skills training.

Students enrolled will be responsible for their own equipment that is certified and in good repair. Transportation to the arena and back to the school is the responsibility of the student and his or her guardians. There may be some funding available to offset the cost of City of Barrie bus passes for students that qualify. Students enrolled may use this course as part of a requirement for the Specialist High Skills Major in Health and Wellness or the Specialist High Skills Major in Fitness, Sport, and Recreational Management.

A fee of $300.00 is required for this course and may be subject to adjustment. If financial support is required, students may see Guidance for possible assistance. Upon successful completion of the course, students will receive two credits: PPZ3C1 and PAF3O1

**PAF4O1**
**Co-ed Personal and Fitness Activities, Grade 12, Open**
This co-educational course builds upon the introductory Personal Fitness course (PAF3O1). There will be continued focus on weight training principles with emphasis on design and implementation of a year round training program. The course involves cardiovascular training inside and outside the classroom. Written assignments may include the design of a year round training program and assignments on health and fitness related issues.
**Note:** It is strongly recommended that students take PAF3O1 prior to this course.

**PPL4O1**
**Co-ed Healthy Active Living Education (Electives), Grade 12, Open**
This course focuses on the development of a personalized approach to active living through participation in a variety of sports and recreational activities that have a potential to engage students' interest throughout their lives. This course will use an elective format for activity selection. Some of the non-traditional activities may include: mountain biking, Nordic skiing, golf, and tennis. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision making, conflict-resolution and interpersonal skills, with a view to enhancing their mental health and their relationships with others.

**PPL4OF**
**Female Healthy Active Living, Grade 12, Open**
This FEMALE ONLY course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal-setting, decision-making, social and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, and personal safety.

**PLF4M1**
**Recreation and healthy Active Living Leadership, Grade 12, University/College Preparation**
This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.
**Prerequisite: Any health and physical education course**

**PSK4U1**
**Introductory Kinesiology, Grade 12, University Preparation**
This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's

participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.
Prerequisite: Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 course in health and physical education

## MATHEMATICS

**MAT1LL** **CTRL CLICK→BACK TO MATH**

**Math, Grade 9, Locally Developed**

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, in the Grade 10 Locally Developed course, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses.
The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems.
Students have opportunities to further develop their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

**MFM1P1**

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

This course enables students to develop an understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real-life examples to develop various representations of linear relationships, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.
**Note:** Successful completion of this course prepares students for Foundations of Mathematics, Grade 10, Applied. Learning through hands-on activities and the use of concrete examples is an important aspect of this course.

**MPM1D1**

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

This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a relationship. They will also explore relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi step problems.
**Note:** Successful completion of this course prepares students for Principles of Mathematics, Grade 10, Academic or Foundations of Mathematics, Grade 10, Applied.
**Learning through abstract reasoning is an important aspect of this course.**

**MPM1DP**

**Principles of Mathematics, Grade 9, Enriched**

This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Learning through abstract reasoning is an important aspect of this course. **Students in this course will follow an enriched curriculum designed to prepare them to continue in the Advanced Placement program. Teacher recommendation and/or diagnostic assessment required.**

**MAT2LL** **CTRL CLICK→BACK TO MATH**

**Math, Grade 10, Locally Developed**

This course emphasizes the extension of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. This is the typical pathway for a student enrolled in Locally Developed Math.

The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on strengthening and extending key foundational mathematical concepts and skills by solving authentic, everyday problems.

Students have opportunities to extend their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

**Prerequisite: A Grade 9 Mathematics credit**

**MFM2P1**

**Foundations of Mathematics, Grade 10, Applied**

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

**Prerequisite: Foundations of Mathematics, Grade 9, Applied or**
**Principles of Mathematics, Grade 9, Academic**

**MPM2D1**

**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 explore quadratic relationships and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically as they solve multi-step problems and communicate their thinking.

**Prerequisite: Principles of Mathematics, Grade 9, Academic**

**MPM2DP**

**Principles of Mathematics, Grade 10, Enriched**

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relationships and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically as they solve multi-step problems and communicate their thinking. **Students in this course will follow an enriched curriculum designed to prepare them to continue in the Advanced Placement program.**

**Prerequisite: Principles of Mathematics, Grade 9, Academic**

**MEL3E1**

**Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation**

This course enables students to broaden their understanding of mathematics as it is applied in important areas of day-to-day living. Students will solve problems associated with earning money, paying taxes and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations.

**Prerequisite: Foundations of Mathematics, Grade 9, Applied or Principles of Mathematics, Grade 9, Academic or Math, Grade 10, Locally Developed**

**NOTE: This course is offered every other year in conjunction with MEL4E1**
**This course will be scheduled for the 2019/2020 year.**

**MBF3C1**
**Foundations for College Mathematics, Grade 11, College Preparation**
This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analysing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.
**Prerequisite: Foundations of Mathematics, Grade 10, Applied**

**MCF3M1** **CTRL CLICK→BACK TO MATH**
**Functions and Applications, Grade 11, University/College Preparation**
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.
**Prerequisite: Principles of Mathematics, Grade 10, Academic, or Foundations of Mathematics, Grade 10, Applied**
**Recommendation:** Students enrolling from Grade 10 Applied course should only consider this level course if 80% or higher was achieved in previous course along with their teacher's
recommendation.

**MCR3U1**
**Functions, Grade 11, University Preparation**
This course introduces the mathematical concept of the function by extending students' experience with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.
**Prerequisite: Principles of Mathematics, Grade 10, Academic**

**MCR3UP**
**Functions, Grade 11, University Preparation, Enriched**
This course introduces the mathematical concept of the function by extending students' experience with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.
**Students in this course will follow an enriched curriculum designed to prepare them to continue in the Advanced Placement program.**
**Prerequisite: Principles of mathematics, Grade 10, Academic**

**MEL4E1**
**Mathematics for Work and Everyday Life, Grade 12, Workplace Preparation**
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: Math, Grade 10, Locally Developed**
**NOTE: This course is offered every other year.**
**This course will be scheduled in the 2020/2021 school year.**

**MAP4C1**
**Foundations for College Mathematics, Grade 12, College Preparation**
This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; solve financial problems connected with annuities, budgets, and renting or owning accommodation; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades.
**Prerequisite: Foundations for College Mathematics, Grade 11, College Preparation, or Functions and Applications, Grade 11, University/College Preparation**

**MDM4U1** **CTRL CLICK→BACK TO MATH**
**Mathematics of Data Management, Grade 12, University Preparation**
This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing large amounts of information; solve problems involving probability and statistics; and carry out a culminating project that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.
**Prerequisite: Functions and Applications, Grade 11, University Preparation, or Functions, Grade 11, University/College Preparation**

**MHF4U1**
**Advanced Functions, Grade 12, University Preparation**
This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.
**Prerequisite: Functions, Grade 11, University preparation, or Mathematics for College Technology, Grade 12, College Preparation**

**MHF4UP**
**Advanced Functions, Grade 12, University Preparation Enriched**
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. **Students in this course will follow an enriched curriculum designed to prepare them to continue in Advanced Placement Calculus (MCV 4UP).**
**Prerequisite: Functions, Grade 11, University preparation**

**MCV4U1**
**Calculus and Vectors, Grade 12, University Preparation**
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: Advanced Functions, Grade 12, University Preparation.**

**MCV4UP**
**Calculus and Vectors Advanced Placement, Grade 12, University Preparation**
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.
**The Advanced Placement (AP) Calculus and Vectors (MCV4UP) course is an accelerated and advanced level program designed to meet the rigorous requirements of the American College Board examination in May, allowing students to experience university level programming while still in high school.**
**Prerequisite: Advanced Functions, Grade 12, University Preparation**

## SCIENCE

**SNC1LL**
**Science, Grade 9, Locally Developed**
This course enables students to deepen their knowledge and understanding of the basic concepts in biology, chemistry, earth and space science, and physics; to develop practical skills in science investigation; and to apply their knowledge and skills to everyday situations. Students conduct investigations into practical problems and issues related to cells and reproduction, the structure and properties of elements and compounds, static and current electricity, and astronomy and space exploration. A variety of hands-on activities assist students to acquire concepts. Students will use different reporting strategies to facilitate the development of communication skills.

**SNC1P1** **CTRL CLICK→BACK TO SCIENCE**
**Science, Grade 9, Applied**
This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science to everyday situations. They are also given opportunities to develop practical skills related to scientific investigation. Students will plan and conduct investigations into practical problems and issues related to the impact of human activity on ecosystems; the structure and properties of elements and compounds; space exploration and the components of the universe; and static and current electricity.

**SNC1D1**
**Science, Grade 9, Academic**
This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the process of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

**SNC2P1**
**Science, Grade 10, Applied**
This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter.
**Prerequisite: Science, Grade 9, Academic or Applied**

**SNC2D1**
**Science, Grade 10, Academic**
This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid-base reactions; forces that affect climate and climate change; and the interaction of light and matter.
**Prerequisite: Science, Grade 9, Academic or Applied**

**SVN3E1**
**Environmental Science, Grade 11 Workplace Preparation**
This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in work and life after secondary school. Students will explore a range of topics, including the impact of human activities on the environment; human health and the environment; energy conservation; resource science and management; and safety and environmental responsibility in the workplace. Emphasis is placed on relevant, practical applications and current topics in environmental science, with attention to the refinement of students' literacy and mathematical literacy skills as well as the development of their scientific and environmental literacy.

**SVN3M1**
**Environmental Science, Grade 11, University/College Preparation**
This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in life after secondary school. Students will explore a range of topics, including the role of science in addressing contemporary environmental challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationships between science, the environment, and society in a variety of areas.
**Prerequisite: Science, Grade 10, Applied or Academic**

**SNC4M1**
**Science, Grade 12, University/College Preparation**
This course enables students, including those pursuing post-secondary programs outside the sciences, to increase their understanding of science and contemporary social and environmental issues in health-related fields. Students will explore a variety of medical technologies, pathogens and disease, nutritional science, public health issues, and biotechnology. The course focuses on the theoretical aspects of the topics under study and helps refine students' scientific investigation skills.
**Prerequisite: Science, Grade 10, Academic, or any Grade 11 University, University/College, or College Preparation course in Science**
**Note:** Students pursuing a health science related occupation would benefit from this course.

**SES4U1** **CTRL CLICK→BACK TO SCIENCE**
**Earth and Space Science, Grade 12, University Preparation**
This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence.
**Prerequisite: Science, Grade 10, Academic**

## Biology

**SBI3C1**
**Biology, Grade 11, College Preparation**
This course focuses on the processes that occur in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields.
**Prerequisite: Science, Grade 10, Academic or Applied**

**SBI3U1**
**Biology, Grade 11, University Preparation**
This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.
**Prerequisite: Science, Grade 10, Academic**

**SBI4U1**
**Biology, Grade 12, University Preparation**
This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.
**Prerequisite: Biology, Grade 11, University Preparation**
**Note:** It is strongly recommended that students have successfully completed Chemistry, Grade 11, University Preparation

## Chemistry

**SCH3U1**
**Chemistry, Grade 11, University Preparation**
This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.
**Prerequisite: Science, Grade 10, Academic**

**SCH4U1**
**Chemistry, Grade 12, University Preparation**
This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.
**Prerequisite: Chemistry, Grade 11, University Preparation**

**SCH4C1** **CTRL CLICK→BACK TO SCIENCE**
**Chemistry, Grade 12, College Preparation**
This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment.
**Prerequisite: Science, Grade 10, Academic or Applied**

## Physics

**SPH3U1**
**Physics, Grade 11, University Preparation**
This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.
**Prerequisite: Science, Grade 10, Academic**
**Note:** A good understanding of the concepts in Grade 10 Academic math is an important factor for success in this course.

**SPH4U1**
**Physics, Grade 12, University Preparation**
This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data relating to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.
**Prerequisite: Physics, Grade 11, University Preparation**
**Note:** A good understanding of the concepts in a Grade 11 University or 11 University/College math course is an important factor for success in this course.

**SPH4C1**
**Physics, Grade 12, College Preparation**
This course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment.
**Prerequisite: Science, Grade 10, Academic or Applied**

## SOCIAL SCIENCE AND HUMANITIES

Social Science involves the studies of communication methods, fashion, nutrition, working with infants and children, parenting skills, different cultures, cooking skills, philosophy, thought processes, history of evolution and man, studying the brain, gender studies, relationships, studies of societies, and managing your life.

These courses would be of particular interest to those looking to:

- work in a school or daycare setting
- work with infants and young children
- work with adolescents
- work with food and nutritional fields
- working with other people
- study religions, cultures and the history of man
- design or create clothing
- become a parent

**HIF1O1**
**Exploring Family Studies, Grade 9, Open**
This course explores, within the context of families, some of the fundamental challenges people face: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will explore adolescent development and will have opportunities to develop interpersonal, decision-making, and practical skills related to daily life. They will learn about the diverse ways in which families function in Canada and will use research skills as they explore topics related to individual and family needs and resources.
**Prerequisite: None**

**HSG3M1**
**Gender Studies, Grade 11 University/College Preparation**
This course enables students to explore the social construction of gender. Students will learn about the dynamic nature of gender roles and norms; sexism and power relations; and the impact of representations of women and men in the media, popular culture, and the arts. Students will analyse a range of gender equity issues, including gender-based violence and workplace equity, in both Canadian and global contexts. Students will develop and apply research skills and will design and implement a social action initiative relating to gender equity.
**Prerequisite: None**

**HSE4M1** **CTRL CLICK→BACK TO SOCIAL SCIENCE**
**Equity and Social Justice: From Theory to Practice, Grade 12 University/College Preparation**
This course enables students to develop an understanding of the theoretical, social, and historical underpinnings of various equity and social justice issues and to analyse strategies for bringing about positive social change. Students will learn about historical and contemporary equity and social justice issues in Canada and globally. They will explore power relations and the impact of a variety of factors on equity and social justice. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity or social justice issue.
**Prerequisite: Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies**

**HHD3O1**
**Dynamics of Human Relationships, Grade 11, Open**
This course focuses on helping students understand the individual and group factors that contribute to healthy relationships. Students will examine the connections between their own self-concept and their interpersonal relationships. They will learn and practise strategies for developing and maintaining healthy relationships with friends, family, and community members, as well as with partners in intimate relationships. Students will use research and inquiry skills to investigate topics related to healthy relationships.
**Prerequisite: None**

**HIP4O1**
**Personal Life Management, Grade 12 Open**
This course focuses on preparing students for living independently and working successfully with others. Students will learn to manage their personal resources 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.
**Prerequisite: None**

**HPW3C1**
**Working with Infants and Young Children, Grade 11 College Preparation**
This course prepares students for occupations involving children from birth to six years of age. Students will study theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with young children. Students will become familiar with occupational opportunities and requirements related to working with infants and young children. They will also have opportunities to develop research and critical-thinking skills as they investigate and evaluate current research about early childhood education.
**Prerequisite: None**
**NOTE: This course will be offered every other year in conjunction with HPD4C1.**
**This course will be scheduled for the 2020/2021 school year.**

**HPC3O1**
**Raising Healthy Children, Grade 11 Open**
This course focuses on the skills and knowledge parents, guardians, and caregivers need, with particular emphasis on maternal health, pregnancy, birth, and the early years of human development (birth to six years old). Through study and practical experience, students will learn how to meet the developmental needs of young children, communicate with them, and effectively guide their early behaviour. Students will develop their research skills through investigations related to caregiving and child rearing.
**Prerequisite: None**

**HPD4C1**

**Working with School-Age Children and Adolescents, Grade 12 College Preparation**

This course prepares students for occupations involving school-age children and adolescents. Students will study a variety of theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with older children. Students will become familiar with occupational opportunities and requirements related to working with older children and adolescents. They will develop research skills used in investigating child and adolescent behaviour and development.

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

**NOTE: This course will be offered every other year with HPW3C1**

**This course will be scheduled for the 2019/2020 school year.**

**CTRL CLICK→BACK TO SOCIAL SCIENCE**

**HHG4M1**

**Human Development throughout the Lifespan, Grade 12 University/College Preparation**

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**

**HSP3U1**

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

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: The Grade 10 academic course in English, or the Grade 10 academic history course (Canadian and world studies)**

**HSP3C1**

**Introduction to Anthropology, Psychology, and Sociology, Grade 11 College Preparation**

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**

**HSB4U1**

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

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

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

**HHS4UV**

**Families in Canada, Grade 12 (University Preparation, eLearning option only)**

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyze 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.**

**HZT4U1**
**Philosophy: Questions and Theories, Grade 12 University Preparation**
This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). * Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.
**Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies**

## Fashion

**HNL2O1**
**Clothing, Grade 10 Open**
This course introduces students to the world of clothing. Students will gain knowledge about clothing and demonstrate basic skills associated with various techniques and technologies used to create garments and accessories. Students will learn about the functions of clothing and accessories and what clothing communicates about the wearer. They will learn how to enhance their personal wardrobe by assessing garment quality, developing shopping strategies, and developing an understanding of the advantages and disadvantages of various retail formats. Students will develop research skills as they investigate topics related to clothing.
**Prerequisite: None**

**HNC3C1** **CTRL CLICK→BACK TO SOCIAL SCIENCE**
**Understanding Fashion, Grade 11 College Preparation**
This course introduces students to the world of fashion. Students will gain an understanding of theories related to fashion trends and of how culture, media, fashion cycles, retailing, and social and environmental factors influence fashion trends and consumer behaviour. Students will use various tools, technologies, and techniques safely and correctly to create fashion items. In addition, students will apply knowledge of fibres, fabrics, and the elements and principles of design when creating and assessing fashion-related products. Students will develop research skills as they investigate topics related to fashion.
**Prerequisite: None**

**HNB4M1**
**The World of Fashion, Grade 12 University/College Preparation**
This course gives students the opportunity to explore the world of fashion. Students will learn how to create a fashion product using various tools, techniques, and technologies while developing their practical skills. Students will learn about various factors that affect the global fashion industry, the needs of specialized markets, and the impact of fibre and fabric production and care. In addition, they will learn about social and historical influences on fashion. Students will apply research skills when investigating aspects of the fashion world.
**Prerequisite: Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies**

## Food and Nutrition

**HFN2O1**
**Food and Nutrition, Grade 9 or 10 Open**
This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food-marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food-preparation skills and introduces them to the use of social science research methods in the area of food and nutrition.
**Prerequisite: None**

**HFC3E1**
**Food and Culture, Grade 11, Workplace Preparation**
This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will demonstrate the ability to cook with ingredients and equipment from a range of cultures, describe food-related etiquette in a variety of countries and cultures, and explore ways in which Canadian food choices and traditions have been influenced by other cultures. Students will have opportunities to develop practical skills and apply research skills as they investigate foods and food practices from around the world.
**Prerequisite: None**

**HFA4C1**
**Nutrition and Health, Grade 12, College Preparation**
This course focuses on the relationship between nutrition and health at different stages of life and on global issues related to food production. Students will investigate the role of nutrition in health and disease and assess strategies for promoting food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and refine their ability to use social science research and inquiry methods to investigate topics related to nutrition and health.
**Prerequisite: Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies**

**HFL4E1**
**Food and Healthy Living, Grade 12 Workplace Preparation**
This course focuses on the fundamental food needs of young adults. Students will learn how to stock a kitchen, make nutritious food choices, and accommodate the food needs of others. Through a range of practical experiences, they will develop skills needed in food preparation for personal use and for employment in the food industry. They will also learn about dining etiquette in different contexts and about responsible consumer practices. Students will use social science research methods to investigate issues related to food preparation and nutrition.
**Prerequisite: None**

**HFA4U1**
**Nutrition and Health, Grade 12 University Preparation**
This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health.
**Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies**

## TECHNOLOGICAL EDUCATION

The Bear Creek Technology department offers courses in Computer Programming and Computer Engineering, Communications Technology which includes focus courses in 3D animation and video game creation, photojournalism (digital and film), and TV & Video production where we broadcast the morning announcements. We also offer Building Construction, Cabinet Making, Technological Design, and Hospitality & Tourism with a focus on cooking or baking. Bear Creek also offers Transportation courses that include a SHSM option. The Technology department also offers Cosmetology in our new state of the art facility! Technology courses are hands on project driven, providing practical experience to support academic learning. Courses are offered at the open, workplace, college, and college/university levels leading to post-secondary education, apprenticeship, or work.

# Communications Technology

CTRL CLICK→BACK TO TECHNOLOGY

**TGJ1O1**
**Exploring Communications Technology, Grade 9, Open**
This course introduces students to concepts and skills in communications technology. Television/video and movie production, radio and audio production, print and graphic communications, photography, interactive new media and animation are studied. Students will complete a variety of projects that include; graphic design, stop motion animation, pinhole photography, electronic poster and web page development. Students will develop an awareness of related environmental and societal issues, and will begin to explore secondary and postsecondary pathways leading to careers in the field.

**TGJ2O1**
**Communications Technology, Grade 10, Open**
This course introduces students to communications technology from a media perspective. Students will work in an activity based, project driven environment in the areas of television/video and video production, radio and audio production, graphic communications and publishing, photographic arts and animation. These may include computer-based projects such as creating videos, taking and editing photos, working with audio, developing animations with 3d Studio Max, 4 colour printing and web pages. Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and postsecondary pathways leading to careers in the fields.
**Prerequisite: None**

**TGI3M1 ANIMATION & VIDEO GAME FOCUS**
**Communications Technology – Interactive New Media, Grade 11, University/College Preparation**
This emphasis course requires students to complete a range of practical projects in the field of interactive media. In this introductory course you will learn 3D Studio modeling basics and examine in depth the concepts, methods, and tools used to create polygonal models. Texture mapping and lighting techniques will be studied to bring photorealistic objects to life for story telling in animated productions. Students will edit their animations in Adobe Premiere Pro CC adding music, sound effects, voice overs and export for distribution. The Unity 3D game engine will be introduced providing students the opportunity to create a virtual walk through or game level.
**Prerequisite: None**

**TGP3M1: PHOTOGRAPHY FOCUS**
**Communications Technology, Grade 11, University/College Preparation**
In this emphasis course students will explore the exciting field of photojournalism. A quick look back at black and white 35mm SLR photography and darkroom techniques will provide a foundation for the focus on colour digital photography using Nikon DSLR cameras. We will use Adobe Photoshop to enhance and manipulate images and Adobe InDesign to create page layouts. 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.

**TGV3M1**
**Communications Technology, TV and Video Production, Grade 11, University/College Preparation**
This emphasis course requires students to complete a range of practical projects in the field of TV and video production. Practical projects may include shooting and producing a movie, video or television program, developing television advertising and commercials, creating video graphics and visual special effects, music videos and cartoon productions. Students will explore the many aspects of video production: produce direct, videotape, edit a music video and shoot a live to tape news broadcast. Students will shoot and produce the school's morning announcements and broadcast live each day.

**TGI4M1: ANIMATION & VIDEO GAME FOCUS**
**Communications Technology, Interactive New Media, Grade 12, University/College**
This emphasis course requires students to complete a range of practical projects in the field of interactive media. It is designed for experienced animation students who are well versed in concepts and technical basics of 3D Studio Max. The course challenges students to expand their skills set of modeling, animating and texturing for both video and game design. Students are required to complete an advanced animated short or a game level using Unity 3D.
**Prerequisite: Communications Technology, Grade 11, University/College: Animation Focus**

**TGP4M1: PHOTOGRAPHY FOCUS** CTRL CLICK→BACK TO TECHNOLOGY

**Communications Technology, Grade 12, University/College Preparation**

In this emphasis course students will refine their skills in the exciting field photography. Digital colour DSLR cameras, lenses, filters and speed lights along with advanced editing techniques in Adobe Photoshop, camera raw and Light Room will provide the focus in this course. 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: Communications Technology, Grade 11 University/College: Photography Focus**

**TGJ4M1**

**Communications Technology Grade 12, University/College Preparation**

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 TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also 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: Any Grade 11 Communications Technology Course**

## Construction Technology

**TCJ1O1**

**Exploring Construction Technology, Grade 9, Open**

This course introduces students to concepts and skills in construction technology and technological design. Students will develop solutions to various design challenges and may explore plumbing, electrical and network wiring, masonry, heating/ cooling, carpentry, and woodworking. Students will develop an awareness of related environmental and societal issues, and will begin to explore secondary and postsecondary pathways leading to careers in the field.

**TCJ2O1**

**Construction Technology, Grade 10, Open**

This course introduces students to building materials and processes through opportunities to design and build various construction projects. Students will learn to create and read working drawings; become familiar with common construction materials, components, and processes; and perform a variety of fabrication, assembly, and finishing operations. They will use a variety of hand and power tools and apply knowledge of imperial and metric systems of measurement, as appropriate. Students will develop an awareness of environmental and societal issues related to construction technology, and will explore secondary and postsecondary pathways leading to careers in the industry.

**Prerequisite: None**

**TCJ3E1**

**Construction Technology, Grade 11, Workplace Preparation**

This course enables students to develop technical knowledge and skills related to carpentry, masonry, electrical systems, heating and cooling, and plumbing for residential construction. Students will gain hands-on experience using a variety of materials, processes, tools, and equipment to design, lay out, and build projects. They will create and read technical drawings, learn construction terminology, interpret building codes and regulations, and apply mathematical skills as they develop construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and explore postsecondary and career opportunities in the field.

**Prerequisite: None**

**TCJ4E1**

**Construction Technology, Grade 12, Workplace Preparation**

This course enables students to further develop technical knowledge and skills related to residential construction and to explore light commercial construction. Students will continue to gain hands on experience using a variety of materials, processes, tools, and equipment; create and interpret construction drawings; and learn more about building design and project planning. They will expand their knowledge of terminology, codes and regulations, and health and safety standards related to residential and light

commercial construction. Students will also expand their awareness of environmental and societal issues related to construction technology and explore entrepreneurship and career opportunities in the industry that may be pursued directly after graduation.
**Prerequisite: Construction Technology, Grade 11, Workplace Preparation**

**TWJ3E1** **CTRL CLICK→BACK TO TECHNOLOGY**
**Custom Woodworking, Grade 11, Workplace Preparation**
This course enables students to develop knowledge and skills related to cabinet making and furniture making. Students will gain practical experience using a variety of the materials, tools, equipment, and joinery techniques associated with custom woodworking. Students will learn to create and interpret technical drawings and will plan, design, and fabricate projects. They will also develop an awareness of environmental and societal issues related to the woodworking industry, and explore apprenticeships, postsecondary training, and career opportunities in the field that may be pursued directly after graduation.
**Prerequisite: None**

**TWJ4E1**
**Custom Woodworking, Grade 12, Workplace Preparation**
This course enables students to further develop knowledge and skills related to the planning, design, and construction of cabinets and furniture for residential and/or commercial projects. Students will gain further experience in the safe use of common woodworking materials, tools, equipment, finishes, and hardware, and will learn about the entrepreneurial skills needed to establish and operate a custom woodworking business. Students will also expand their awareness of health and safety issues and environmental and societal issues related to woodworking, and will explore career opportunities that may be pursued directly after graduation.
**Prerequisite: Custom Woodworking, Grade 11, Workplace Preparation**

## Hairstyling and Aesthetics

**TXJ1O1**
**Hairstyling and Aesthetics, Grade 9, Open**
This exploratory course introduces students to concepts and skills related to hairstyling and aesthetics, including hair, nail and skin care applications. Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and postsecondary pathways leading to careers in the field.

**TXJ2O1**
**Hairstyling and Aesthetics, Grade 10, Open**
This course presents hairstyling, make-up, and nail care techniques from a salon/spa perspective. Using materials, processes, and techniques used in the industry, students learn fundamental skills in hairstyling, giving manicures and facials, and providing hair/scalp analyses and treatments. Students will also consider related environmental and societal issues, and will explore secondary and postsecondary pathways leading to careers in the field of hairstyling and aesthetics.
**Prerequisite*:* None**

**TXJ3E1**
**Hairstyling and Aesthetics, Grade 11, Workplace**
This course enables students to develop knowledge and skills in cosmetology and offers a variety of applications that will equip students to provide services for a diverse clientele. Students will identify trends in the hairstyling and aesthetics industry, learn about related health and safety laws, and expand their communication and interpersonal skills through interactions with peers and clients. Students will also consider environmental and societal issues related to the industry, and will acquire a more detailed knowledge of apprenticeships and direct-entry work positions.
**Prerequisite*:* None**

**TXJ4E1**
**Hairstyling and Aesthetics, Grade 12, Workplace**
This course enables students to develop increased proficiency in a wide range of hairstyling and aesthetics services. Working in a salon/spa team environment, students will strengthen their fundamental cosmetology skills and develop an understanding of common business practices and strategies in the salon/spa industry. Students will also expand their understanding of environmental and societal issues and their knowledge of postsecondary destinations in the hairstyling and aesthetics industry.
**Prerequisite: Hairstyling and Aesthetics, Grade 11, Workplace Preparation**

# Hospitality and Tourism

**TFJ1O1** CTRL CLICK→BACK TO TECHNOLOGY

**Exploring Hospitality and Tourism, Grade 9, Open**

This course introduces students to concepts and skills related to hospitality and tourism, focusing on the areas of food handling, food preparation, and the origins of foods, event planning, and local tourism. Students will develop an awareness of related environmental and societal issues, and will begin to explore secondary and postsecondary pathways leading to careers in the field.

**TFJ2O1**

**Hospitality and Tourism, Grade 10, Open**

This course provides students with opportunities to explore different areas of hospitality and tourism, as reflected in the various sectors of the tourism industry, with an emphasis on food service. Students will study culinary techniques of food handling and preparation, health and safety standards, the use of tools and equipment, the origins of foods, and event planning, and will learn about tourism attractions across Ontario. Students will develop an awareness of related environmental and societal issues and will explore secondary and postsecondary pathways leading to careers in the tourism industry.

**Prerequisite: None**

**TFB3E1**

**Hospitality and Tourism, Baker, Grade 11, Workplace Preparation**

This course focuses on baked goods and pastry preparation, and hospitality and tourism activities, equipment, and facilities. Students will learn the principals of baking and a variety of techniques and skills, such as measuring and scaling, mixing methods, baking and decorating a variety of baked goods. Students will learn how to plan, manage, and promote activities; and use the necessary equipment. Throughout the course, they will learn the fundamentals of providing high-quality service and customer satisfaction. Students will also study the occupational health and safety standards and laws regulating the hospitality and tourism industry. Students will investigate the eight sectors of tourism and identify possible career paths.

**Prerequisite: None**

**TFC3E1**

**Hospitality and Tourism, Cook/Food Preparation, Grade 11, Workplace Preparation**

This course enables students to acquire knowledge and skills related to the food and beverage services sector of the tourism industry. Students will learn how to prepare, present, and serve food using a variety of tools and equipment and will develop an understanding of the fundamentals of providing high quality service to ensure customer satisfaction and the components of running a successful event or activity. Students will develop an awareness of health and safety practices, environmental and societal issues, and career opportunities in the food and beverage services sector.

**Prerequisite: None**

**TFB4E1**

**Hospitality and Tourism, Baker, Grade 12, Workplace Preparation**

This course enables students to further develop knowledge and skills related to baked goods and pastry preparation, and hospitality and tourism activities, equipment, and facilities. Students will learn the principals of baking and a variety of techniques and skills, such as measuring and scaling, mixing methods, baking and decorating a variety of baked goods. Students will learn how to plan, manage, and promote activities; and use the necessary equipment. Throughout the course, they will learn the fundamentals of providing high-quality service and customer satisfaction. Students will expand their awareness of health and safety practices, environmental and societal issues, and career opportunities in the food and beverage services sector.

**Prerequisite: Hospitality and Tourism, Grade 11, Workplace Preparation**

**TFC4E1**

**Hospitality and Tourism, Cook/Food Preparation, Grade 12, Workplace Preparation**

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

**Prerequisite: Hospitality and Tourism, Grade 11, Workplace Preparation**

## Technological Design

**TDJ2O1** **CTRL CLICK→BACK TO TECHNOLOGY**

**Technological Design, Grade 10, Open**

This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design, and learn about secondary and postsecondary education and training leading to careers in the field.

**Prerequisite: None**

**TDJ3O1**

**Technological Design and the Environment, Grade 11, Open**

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**

**TDA3M1**

**Technological Design, Architectural Design, Grade 11, University/College Preparation**

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

**Prerequisite: None**

**TDA4M1**

**Technological Design, Architectural Design**
**Grade 12, University/College Preparation**

This course introduces students to the fundamentals of design advocacy and marketing, while building on their design skills and their knowledge of professional design practices. Students will apply a systematic design process to research, design, build, and assess solutions that meet specific human needs, using illustrations, presentation drawings, and other communication methods to present their designs. Students will enhance their problem solving
and communication skills, and explore career opportunities and the postsecondary education and training requirements for them.

**Prerequisite: Technological Design, Grade 11, University/College Preparation**

## Transportation Technology

**TTJ2O1**

**Transportation Technology, 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**

**TTJ3C1**
**Transportation Technology, Grade 11, College Preparation**
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**

**TTA3C1** **CTRL CLICK→BACK TO TECHNOLOGY**
**Transportation Technology, Auto Service, Grade 11, College Preparation**
This emphasis 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 of automotive vehicles. 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 the automotive industry and their knowledge of apprenticeship and college programs leading to careers in the automotive/transportation industry.
**Prerequisite: None**

**TTA4C1**
**Transportation Technology, Auto Service, Grade 12, College Preparation**
This emphasis 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 of automotive vehicles. 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 the automotive industry and their knowledge of apprenticeship and college programs leading to careers in the automotive/transportation industry.
**Prerequisite: Transportation Technology, Grade 11, College Preparation or Transportation Technology, Auto Service, Grade 11, College Preparation**

**TTJ4C1**
**Transportation Technology, Grade 12, College Preparation**
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: Transportation Technology, Grade 11, College Preparation or Transportation Technology, Auto Service, Grade 11, College Preparation**

## Computer Technology

**TEJ1O1**
**Exploring Computer Technology**
This exploratory course introduces students to concepts and skills in computer technology, which encompasses computer systems, networking, interfacing, and programming, as well as electronics and robotics. Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and postsecondary pathways leading to careers in the field.
**Prerequisite: None**

**TEJ2O1**
**Computer Technology, Grade 10, Open**
This course introduces students to computer systems, networking, and interfacing, as well as electronics and robotics. Students will assemble, repair, and configure computers with various types of operating systems and application software. Students will build small electronic circuits and write computer programs to control simple peripheral devices or robots. Students will also develop an awareness of environmental and societal issues related to the use of computers, and learn about secondary and postsecondary pathways to careers in computer technology.
**Prerequisite: None**

**TEJ3M1**
**Computer Engineering Technology, Grade 11, University/College Preparation**
This course examines computer systems and control of external devices. Students will assemble computers and small networks by installing and configuring appropriate hardware and software. Students will develop knowledge and skills in electronics, robotics, programming, and networks, and will build systems that use computer programs and interfaces to control and/or respond to external divides. Students will develop an awareness of related environmental and societal issues, and will learn about college and university programs leading to careers in computer technology.
**Prerequisite: None**

**TEJ4M1**
**Computer Engineering Technology, Grade 12, University/College Preparation**
This course extends students understanding of computer systems and computer interfacing with external devices. Students will assemble computer systems by installing and configuring appropriate hardware and software, and will learn more about fundamental concept of electronics, robotics, programming, and networks. Students will examine related environmental and societal issues, and will explore postsecondary pathways leading to careers in computer technology.
**Prerequisite: Computer Engineering Technology, Grade 11 University/College Preparation**

## COMPUTER STUDIES

Computer and information science is more than running application programs and programming. Rather it relates to the ways in which computers represent conceptual objects and how computer systems allow those objects to interact. Computer and information science is the study of ways of representing objects and processes. It involves defining problems, analyzing and designing solutions, and developing, testing, and maintaining programs. Computer and information science education is relevant for all students because it incorporates a broad range of transferable problem-solving skills and techniques. It combines logical thinking, creative design, synthesis, and evaluation, and also teaches generically useful skills in such areas as communication, time management, organization and teamwork. Computer and information science will prepare students for an increasingly technological world. A foundation in this discipline will introduce students to the excitement and opportunities afforded by this dynamic field and will begin to prepare them for careers in information technology.

**ICS2O1** **CTRL CLICK→BACK TO COMPUTER STUDIES**
**Introduction to Computer Studies, Grade 10, Open**
This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers.
**Prerequisite: None**

**ICS3C1**
**Introduction to Computer Programming, Grade 11, College Preparation**
This course introduces students to computer programming concepts and practices. Students will write and test computer programs, using various problem-solving strategies. They will learn the fundamentals of program design and apply a software development life-cycle model to a software development project. Students will also learn about computer environments and systems, and explore environmental issues related to computers, safe computing practices, emerging technologies, and postsecondary opportunities in computer-related fields.
**Prerequisite: None**

**ICS3U1**
**Introduction to Computer Science, Grade 11, University Preparation**
This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.
**Prerequisite: None**

**ICS4C1**
**Computer Programming, Grade 12, College Preparation**
This course further develops students' computer programming skills. Students will learn object-oriented programming concepts, create object-oriented software solutions, and design graphical user interfaces. Student teams will plan and carry out a software development project using industry-standard programming tools and proper project management techniques. Students will also investigate ethical issues in computing, and expand their understanding of environmental issues, emerging technologies, and computer-related careers.
**Prerequisite: Introduction to Computer Programming,**
**Grade 11, College Preparation**

**ICS4U1**
**Computer Science, Grade 12, University Preparation**
This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.
**Prerequisite: Introduction to Computer Science, Grade 11, University Preparation**

## MESSAGE TO PARENTS

The Simcoe County District School Board (SCDSB) mission is to inspire and empower learning for life, and our vision is a community of learners achieving full potential. We believe in the importance and value of regular and ongoing planning in collaboration with parents, students and staff to ensure that every learner reaches his or her full potential to become a responsible and contributing member of our ever-changing global society. The SCDSB's public website, Secondary page provides parents and students with detailed, accurate and up-to-date information about diploma requirements, as well as general information on school programs and courses offered. Additionally, the website provides information on county wide programs, Specialist High Skills Majors, school-based supports and Student Success initiatives. To access the page, follow this link: https://www.scdsb.on.ca/secondary

## MESSAGE FROM GUIDANCE

**Attendance**
The Ministry of education requires that students remain in secondary school until the student has reached the age of 18, or obtained an Ontario Secondary School Diploma (OSSD). Regular attendance leads to success in school and prepares students for the expectations they will meet at work. Parents can assist by ensuring that students are absent only for medical or emergency reasons and informing the school by calling the attendance office at x43667, or sending in a note.

**Code of Conduct**
Bear Creek's Code of Conduct outlines expected standards of behaviour and student discipline procedures and can be found on the SCDSB website.

**Safe School's Policy**
The Simcoe County District School Board (SCDSB) recognizes that all members of the school community have the right to be safe and to feel safe in their school community. With this right comes the responsibility to contribute to a

positive school climate.

Bear Creek is committed to reach every student to help him or her complete a secondary education and achieve a successful outcome from the secondary school experience. Guidance counsellors provide students with information and support in areas related to career, education planning and personal issues. There are many resources in the guidance office, including community resource materials, career and vocational information, post-secondary pathways planning, and scholarship information. Students and parents are encouraged to use myBlueprint (www.myblueprint.ca/simcoe) when researching and planning courses and post-secondary destinations. Instructions for this on-line tool are located at the end of the Course Calendar. Both students and parents/guardians are invited to make appointments with the counsellors to discuss issues of importance.

**School Procedures Related to Course Changes:**

- Students are required to maintain 8 credits in grades 9, 10 and 11
- Students in grade 12, with a minimum of 24 credits, may be allowed to maintain 6 credits
- Students are encouraged to complete any course changes in June of each school year for the following year. Minimal changes may be made in the first two weeks of each semester to accommodate level changes, openings in classes and pre-requisite problems. Changes will be made with proper paperwork completed and submitted to the Guidance department.

**Full Disclosure for Grade 11 and 12 Courses**

The Ministry of Education has a policy of full disclosure. This policy states that all Grade 11 and 12 courses attempted by students must be recorded on Ontario Student Transcripts. Full disclosure does not apply to students in Grades 9 or 10 or for ESL/ESD courses. Any Grade 11 or Grade 12 course completed, dropped or failed will appear on a student transcript along with the marks earned in the program. If a student repeats a course previously attempted successfully, both courses will appear on the transcript. Credits are earned only on the first successful attempt. Full disclosure will take effect five instructional days following the distribution of the November and April mid-semester report cards.

## DIPLOMA AND CERTIFICATE REQUIREMENTS

**Definition of a Credit**

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. A half credit may be granted for each 55-hour part of a 110-hour ministry developed course. Credits are granted to students by the principal of a secondary school on behalf of the Minister of Education.

| **Requirements for the Ontario Secondary School Diploma (OSSD)** |
|---|
| Students earn an OSSD when they:<br>1. successfully complete 30 credits: 18 compulsory and 12 optional credits<br>2. complete 40 hours of community involvement activities<br>3. successfully complete the literacy requirement through the Ontario Secondary School Literacy Test or the Ontario Secondary School Literacy Course |
| **Compulsory Credits (18)** |
| • 4 credits in English (1 credit per grade)<br>  ▪ The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement.<br>  ▪ For English language learners the requirement may be met through earning a maximum of 3 credits in English as a second Language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.<br>• 3 credits in Math (at least one in credit in grade 11 or 12)<br>• 2 credits in science<br>• 1 credit in Canadian history<br>• 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
- Plus 1 credit from each of the following groups:
    - Group 1*: One additional credit in English, or French as a second language, or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education
    - Group 2*: One additional credit in health and physical education, or the arts, or business studies or French as a second language, or cooperative education
    - Group 3*: One additional credit in science (Grade 11 or 12) or technological education (Grade 9-12) or French as a second language, or computer studies, or cooperative education.

***Note:**

- 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.

**Community Service Hours**

Students must complete 40 hours of community involvement. Effective July 1, 2011, students will be able to start accumulating community involvement hours in the summer before they enter grade 9. This requirement is to encourage students to develop awareness and understanding of civic responsibility and the role they can play in their communities. Students, in collaboration with their parent(s)/guardian(s), are responsible for selecting volunteer activities from the *Eligible Activity List*. Students and their parent(s)/guardian(s) have the responsibility for completing the *Completion of Community Involvement Activities* form and handing it in to the school as required. They are also to ensure that the corresponding, total number of hours is recorded correctly on the report card. Information on a list of eligible and ineligible activities can be found on the board website by clicking Community Involvement.

**Ontario Secondary School Literacy Test (OSSLT)**

**Ontario Secondary School Literacy Requirement**
All students must successfully complete the Ontario Secondary School Literacy Requirement in order to earn a secondary school diploma. The Ontario Secondary School Literacy Test will be administered in Grade 10. The requirement may be earned by successful completion of the Literacy test, or the Literacy Course or through the Adjudication Process.

**Ontario Secondary School Literacy Test (OSSLT)**
The OSSLT is based on the expectations for reading and writing across subjects in the Ontario Curriculum up to the end of Grade 9. The test will determine who has attained the provincial expectations for literacy. It will identify areas for remediation for students who are unsuccessful in completing the test. School boards are required to provide remedial assistance following the test for students who require it. The literacy test may not be retaken once it has been successfully completed. More information on the OSSLT, can be found on the Ministry of Education's website under Student Resources or Parent Resources.

**Ontario Secondary School Literacy Course (OSSLC)**
The Ontario Secondary School Literacy Course has been developed to provide students who have been unsuccessful on the OSSLT with intensive support and an alternative means of demonstrating the required reading and writing

competencies. Students who have had the opportunity to write the OSSLT at least once and who have been unsuccessful are eligible to take the OSSLC.

Successful completion of this course at either the Grade 11 level (OLC 3O) or Grade 12 level (OLC 4O) will enable students to satisfy the literacy requirement for graduation and may be used to meet the compulsory requirement for English at that grade level (as well as the Group 1 requirement). Course expectations cannot be modified but accommodations may be made for students who have an IEP to strengthen students' reading and writing skills. Students who are receiving special education programs or services, and have an IEP documenting required accommodations when taking the OSSLT, may be eligible to enroll directly in the OSSLC without having failed the OSSLT at least once if, owing to unforeseen circumstances, these accommodations were not available on the day the OSSLT is administered. In such cases, the student must have been present to take the test, but the required accommodations, or a reasonable alternative to them, were unavailable to the student during the whole test or part of the test.

**Requirements for the 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 and who have earned a minimum of 14 credits, seven of which satisfy the compulsory credit requirements.

| Compulsory Credits (total of 7) | Optional Credits (total of 7) |
|---|---|
| ▪ 2 credits in English<br>▪ 1 credit in Canadian Geography *or* history<br>▪ 1 credit in mathematics<br>▪ 1 credit in science<br>▪ 1 credit in health and physical education<br>▪ 1 credit in the arts, technological education or computer studies | 7 credits selected by the student from available courses |

Note: Students are not required to complete Community Involvement Hours or pass the OSSLT.

**Ontario Secondary School Certificate of Accomplishment (OCA)**

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

## COURSES OFFERED IN SECONDARY SCHOOL

**Types of Courses: Grades 9 and 10**

Four types of courses are offered in Grade 9 and 10:

- *Academic* courses lead to university/college and university courses in senior grades.
- *Applied* courses lead to college and workplace courses.
- *Locally Developed* courses may be offered for students who are working below grade level. These courses are intended to enable students to gain the necessary skills required to be successful in applied and workplace level courses. Locally developed courses are courses that meet educational needs not met by provincial curriculum policy documents. Students who need additional support in academic core subjects (English, mathematics, science and history) may count up to 6 Locally Developed courses as compulsory courses in grades 9 and 10.
- *Open* courses are designed to prepare students for further study in certain subjects and to enrich their education generally.

**Types of Courses: Grades 11 and 12**

In Grade 11 and 12, courses are offered to prepare students for their post-secondary destinations:

- University preparation courses are designed to equip students with the knowledge and skills they need for entrance to university.
- University/College preparation courses are designed to equip students for entrance to university and college programs
- College preparation courses prepare students for college programs and related careers. Many apprenticeships require College level courses as a minimum.
- Workplace courses prepare students for direct entry into the workplace or admission to some apprenticeship programs and other training programs.
- Open courses are appropriate for all students and are not linked to any specific postsecondary destination.

**Note**: Students must complete ENG4U plus 5 other '4U' or '4M' courses to be eligible to apply for university. Many university programs require specific 'M' or 'U' courses. Students are advised to carefully check university calendars (available online) for entrance requirements before grade 12 course selection. To be eligible for most college programs, students must be successful in ENG4C or ENG4U along with any other prerequisites identified by the specific institution.

## SPECIALIZED PROGRAMS

Secondary schools in the SCDSB offer Student Success programs which include, but are not limited to: credit recovery, expanded cooperative education, dual credits, specialist high skills majors, education and career planning, as well as transition programs for students as they enter and graduate from secondary school. Incorporating differentiated instructional methods, as well as responding to the student voice are all key success initiatives that are helping our schools improve educational outcomes for all students.

**Specialist High Skills Major (SHSM)**

A Specialist High Skills Major (SHSM) is a specialized program approved by the Ministry of Education that provides students with courses and activities that focus on a specific work-related sector. A Specialist High Skills Major enables students to customize their high school experience to suit their interests and talents and prepare for a successful postsecondary transition to apprenticeship training, college, university, or employment, while meeting the requirements of the Ontario Secondary School Diploma (OSSD). The major enables students to gain the sector-identified preparatory credits, skills and knowledge, and make informed career decisions. This makes the learning environment more engaging for students, focuses them on graduation and prepares them to pursue their career goals. A student may exit the SHSM before completion without jeopardizing progress towards the OSSD, retaining credits and certifications earned up to that point. For more information on SHSM, as well as the programs being offered in the Board, go to myshsm.com.

**Bear Creek has 5 Specialist High Skills Majors:**

**Health and Wellness**
**Heavy Equipment and Construction Trades**
**Environment**
**Fitness, Sport and Recreational Management**
**Arts & Culture**

**Dual Credit Programs**

Dual credits give selected students the opportunity to sample post-secondary education, work in college labs, experience a new environment and build self-confidence. Students take a college level credit delivered by college faculty. If successful, they are granted both a college credit and a secondary school credit. For more information, contact your school's Guidance or Student Success Department or go to Student Success Programs on the SCDSB website.

**Ontario Youth Apprenticeship Program**

The Ontario Youth Apprenticeship Program (OYAP) provides students with an opportunity to gain apprenticeship training while completing the credits required for their high school diploma. OYAP students will spend a portion of their senior years in the workplace, through cooperative education, learning the skills of a particular trade and may become registered as apprentices to their employer. Students begin accumulating hours required for their apprenticeship and will also be put on the waiting list for trade school once they are registered into the program. There are over 150 trades involved in apprenticeship in Ontario.

OYAP is available to full-time students who have a minimum of 16 credits and are at least 16 years of age. Specific programs may have additional academic requirements. For more information, please visit www.oyap.com or contact: Elaine McLachlin, OYAP Coordinator, Simcoe County District School Board, 705-817-1418 or emclachlin@scdsb.on.ca to view a 30-second video about OYAP's opportunities for students, please visit the SCDSB YouTube channel at http://youtu.be/dcarOAehX9k.

**Steps in the OYAP Process**

1

**RESEARCH**:
Talk to Guidance, Technology, and Co-op teachers. Visit www.oyap.com. The Guidance department has a book which lists all possible apprenticeships, a description of the job, career opportunities, and potential earnings.

2

**CHOOSE A TRADE**:
Use your research to choose a trade you would like to explore.

**Things to consider when choosing a trade:**

- How physical is the trade? Am I able to do it?
- Does the trade require a strong background in math and science? Am I able to meet these requirements?

3

**REGISTER**
Register for co-op in grade 11 and/or 12. Tell your guidance counsellor that you are interested in finding a co-op placement in a certain trade, and that you would like to look into OYAP (Ontario Youth Apprenticeship Program).

4

**BEGIN CO-OP COURSE**
Your co-op teacher may know that you are interested in OYAP (your guidance counsellor will communicate this), but be sure to also mention it to him/her yourself. At this stage, it is important that you and your co-op teacher work together to find a placement you are interested in.

5

**BEGIN CO-OP PLACEMENT**

**This is your opportunity to prove yourself to your employer!!**

**Things to do when starting a placement that COULD become an apprenticeship:**

- Be on time, dressed appropriately, with necessary tools and materials.
- Ask questions, and listen carefully to the answers.
- Stay on task at work. Only check your cell phone and other electronic devices on your break time.

6

**DISCUSS APPRENTICESHIP WITH YOUR EMPLOYER**
Once you have started your placement and things are going well, ask your employer if he/she could set aside some time to discuss OYAP with you. Be sure to get an info sheet from your Guidance Counsellor or Co-op teacher to bring with you. That way, if the employer has any questions, the info sheet may help to answer them.

yes

**SIGNING ON WITH YOUR EMPLOYER**
If the employer agrees to sign you as an apprentice, the employer, student, and Co-op teacher must meet to sign the necessary paperwork. This means that hours earned through the Co-op placement will count towards all required apprenticeship hours.

no

**NOT SIGNING ON WITH YOUR EMPLOYER**
Ask the employer if at the end of your placement she/he would be willing to write you a letter confirming hours of work and tasks performed. This may be able to be used towards future apprenticeship training.