

ERIN DISTRICT HIGH SCHOOL

COURSE CALENDAR



Erin District High School

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WELCOME

Erin D.H.S. is a strong community-based school that takes pride in the achievement of its students and staff. Through collaboration with our community partners, we can offer an educational environment and experience unique to the Upper Grand District School Board.

We are committed to creating a learning environment that allows all students to achieve their full academic potential and enjoy a strong sense of school community that results from the practice of good citizenship.

It is expected that everyone at EDHS will show respect for themselves, others and the environment. Through the involvement of staff, students and School Council members, policies have been developed to help the school meet its primary goal of academic excellence in an environment that fosters positive interaction and growth. The student agenda book you will receive upon registering details our Code of Student Behaviour that helps us meet that goal.

We are happy to have you with us and look forward to your contribution to life at E.D.H.S. For more information about a wide range of topics, check out our website at:

<http://www.ugdsb.on.ca/edhs/>

The high school experience can be very exciting and challenging. It offers a world of new experiences, opportunities and friendships. It is also a time when students, with a view to the future, have the opportunity to select courses that best meet their learning needs and interests. Starting in Grade 9, students make choices about both the subjects and the types of courses they take. Teachers, other staff and parents/guardians work with students to help them make the best possible choices. These choices are made based on the student's interests, learning styles, past successes, future goals and diploma requirements.

Specific information about choices and programs can be obtained from the staff at Erin D.H.S.

This information will be shared through Parent Information Night and through information shared with students during the option selection process. This process takes place in February each year. Course outlines are available in the school office.

For up-to-date admission requirements for University and College programs visit the Ontario University and College application websites at

www.ontariouniversitiesinfo.ca or www.ontariocolleges.ca

For up-to date descriptions of trades, plus information and tips on becoming an apprentice, visit the following useful websites:

www.apprenticesearch.com

www.edu.gov.on.ca

www.skilledtrades.ca

CO-CURRICULAR ACTIVITIES/CLUBS

Students are encouraged to get involved in one or more of these programs in which to participate. Some of these activities include:

Academic

Math Club
Reach for the Top

Athletics

Athletic Council
Badminton
Basketball
Curling
Endurance Club
Girls Softball
Golf
Hockey
Inter-murals
Mountain Biking
Powerlifting
Rugby
Soccer
Tennis
Track and Field
Ultimate Frisbee
Volleyball

Character Education/Equity Clubs

GSA
We Club

Community Services

Interact Club
Terry Fox Run
30 Hour Famine
The Environment Club
Habitat for Humanity

Leadership

Link Crew (Peer Mentors/Mediators)
Student Council

Publications

Yearbook
Video Club

Technology

Morning Announcements
Lunch Time DJ Club
Skills Canada Competitions
Robotics

The Arts

Art Council
Drama Council & Productions
Sears Drama Festival
EDHS Singers
Erin Radio
Music Council
Band Concerts and Tours
Graphic Arts Club
Star Search
Ukulele Club

TIPS FOR PARENTS

How to help your child be successful in school.

Be Interested

Make certain that your child/children know that their academic progress is important to you. Try to attend all open houses and parent - teacher interviews. Make sure you see all report cards, and phone the school if there's a problem or concern.

Discuss classes and set goals

Sit down with your children at the beginning of each semester and help them set realistic academic goals. Setting goals gives them something to work for, and it makes them aware of exactly what your expectations are. Recognize their efforts and improvement and acknowledge each success. Rewards are particularly good when you want to encourage a change in attendance, effort, or behaviour. Consequences, on the other hand, should be logical whenever possible. For example, a logical consequence for routinely being late to school is an earlier bedtime. Do not, however, take away a positive activity like sports or music lessons.

Offer to help

Offer to help with homework, but don't give more help than is wanted. Keep in mind that it is your child's responsibility to be organized, to get homework done, and to prepare for tests.

Listen

Talk to your child about what's happening in school and be a good listener.

Encourage involvement

Students who are involved in school-related activities seem to enjoy school more and they generally have greater academic success. Encourage your child to be involved in one or more activities at school.

Monitor activities and jobs

Make sure that your child is not spending too much time watching TV, playing computer games, or talking on the phone. Also, make sure that he/she is not working too many hours or working too late at a job.

Work with the school

Know that teachers, counsellors, and principals are there to help your child get the best education possible. A health concern, a death in the family, or a divorce can affect your child's attitude and performance in school. If such a circumstance should arise, call the school and tell them what's happening.

Avoid these "don'ts"

- Don't nag about school or grades. Your child will tune you out.
- Don't allow your child to miss school unless he/she is really ill. You're sending a message that school isn't important.
- Don't criticize a teacher in front of your child. He/she will only lose respect for that teacher.
- Don't make your child's failures (or successes) your own. Your child may see getting poor grades as a way to rebel.

IF YOUR CHILD IS NOT DOING WELL IN SCHOOL

Most students who don't do well in school feel like failures. They are frustrated, discouraged, and sometimes angry. The "I don't care" attitude they display is often a defense mechanism. It's important for these students to know that their parents have not given up on them. They also need to know that their parents are interested, supportive, and willing to take the time and effort to help them figure out how to be more successful in school. Students who are not doing well in school usually have problems in one or more of the following areas:

ATTENDANCE:

It is extremely important for students to be in school, on time, every day. Unless a child is truly ill, he/she needs to be in school.

APPROPRIATENESS OF COURSES:

We cannot expect students to get good grades if they are in the wrong classes. If any of your son/daughter's courses are too difficult, too easy, or inappropriate, call the school counsellor. You may also want to look at vocational opportunities. Many students are happier and more successful in vocational programs where the courses are more "hands-on".

ACCOUNTABILITY:

It's human nature to be tempted to "slack off" when we're not held accountable. How seriously would most workers take their jobs if they knew that their boss didn't know how many days they missed?

Your child needs to know that someone cares, and is checking on how he/she is doing. They need to know that successes will be recognized and that poor performances will be noticed. Be consistent in your interests.

ALCOHOL/DRUG USE:

Students who abuse alcohol or drugs are often distracted to the point where their school performance is affected. If you know or suspect that your child is drinking or using drugs, talk to him/her. If you need information or advice, talk to your doctor or to the school counsellor or social worker. They can help you.

Recognizing that there is a problem is the first and most important step in finding a solution.

Work Cited

O'Brien, Linda. How to Get Good Grades. Ohio: Woodburn Press

RESPONSIBILITY IN COURSE SELECTION

The final decision and responsibility for the selection of courses rests with the pupil and parents. Teachers, guidance staff and school administration are willing and eager to be of assistance in both the long-range planning and the selection of courses. Please give careful consideration to your course selection. It may be difficult to make changes to your program.

The diploma requirements are listed in this booklet, but a total of 30 credits are required for a student to receive the Ontario Secondary School Diploma (OSSD).

The 18 compulsory courses within the 30 credits will ensure a variety of program experiences and the optional courses provide students with the opportunity to explore areas of interest or focus on preparing for goals after high school.

AVAILABILITY IN COURSE SELECTION

Every effort is made to run all of the courses offered in this booklet. **However, when there is not adequate enrolment the course may be canceled for that year. In addition, a particular course may not fit an individual's timetable OR when a class reaches its cap size, a student may need to go on a waiting list.** The guidance department will work with students and parents to resolve these problems as early as possible. Students in Grades 9 and 10 must take 8 courses per year. In Grades 11 and 12, students are expected to take a minimum of 7 courses per year. The principal's approval is required if fewer than 3 courses are taken in one semester. The Upper Grand District School Board offers night school, summer school, e-learning and correspondence courses to students whose needs cannot be met locally. For further information call Continuing Education at 519-836-7280.

SOME TERMS USED IN HIGH SCHOOL

COURSES

Courses are available in many subject areas in high school. Within a subject area, students can further specialize their study, depending on their personal interests.

TYPES OF COURSES

- Courses in Grade 9 and 10 are divided into four types:
Academic, Applied, Essential, De-streamed and **Open**.
- Courses in Grades 11 and 12 are divided into five types:

University preparation courses
College preparation courses
Open courses

University/College preparation courses
Workplace preparation courses

Partial credit transfer courses are available for students moving from Grade 10 to 11 or Grade 11 to 12, and changing the type of course taken.

THE PRIOR LEARNING ASSESSMENT AND RECOGNITION PROCESS

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. This includes the knowledge and skills that students have acquired, in both formal and informal ways. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. PLAR procedures are carried out during semester two under the direction of the school principal who grants credits.

The PLAR process involves two components: **the challenge process** and **the equivalency process**.

The Challenge Process

What a Challenge Assessment is: a series of evaluations whereby students demonstrate that they have already mastered the course expectations outlined in the provincial curriculum documents.

What a Challenge Assessment is NOT: an independent study or an opportunity to learn, guided by a teacher.

Students may challenge Grade 10, 11, or 12 courses, as indicated in provincial curriculum policy documents. Students are able to successfully challenge up to four courses with a maximum of two in any one subject.

In order to be accepted for the PLAR, students must provide strong evidence to the principal that they would be successful in the challenge process. The completed PLAR application and supporting materials must be submitted to the Principal by January 10.

- Students **cannot** be granted credits through the challenge process for any of the following:
 - a course in any subject if a credit has already been granted for a course in that subject in a later grade
 - a transfer course
 - a locally developed course
 - a cooperative education course
 - a course in English as a second language if the student has one or more credits in English from the curriculum policy documents for English for Grades 9 to 12.
 - a course in French as a second language (FSL), if the student has one or more credits in Français from the curriculum policy documents for Français for Grades 9 to 12.

Assessment and evaluation through the PLAR process will be based on the curriculum expectations and the achievement charts in the Ontario curriculum policy documents. Typically a student would have up to four weeks to complete the assigned evaluation tasks. A student's level of achievement will be recorded as a percentage grade.

The Equivalency Process:

Equivalency credits are granted for placement only. Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario. The principal of the receiving school will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student's previous learning and the number of compulsory and optional credits still to be earned. Please contact the Guidance Department if you need more information.

ONTARIO STUDENT TRANSCRIPT AND ONTARIO STUDENT RECORD

- The Ontario Student Transcript (O.S.T.) is a provincially standardized document that is the student's official record of credits earned. Copies are available to students on request. For current students, the first copy is free and additional copies may be requested for a small charge.
- The O.S.T. is kept in the student's Ontario Student Record folder (O.S.R.). This folder contains achievement results, credits earned, and other information important to the education of the student. The O.S.R. is created when a student enters the Ontario school system, and moves with the student from school to school. The O.S.R. is created under the authority of the Education Act, and the contents of the O.S.R. are protected under the Freedom of Information and Protection of Privacy Act. The parents/guardians and the students may examine the contents of the O.S.R. on request, with the assistance of the Principal or a Guidance Counsellor.

FULL DISCLOSURE

Effective September 1999, the Ontario Student Transcript will reveal all Grade 11, 12, or OAC courses attempted, including those failed, dropped or repeated. This change to the transcript (O.S.T.) will allow a more valid evaluation of each student's academic performance. Any courses dropped prior to the fifth school day after the mid-term report will not appear on the Ontario Student Transcript. In grade 9 and 10 only courses successfully completed will appear on the O.S.T.

COURSE CHANGES: Policies and Procedures

In exceptional circumstances students may make course changes by appointment with a Guidance Counsellor. This must be done as early as possible in the semester in order to maximize the chances of success in attaining the credit. Although the final responsibility for the course selection rests with the student and parents, the school staff, student success teacher, and particularly the guidance counsellor are available to assist students by providing as much information as possible to help make appropriate choices. As a result of these choices, the school must make important decisions which affect staffing, budget, and timetables. Therefore it is expected that students will remain in the courses they have chosen for the entire semester. Students who drop or fail a course in semester one should not assume that they can automatically be eligible for, or be able to take, the same course in semester two. All timetable conflicts will be resolved as quickly as possible at the start of each semester.

EVALUATION AND EXAMINATION POLICIES

As these differ from course to course, students will receive the necessary information on the first day of classes.

70% of the final mark is accumulated over the course of the semester; 30% is determined from culminating activities, which may include a final examination or other assessment tasks.

CHANGING PATHWAYS: POLICIES AND PROCEDURES

Transfer Courses

The purpose of transfer courses is to enable students who alter their post-secondary plans to transfer from one type of course to another in Grades 10, 11, and 12 (e.g. the prerequisite for Grade 11 University Preparation course in English is the grade 10 Academic course in English). Transfer courses are designed to provide the knowledge and skills required to bridge the gap between two courses of different types. These courses will provide partial credits. These credits can be earned at summer school, and will only qualify as optional credits towards the diploma requirements.

Courses with Similar Expectations

If two courses share a significant number of similar learning expectations, a credit will not be granted for the successful completion of both courses. For example, credit would not be granted for both the Grade 9 Applied English and the Grade 9 Academic English course. Therefore, students may not take both courses in the same discipline that contain many of the same learning expectations for credit.

Alternative Ways of Earning Credits

Correspondence Courses

The Independent Learning Centre (ILC) offers secondary school credits designed primarily for individuals who are **not** attending a day school or are 18 years or older and out of school, and who wish to work independently towards the secondary school diploma. Information concerning eligibility, enrolment procedures, and course offerings is available through guidance or from the ILC website at www.ilc.org

E-Learning

Some school boards in the province, including the Upper Grand District School Board as of 2008, offer online courses for students who wish to work independently towards their diploma. For more information about e-learning courses refer to pages 12 to 14 of this document.

Continuing Education

Continuing education courses may include: credits courses for adults, mature students, and secondary students offered through the day, evening, or summer school classes. To be considered for admission a day-school student must provide a statement signed by the principal indicating that there has been consultation with either themselves or the school's guidance counselor regarding enrollment. There must also be evidence of parental approval if the student has not attained the age of eighteen. Information can be found on the UGDSB website at <https://www.ugdsb.ca/continuing-education/> or by telephone at (519) 836-7280.

Summer School

Registration for online or in-class courses begins in the spring. Online courses have limited enrollment, so please visit guidance early in the spring to register. Students can register for in-class options using MyBlueprint under the Continuing Education tab. Guidance counsellors will contact you if you do not have the prerequisite for a course.

Night School

These classes are offered in a hybrid format; combining the benefits of face-to-face learning, online collaboration and self-paced learning. These courses are available to senior students; however, taking these courses while in day school may increase workloads. Students are advised to speak to a Guidance Counsellor and/or the school Principal. Students can also register for night school classes using MyBlueprint under the Continuing Education tab.

Day School

For students over the age of 18, who still require high school credits for post-secondary or graduation, there are some day school classes available. These run in six week intervals over various times over the year. Please visit guidance if you have any questions about these opportunities.

Please contact the Guidance Office for further information regarding these programs

e-Learning in the Upper Grand District Board 2026-2027

Below is a chart of Upper Grand District School Board courses offered in an **eLearning format**. Students wishing to take an eLearning course from this chart can choose it directly in **MyBlueprint** during course selection time. If a student is wishing to access an eLearning course not listed below, there may be an opportunity to enroll in one from another school board provided it is available and that there is room in the course. Students must speak with their guidance counselor to sign up in Prism as per past practices for any out-of-board course **not** listed below.

GRADE 9	GRADE 10	GRADE 11	GRADE 11	GRADE 12	GRADE 12
AVI1OZ	ADA2OZ	AWQ3MZ	PAI3OZ	BAT4MZ	ICS4CZ
CGC1WZ	AWQ2OZ	BAF3MZ	PPZ3CZ	BBB4MZ	ICS4UZ
ENL1WZ	BEP2OZ	CGG3OZ	SBI3CZ	BOH4MZ	MAP4CZ
GLS1OZ	CHC2DZ	ENG3CZ	SBI3UZ	CGW4UZ	MCT4CZ
MTH1WZ	CHC2PZ	ENG3UZ	SCH3UZ	CHI4UZ	MCV4UZ
SNC1WZ	CHV2OZ/GLC2OZ	EMS3OZ	SPH3UZ	CIA4UZ	MDM4UZ
TAS1OZ	ENG2DZ	GPP3OZ	SVN3EZ	CLN4UZ	MHF4UZ
	ENG2PZ	HSE3EZ	SVN3MZ	ENG4CZ	OLC4OZ
	ICD2OZ	HSG3MZ		ENG4UZ	PSK4UZ
	MPM2DZ	HSP3UZ		ETS4UZ	SBI4UZ
	MPM2PZ	HPW3CZ		EWC4CZ	SCH4CZ
	NAC2OZ	ICS3CZ		EWC4UZ	SCH4UZ
	SNC2PZ	ICS3UZ		HHG4MZ	SES4UZ
	SNC2DZ	IDC3OZ		HHS4UZ	SPH4CZ
		MBF3CZ		HIP4OZ	SPH4UZ
		MCF3MZ		HSB4UZ	
		MCR3UZ		HSC4MZ	
		MEL3EZ		HSE4MZ	
		NDA3MZ			
		NDA3MFZ (FI)			

Profile of a Successful E-Learner:

- A problem-solver
- Organized
- Self-directed
- Able to manage their time
- Able to multitask
- Flexible – with a willingness to learn
- Computer literate
- Self-motivated
- Responsible
- Critical thinker
- Honest
- An effective communicator

Time Commitment and Format:

- As an e-learner, you are expected to spend at least as much time (75 minutes per day or more) with your online course as you would expect to spend in a regular classroom.
- All e-learning courses are **asynchronous** and students are expected to complete work independently. You will have access to your teacher through online bulletin boards, discussion groups, and email. It is a self-contained course with links to the assignments and reference materials in place of a live instructor.

SPECIALIST HIGH SKILLS MAJOR

What is it?

The Specialist High Skills Major (SHSM) is one of the six new innovative programs in the Student Success Strategy. The SHSM is a Ministry-approved Specialized Program that consists of a defined combination of courses and experiences that relate to a specific economic sector.

Why pursue a SHSM?

The SHSM allows students to customize their high school experience to suit their interests and talents, and prepare for a successful post-secondary transition to apprenticeship training, college, university, or employment, while meeting the requirements of the Ontario Secondary School Diploma (OSSD).

The SHSM 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.

General Outline for SHSM Requirements

Components for the SHSM

- 1) *A bundle of Grade 11 and Grade 12 credits that include:*
 - i. 4 major credits that provide sector-specific knowledge and skills;
 - ii. 3 or 4 other required credits from the Ontario curriculum, in English and Mathematics, in which some expectations are met through learning activities contextualized to the sector;*
 - iii. 2 cooperative education credits that provide authentic learning experiences in a workplace setting, enabling students to refine, extend, apply, and practice sector-specific knowledge and skills
- 2) *Sector-recognized certifications and training courses (some are compulsory, and a choice of additional training from a list of Ministry approved certifications and training courses. The requirement is different for each sector)*
- 3) *Experiential learning activities within the sector*
- 4) *“Reach Ahead” experiences in the area of the student’s postsecondary destination of choice*
- 5) *Development of Essential Skills and work habits required in the sector, and use of the Ontario Skills Passport (OSP) for purposes of documentation*

SPECIALIST HIGH SKILLS MAJOR (continued)

At Erin District High School we are offering the following sectors:

Arts and Culture
The Environment
Manufacturing
Transportation
Sport
Hospitality & Tourism

What can I do to prepare?

- Plan accordingly: take the Grade 9 and Grade 10 courses that will lead into the specific SHSM sector
- See Mr. Spira (the SHSM school leads) or Ms. Paterson (in Guidance) at EDHS for further information and an application form
- See Mr. Murphy (co-op teacher) for more information about co-op placements

When can I get started?

- Apply in your Grade 9 year (Grade 10 and 11 students may also apply)
- **Enrolment is limited.** If you are interested, students must complete an application form which can be picked up from the guidance department or from the SHSM school lead

Specialized Programs Taken Outside of School Accepted for Credit

Music Certificates

Students who have successfully completed the requirements for various music certificates can earn one credit towards their OSSD. For example, a student who has successfully completed the requirements for Grade VIII Practical and Grade II Rudiments from the Royal Conservatory of Music, Toronto, can count a maximum of one credit towards their diploma. More information regarding music certificates accepted for credit can be obtained from the Ministry website at <http://www.edu.gov.on.ca>

Summer Enrichment/Travel Programs

Some Ministry approved programs such as MEI International Academy offer students the opportunity to gain an Ontario Ministry approved credit in another country. For example a student may be able to earn a grade 12 University Classical Civilization (LVV4U) credit in Greece and Italy over the summer. Please contact the school board or guidance department for a list of accepted programs.

Go to College While You're Still in High School...

Dual Credit programs are programs approved by the Ministry of Education that allow **Grade 12 students** to take college or apprenticeship courses that count towards both their Ontario Secondary School Diploma (OSSD) and a post-secondary certificate, diploma, or a Certificate of Apprenticeship.



Students may earn credits towards their secondary school diploma through courses delivered by Conestoga, Georgian or Humber Colleges through our partnerships in the School College Work Initiative. Students may earn up to four optional credits through college-delivered courses.

POSSIBLE PROGRAM OFFERINGS:

OYAP Level 1 - Auto, Brick & Stone, Carpenter, Electrician, Machinist, Plumber, Refrigeration, Truck & Coach

CAPP (College Apprenticeship Preparation Program) - Automotive Service, Culinary, Truck & Coach, Welding

Exploring the Trades - Construction (Electrical/Plumbing), Food Production, Mechanical (Heavy Equip/Welding)

College Pathway - Animal Care, Animation, Automation/Robotics, Cabinetmaking, Cosmetology, CNC, Criminal Justice/Crime Scene, Design Foundations, Developmental Disabilities, Early Childhood Education, Entrepreneurial Exploration, Lifestyle Mgt/Success in Health, Photography/Photoshop, Positive Psych/Group Fitness Leadership, Renewable Energy, Sociology

Eligibility Requirements:

• Grade 12 graduating year (22 - 29 credits); • demonstrates evidence of independent learning skills; • demonstrates an appropriate maturity level;	• disengaged and underachieving who have the potential to succeed; • OYAP student; • SHSM student.
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Course Selection: Please make an appointment with a Guidance counselor for more information including the application package. On the course selection worksheet, choose **FTEDU4Y** for all OYAP Level 1 programs and **FTEDU4T** for all other Dual Credit programs.

Visit our website at www.ugdsb.ca/dualcredit for additional information.

If you have any questions, please contact the Guidance Department



Focused Apprenticeship Skills Training (FAST) is an accelerated stream within the Ontario Youth Apprenticeship Program ("OYAP-FAST") that will allow students in Grades 11 and 12 to participate in more apprenticeship learning through additional co-operative education credits while completing their Ontario Secondary School Diploma.

To participate in OYAP-FAST, students must:

- Meet the OYAP eligibility requirements
 - be 15 years or older
 - have completed 14 credits toward the OSSD
 - be enrolled as a part-time or full-time student in a secondary school or continuing education program
 - complete an OYAP Participant Form during the co-op placement
- Have signed parent/guardian consent to participate in OYAP-FAST

Completion requirements for OYAP-FAST include that a student has:

- Completed all requirements of an Ontario Secondary School Diploma including:
 - 8 to 11 cooperative education credits with **their placement component in the skilled trades**
- Registered as an apprentice (**obtained a Registered Training Agreement (RTA)) by the time they complete their eighth cooperative education credit**).

Students who meet the above completion requirements **and all other OSSD requirements** will be awarded the OYAP-FAST seal on their OSSD, and OYAP-FAST will be listed in the Specialized Program field of the Ontario Student Transcript (OST).

Please contact the guidance office for further information regarding access to this program.

STUDENT SUPPORT SERVICES

Erin District High School Library

E.D.H.S. Library

The Library in our building is an exciting and beautiful school space at a convenient location. It will provide support and resources for student research and reading, assignments and hobbies and space for study and group work. We hope to encourage student interaction in areas like Internet access and use, electronic document creation, and reading across the age levels.

GUIDANCE

The Guidance Program, including Student Success and Teacher Advisers and Mentors, is a vital and integral part of the total school curriculum. The primary focus of Guidance is to enhance a student's educational, social and career success by helping them develop the necessary skills to become more independent individuals. This includes the following services:

- Academic and Course Selection Counselling
- Post-Secondary Destination and Career Planning
- Personal and Group Counselling with referral assistance to Community Services

SPECIAL NEEDS OF STUDENTS

Accommodations and Modifications - The term *accommodations* refers to special teaching or assessment strategies, human supports and/or individualized equipment required for a student to learn or demonstrate learning in regular course expectations. *Modifications* are changes that differ in some way from the regular course expectations. Modifications to secondary school courses can result in a credit *not* being granted.

I.E.P. and I.P.R.C. - Individual Education Plan (I.E.P.) must be developed for exceptional students, in consultation with the parents. The I.E.P. includes an outline of the special education program and services that will be received. For students 14 years and older, a plan for transition to appropriate post-secondary school activities such as work, further education, and community living is included. The Identification, Placement and Review Committee (I.P.R.C.) is the committee that decides whether or not a student should be identified as exceptional, identifies the area of exceptionality as defined by the Ministry of Education, and decides on an appropriate placement for the student. Once a student is identified, an in school I.P.R.C. the committee meets once a year to review the student's identification and placement.

STUDENT SUPPORT SERVICES (continued)

S.E.A.C. - The Upper Grand District School Board has established a Special Education Advisory Committee (S.E.A.C.) whose role is to make recommendations for Special Education programs and services, participate in the review of the Board's Special Education Plan, participate in the budget process as related to Special Education, provide information to parents, and support the Special Olympics. S.E.A.C. is made up of local parent representatives of Provincial Associations, two school trustees and interested local community representatives. Meetings are open to the public and held on the second Wednesday of each month throughout the school year. Meetings begin at 7 pm at the Upper Grand District School Board office in Guelph. For further information please call the Program Department at (519) 941-6191 ext. 254.

U.G.D.S.B. Parent Guide and Policies and Procedures - The Board's Special Education Plan is available through the Board website <http://www.ugdsb.on.ca>. Copies of the Special Education Parent Guide are available at the school. Please contact the Special Education Coordinator to request a copy of the Parent Guide or with any further questions at 519-833-9665 ext. 237.

Erin District High School Resource Room - The E.D.H.S. The Resource Room is located next to the office on the upper level of the school. The Resource Room offers a range of services and technology that enable students to read, write and research more effectively. We provide: small group instruction, one-to-one assistance, computer lab, technology training, resource loans, quiet testing area, organization coaching and assistance for studying. For further information please call the Special Education Coordinator at 519-833-9665 ext. 237.

GRADUATION REQUIREMENTS ONTARIO SECONDARY SCHOOL DIPLOMA (O.S.S.D.)

All students entering Grade 9 after September, 1999 will be working to achieve the Ontario Secondary School Diploma (O.S.S.D.). To obtain the O.S.S.D., students must earn 30 credits of 110 hours each

OSSD Requirements for Students

Entering Grade 9 in 2023 or Earlier

18 Compulsory Credits

- 4 credits in English (1 credit per grade) *
- 3 credits in Mathematics (1 in grade 11 or 12)
- 2 credits in Science
- 1 credit in Canadian Geography (grade 9)
- 1 credit in Canadian History (grade 10)
- 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 and Citizenship
- 3 credits from each of Group 1, 2, and 3

Group 1:

Additional English, French as a Second Language***, a Native, Classical, or International Language, Social Science, FNMI Studies, Humanities, Canadian and World Studies, Guidance And Career Education, Cooperative Education****

Group 2:

Health and Physical Education, Art, Business, French as a Second Language***, Cooperative Education****

Group 3:

Science, Technological Education, Computer Studies, French as a Second Language***, Cooperative Education****

Other Graduation Requirements

- 12 optional credits *****
- OSSLT or OSSLC
- 40 Hours of Community Involvement
- Online Learning Requirement (2 credits)

* a maximum of 3 credits in ESL/ELD can count towards the 4 compulsory English; the fourth must be a grade 12 compulsory English course
 * Grade 11 English: Understanding Contemporary FNMI Voices can meet the grade 11 English requirement.
 ** Grade 9 Expressions of FNMI Cultures course can meet the credit requirement in the arts.
 *** a maximum of 2 FSL credits can count towards compulsory groups
 **** a maximum of 2 coop credits can count towards compulsory credits
 ***** may include up to 4 Dual Credit Courses

Entering Grade 9 in 2024 or Later

17 Compulsory Credits

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

STEM-related Course Group

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

Other Graduation Requirements

- 13 optional credits ***
- OSSLT or OSSLC
- 40 Hours of Community Involvement
- Online Learning Requirement (2 credits)
- Financial Literacy Requirement (2025)

* a maximum of 3 credits in ESL/ELD can count towards the 4 compulsory English; the fourth must be a grade 12 compulsory English course
 * Grade 11 English: Understanding Contemporary FNMI Voices can meet the grade 11 English requirement.
 ** Grade 9 Expressions of FNMI Cultures course can meet the credit requirement in the arts.
 *** may include up to 4 Dual Credit Courses

SUBSTITUTION FOR COMPULSORY COURSES

In order to allow flexibility in designing a student's program and to maximize students' opportunity to qualify for the Ontario Secondary School Diploma, substitutions may be made for a limited number of compulsory credits. To meet individual students' needs, the principal may, with parental approval of students under 18 years, replace up to three courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. This is intended to meet the needs of identified students.

ADDITIONAL GRADUATION REQUIREMENTS

ONTARIO SECONDARY SCHOOL LITERACY TEST

Students will write the Grade 10 Ontario Secondary School Literacy Test (O.S.S.L.T.) before the end of Grade 10. This test is provincially created and administered by EQAO. It is designed to evaluate students' reading and writing skills based on the cross-curricular literacy expectations in all courses up to and including Grade 9. Students must pass this test in order to graduate from High School. The successful completion of the test, including the date, will be recorded on the Ontario Student Transcript. Students who do not pass the test successfully will receive remedial help to prepare for re-testing. Accommodations for students identified as exceptional can be put in place in accordance with the Ministry Document.

Accommodations for the Ontario Secondary School Literacy Course:

The necessary accommodations must be made to ensure that students who are receiving special education programs and services and who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the Secondary School Literacy Test. Students needing such accommodations must request these from the principal.

Deferrals: Students who might benefit from a deferral of the test may include students who have been identified as exceptional and students registered in English as a second language/English literacy development (ESL/ELD) courses, who have not yet acquired the level of proficiency in English required for successfully completing the test. If a parent or an adult student requests a deferral, the principal will determine whether or not a deferral should be granted.

Exemptions: Students whose IEP indicates that they are not working towards the attainment of a secondary school diploma may, with parental consent and the approval of the principal, be exempted from participating in the Ontario Secondary School Literacy Test. Students who do not successfully complete this test will not be able to receive a secondary school diploma.

For students who have been unsuccessful in the OSSLT and had a second opportunity to write the test, the **Ontario Secondary School Literacy Course** is available. Successful completion of this grade 12 credit course fulfills the literacy requirement for graduation.

MANDATORY COMMUNITY INVOLVEMENT

Students are required, as part of their Ontario Secondary School Diploma (O.S.S.D.), to complete 40 hours of unpaid community involvement over their four years of Secondary School. You can now start collecting the 40 volunteer hours you'll need to graduate high school in the summer before you start Grade 9. The hours are in addition to the 30 credits required to graduate, and must be arranged by the students and parents. Students must keep a record of this involvement and have it validated by the school Principal. Possible placements include charity work, service clubs, coaching, or involvement in certain extra-curricular activities within the school as defined by the guide provided by the Ministry. The Upper Grand District School Board has prepared its Community Involvement Manual, which all grade 9 students receive through homeroom in the fall upon entering secondary school. Students, along with their parents, have the responsibility for choosing their community involvement activities and having them approved within the guidelines given.

HONOUR ROLL CALCULATION

At the end of June all courses taken within the past school year at Erin District High School (including e-learning courses taken through the Ontario Consortium) are considered for the honour roll.

The following courses are **not** included in the calculation of a student's average:

- Courses completed through correspondence (ILC)
- External credit courses (summer school or night school)
- Courses completed through study travel programs (MEI, Blyth)
- External music credits (Conservatory)

SCHOLARSHIPS AND HONOUR ROLL REQUIREMENTS

Grade 9 Honour Roll:	80% or higher average in all 8 courses taken in year 1
Grade 10 Honour Roll:	80% or higher average in all 8 courses taken in year 2
Grade 11 Honour Roll:	80% or higher average in best 7 senior level courses taken in year 3
Grade 12 Honour Roll:	80% or higher average in best 6 senior level courses taken in year 4
Ontario Scholar Award:	80% or higher average in best 6 "U", "M", "E" or "O" stream grade 12 courses
Governor General's Medal:	This medal is awarded to the student who achieves the highest average upon graduation from a secondary school. The average includes all grade 11 and 12 courses regardless of stream or subjects chosen. Courses taken after graduation to upgrade marks are not included.

THE ONTARIO SECONDARY SCHOOL CERTIFICATE

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

Compulsory credits (total of 7)

2 credits in English	1 credit in Canadian Geography <i>or</i> Canadian History
1 credit in Mathematics	1 credit in Health and Physical Education
1 credit in Science	1 credit in the Arts, Computer Sc., <i>or</i> Technological Ed.

Optional credits (total of 7)

7 credits selected by the student from available courses

The provisions for making substitutions for compulsory credits also apply to the Ontario Secondary School Certificate.

THE CERTIFICATE OF ACCOMPLISHMENT

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. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school.

The student's Ontario Student Transcript will accompany the Certificate of Accomplishment. For those students who have an Individual Education Plan (IEP), a copy of the IEP may be included.

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

COURSE ORGANIZATION

GRADE 9 & 10

Grade 9 & 10 courses are organized into five types: *Academic*, *Applied*, *Essential*, *De-streamed* and *Open*. All courses prepare students for study in the senior grades. Both Academic and Applied courses have high expectations of students and focus on the key concepts of the subject. Students may move from one type of course to another between Grades 9 and 10. Moving from a Grade 9 Applied Course to a Grade 10 Academic Course is possible but it will not be easy. Students switching between Academic and Applied courses should complete up to 30 hours of crossover materials available at the Guidance Office or on the Internet. Successful completion of the Grade 9 program, excellent work habits and motivation are key in moving from Applied to Academic. The Essential courses are intended to upgrade students' skills and are offered in grade 9 only. (Essential courses may be recommended through discussion with Grade 8 program teachers). Grade 10 courses will prepare students in specific ways for Grade 11 and 12 and for what they want to do when they finish High School. Grade 11 and 12 courses are the pathways to post-secondary destinations. Many of these courses will require students to have successfully completed a particular course in Grade 10 (a "prerequisite"), so students will have to make sure the Grade 10 courses they want will get them into the senior courses that they need.

ACADEMIC COURSES

- cover essential concepts of a subject and explore related material
- emphasize theoretical and abstract applications
- require abstract thinking and problem solving
- incorporate practical applications when appropriate
- require greater depth and more abstract reasoning when using the essential concepts

APPLIED COURSES

- emphasize practical, concrete applications of essential concepts
- incorporate theory when appropriate
- place greater emphasis on practical, hands-on applications of the essential concepts

DE-STREAMED COURSES

- Replaces the academic and applied courses
- Welcomes students at all levels
- Provides authentic learning experiences that meet the individual learning needs and strengths of each student by differentiated instruction.

ESSENTIAL COURSES

- are appropriate for students who are functioning below the provincial standard
- place greater emphasis on practical hands-on application of the concepts
- provide upgrading to allow students to progress to the applied level and/or the Grade 11/12 Workplace Preparation Courses

OPEN COURSES

- have the same expectations for all students in grades 9 and 10
- all subjects other than those offered as academic, applied or essential will be open courses
- are appropriate for all students
- are designed to provide students with a broad educational base that will prepare them for their studies in Grades 11 and 12
- prepare students for their role in society

GRADE 11 & 12 COURSE TYPES

In Grades 11 and 12, students will focus more on their individual interests and identify and prepare for post-secondary goals. There are four types of destination – related courses, as well as open courses.

UNIVERSITY PREPARATION COURSES

These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. Teaching and learning will emphasize theoretical aspects of the course content but will also include concrete applications. All university preparation courses are based on rigorous provincial curriculum expectations and emphasize the development of independent research skills and independent learning skills.

UNIVERSITY/COLLEGE PREPARATION COURSES

These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs. Teaching and learning will emphasize both theoretical aspects and related concrete applications of the course content. University/college preparation courses are based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills.

COLLEGE PREPARATION COURSES

These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs. Teaching and learning will emphasize concrete applications of the theoretical material covered in the course, and will also emphasize the development of critical-thinking and problem-solving skills. College preparation courses are based on rigorous provincial curriculum expectations and emphasize the development of independent research skills and independent learning skills.

WORKPLACE PREPARATION COURSES

These courses are designed to equip students with the knowledge and skills they need for direct entry into the workplace or for admission to apprenticeship programs and other training programs. Teaching and learning will emphasize workplace applications of the course content, but will also explore the theoretical material that underlies these practical applications. Workplace preparation courses are based on rigorous provincial curriculum expectations and emphasize the development of generic employment skills, as well as independent research skills and independent learning skills.

OPEN COURSES

These courses allow students to broaden their knowledge and skills in a subject that may or may not be directly related to their post-secondary goals. These courses are appropriate regardless of post-secondary destination. They are not designed with the specific requirements of university or college programs or the workplace in mind.

Choosing a high school program is an important task for students and their parents. The teachers, counselors and administration of Erin D.H.S. will be pleased to assist you in any way they can.

Should you have missed (failed) a compulsory credit by the end of Grade 10, you must, of course, include this course in your third year.

LIST OF COURSES OFFERED AT ERIN D.H.S. - 2025-2026

SUBJECT	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Arts	ADA 1O AMU 1O AVI 1O	ADA 2O AMU 2O AVI 2O	ADA 3O ADA 3M AMU 3M AMG 3O AWA 3O AVI 3O AVI 3M ADA 3MF (Immersion)	ADA 4M ADD 4M (Emphasis) AVI 4M AWM 4M (Emphasis) AMU 4M
Business	BEM 1O	BEP 2O	BAF 3M BMI 3C	BOH 4M
COOP			FTECO2 (2 credits) FTECO4 (4 credits)	FTECO2 (2 credits) FTECO4 (4 credits)
Dual Credit				FTEDU4T/Y (2 credits) Grade 12 Program ONLY*
English	ENL 1W	ENG 2D ENG 2P ENG 2L	NBE 3U NBE 3C NBE 3E	ENG 4U ENG 4C ENG 4E
Core French	FSF 1D	FSF 2D		
French Immersion	FIF 1D	FIF 2D	FIF3U	FIF4U
Canadian & World Studies: Geography	CGC 1W CGC 1WF (Immersion)			
Guidance		GLC 2O GLC2OF (Immersion)		
Canadian & World Studies: History & Law		CHC 2D CHC 2P CHV 2O CHV 2OF (Immersion) CHC 2DF (Immersion)	CHW 3M CLU 3M	CLN4U

Math	MTH 1W	MFM 2P MPM 2D MAT 2L	MBF 3C MCF 3M MCR 3U MEL 3E (2026-27)	MAP 4C MCT 4CZ (online ONLY) MCV 4U MDM 4U MHF 4U MEL 4E (2025-26)
Physical & Health Education	PPL 1O	PAD 2O PPL 2O	PPL 3O PAF 3O	PAL 4O PAF 4O PSK 4U
Science	SNC 1W	SNC 2P SNC 2D	SBI 3C SBI 3U SCH 3U SPH 3U SVN 3E (2025-26)	SBI 4U SCH 4C SCH 4U SPH 4CZ (online ONLY) SPH 4U SNC 4E (2026-27)
Social Science & Humanities			HNC 3C (2026-27) HPC 3O (2025-26) HSP 3C/3U	HFA 4C/4U HHS4C/4U HSC 4MF (Immersion)
Technology	TAS 1O TGJ 1OF (Immersion)	TMJ 2O TFJ 2O TGJ 2O TTJ 2O	ICS 3U TFJ 3C TGJ 3O TGJ 3M TMJ 3M TTJ 3C	TFJ 4C TGJ 4M TGJ 4O TGI 4M (Emphasis) TTJ 4C/E TMJ 4M

Detailed courses of study are available at the school.

GRADE 9 PROGRAM

- The Grade 9 program will consist of both COMPULSORY and OPTIONAL courses.
- All Grade 9 students must take 8 courses.
- Promotion is on a subject-by-subject basis.

COMPULSORY COURSES INCLUDE:

English Mathematics Science French Geography

These courses are de-streamed, reflecting the new curriculum and welcome students at all levels, except for optional courses which are offered at the open level.

Essential courses are offered in Mathematics, Science and English.

Grade 9 English Program students will select 3 of the optional courses, and the French Immersion Program students will select 2 optional courses.

OPTIONAL COURSES INCLUDE:

Business	Exploring Technology
Drama	Music
Visual Arts	Healthy Active Living

NOTE: All Optional Courses are offered at the OPEN level.

GRADE 10 PROGRAM

- The Grade 10 program will consist of both COMPULSORY and OPTIONAL courses.
- All Grade 10 students must take 8 courses.
- Promotion is on a subject-by-subject basis.

COMPULSORY COURSES INCLUDE:

English Mathematics Science History Civics (.5 Credit) Career Studies (.5 Credit)

English, Mathematics, Science, and History courses will be offered at the Applied and Academic level. English is also offered at the essential level.

Civics and Career Studies will be offered at the Open level.

Grade 10 English Program students must choose 3 of the OPTIONAL courses.

OPTIONAL COURSE CHOICES:

Business

Physical Education

Drama

Visual Arts

French

Music

Technological Studies (Design, Communication,
Transportation, and Hospitality & Tourism)

GRADE 11 PROGRAM

- The Grade 11 Program will consist of both COMPULSORY and OPTIONAL courses.
- Grade 11 students are strongly encouraged to take 8 courses.
- Promotion is on a subject basis

COMPULSORY COURSES INCLUDE:

ENGLISH

MATHEMATICS

OPTIONAL COURSES

ARE TAKEN FROM ALL OTHER SUBJECT AREAS

FOUR OF THE COURSE TYPES ARE DESTINATION COURSES REFLECTING THE NEW CURRICULUM:

University preparation

College/University preparation

College preparation

Workplace preparation

Open type courses are also offered.

YOU MAY TAKE A COMBINATION OF COURSE TYPES BUT READ CAREFULLY THE ADMISSION GUIDELINES FOR UNIVERSITIES AND COLLEGES TO ENSURE CORRECT PLANNING FOR POST-SECONDARY EDUCATION. INFORMATION CAN BE FOUND AT THE FOLLOWING WEBSITES: <https://www.ouac.on.ca/> and www.ontariocolleges.ca or contact the Guidance Office.

GRADE 12 PROGRAM

- The Grade 12 Program will consist of both COMPULSORY and OPTIONAL courses.
- Grade 12 students must take enough courses to reach the 30 credits requirement for OSSD.
- A minimum of 7 courses recommended

COMPULSORY COURSES

ENGLISH

OPTIONAL COURSES

ARE TAKEN FROM ALL OTHER SUBJECT AREAS

FOUR COURSES ARE DESTINATION COURSES REFLECTING THE NEW CURRICULUM:

University preparation

College/University preparation

College preparation

Workplace preparation

Open type courses are also offered.

YOU MAY TAKE A COMBINATION OF COURSE TYPES BUT READ CAREFULLY THE "*Ontario Universities Info*" FOR UNIVERSITY REQUIREMENTS TO ENSURE CORRECT PLANNING FOR POST-SECONDARY EDUCATION. YOU CAN ACQUIRE THIS AT:

<https://www.ouac.on.ca/>

ADMISSION INFORMATION FOR COLLEGES IS FOUND AT:

www.ontariocolleges.ca

COURSE REQUIREMENTS AND DESCRIPTIONS

ARTS COURSES:

ADA 10 – 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 analyze drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

Prerequisite: None

AMU 10 – MUSIC Instrumental

Grade 9, Open

This course emphasizes the creation and performance of music at any level and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.

Prerequisite: None

AVI 10 – VISUAL ART

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.

Prerequisite: None. **Individual Art Kit Fee may be charged**

ADA 20 – 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 represent 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

AMU 20 – MUSIC Instrumental**Grade 10, Open**

This course emphasizes the creation and performance of music at any level. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

Prerequisite: None

AVI 20 – 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.

Prerequisite: None. **Individual Art Kit Fee may be charged**

ADA 30 – DRAMATIC ARTS**Grade 11, Open**

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

Prerequisite: None

ADA 3M – DRAMATIC ARTS**Grade 11, University/College preparation**

This course requires students to create and perform in dramatic presentations. Students will analyze, 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 analyze the functions of playwrights, directors, actors, designers, technicians, and audiences.

Prerequisite: Drama, Grade 9 or 10, Open

AMU 3M – MUSIC**Grade 11, 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 analyzing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.

Prerequisite: Music, Grade 9 or 10, Open

AMU 4M – MUSIC**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 analyze how to apply skills developed in music to their life and careers.

Prerequisite: Music, Grade 11, University/College Preparation

AMG 30 – Guitar**Grade 11, Open**

This course develops students' musical literacy through performance 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 analyze music from various genres and periods, and they will develop skills transferable to other aspects of their life and their careers. Students will work with guitars to continue to gain an appreciation of music and music creativity.

AVI 3M – 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 creation of collage, multimedia works, and works using emergent technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g. photography, video, computer graphics, and information design).

Prerequisite: Visual Arts, Grade 9 or 10, Open. Individual Art Kit Fee may be charged

AVI 30 – VISUAL ARTS**Grade 11, Open**

This course focuses on studio activities in one or more of the visual arts, including drawing, painting, sculpture, photography, printmaking, collage, and/or multimedia art. Students will use the creative process to create artworks 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: None

AWA 3O - CRAFTS**Grade 11, Open**

This course provides students with an exploration of a variety of traditional and contemporary crafts. Studio work in AWA3O may involve the use of materials such as: bone, wood, clay, glass, metal, wire, and fibre arts. Students in AWA3O will create both functional and decorative objects, fostering an appreciation for diverse cultures and creativity. The course emphasizes artistic thinking and experimentation in craft creation.

Prerequisite: None

ADA 4M – DRAMATIC ARTS**Grade 12, University/College Preparation**

This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theater 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 analyze how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

Prerequisite: Dramatic Arts, Grade 11, University/College preparation.

Admission may also be granted with an interview

ADD 4M – Dramatic Arts - Production (Emphasis Course)**Grade 12, University/College Preparation**

The Dramatic arts - Production emphasis course will focus on a particular area of study (production). This requires students to experiment with forms and conventions of production elements in both drama and theatre through various cultures and time periods. Students will interpret dramatic literature and other text and media sources while learning about various theories of directing and production. 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: Dramatic Arts, Grade 11, University/College preparation.

AVI 4M – 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 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

Individual Art Kit Fee may be charged

AWM 4M – VISUAL ARTS EMPHASIS – Drawing & Painting**Grade 12, University/College preparation**

The Visual Arts Emphasis course will focus on a particular area of study (art form). Students will create thematic works of art in a particular area of art and use the critical analysis process to deconstruct art works and 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, or Grade 12 AVI 4M

Individual Art Kit Fee may be charged

BUSINESS COURSES:

BEM10 - Building the Entrepreneurial Mindset, Grade 9, Open

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

BEP 20 -Launching and Leading a Business, Grade 10, Open

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

Prerequisite: None

BAF 3M – 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 accounting for a service and a merchandising business, computerized accounting, financial analysis, and current issues and ethics in accounting.

Prerequisite: None

BMI 3C – 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

BOH 4M – 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, ethics, and social responsibility are also emphasized.

Prerequisite: None

CANADIAN AND WORLD STUDIES: GEOGRAPHY

CGC 1W - Exploring Canadian Geography, Grade 9, De-streamed

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

CANADIAN AND WORLD STUDIES: HISTORY

CHC 2D - 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

CHC 2P - 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

CHV 2O - 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

CHW 3M - World History to the End of the Fifteenth Century (Ancient Civilizations) 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

CANADIAN AND WORLD STUDIES: LAW

CLU 3M - 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

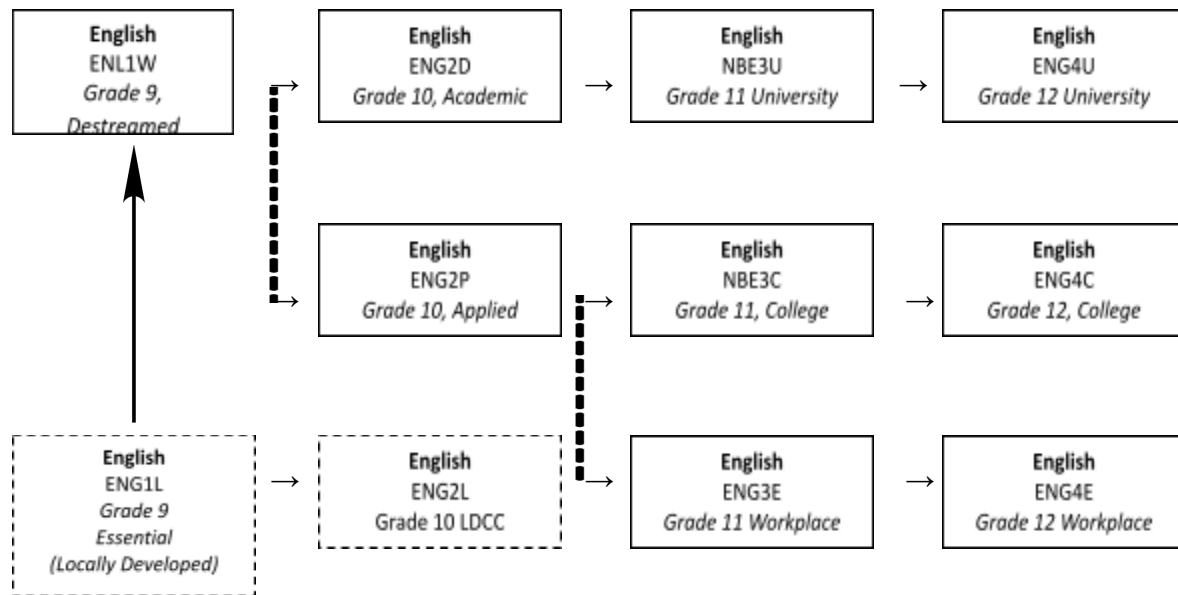
CLN 4U - Canadian and International Law Grade 12, University Preparation

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

Draft Chart for English, Grades 9-12

This chart maps out all the courses in the discipline and shows the links between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course.

Compulsory Course



ENGLISH COURSES:

Compulsory Courses

ENL 1W English

Grade 9, De-streamed

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum. **Prerequisite:** None

ENG 2D 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 analyze literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

Prerequisite: English, Grade 9, academic or applied

ENG 2L – Essential

Grade 10

In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace, in the English Grade 11 Workplace Preparation course, or in the English: Contemporary Aboriginal Voices, Grade 11 Workplace Preparation course. The course is organized into strands that extend listening and talking skills, reading and reviewing skills, and writing skills. In all strands, the focus is on refining foundational literacy skills and on using language clearly and accurately in a variety of authentic contexts. Students build on their strategies and engage in the processes involved in talking, listening, reading, viewing, writing and thinking and reflect regularly upon their growth in these areas.

Prerequisite: English – Essential, Grade 9

ENG 2P English

Grade 10, Applied

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

Prerequisite: English, Grade 9, Academic or Applied

NBE 3C English: Contemporary Aboriginal Voices
Grade 11, College Preparation

This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Students will study the content, form, and style of informational texts and literary and media works, and will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also write reports, correspondence, and persuasive essays, and analyze the relationship between media forms and audiences. An important focus will be on establishing appropriate voice and using business and technical language with precision and clarity.

Prerequisites: English, Grade 10, Academic or Applied

NBE 3U English: Contemporary Aboriginal Voices
Grade 11, University Preparation

This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Through the analysis of literary texts and media works, students will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also conduct research and analyze the information gathered; write persuasive and literary essays; and analyze the relationship between media forms and audiences. An important focus will be the further development of students' understanding of English-language usage and conventions.

Prerequisites: English, Grade 10, Academic

NBE 3E English: Contemporary Aboriginal Voices
Grade 11, Workplace

This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Students will study the content, form, and style of informational texts and literary and media works, and will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also write explanations, letters, and reports, and will investigate the connections between media forms and audiences. An important focus will be on using language clearly, accurately, and effectively in a variety of contexts.

Prerequisites: English, Grade 10, Academic, Applied, or Essential

ENG 4U English
Grade 12, University preparation

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

Prerequisite: English, Grade 11, university preparation

ENG 4C English**Grade 12, College preparation**

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

Prerequisite: English, Grade 11, College preparation

ENG 4E English**Grade 12, Workplace preparation**

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will analyze 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

FRENCH COURSES:

FSF 1D - Core French

Grade 9, Academic (De-streamed)

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will continue to develop language knowledge and skills by using language-learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop the skills necessary to become life-long language learners. **Students are expected to speak French at all times**

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

FSF 2D - 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 continue to develop their language knowledge and skills through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will continue to develop the skills necessary to become life-long language learners.

Prerequisite: Core French, Grade 9, Academic or Applied

FSF 3U - 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 creative and critical thinking skills through responding to and exploring a variety of oral and written texts. They will continue to broaden their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary for life-long language learning. **Students are expected to speak French at all times**

Prerequisite: Core French, Grade 10, Academic

FRENCH IMMERSION PROGRAM

Students who enter grade 9 with a minimum of 3800 hours of Immersion French instruction can enroll in the grade 9 Immersion courses.

In order to receive the Certificate of Immersion French Study **10 courses** must be successfully completed including: FIF4UF

GRADE 9: **Compulsory Courses:**

English
Mathematics
Science
Healthy Active Living (strongly recommended)
Technologie des communications (TGJ1OF)
Francais (FIF1D)
Geographie (CGC1WF)

Optional Courses: Select 1

Music
Visual Arts
Info. & Communication in Business
Drama
Integrated Tech

GRADE 10: **Compulsory Courses:**

English
Mathematics
Science
Francais (FIF2D)
Education a la Citoyennete (CHV2OF)
Exploration des Carrières (GLC2OF)
Histoire (CHC2DF)

Optional Courses: Select 2

Business
Music
Visual Arts
Physical Education
Technological Studies
Drama

GRADE 11: **Compulsory Courses:**

English
Mathematics
Francais (FIF3U)
Drama (ADA3MF)

Optional Courses: Select 2 or 3

GRADE 12: **Compulsory Courses:**

English
Francais (FIF4U)
Changements et défis sociaux (HSB4UF)

Optional Courses: Select 5 or 6

FRENCH IMMERSION COURSES BY GRADE

Grade 9	Grade 10	Grade 11	Grade 12
FIF1D (French)	FIF2D (French)	FIF3U (French)	FIF4U (French)
TGJ1OF (Comm. Tech)	CHC2DF (History)	ADA3MF (Drama)	HSC4MF (World Cultures)
CGC1WF (Geography)	CHV2OF/GLC2OF (Civics/Careers)		

COURSE DESCRIPTIONS:

TGJ 1OF - Initiation à la technologie des communications

Grade 9

Ce cours de découverte familiarise les élèves avec les concepts et les habiletés liés à la technologie des communications, ce qui englobe, entre autres, la production d'images vidéo, télévisuelles et cinématographiques, la production de documents sonores et radiophoniques, l'impression et la communication graphique, la photographie et l'animation. Les élèves seront sensibilisés à certaines questions sociales et environnementales et entameront leur parcours de découverte des itinéraires d'études secondaires et postsecondaires menant à des carrières dans ce secteur.

TGJ 1OF – Exploring Communications Technology

Grade 9, Open

This exploratory course introduces students to concepts and skills in communications technology, which encompasses television/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. 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.

CGC 1WF – Exploration de la Géographie du Canada

Grade 9, De-streamed

Ce cours explore le caractère distinct et changeant du Canada dans la géographie physique, écologique, humaine et économique. L'élève va examiner les connexions entre le climat, le sol, les plantes, les animaux et les terra formes aux écozones canadiens dans le but d'améliorer les connaissances et habiletés géographiques qui contribuent à la compréhension de la diversité canadienne et son rôle mondial.

CGC 1DF - Exploring Canadian Geography, Grade 9, De-streamed

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

FIF 1D – Immersion Française (théorique), Grade 9, De-streamed

Dans ce cours l'élève développe ses compétences langagières par la lecture et l'écriture de divers textes. L'élève acquiert une plus grande aisance en communication orale en faisant de diverses présentations. En littérature, l'élève examine des œuvres contemporaines: un roman, des poésies, légendes, chansons, films, articles des journaux des régions (pays) francophones en Amérique du Nord.

FIF 1D – French Immersion Grade 9, Academic (De-streamed)

This course provides opportunities for students to speak and interact in French independently in a variety of real-life and personally relevant contexts. Students will develop their ability to communicate in French with confidence by using language-learning strategies introduced in the elementary French Immersion program. Students will enhance their knowledge of the language through the study of French-Canadian literature. They will also continue to increase their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary to become life-long language learners. **Prerequisite:** Minimum of 3800 hours of instruction in elementary French Immersion, or equivalent

CHC 2DF – Le Canada au cours du 20ème siècle Grade 10, Academic

Ce cours retrace l'évolution politique, économique, sociale et culturelle du Canada depuis la Première Guerre mondiale jusqu'à nos jours et souligne son rôle sur la scène

internationale. Il amène l'élève à prendre conscience des influences internes et externes

qui ont façonné l'identité du Canada et de l'Ontario français. L'élève étudie la diversification croissante de la population, la transformation de la société à la suite de l'industrialisation et de l'avènement de la technologie ainsi que la participation du Canada à des événements mondiaux et à des ententes internationales. Le cours lui

permet ainsi de confronter différentes interprétations historiques, d'établir des liens de cause à effet, de soutenir des hypothèses, de faire des recherches et d'en présenter

les résultats. **Préalable :** Aucun

CHC 2DF - 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.

CHV 2OF – Education a la Citoyennete

Dans ce cours, l'élève acquiert les connaissances et développe les qualités qui lui permettront

d'être une bonne citoyenne ou un bon citoyen de sa communauté, de sa province, de son pays

et du monde. L'élève découvre les éléments de la démocratie en étudiant les rouages du système politique du Canada et prend conscience de la complexité de la vie démocratique dans

une société pluraliste comme le Canada. Le cours lui permet aussi d'appliquer sa pensée critique et créative dans le processus de résolution de problèmes et de prise de décisions pour

explorer différentes façons d'être une citoyenne ou un citoyen actif et responsable.

CHV 2OF - 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.

FIF 2D – French Immersion, Grade 10, Academic

Dans ce cours l'élève développe ses compétences langagières par la lecture et l'écriture de divers textes. L'élève acquiert une plus grande aisance en communication orale en faisant de diverses présentations. En littérature, l'élève examine des œuvres contemporaines: un roman, des poésies, légendes, chansons, films, articles des journaux des régions (pays) francophones en Amérique du Nord.

Grade 10, Academic

This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will use a variety of language-learning strategies in listening, speaking, reading, and writing, and will respond to and interact with print, oral, visual, and electronic texts. Students will develop their knowledge of the French language through the study of contemporary and historically well-known French European literature. They will also continue to increase their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary to become life-long language learners. **Prerequisite:** French Immersion, Grade 9, Academic

GLC 2OF – Exploration des Choix de Carrière

Ce cours porte sur la définition et l'atteinte des objectifs de l'élève sur le plan des études, du travail et de la vie communautaire, durant et après le palier secondaire. L'apprentissage de l'élève comprend une évaluation globale de ses connaissances, de ses habiletés et de ses capacités ainsi qu'un survol des grandes tendances économiques et sociales. L'élève étudie également l'organisation du milieu de travail ainsi que les façons d'accéder au marché du travail. La préparation d'un plan de formation détaillé et une réflexion sur la nécessité de s'adapter au changement visant à favoriser l'atteinte des objectifs de l'élève.

GLC 2OF – Career Studies

Grade 10, Open

This course teaches students how to develop and achieve personal goals in education and work and contribute to their communities. Student learning will include assessing their own knowledge, skills, and characteristics and investigating economic trends, workplace organization, work opportunities, and ways to search for work. The course explores post-secondary learning options, prepares students for community-based learning, and helps them build the capabilities needed for managing work and life transitions. Students will design action plans for pursuing their goals.

Prerequisite: None

ADA 3MF – Premier Cours en Arts Dramatiques - Immersion Française

Grade 11, Open

Ce cours vise à développer la confiance en soi, le comportement, la concentration, la coopération et l'imagination. Travail individuel et en petits groupes développeront chez l'étudiant l'habileté de travailler en équipes et d'être conscient des autres. L'étudiant sera exposé à des pièces de théâtre en classe et hors de l'école dans le but de développer une appréciation critique des productions dramatiques. Des unités sur la concentration, le tableau, le mime, l'improvisation, l'analyse et la rédaction des scènes et des pièces développeront le but primaire de la créativité.

Grade 11, Open

The course aims to develop self-confidence, self-control, concentration, co-operation and imagination. Individual and small group work will develop the students' ability to work with a team and to become more aware of others. Students will be exposed to theatrical productions both in and out of school in order to develop a critical appreciation of dramatic productions. The primary goal of the course is creativity, which will be developed through units such as concentrating tableau, mime, improvisation and elementary scene and play-writing.

FIF 3U – French Immersion

Grade 11, University preparation

Ce cours permet à l'élève de consolider ses connaissances de la langue française à travers l'étude de la littérature et de la culture des pays francophones. L'élève étudie des ouvrages tels que romans, poèmes, films, pièces...qui l'aideront à écrire une variété d'ouvrages. On lui demandera aussi d'écrire au moins une rédaction de recherche formelle. Ses connaissances linguistiques, écrites et orales, seront consolidées et améliorées dans ce cours.

Préalable: FIF 2DF

FIF 3U – French Immersion

Grade 11, University Preparation

This course provides opportunities for students to consolidate the communication skills required to speak and interact with increasing confidence and accuracy in French in a variety of academic and social contexts. Students will apply language-learning strategies while exploring a variety of concrete and abstract topics, and will increase their knowledge of the language through the study of French literature from around the world. They will also continue to deepen their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary to become life-long language learners.

Prerequisite: French Immersion, Grade 10, Academic

FIF 4U – French Immersion,

Grade 12, University preparation

Ce cours continue une étude intensive de la littérature et de la culture françaises du Moyen Age au présent. On examinera des ouvrages variés et on écrira plusieurs rédactions. On continuera à souligner l'importance d'un bon usage de la langue parlée aussi bien que la langue écrite.

Prealable: FIF 3UF

FIF 4U - French Immersion

Grade 12, University Preparation

This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will consolidate language-learning strategies and apply them while communicating about concrete and abstract topics, and will independently respond to and interact with a variety of oral and written texts. Students will study a selection of French literature from the Middle Ages to the present. They will also continue to enrich their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary to become life-long language learners.

Prerequisite: French Immersion, Grade 11, University Preparation

HSC 4MF - Cultures du monde

Grade 12, University/College Preparation

Ce cours examine la nature de la culture; la façon dont les identités culturelles sont acquises, maintenues et transformées; théories utilisées pour analyser les cultures. Les élèves exploreront les cultures du monde, en mettant l'accent sur l'analyse des croyances religieuses et spirituelles, des formes d'art et de la philosophie. Ils étudieront les contributions et l'influence d'un éventail de groupes culturels et analyseront de façon critique les enjeux auxquels font face les groupes ethnoculturels au Canada et partout dans le monde. Les étudiants développeront et appliqueront leurs compétences en recherche, concevront et mettront en œuvre une initiative d'action sociale liée à la diversité culturelle.

Préalable: Tout cours des programmes-cadres de sciences humaines et sociales, de français ou d'études canadiennes et mondiales, filière préuniversitaire, préuniversitaire/précollégiale ou précollégiale

HSC 4MF – World Cultures

Grade 12, University/College Preparation

This course examines the nature of culture; how cultural identities are acquired, maintained, and transformed; and theories used to analyze cultures. Students will explore world cultures, with an emphasis on the analysis of religious and spiritual beliefs, art forms, and philosophy. They will study the contributions and influence of a range of cultural groups and will critically analyze issues facing ethnocultural groups within Canada and around the world. Students will develop and apply research skills and will design and implement a social action initiative relating to cultural diversity.

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

GUIDANCE AND CAREER EDUCATION:

GLC 20 – CAREER STUDIES (.5 credit)

Grade 10, Open

This course teaches students how to develop and achieve personal goals in education and work and contribute to their communities. Student learning will include assessing their own knowledge, skills, and characteristics and investigating economic trends, workplace organization, work opportunities, and ways to search for work. The course explores post-secondary learning options, prepares students for community-based learning, and helps them build the capabilities needed for managing work and life transitions. Students will design action plans for pursuing their goals.

FTE CO2 – CO-OPERATIVE EDUCATION (2 credit) - Grade 11 and Grade 12

FTE CO4 – CO-OPERATIVE EDUCATION (4 credit) - Grade 11 and Grade 12

This course prepares students to make successful transitions to postsecondary work and education or training. Students will explore the realities and opportunities of modern workplaces, while refining their employability skills and learning how to manage their careers.

The co-op course must be based on a "related" course (or courses) in which the student is enrolled or which s/he has successfully completed. For example a student may earn a TTJ4EC Transportation Technology Co-op. The co-op course and the related course together constitute a student's co-op program, designed to suit the student's strengths, interests and needs to enhance the student's preparation for the future. Students will target appropriate postsecondary education or training options and begin to implement an action plan for postsecondary success.

* Students choose FTECO2 for ½ day Co-op (2 credits) or FTECO4 for full day Co-op (4 credits)

Prerequisite: Career Studies, Grade 10, Open

COOPERATIVE EDUCATION - IT'S WORKING!

Co-op is an experiential learning program that allows students to integrate classroom study with experiences in the workplace.

A co-op course must be based on a "related" course (or courses) in which the student is enrolled or which s/he has successfully completed. The co-op course and the related course together constitute a student's co-op program, designed to suit the student's strengths, interests and needs to enhance the student's preparation for the future.

Co-op involves a partnership between education and business consisting of students, parents, teachers and employers. Students may spend half a day to a full day in their work placements and have the opportunity to learn by "doing" with on-the-job training.

WHY TAKE CO-OP?

Co-op students:

- develop employability skills and on-the-job training
- develop a good work ethic
- gain valuable work experience that can help when applying to post-secondary institutions or when entering the world of work
- establish relationships with employers and supervisors within the community
- feel a sense of pride and ownership over their learning
- feel like they are contributing to the wider community
- explore potential careers and learn more about post-secondary options

Pre-Course Interview & Counselling

The purpose of this initial interview with the student is to ensure that:

- the student is ready and committed to undertake learning in the workplace
- the placement is appropriate to the student's goals and interests

Pre-Placement Instruction

Instruction must be provided on:

- health and safety in the workplace
- employment law and unions
- workplace ethics, human rights and confidentiality

Personalized Placement Learning Plan (PPLP)

A PPLP must be developed for each student. It must be:

- based on expectations from the related course in the Ontario curriculum and industry-specific requirements
- developed by the co-op teacher in partnership with the employer and student

Assessment and Evaluation

A qualified teacher will assess and evaluate the student's progress through regular workplace monitored visits (a minimum of three per credit).

During workplace monitoring, the teacher will:

- observe student performance tasks and troubleshoot problem situations
- conduct formal evaluations with the student's supervisor

Student achievement is also assessed through:

- written assignments, seminars presentations, reflective journals, and career portfolios
- a culminating independent-study activity that is linked to the related course expectations
- a minimum of two performance appraisals written by the placement supervisor

Regular In-School Integration Sessions:

- provides students with the opportunity to analyze and share their workplace experience

ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)

Apprenticeship programs combine a skilled trade with some classroom instruction and on-the-job training. Students who prefer a hands-on approach to learning may want to consider applying for an apprenticeship program. *"The older average age of many tradespeople and their stated intention to retire suggest that if efforts are not made to train the next generation of skilled workers, Canada's future economic competitiveness will be in serious jeopardy."* Canadian Apprenticeship Forum (www.caf-fca.org)

What is Apprenticeship?

To become a journeyperson in a regulated skilled trade requires a combination of on-the-job experience and in-school training, called APPRENTICESHIP. It is an agreement between a young person who wants to learn a skilled trade, and an employer who wants a skilled worker.

What is OYAP?

OYAP is an opportunity for learning that allows students to work towards an apprenticeship and their OSSD through a combination of in-school and placement experiences. OYAP students choose either the 2-credit or 4-credit co-op options. In other words, it allows students to earn co-op credits and begin logging their hours toward a chosen trade – at the same time!

Why Choose a Skilled Trade?

- Canada is going to have a dramatic demand for people with excellent technical skills training because many of today's trades people will be retiring in the next ten years.
- Skilled trades people earn higher than average incomes.
- Forty per cent of new jobs will be in skilled trades and technologies in the next two decades. Contrary to other post-secondary training and education, an apprentice is paid for the 2 – 5 years of required training by the employer.

Please note:

- Placements in the construction trades are available only in the 4-credit option.
- The student must be 16 years old, have already earned 16 credits, and must have his/her own transportation to and from the placement. Placements cannot be with a family member.

New

Students may earn credits towards a Specialist High Skills Major in Transportation or Manufacturing AND gain Apprenticeship hours in the OYAP program.

For more information about the Ontario Youth Apprenticeship Program contact the OYAP office at (519) 766-9140.

Some Website Resources:

www.apprenticesearch.com

www.oyap.com

www.skilledtrades.ca

HEALTH AND PHYSICAL EDUCATION POSSIBLE CREDITS BY GRADE

Grade 9	Grade 10	Grade 11	Grade 12
PPL1O Healthy Active Living Education (All Genders)	PPL2O Healthy Active Living Education PAD2O Outdoor Activities	PPL3O Healthy Active Living Education PAF3O Personal Fitness (Co-ed)	PAL4O Large Group Activities PAF4O Personal Fitness (Cross Training) PSK4U Introductory Kinesiology
Total Possible Credits: 1	Total Possible Credits: 2	Total Possible Credits: 2	Total Possible Credits: 3

HEALTH AND PHYSICAL EDUCATION COURSES:

PPL 10 - HEALTHY ACTIVE LIVING EDUCATION,

Grade 9, Open

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

Prerequisite: None

PAD 20 – HEALTHY LIVING and OUTDOOR ACTIVITIES

Grade 10, Open

This course focuses on the development of an appreciation for outdoor education through a variety of enjoyable activities that have the potential to engage students' interest throughout their lives. Students will apply the principles of personal safety, respect for the environment, leadership, personal fitness and proper use and care of equipment, as well as, the ability to deal with emergency situations. Furthermore, students will be given the opportunity to enhance their interpersonal relationship and decision-making skills through group activities and initiative tasks. This co-educational course features activities such as hiking, canoeing, orienteering, cycling, indoor rock climbing, paddle making, wilderness first aid, leadership activities, skiing, snowshoeing, and shelter building. **This co-educational course features activities such as hiking, camping, orienteering, cycling, indoor rock climbing, paddle making, wilderness first aid, leadership activities, skiing, snowshoeing, and shelter building. A compulsory part of the course is a multi-day overnight wilderness trip.**

Prerequisite: None Recommended Prerequisite: PPL 10

PPL 20– HEALTHY ACTIVE LIVING EDUCATION

Grade 10, Open

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

Prerequisite: None Recommended Prerequisite: PPL 10

PPL 30 –HEALTHY ACTIVE LIVING EDUCATION

Grade 11, Open

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

Prerequisite: None

PAF 30 – HEALTHY LIVING and PERSONAL and FITNESS ACTIVITIES

Grade 11, Open

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. A central focus of this course is on fitness, resistance and cardiovascular training. Throughout this course, students will develop the skills necessary to take charge of and improve their own health, as well as, to encourage others to lead healthy lives.

Prerequisite: None

PAL 40 – HEALTHY LIVING and LARGE GROUP ACTIVITIES

Grade 12, Open

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

Prerequisite: None

Recommended Prerequisite: PPL 10

PAF 4O – HEALTHY LIVING & PERSONAL & FITNESS ACTIVITIES – CROSS TRAINING
Grade 12, Open

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. Students will develop and implement personal physical fitness plans. A central focus of this course is cross fit training.

Prerequisite: None

PSK 4U – INTRODUCTORY KINESIOLOGY
Grade 12, University Preparation

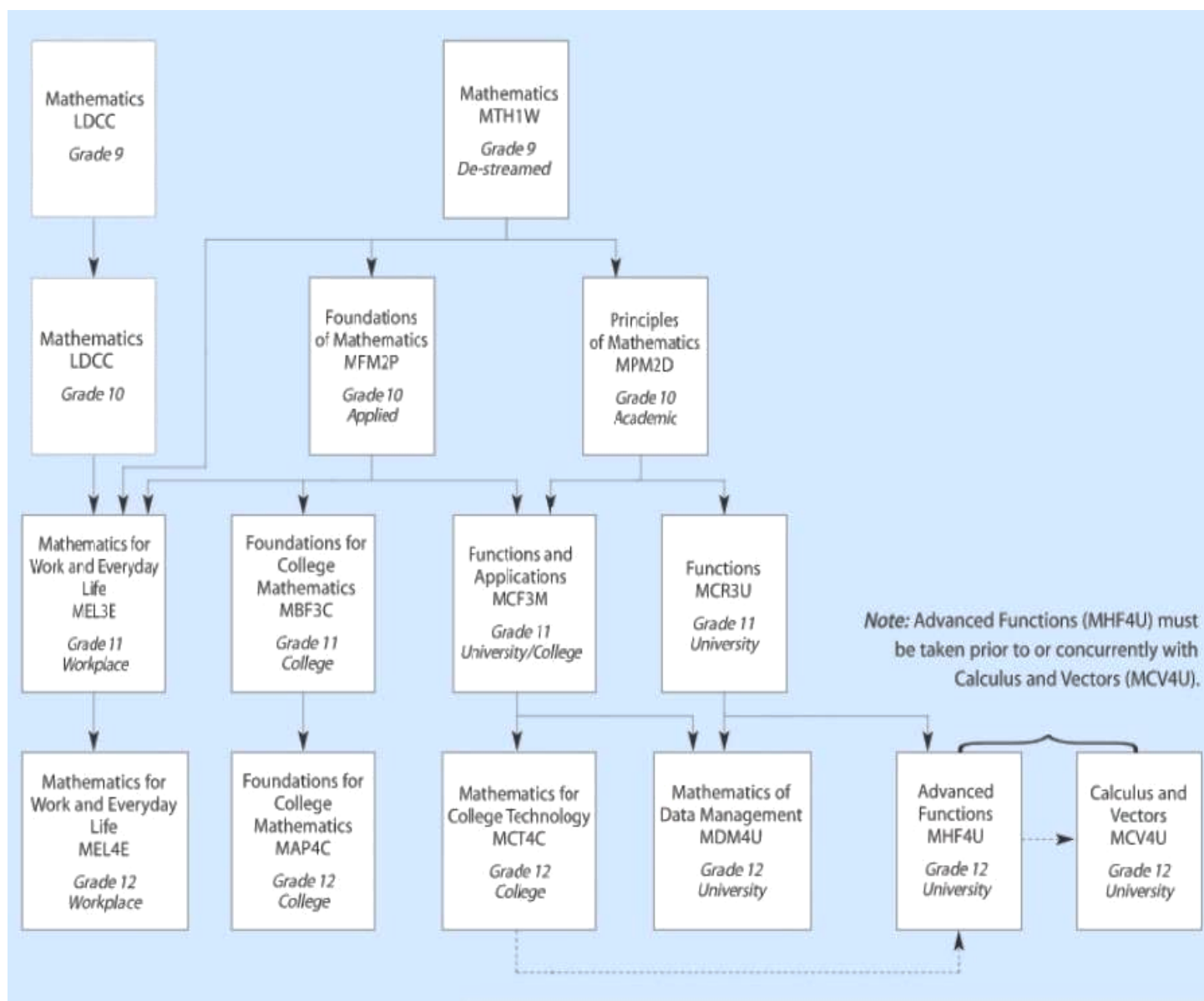
This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social 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 open course in Health and Physical Education.

PREREQUISITE CHART FOR MATHEMATICS, GRADES 9 –12

This chart maps out all of the courses in the discipline and shows the links between courses and the prerequisites for them. It does not depict all possible movements from course to course. Students should check university/college/apprenticeship admission requirements to ensure they selected the proper pathway.

Three math courses are compulsory requirements for a secondary school diploma.



MATH COURSES:

MTH 1W – MATH – Mathematics

Grade 9, Destreamed

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

**Note: It is strongly recommended that students purchase their required scientific calculator from the EDHS Math Dept. in September. This is a non-profit venture to standardize scientific calculators at EDHS.*

MPM 2D – MATH - 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: MTH 1W

MAT 2L – MATH – Essential

Grade 10

This course emphasizes the extension of mathematics knowledge and skills to prepare students for success in their everyday lives, the workplace, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on strengthening and extending key foundational mathematical concepts and skills by solving authentic, everyday problems.

Prerequisite: Math - Essential, Grade 10

MFM 2P – MATH - 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 angled triangles, and the measurement of three-dimensional objects. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: MTH 1W

MCR 3U – Functions

Grade 11, University Preparation

This course introduces the mathematical concepts of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems including applications of functions; and develop facility in simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: MPM 2D

MCF 3M - 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 modeling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to financial and trigonometric applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: MPM 2D or MFM 2P

MBF 3C - 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; and develop their ability to reason by collecting, analyzing, and evaluating data involving one and two variables. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: MFM 2P

MEL 3E - 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 solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. Workbook fee will be charged.

Prerequisite: MFM 1P, MPM 1D, or MAT 1L

Offered in 2026-2027. (This course alternates with MEL4E)

MCV 4U - 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, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering. **This course prepares students for university programs in mathematics, engineering, and some specialized sciences.**

Prerequisite: MHF 4U

MHF 4U - 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; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. **This course is intended both for students who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.**

Prerequisite: MCR 3U OR MCT 4C

MDM 4U - 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: MCF 3M OR MCR 3U

MCT 4CZ - Mathematics for College Technology

Grade 12, College Preparation

This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, exponential, and trigonometric functions; continue to represent functions numerically, graphically, and algebraically; develop facility in simplifying expressions and solving equations; and solve problems that address applications of algebra, trigonometry, vectors, and geometry. Students will reason mathematically and communicate their thinking as they solve multi-step problems. **This course prepares students for a variety of college technology programs.**

Prerequisite: MCF 3M

**** This course is only offered ONLINE. Please see Mr. T. Bruce for more info.**

MAP 4C - Foundations for College Mathematics

Grade 12, College Preparation

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

Prerequisite: MBF 3C

MEL 4E - Mathematics for Work and Everyday Life

Grade 12, Workplace Preparation

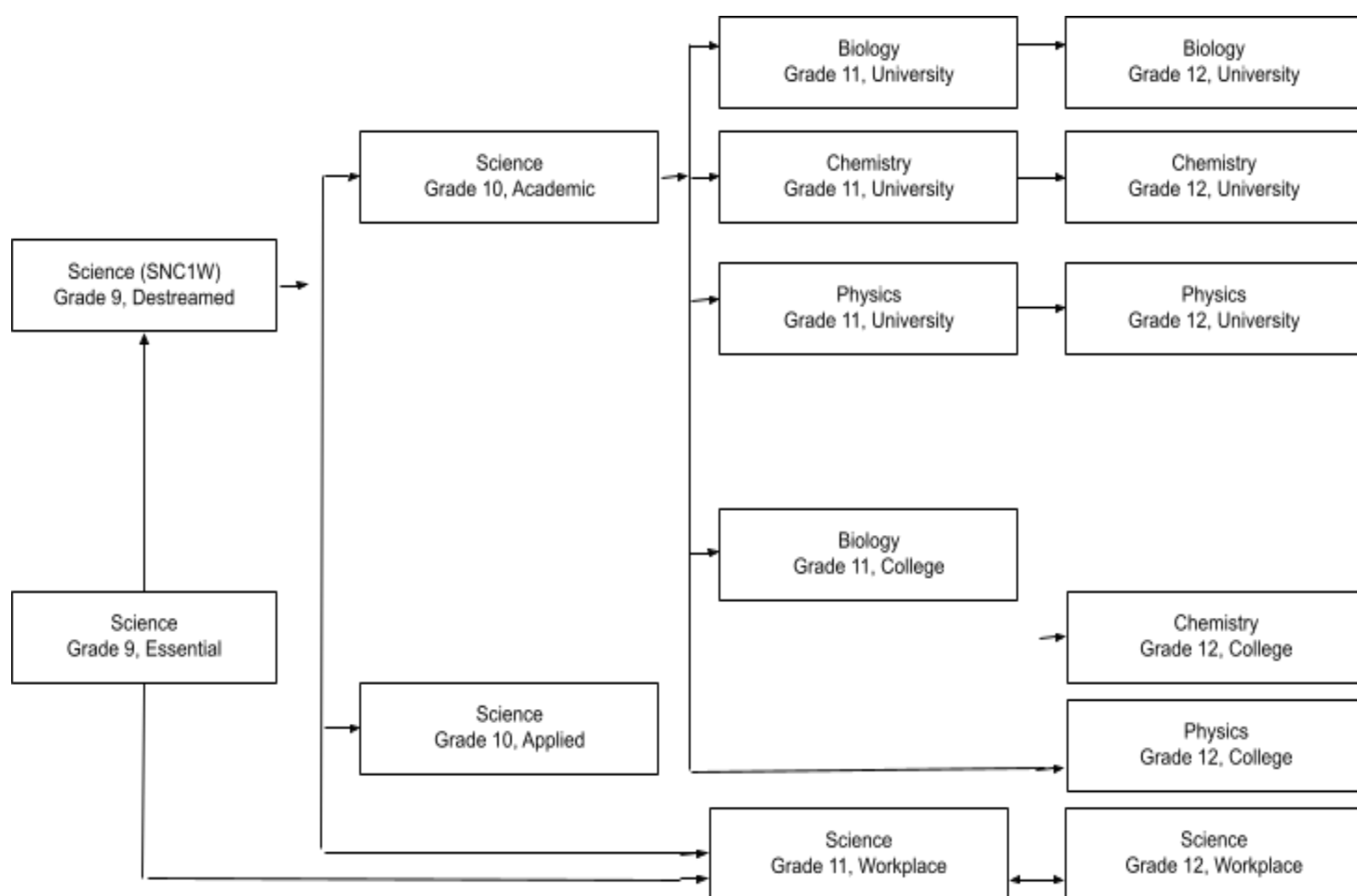
This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics; apply the concept of probability to solve problems involving familiar situations; investigate accommodation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

Prerequisite: MEL 3E, MFM 1P, MDM 1D, or MAT 1L

MEL4E will be offered in 2025- 2026. (This course alternates with MEL 3E)

PREREQUISITE CHART FOR SCIENCE, GRADES 9 – 12

This chart maps out all the courses in the discipline and shows the links between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course.



SCIENCE COURSES:

SNC 1W – SCIENCE

Grade 9, De-streamed

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

Prerequisite: None

SNC 2D – 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: Grade 9 Science, Academic or Applied

SNC 2P – 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: Grade 9 Science, Applied or Academic

SBI 3U – 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.

SCH 3U – 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 gasses. 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

SPH 3U – 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 analyze 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

SBI 3C – 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

SVN 3E – 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.

Prerequisite: Science, Grade 9, Academic or Applied, or a Grade 9 or 10 locally developed compulsory credit (LDCC) course in science

Offered in 2025-2026 (alternates with SNC 4E)

SBI 4U – 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.

SCH 4U – 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

SPH 4U – 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 analyze, 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

SCH 4C – 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 in 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

SNC 4E – SCIENCE**Grade 12, Workplace Preparation**

This course provides students with fundamental science knowledge and workplace skills needed to prepare them for success beyond secondary school. Students will explore hazards in the workplace, chemicals in consumer products, disease and its prevention, electricity at home and at work, and nutritional science. Emphasis is placed on current topics in science and relevant, practical activities that develop students' literacy and mathematical literacy skills and enhance their scientific literacy.

Prerequisite: Science, Grade 10, Applied, or a Grade 10 locally developed compulsory credit (LDCC) course in science

Offered in 2026-2027 (alternates with SVN 3E)

SOCIAL SCIENCE AND HUMANITIES COURSES:

HPC 30 - Raising Healthy Children (Parenting)

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.

Offered in 2025-2026 (alternates with HNC3C Fashion)

HNC 3C - 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 fibers, 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. A \$20 enhancement fee is requested.

Prerequisite: None.

Offered in 2026-2027 (alternates with HPC30 Raising Healthy Children)

HSP 3U - 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, 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).

HSP 3C - 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. They 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.

HFA 4C - 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. A \$20 enhancement fee is requested.

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

HFA 4U - 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.

HHS 4U - Families in Canada

Grade 12 University Preparation

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

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

HHS 4C - Families in Canada

Grade 12 College Preparation

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

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

TECHNOLOGICAL EDUCATION:

TAS 10 – Technology and the Skilled Trades

Grade 9, Open

This hands-on course enables students to further explore the engineering design process and develop other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and technologies from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as precision measurement, as well as health and safety standards. Students will begin to explore job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers.

Prerequisite: None

TGJ 20 – COMMUNICATIONS TECHNOLOGY

Grade 10, Open

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

Prerequisite: None

TMJ 20 – MANUFACTURING TECHNOLOGY

Grade 10, Open

This course introduces students to the manufacturing industry by giving them an opportunity to design and fabricate products using a variety of processes, tools, and equipment. Students will learn about technical drawing, properties and preparation of materials, and manufacturing techniques. Student projects may include a robotic challenge, a design challenge, or a fabrication project involving processes such as machining, welding, vacuum forming, or injection moulding. Students will develop an awareness of environmental and societal issues related to manufacturing, and will learn about secondary and postsecondary pathways leading to careers in the industry.

Prerequisite: None

TFJ 20 – 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

TTJ 20 - 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 post secondary pathways leading to careers in the transportation industry.

Prerequisite: None

ICS 3U – 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

TGJ 3M – COMMUNICATIONS TECHNOLOGY

Grade 11, University/College Preparation

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

Prerequisite: None

TGJ 30 - COMMUNICATIONS TECHNOLOGY: BROADCAST AND PRINT PRODUCTION, Grade 11, Open

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

Prerequisite: None

TFJ 3C - HOSPITALITY AND TOURISM

GRADE 11 COLLEGE PREPARATION

This course enables students to develop or expand knowledge and skills related to hospitality and tourism, as reflected in the various sectors of the tourism industry. Students will learn about preparing and presenting food, evaluating facilities, controlling inventory, and marketing and managing events and activities, and will investigate customer service principles and the cultural and economic forces that drive tourism trends. Students will develop an awareness of health and safety standards, environmental and societal issues, and career opportunities in the tourism industry.

Prerequisite: None

TMJ 3M – Manufacturing Engineering Technology

Grade 11 University/College Preparation

This course enables students to develop knowledge and skills related to design, process planning, control systems, and quality assurance. Students will use a broad range of tools and equipment and will combine modern manufacturing techniques and processes with computer-aided manufacturing as they develop critical decision-making, problem-solving, and project-management skills. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about pathways leading to careers in the industry.

Prerequisite: *None*

TTJ 3C - 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.

TGJ 4M – 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: Communications Technology, Grade 11, University/College Preparation

TGI 4ME - COMMUNICATIONS TECHNOLOGY: Interactive New Media and Animation (EMPHASIS COURSE)

Grade 12, University/College

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.

****Students may wish to change this emphasis course to another one in any of the following areas:**

TGI 4M Communications Technology: Interactive New Media and Animation,

TGP 4M Communications Technology: Photography and Digital Imaging,

TGV 4M Communications Technology: TV, Video and Movie Production.

***** Students may take ONE emphasis course**

TGJ 4O - COMMUNICATIONS TECHNOLOGY: DIGITAL IMAGERY AND WEB DESIGN, Grade 12, Open

This course enables students to develop knowledge and skills in the areas of photography, digital imaging, animation, 3D modeling, and web design. Students will work both independently and as part of a production team to design and produce media products in a project-driven environment. Practical projects may include photo galleries, digital images, animations, 3D models, and websites. Students will also expand their awareness of environmental and societal issues related to communications technology and explore postsecondary education, training, and career opportunities.

Prerequisite: None

TMJ 4M - MANUFACTURING TECHNOLOGY

Grade 12, University/College

This course enables students to further develop knowledge and skills related to design, process planning, control systems, project management, quality assurance, and business operations. Students will use a broad range of tools and equipment, enhance their skills in computer-aided design, and collaborate in managing a project. Students will critically analyse and solve complex problems involved in manufacturing products. Students will expand their awareness of environmental and societal issues and of career opportunities in the manufacturing industry.

Prerequisite: Manufacturing Engineering Technology, Grade 11, University/College Preparation

TFJ 4C - HOSPITALITY AND TOURISM

Grade 12, College Preparation

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

Prerequisite: Hospitality and Tourism, Grade 11, College Preparation

TTJ 4C - 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; powertrains; steering/ control, suspension, brake, and body systems on vehicles, aircraft, and/or watercraft; and/or small-engine products. Students will refine communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will expand their awareness of environmental and societal issues related to transportation and their knowledge of apprenticeship and college programs leading to careers in the transportation industry.

Prerequisite: TTJ3C Transportation Technology, Grade 11, College Preparation

TTJ 4E - TRANSPORTATION TECHNOLOGY: VEHICLE MAINTENANCE

Grade 12, Workplace Preparation

This course introduces students to the servicing, repair, and maintenance of vehicles through practical applications. The course is appropriate for all students as a general interest course to prepare them for future vehicle operation, care, and maintenance or for entry into an apprenticeship in the motive power trades. Students will develop an awareness of environmental and societal issues related to transportation and will learn about careers in the transportation industry and the skills and training required for them.

Prerequisite: None

TMJ 4M – Manufacturing Engineering Technology
Grade 12, University/College Preparation

This course enables students to further develop knowledge and skills related to design, process planning, control systems, project management, quality assurance, and business operations. Students will use a broad range of tools and equipment, enhance their skills in computer-aided design, and collaborate in managing a project. Students will critically analyze and solve complex problems involved in manufacturing products. Students will expand their awareness of environmental and societal issues and of career opportunities in the manufacturing industry.

Prerequisite: Manufacturing Engineering Technology, Grade 11, University/College Preparation

ERIN DISTRICT HIGH SCHOOL

My Education Plan

COMPULSORY CREDITS	Grade 9	Grade 10	Grade 11	Grade 12
4 English (1 credit per grade) 1 French-as-a-second Language 3 Math (at least 1 credit in Grade 11,12) 2 Science 1 Canadian History 1 Canadian Geography 1 Arts 1 Physical & Health Education 1 Civic and Career Studies 1 Junior Tech Credit				
1 additional Science <u>or</u> Tech or cooperative education**				
1 additional credit in English, or French as a second language, or a Native language, Native studies, 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**				
1 additional Physical Education <u>or</u> Music <u>or</u> Art <u>or</u> Drama <u>or</u> Dance or Business/Entrepreneurial Studies or cooperative education**				
PLUS 12 elective credits selected from available courses				
Additional requirements for graduation will include:				
• Successful completion of the Ontario Secondary School Literacy Test • Successful completion of mandatory community involvement of 40 hours • at least 2 elearning credits				
**up to two cooperative education credits can now count towards the 19 compulsory credits				

Choose your courses wisely... it may not be possible to change your courses later.