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## **Part 1: School Goals and Philosophy**

### **Mission Statement: White Oaks Secondary School**

**We are a community of diverse learners committed to  
Inspiring independent, compassionate, global citizens.  
Our collaborative cultures will provide opportunities that  
encourage critical thinking and nurture lifelong learning.**

Students are encouraged to pursue excellence by setting and achieving goals commensurate with abilities. Classroom instruction focuses on the development of skills, abilities, knowledge and attitudes that will allow students to be successful beyond secondary school.

Students at White Oaks are also encouraged to develop a feeling of ownership in the school by participating in the various councils, clubs, and sports or through school leadership opportunities. Through involvement they share in the decision-making and accept responsibility for creating and maintaining a positive school climate.

The relationship between White Oaks and our local community is a close and mutually beneficial one with a sharing of facilities, programs and resources. Students are encouraged to make a commitment to societal participation through an emphasis on involvement, the 40 hours of expected volunteering, and citizenship in our community.

White Oaks Secondary School views its role in the education process as an honour and pledges the commitment of all staff to provide a high quality learning environment which is caring and supportive for all students.

## **Part 2: Requirements for the Ontario Secondary School Diploma (OSSD)**

In order to earn an OSSD a student must:

- A. earn 30 credits (18 compulsory and 12 optional credits)
- B. complete 40 hours of community involvement activities
- C. successfully complete the Ontario Secondary School Literacy Requirement

### **A. Credit Requirements**

#### ***Compulsory Credits***

**Students must earn the following 18 compulsory credits in order to obtain the Ontario Secondary School Diploma:**

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

**Plus one credit from each of the following groups:**

**Group 1:** Additional credit in English, or French as a Second Language\*\*, or a Native language, or a classical or an international language, or Social Sciences and the Humanities, or Canadian and World Studies, or Guidance and Career Education, or Cooperative Education\*\*\*

**Group 2:** Additional credit in Health and Physical Education, or the Arts, or Business Studies, or French as a Second Language\*\*, or Cooperative Education\*\*\*

**Group 3:** Additional credit in Science (Grade 11 or 12), or Technological Education, or French as a Second Language\*\*, or Computer Studies, or Cooperative Education\*\*\*

\* A maximum of 3 credits in English as a Second Language (ESL) or English Literacy Development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

\*\* In groups 1, 2, and 3 a maximum of 2 credits in French as a Second Language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.

\*\*\* A maximum of 2 credits in Cooperative Education now count as compulsory credits.

\*\*\*\* Expressing Aboriginal Cultures (NAC10) towards the compulsory credit requirements for the arts

\*\*\*\*\* Students may count the Native Studies courses “English: contemporary Aboriginal Voices” (NBE3U; NBE3C; NBE3E) towards the Grade 11 English compulsory credit requirement

#### ***Compulsory Credits: Locally Developed Courses***

Students may count up to 6 Locally Developed (Essential) courses towards the compulsory credit requirement of the Ontario Secondary School Diploma.

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These credits may include:

- 3 earned in Grade 9, Locally Developed English (Essential), Mathematics (Essential), and Science (Essential).

These credits may also include:

- 3 earned in Grade 10, Locally Developed English (Essential), Mathematics (Essential), and Science (Essential).

### Policy on Substitutions for Compulsory Courses

**NOTE:** The school may make substitutions for a maximum of three compulsory credits with courses that meet the compulsory credit requirements being offered at the discretion of the Principal.

### Optional Credits

In addition to the 18 compulsory credits, students must earn 12 optional credits selected from the courses listed as available in the school course calendar. Please note that they may include up to 4 credits earned through approved dual credit courses.

### B. Community Involvement Requirements And Procedures

Students **must** complete a minimum of 40 hours of community involvement activities during their years in the secondary school program. This requirement is to be completed outside the student's normal instructional hours and in a variety of settings. Students may not complete the credit through activities that are counted towards a credit, through paid work or by assuming duties normally performed by a paid employee.

Parents and students play a major role in this initiative. Organizations or persons supervising the activities must confirm completion of the 40 hours. Documentation attesting to the completion of each activity must be submitted. For each activity this documentation must include the name of the person or organization receiving the service, the activity performed, the dates and hours, signatures of the student and his or her parents/guardians and a signed acknowledgment by the person (or representative of the organization) involved. Schools may provide a common form for this purpose.

The list of eligible activities for community involvement is available in the Community Involvement Information Manual, which may be accessed by visiting [www.hdsb.ca](http://www.hdsb.ca) and following the links → "Parent Info" → "High School Graduation Requirements" → "40 Hour Volunteer Requirements".

### C. Ontario Secondary School Literacy Requirement

All students who earn a diploma must successfully complete the literacy requirement, which is then noted on the student transcript. The majority of students will fulfill the requirement through successful completion of the Ontario Secondary School Literacy Test (OSSLT). Eligible students may fulfill the requirement through successful completion of the Ontario Secondary School Literacy Course (OSSLC). The preferred standard method for assessing the literacy skills of students in Ontario is still the OSSLT. Success in the Literacy Course is comparable to the same level of achievement that is demonstrated on the OSSLT. When a student has achieved either the OSSLT or the Literacy Course, the transcript will indicate that the student "has passed the Ontario Secondary Literacy Graduation Requirement"

*Under certain circumstances a graduating student may be eligible to fulfill the Literacy Requirement through the Adjudication Process approved by the Ministry of Education. Details of this process are available through contacting the Principal.*

***Mature Students (PPM 127)***

- As of September 1, 2008, mature students may enroll directly in the OSSLC without first attempting the OSLT. Successful completion of the OSLC provides mature students an alternative means of demonstrating the required reading and writing competencies measure by the OSLT. A mature student may still elect to meet the literacy graduation requirement by successfully completing the OSSLT.
- A “mature student” is a student who:
  - is at least eighteen years of age on or before December 31 of the school year in which he or she registers in an Ontario secondary school program
  - was not enrolled in an Ontario secondary school program;
  - was not enrolled as a regular day school student for a period of at least one school year immediately preceding his or her registration in a secondary program;
  - is enrolled in a secondary program for the purpose of obtaining an OSSD

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

All students who enter grade 9 in the 2000-2001 school year or in subsequent years must successfully complete the Ontario Secondary School Literacy Test in order to earn an Ontario Secondary School Diploma. Students will normally be administered the OSSLT when they are in grade 10. The test is based on Ontario curriculum expectations for language and communication, particularly reading and writing, up to and including grade 9.

The OSSLT will identify areas for remediation for students who are unsuccessful in completing the test. Students who write the test but do not succeed must re-take the test and complete it successfully in order to qualify for a secondary school diploma. There is no limit to the number of times the OSSLT may be re-taken.

- ***Accommodations:***  
Students who are receiving special education programs and services and who have an Individual Education Plan may receive the accommodations that are set out in the student’s IEP.
- ***Deferrals:***  
Literacy test deferrals may include students who have been identified as exceptional and students registered in English as a second language/English literacy development courses. The principal determines if a deferral should be granted and time period for the deferral.
- ***Exemptions:***  
Students whose IEP indicates that the student is not working towards the attainment of a secondary school diploma may, with parental consent and approval of the principal, be exempted from participating in the literacy test.

**Ontario Secondary School Literacy Course (OSSLC)**

**OLC 401**

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

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The Ontario Secondary School Literacy Course supports the diploma requirements by:

- Satisfying the literacy requirement for graduation
- and
- Serving as a compulsory grade 11 or grade 12 English credit
- or
- Serving as a Group 1 credit
- or
- Serving as an optional credit

### Eligibility to enroll in OSSLC:

Students who have attempted the OSSLT at least once are eligible to enroll in the Ontario Secondary School Literacy Course (OSSLC). Students who have passed the Literacy Test may take the OLC at the Principal's discretion.

### **Part 3: Requirements for the OSS Certificate and the Certificate of Accomplishment**

#### **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 they have earned a minimum of 14 credits (distributed as follows)

<b>Compulsory credits (total of 7)</b>	<b>Optional credits (total of 7)</b>
2 credits in English	7 credits selected by the student from available courses.
1 credit in Canadian Geography and History	
1 credit in Mathematics	
1 credit in Science	
1 credit in Health and Physical Education	
1 credit in the Arts or Technological Education	

#### ***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. This certificate may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training. Students who return to school to complete additional credit and non-credit courses will have their transcript updated but will not be issued a new Certificate of Accomplishment.

### **Part 4: Information About Earning Credits**

#### **Definition of a Credit**

A credit recognizes the successful completion of a course for which a minimum of 110 hours has been scheduled. The Principal of a secondary school on behalf of the Minister of Education grants it to a student.

#### **Definitions of Types of Courses:**

##### ***Four types of courses are offered in grades 9 and 10:***

1. *Academic* courses emphasize theory and abstract problems.
2. *Applied* courses focus on practical applications and concrete examples.
3. *Open* courses are designed to prepare students for further study in certain subjects and to enrich their education generally.

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4. *Locally Developed (Essential)* courses are designed to focus on the knowledge and skills that students need to be successful in workplace preparation courses.

### **Five types of courses are offered in grades 11 and 12:**

1. *Open courses* are appropriate for all students regardless of post-secondary destination. They are not designed with the specific requirements of a post-secondary destination in mind. (O)
2. *Workplace Preparation* courses are designed to prepare students for a variety of jobs, training programs and careers. These courses emphasize workplace applications but also explore theoretical material underlying practical applications. (E)
3. *College Preparation* courses are designed to prepare students for most college programs and related careers. (C)
4. *University/College Preparation* courses are designed to prepare students for entrance requirements for specific university and college programs, and related careers. (M)
5. *University Preparation* courses are designed to prepare students for entrance requirements for university programs and related careers. (U)

### **Access to Courses Outlines**

Additional information on courses offered in the school is available by contacting the school's Student Services/Guidance department and requesting a copy of the course outline.

Course outlines include:

- Course title, course code and course description
- What students are expected to learn overall expectations/key learnings, achievement chart categories and learning skills
- How student will demonstrate their learning 70% and 30% assessment evaluation strategies
- How students will learn and be supported when they are not learning title of units, learning opportunities, resources appropriate to the course

### **Course Coding System**

The course code consists of a course title and a sixth character code: the Ministry of Education designates the first five characters. The Halton District School Board determines the sixth character.

Code Characters	Explanation	Example - ENG1D1
1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup>	Subject discipline of the course in letters	"ENG" English
4 <sup>th</sup>	Grade level as a number * (see below) "1" grade 9    "3" grade 11 "2" grade 10   "4" grade 12	"1" grade 9 or first year
5 <sup>th</sup>	Type of course as a letter "C" College, "D" Academic, "E" Workplace, "L" Locally Developed, "M" University/College, "O" Open, "P" Applied, "U" University	"D" Academic course
6 <sup>th</sup>	Board designated character that indicates credit value or may be used to differentiate between courses with similar codes	"1" group/organizer for school purposes

- In the case of a language course the fourth character refers to the level of proficiency.

## Transfer Courses: Policies and Procedures

### Grade 9

There are no transfer courses in grade 9. Students who intend to switch from one course type (e.g. applied) in grade 9 to another in grade 10 (e.g. academic) will be encouraged to complete additional course work. Additional cross over course work of up to 30 hours is available outside the regular school day and addresses the learning expectations included in the one Grade 9 course type (e.g. academic) but not the other (e.g. applied).

### Grade 10 and 11

Transfer courses are partial-credit courses that bridge the gap between courses of two different types in the same subject and grade. Transfer courses exist in Grades 10 and 11. These will offer students a means of transferring from one type of course to another if their interests and goals change. These courses will be credit-based and will be counted towards the 30 credits required to meet diploma requirements. The guidance department can obtain information about transfer courses on request.

## French Immersion Program

The Early French Immersion program is open to students who have completed the Early French Immersion program in a Halton elementary school or, by permission, to students from jurisdictions outside Halton.

### Course Offerings:

Early Immersion students must **accumulate a total of 10 immersion credits** in order to receive a Certificate of Immersion Studies.

Students in the Early French Immersion Program will take the following courses:

Year 1-French Language Arts (FIF1D1)

Year 2- French Language Arts (FIF2D1)

Year 3 – French Language Arts (FIF3U1)

Year 4 – French Language Arts (FIF4U1)

+ 6 additional courses in other subjects taught in French

French Language students have the right to be educated in their first language. For information contact the French System Principal or the Instructional Program Leader for French (School Programs) at (905) 631-6120

## English As a Second Language (ESL) and English Literacy Development (ELD)

### Prerequisites and Pathways to English Chart

The chart below shows how most English language learners may progress through their ESL and/or ELD courses and into mainstream English courses. Not all students will follow this sequence exactly, and individual students may vary in the rate at which they progress through the levels. Please note that the ELD program is designed specifically for students who have significant gaps in their education and therefore have more to catch up on. They need more intensive support for a longer period of time.

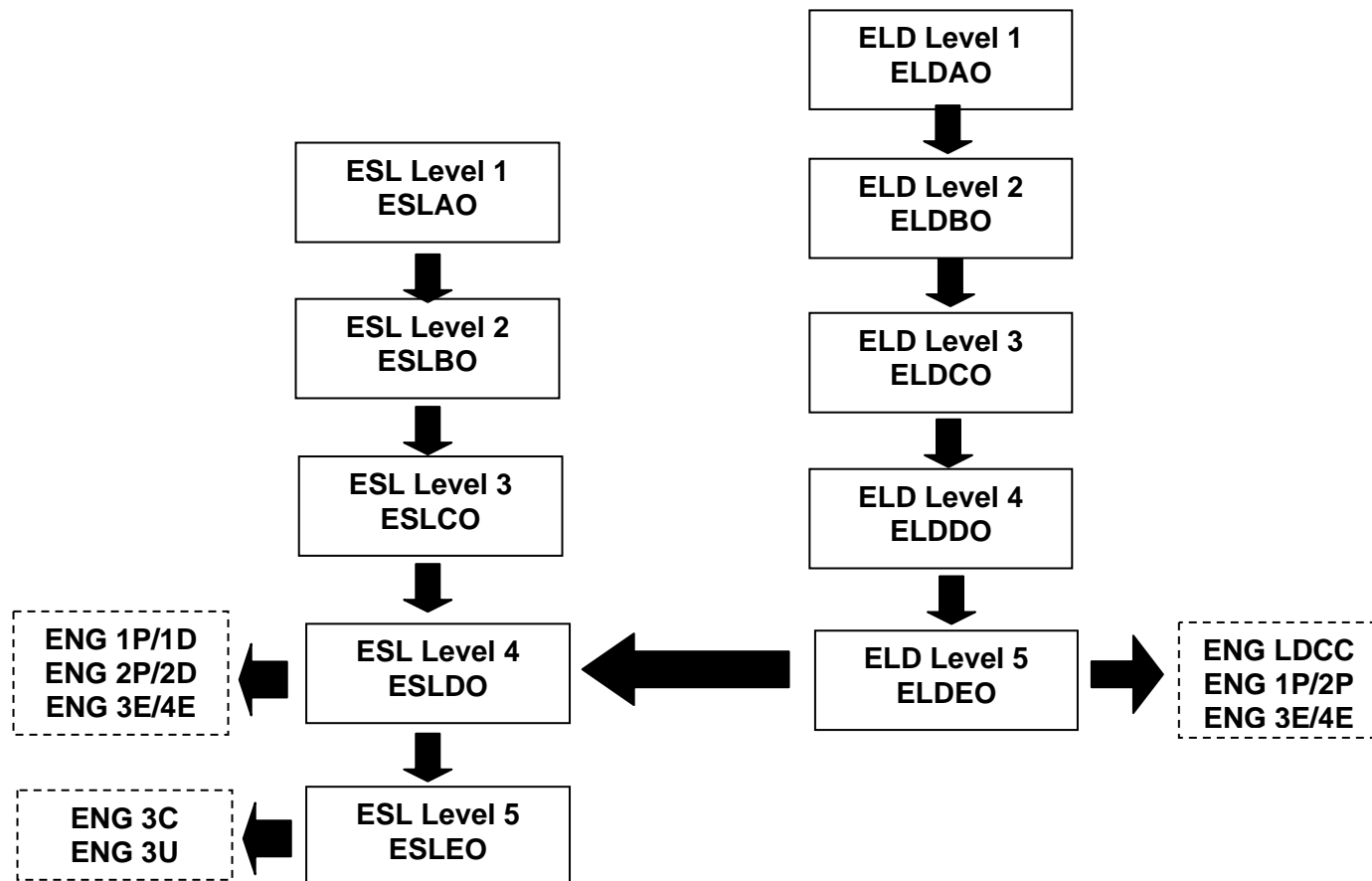
Students may count a maximum of three credits in ESL or ELD courses toward the four compulsory credits in English but must take the fourth compulsory credit in English at the grade 12 level (i.e.: ENG4E1, ENG4C1 or ENG4U1). Additional ESL or ELD credits may be counted as optional credits for diploma purposes.



**English as a Second Language**

**English Literacy Development**

(when offered, these courses must all be completed PRIOR to taking ESL courses)



**Course Changes: Policies and Procedures**

Students wishing to change a course should consult with their guidance counsellor. Parents/guardians of students under the age of eighteen should receive information on the changes since they must approve their child’s choice of courses. In some cases Administration permission is required. In most cases, students may not add or change courses after the second week of the semester nor drop courses within the final month of the semester.

There will be **full disclosure** for all secondary school students taking Grade 11 or 12 courses. This means that the official school record, the Ontario Student Transcript (OST), will record all course withdrawals and repeated courses after the designated full disclosure date in each semester.

Students in Grades 9 and 10 at White Oaks are expected to take a full course load each semester. In grades 11 and 12, students may take 3-4 courses per semester. Students enrolled at the Centre for Science and Technology are expected to maintain 4 courses per semester throughout their high school career in keeping with employment expectations.

### Assessment and Evaluation Policies

Classroom practices for all secondary credit bearing courses are aligned with ministry policy as outlined below.

#### *Curriculum Expectations*

- Assessment and evaluation will be based on the provincial **curriculum expectations** and the achievement levels.
- All **curriculum expectations** must be accounted for in instruction, but evaluation focuses on student achievement of the **overall expectations**.

#### *Achievement Chart*

- The **achievement chart** is a standard province-wide guide to be used by teachers.
- Assessment and evaluation will be based on the provincial curriculum expectations and the **achievement levels**.
- Assessment and evaluation are based both on the **categories** of knowledge and skills and on the **achievement level** descriptions given in the achievement chart.
- Student work will be assessed and evaluated in a balanced manner with respect to the four **categories**, and the achievement of particular expectations considered within the appropriate **categories**.
- The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding **level of achievement** as described in the **achievement chart**.

#### *Learning Skills*

- The report card focuses on two distinct but related aspects of student achievement: the achievement of curriculum expectations and the development of **learning skills**.
- To the extent possible, the evaluation of **learning skills**, apart from any that may be included as part of a curriculum expectations in a course, should not be considered in the determination of percentage grades.

#### *70% and 30% Ongoing Assessment, Evaluation and Reporting*

The final percentage grade for Grades 9-12 courses will be derived as follows:

- **Seventy percent of the grade (70%)** will be based on evaluations conducted **throughout the course**. This portion of the grade should reflect the student's **most consistent level of achievement** throughout the course, although special consideration should be given to the **more recent evidence of achievement**.
- **Thirty percent of the grade (30%)** will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered **towards the end of the course**.
- The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline.

### Ontario Student Record (OSR): Recording and Reporting Procedures

The Ontario Student Record is the official school record for a student. Every Ontario school keeps an OSR for each student enrolled at that school. The OSR contains achievement results, credits earned and diploma requirements completed, and other information important to the education of the student. Students and their parents (if the student is under 18 years of age) may examine the contents of the OSR. The Education Act and Freedom of Information legislation protect these records.

## Ontario Student Transcript (OST): Recording and Reporting Procedures

The Ontario Student Transcript is an official and consistent summary of a student's achievement in Ontario secondary school credit courses. A current, accurate and complete copy of the OST will be included within the Ontario Student Record.

### Prior Learning Assessment and Recognition

Prior Learning Assessment and Recognition has a specific, limited function in the Ontario secondary school program. It will allow students to challenge and earn up to 4 credits, a maximum of 2 in a subject area, towards the secondary school diploma. This involves two components: "challenge" and "equivalency". Students may challenge a course and be granted credit if they can demonstrate the required skills and knowledge through formal tests and other assessment strategies. Determining equivalency involves the assessment of credentials from other jurisdictions.

Contact the Guidance Department or visit the website at [www.hdsb.ca](http://www.hdsb.ca) and follow the links → "Programs & Services" → "Prior Learning Assessment and Recognition" for updated information on the PLAR process and timelines posted annually in March.

### Student Responsibilities

#### *Achievement and Attendance*

Regular attendance at school is critical for the student's learning and achievement of course expectations and development of learning skills. Students are expected to have regular, punctual attendance at all scheduled classes, assemblies, and other school events as required.

Other expectations include:

- Following school attendance procedures to sign out for illness or appointments through the Main Office at either campus. Failure to do so will be regarded as skipping class. Students who have signed out must leave the building and property immediately (must be 18 years of age to sign out).
- Parents or students (if 18 years or older) are expected to call the absence line (905) 845-5200 ext. 400 to report valid absences.
- Making up class work, assignments, and tests, according to timelines and conditions agreed to by the teacher and student, for course work missed through valid absences.
- Making up all expectations for course work missed through unauthorized absences, according to the timelines and conditions outlined by the teacher.
- Planning and informing the teacher and the office, in advance, of absences for planned medical reasons and religious holidays. Failure to do so may result in an inability to complete the requirements to earn the credit.

### Course Materials and Textbooks

Textbooks are loaned to students free of charge provided that they are returned and are not damaged. In the case of loss or damage, the full replacement cost of the text will be charged. This also applies to library materials. Workbooks, writing and calculating instruments, paper and consumable course supplies are the responsibility of the student.

<b>Student Code Of Conduct</b>		The School <b>SHALL...</b>						The School <b>MAY...</b>				
		Notify Parents	Counsel Students	Suspend up to 20 Days	Suspend for 20 Days	Recommend Expulsion	Notify Police	Other Consequences	Suspend up to 20 Days	Recommend Expulsion	Notify Police	Other Consequences
<b>Shaded areas</b> represent MANDATORY suspension or expulsion consequences under the Education Act.	<b>Mitigating Factors</b> are considered when consequencing student misbehaviour. Mandatory or discretionary consequences may not be warranted if (1) the pupil does not have the ability to control his or her behaviour; or (2) the pupil does not have the ability to understand the foreseeable consequences of his or her behaviour; or (3) the pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.											
<b>PROBLEM AREA</b>	<b>DEFINITIONS</b>											
<b>Academic Dishonesty</b>	attempting to deceive by cheating, copying or plagiarizing	X	X					X		X		
<b>Alcohol</b>	possession of or sale of on school property or at school events	X	X	X				X				X
	use of/under the influence of alcohol	X	X	X							X	X
	providing to others	X	X	X				X				
	providing to minors	X	X		X	X	X					
<b>Defiance</b>	refusal to comply with persons in authority	X	X							X	X	X
<b>Disorderly Conduct</b>	persistent opposition to authority, conduct injurious to the moral tone of the school or to the physical or mental well-being of others in the school	X	X							X	X	X
<b>Drugs</b>	use of or under the influence of illegal drugs	X	X	X				X			X	X
	possession of illegal drugs	X	X	X				X			X	X
	trafficking in illegal drugs	X	X		X	X	X					
<b>Explosive Devices</b>	use of or possession of explosive devices, e.g. firecrackers etc.	X	X	X							X	X
<b>Extortion</b>	to take money, homework or property under threat of harm or duress	X	X	X							X	X
<b>Fire setting, Bomb threat, Fire alarm</b>	setting a fire or act which places individuals, property or community at risk	X	X	X				X	call Fire Dept		X	
<b>Harassment</b>	repeated comments or conduct that is known or ought to be known as unwelcome	X	X							X		X
<b>Hate crimes</b>	words or actions considered offensive in reference to a person's race, religion, culture, gender, sexual orientation, age, appearance or disability	X	X	X				X			X	X
<b>Physical Assault</b>	bodily harm on another person	X	X	X							X	X
	causing bodily harm	X	X	X							X	X
	causing bodily harm requiring treatment by a medical practitioner	X	X		X	X	X					
<b>Profanity</b>	swearing at a teacher or person in authority	X	X	X							X	X
<b>Robbery</b>	theft with the use or threat of violence	X	X		X	X	X	X				
<b>Sexual Assault</b>	assault with intentional touching of a sexual nature	X	X		X	X	X	X				
<b>Smoking</b>	smoking on school property	X	X							X		X
<b>Theft</b>	taking/possessing property without the permission of the owner	X	X							X		X
<b>Trespass</b>	unauthorized presence on school property	X	X							X	X	X
<b>Truancy</b>	persistent unexplained absence	X	X					X		X		
<b>Vandalism</b>	acts of vandalism	X	X							X		X
	acts of vandalism causing extensive damage to school property or property located on school premises	X	X	X				X	X		X	
<b>Vehicle Use</b>	reckless or dangerous use of a vehicle, e.g. car, motorcycle, bicycle	X	X							X	X	X
<b>Weapons</b>	possession of a weapon, including a firearm	X	X		X	X	X	X				
(including the use of object(s) to threaten or cause harm)	use of a weapon to cause bodily harm	X	X		X	X	X	X				
	threatening to use a weapon to cause bodily harm	X	X		X	X	X	X				
	trafficking in weapons	X	X		X	X	X	X				

## **Part 5: School Support Services and Resources**

### **Guidance and Career Education**

The number and variety of courses available to students necessitates careful selection. Because of the many factors, which need to be considered, discussion with parents, teachers and counselors should be pursued. Be sure to select a program that meets your needs, abilities and interests.

Trained counselors, in Student Services, are available to assist you and your parents in the decision making process with respect to the following:

- Information and selection of courses in this school
- Information and application procedures for community colleges, university, and other post-secondary education institutions
- Information about careers and occupations
- Immediate and future goals
- Referrals to “helping” people and agencies

Please see the Course Descriptions Section for [Guidance courses](#).

### **Information Technology**

Students at White Oaks are encouraged to develop and use computer skills to support their learning in all curriculum areas. Computer resources may be accessed through computer labs in each campus, in a variety of classrooms, in the Library, Student Services, and Special Education Services. Students are expected to sign the Acceptable Use Policy and abide by these expectations when using the school’s computer resources. Failure to do so will result in withdrawal of computer use privileges.

### **Library Resource Services**

Students may access print, non-print, and electronic resources through the shared library facility at White Oaks Secondary School (South Campus) and the White Oaks Branch of the Oakville Public Library. Specific details concerning hours of operation, policies, and procedures are posted in the public library and printed in the school agenda book.

### **School Wide Preventions and Interventions that Support Learning**

The Student Success Program focuses on success for each grade 7-12 student in the Halton system. There are four areas of focus: literacy, numeracy, safety and well-being. Program pathways provide smooth transitions to the post secondary destination of choice. Students who are at most risk of dropping out of school are those who are not earning credits.

In Halton, each secondary school is working to enhance strategies and supports for students. Schools may provide programs such as: credit recovery, homework clubs, study hall, after school remediation, learning strategies courses, peer tutoring, locally developed compulsory courses, Literacy Test support, multiple-credit technology programs, co-operative education, e-learning, specialized co-operative education, and substitutions for compulsory courses. These interventions are determined by local needs and available resources. For more information contact the guidance office or main office.

## Special Education

### *Special Education Advisory Committee*

Special Education Advisory Committee (SEAC) members are representatives of local associations appointed by the Board, and, as such, attend monthly participatory meetings. They act in an advisor capacity to the Halton District School Board on issues and policy that affect Special Education.

They act as a liaison to their local associations; therefore, issues, concerns, and recommendations of a local association can be brought to a SEAC meeting. Similarly, those changes in policy or procedure initiated by the Board or Ministry are shared with SEAC members. Each SEAC member in turn shares this information with his or her local association. There are also members at large who do not represent a local organization. (For more information on SEAC please call 905-631-6120 ext 323)

## Special Education Placement

### A. Resource Support Placement:

**Resource Support – a regular class with consultative support.** The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.

**Resource Support – a regular class with resource assistance.** The student is placed in the regular class for most of the day and receives specialized instruction, individually or in a small group, from a qualified special education teacher.

**Resource Support – a regular class with withdrawal assistance.** The student is placed in a regular class and receives instruction outside of the classroom, for less than 50% of the instructional time, from a qualified special education teacher.

For students identified gifted in Grade 8 moving into high school and for all identified gifted students currently in high school:

**Resource Support – Secondary Gifted Placement**, if chosen, will provide:

- a) That Secondary Gifted students in grades 9 and 10 will have the option of being timetabled into the class/section of the core academic subjects of English, Math, Science, Geography and History, where common course selections occur, timetables permit and with student/parental input.
- b) That Secondary Gifted students in grades 11 and 12 will have the option of being timetabled into the same class/section of the core University destination subjects of English, Math, Science, Geography and History, where common course selection occur, timetables permit and with student/parental input

(Please note: not all high schools offer this placement – for further information please contact your secondary school Principal or Head of Special Education)

### B. Self-Contained Placement

**Self contained – Communication and Community Independence Class** students move towards supported independence and a high quality of life. The placement focuses on the following eight program areas: Functional Life Skills, Communication Skills, Social Skills, Leisure and Recreation Skills, Transition to Work Skills, Functional Academics, Social/Emotional/Self-Regulation, Personal Life Management and others as appropriate so students can be successful in their post-secondary destination.

**Self-Contained: A special education class Full-Time** The student is placed by the I.P.R.C. I a special education class, where the student-teacher ratio conforms to Regulation 298, Section 31, for the entire school day.

## White Oaks Secondary School

**Partial Integration – A special education class with Partial Integration** The student is placed by the I.P.R.C. in a special education class where the student-teacher ratio conforms to Regulation 298 (Section 31) for at least 50% of the school day. (Please note: not all schools offer these self-contained placements – for further information please contact your secondary school Principal or Head of Special Education)

### *Special Education Plan*

Halton District School Board The Special Education Plan 2013-2014 outlines the School Board's framework for the delivery of special education programs and services in Halton. This plan has been written in compliance with the Ministry Standards for School Boards' Special Education Plans, and is available on the Board's website [www.hdsb.ca](http://www.hdsb.ca)

### *Special Education Procedures*

Working Together Special Education Procedures A Guide for Parents Guardians and Students Revised 2011 provides helpful information about special education procedures in accordance with Ministry Regulation 181/98. For a copy of this document please contact the Special Education Department at your child's school, it is also available on the Board's website [www.hdsb.ca](http://www.hdsb.ca)

### *Special Education Services*

The Special Education Department has teachers trained to help students with many different types of needs. The services provided may include the following:

- Assistance for identified exceptional students based on their learning needs
- Enrichment opportunities for gifted, talented students, and highly able learners
- Consultation concerning the learning needs of students experiencing difficulty
- Resource support classroom available all day to assist students and provide computer access, resources etc.
- School Team meets twice a month to discuss students and their learning needs and welcomes referrals from staff and parents through Special Ed., Guidance or subject teachers.

Students with identified learning needs may wish to discuss the various special education services with the Head of Special Education or the Principal.

## **Transition Program**

### **Grade 9 – Locally Developed Courses (LDCC)**

White Oaks offers a variety of programming to meet the needs of all learners. The Transition program focuses on providing a safe, structured learning environment with smaller class sizes and is aimed at students who have struggled with meeting the Grade 8 expectations. The Transition program offers a balance of Academic, Healthy Active Living and Technology courses. These courses are Ministry approved, compulsory credit courses. The morning program is de-semestered and consists of four academic courses: English, Math, Geography and Science which are offered in 37 minute time blocks all year long. The semestered afternoon program consists of Healthy Active Living and Integrated Technology courses designed to give students a wide range of experiences to promote healthy lifestyles and career opportunities. Course descriptions are located within the specific subject area.

## **Futures Program**

The Futures Program at the secondary level may be a credit or non-credit program that supports students identified as exceptional in developing independent/semi-independent living skills and employability skills for living and working in their own community as an adult. Fundamental to this program is the emphasis on early literacy and numeracy skills. A holistic approach, based on individual strengths, needs, long-term goals, and real-life experience of the student, is used to design and deliver an individual education program in a self-contained setting, and to promote problem-solving related to social functioning, as well as generalization of learning and

## White Oaks Secondary School

functioning in the community. At White Oaks Secondary School, this program works through three key phases, based on Individual Educational Plans. During the early years, the emphasis for all students is the development of academic and social skills. Gradually, as students mature, they are integrated into classes within the traditional school. Then, in their senior years, students have the opportunity to get practical working experiences on co-operative educational placements in the community. Refer to the Futures Program course descriptions for more information.

### **Part 6: Cooperative Education and Career Focused Secondary School Pathways**

Each secondary school in Halton offers Cooperative Education (Co-Op). Co-op provides students with an opportunity to extend their classroom learning into the work world. Students explore career options and gather information they need to make informed decisions about their post-secondary destination. Students get to know their strengths and learn valuable transferable skills for education and work.

**Cooperative Education** is a single or multi-credit option that includes a part or full day placement in the workplace. Students taking Cooperative Education relate their Co-op to a subject in which they are currently enrolled or one that they have taken previously. All Co-op courses begin with an in-school pre-placement preparation program followed by the placement experience. At regular intervals throughout the course, Co-Op students meet in class at the school to debrief and reflect on their placement experience. For every 110 hours of “work” on placement, students qualify for a credit.

**Recommended prerequisites:** all Specialist High Skills Major students must have previously taken at least 1 of their major focus courses. All technological co-op students **must** have previously taken at least 1 senior course in the area of interest, (e.g. Taken a grade 11 or 12 construction course to work as a carpenter or, contractor on Co-op placement).

**Course Codes:** COP307, COP308, COP407, COP408

The **classroom component** of Co-Op helps students:

- prepare for the work placement and develop a Personalized Placement Learning Plan (PPLP)
- connect their workplace experiences to their learning in school
- reflect on and analyse their experiences in the workplace

The **placement component** of Co-Op provides students with the opportunity to:

- apply the knowledge and skills learned in a school subject - in the workplace

#### **Students enrolled in Cooperative Education:**

- are regularly monitored and assessed by their Cooperative Education teacher and have regular performance appraisals by their placement supervisor
- are covered under the Workplace Safety and Insurance Board by the Ontario Ministry of Education

#### **Career-Focused Secondary School Pathways**

Students who wish to combine their secondary school courses with practical work experience or who wish to go directly to work upon graduation from secondary school are encouraged to examine the following options:

- **Internship:** Plan your high school path so that it includes courses required for any destination – university, college, apprenticeship or work **and** a series of work experiences and Cooperative Education placements.  
- See school course offerings for 2 credit packages that include a co-operative education credit.
- **Regional School to Career Programs** (See Part 9: School to Career Programs)
- **Regional Technology Programs** (See Part 9: School to Career Programs)



**Part 7: Regional E-Learning Programs**

**What is eLearning (Online Learning)?**

In an online course, students interact and learn with their teacher, classmates and electronic resources using any Internet-connected computer. eLearning provides opportunities for Halton students to:

- earn the same high-school credits in a different way;
- learn at a flexible time (no scheduled classes), place and pace (within semester timelines);
- access engaging, unique programs unavailable in most high schools;
- interact with like-minded students from across Halton;
- flex timetables and accelerate learning.

**How do I know if I am suited for online learning?**

This suitability quiz is available online at <http://eLearning.hdsb.ca>

<p>a) What is your most recent <b>grade average</b>?</p> <p>95-100% = 12 points      67-69% = 6 points              87-94% = 11 points      63-66% = 5 points              80-86% = 10 points      60-62% = 4 points              77-79% = 9 points      57-59% = 3 points              73-76% = 8 points      53-56% = 2 points              70-72% = 7 points      50-52% = 1 point</p>	<p>____ / 12</p>
<p>b) What are your most recent <b>learning skills</b>? (2 point for each "E", 1 point for each "G")</p>	<p>____ / 12</p>
<p>c) Which of the following <b>key characteristics</b> honestly describe you? (1 point for each)</p> <ul style="list-style-type: none"> <li>• I effectively organize my work and track due dates.</li> <li>• I am more self-disciplined than most students in my school.</li> <li>• I juggle commitments well (e.g., job, co-curricular).</li> <li>• I tend to get things done ahead of time rather than leave things to the last minute.</li> <li>• I enjoy interacting with others online (e.g., web sites, chat rooms or email).</li> <li>• I have regular access to an Internet-connected computer at home.</li> <li>• I have good keyboarding and basic computer skills (file management, email, etc.).</li> <li>• I fluently express my ideas in writing.</li> <li>• I am a capable reader and/or enjoy reading.</li> </ul>	<p>____ / 9</p>
<p>d) What is your <b>motivation</b> to earn this credit? (1 = low to 7 = highly motivated)</p>	<p>____ / 7</p>
<b>TOTAL SCORE</b>	<p>____ / 40</p>
<p><b>Interpretation</b></p> <p>35-40 points - outstanding potential for learning online;              29-34 points - good to excellent potential for learning online;              23-28 points - online learning may be challenging;              22 points or less - online learning is not recommended.</p>	

For full details visit <http://elearning.hdsb.ca> or email [registrar@hdsb.ca](mailto:registrar@hdsb.ca)

**Are there any special requirements to take an online course?**

- 1) Not all students are suited to learning online--self-score yourself above to determine suitability.
- 2) Online courses may be taken as a 9<sup>th</sup> credit only if a 9<sup>th</sup> credit has not been taken previously.  
Online courses require as much time and effort as face-to-face courses to complete (e.g., 7-12 hours per week based on a typical face-to-face class of 75 minutes per day plus homework).

**Which courses are available online for 2013-14?**

High school students may select online courses on their option sheets. See the subject sections of your program book for details on each course. The sixth character 'O' designates 'ONLINE'.

**Grade 10**

Civics (CHV200); Career Studies (GLC200)

**Grade 11**

Environmental Science (SVN3MO)\*

Designing Your Future (GWL300)\*

Music and Computers (AMM3MO)\*

Marketing (BMI3CO) - New!

Media Studies (EMS300) - New!

Native Studies (NBV3EO) - New!

Health for Life (PPZ300) \*

Introduction to Anthropology, Psychology, and Sociology (HSP3MO)\*

Information and Communication Technology: The Digital Environment (BTA300)\*

Introduction to Computer Science (ICS3UO)

World Religions (HRT3MO) - New!

**Grade 12**

Advanced Functions (MHF4UO) - New!

*Running Semester 2*

Calculus and Vectors (MCV4UO) - New!

*Running Semester 1*

Canadian and World Politics (CPW4UO)\*

Chemistry (SCH4CO)\*

Data Management (MDM4UO) - New!

Earth and Space Science (SES4UO)\*

English (ENG4UO)

Entrepreneurship: Venture Planning in an Electronic Age (BDV4CO)\*

Environment and Resource Management (CGR4MO)\*

Individuals and Families in a Diverse Society (HHS4MO)

International Business (BBB4MO) - New!

Mathematics for College Technology (MCT4CO)\*

Philosophy: Questions and Theories (HZT4UO)\*

Physics (SPH4CO)\*      \*Not available face-to-face in most or all Halton schools

## **White Oaks Secondary School**

### **Online Summer School Course Offerings: July 2013**

English (ENG4UO) (Full Credit)

English (ENG3UO) (Full Credit)

Civics (CHV2OO); Career Studies (GLC2OO)

Intro to Anthropology, Psychology and Sociology - French Immersion (HSP3M4)

Challenge and Change in Society (HSB4MO)

### **Part 8: International Baccalaureate Program**

#### **What is the International Baccalaureate?**

The International Baccalaureate (IB) Diploma Program is a prestigious pre-university diploma program that provides a challenging curriculum to highly motivated students. The IB program provides a comprehensive curriculum that is recognized by many universities worldwide. Some universities offer first year course credits for some IB courses.

IB graduates are well-rounded citizens with a broad international perspective. The International Baccalaureate Diploma Program is completed in the last two years of high school (Grade 11 and 12). Graduates obtain an IB diploma and an Ontario Secondary School Diploma.

The IB program requires students to complete subjects in six different areas, called “Groups”. The 6 groups are:

Group 1: Language A1 – First language

Group 2: Language B - Second language

Group 3: Individual and Societies

Group 4: Experimental Sciences

Group 5: Mathematics and Computer Sciences

Group 6: The Arts and Electives

Students interested in enrolling in the IB program should have a solid academic background, good work skills and strong motivation. Please note that program fees apply.

Students who take the IB program obtain a diploma that is recognized by universities internationally. Some universities offer first year course credits for completion of Higher Level courses within the Diploma program.

The program is currently offered at Robert Bateman High School, White Oaks Secondary School and Georgetown District High School.

Further information about the International Baccalaureate can be found at the IB Organization (IBO) website: [www.ibo.org](http://www.ibo.org)

#### **Application Process**

Consult each school’s website for specific information regarding the application process.

Each school also hosts an information night. Check with the school for specific dates and further details.



## Part 9: Pathways Programs

School to Career programs provide Halton students with a series of unique opportunities to learn about the world of work, explore potential careers and gain valuable work experience. Most Pathways programs contain a cooperative education component. The programs are specifically designed to assist all students bound for apprenticeship, college, university or the workplace in making informed career decisions and in developing the knowledge, skills and attitudes that are essential in today's workplace. Some of these programs have a fee attached to them for the extras you receive.

These programs are offered at a limited number of sites and may require the planning of alternate transportation for the student. It is recommended that interested students meet with a school guidance counsellor to ensure that all compulsory credit requirements and all Regional Program requirements can be accommodated. The guidance counsellor will help students create a program pathway which, when successfully completed, will lead to the chosen destination - the world of work, university, apprenticeship or college.

Please see the School to Career guidance counsellor in your school for more information or go to [www.schooltocareer.ca](http://www.schooltocareer.ca) to obtain more information.

**You can go to [www.onsorts.ca](http://www.onsorts.ca) to register for any of these programs. OnSORTS.ca is a web-based registration system that is used by the Halton District School Board. Students will need their OEN number (found on most student cards or from a guidance counsellor) and their birth date in order to register online.**

## SPECIALIST HIGH SKILLS MAJOR





### What is the Specialist High Skills Major?


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

### What are the highlights of these programs?


- Select a bundle of 8-10 required credits identified in a Ministry approved framework including:
  - ☑ 'Major' credits (4) provide sector specific knowledge and skills (i.e. landscaping, manufacturing, business, arts, etc.);
  - ☑ Other required credits (3), including English, science, business, Canada and World Studies and mathematics, delivered in the context of the specific sector; Earn sector recognized certifications to assist in successful transition and possible advanced standing in the workplace and post secondary destinations;
  - ☑ Earn two (2) or more credits in cooperative education;
- Earn additional certifications such as First Aid, CPR and WHMIS as well as sector specific certifications;
- Engage in experiential learning through job shadowing, work experience, and cooperative education - a minimum of 2 credits within their chosen sector and linked to a course in the SHSM package;
- Use the Ontario Skills Passport (OSP) to document demonstration of essential skills and work habits;
- Engage in 'reach ahead' experiences that range from experiential learning a few hours in length to full courses.

 <b>PROGRAMS</b>	<b>DESCRIPTION</b>	<b>PROGRAM PLANNING</b>	
		<b>AREA</b>	<b>LOCATION</b>
Specialist High Skills Major – <b>Arts &amp; Culture</b>	<p>These programs provide a focus on the performing arts, production techniques, visual arts, media studies or music. They are designed to prepare students for careers in the arts in all pathway destinations. Go to <a href="http://www.schooltocareer.ca">www.schooltocareer.ca</a> for more information on each program and what it focuses on.</p>	<i>East</i>	<b><u>Oakville:</u></b> <ul style="list-style-type: none"> <li>• Holy Trinity Catholic S.S.</li> <li>• Iroquois Ridge H.S.</li> <li>• T.A. Blakelock H.S.</li> <li>• <b>White Oaks S.S.</b></li> </ul>
		<b>North</b>	<b><u>Georgetown:</u></b> <ul style="list-style-type: none"> <li>• Christ the King Catholic SS</li> </ul> <b><u>Milton:</u></b> <ul style="list-style-type: none"> <li>• E.C. Drury H.S.</li> </ul>
		<b>West</b>	<b><u>Burlington:</u></b> <ul style="list-style-type: none"> <li>• Burlington Central H.S.</li> <li>• L.B. Pearson H.S.</li> <li>• Nelson H.S.</li> </ul>
Specialist High Skills Major – <b>Business</b>	<p>The Business Specialist High Skills Major is an integrated business, math, English, and experiential learning program, with a focus on entrepreneurship. Industry partnerships help students gain real world experience and observe the integration of key business functions within a business organization.</p> <p>This program prepares students for various post-secondary destinations related to the business sector.</p>	<b>East</b>	<b><u>Oakville:</u></b> <ul style="list-style-type: none"> <li>• Abbey Park H.S.</li> <li>• Holy Trinity Catholic S.S.</li> <li>• Iroquois Ridge H.S.</li> <li>• Oakville Trafalgar H.S.</li> </ul>
		<b>North</b>	<b><u>Milton:</u></b> <ul style="list-style-type: none"> <li>• E.C. Drury H.S.</li> </ul>
		<b>West</b>	<b><u>Burlington:</u></b> <ul style="list-style-type: none"> <li>• Corpus Christi Catholic S.S.</li> <li>• M.M. Robinson H.S.</li> <li>• Notre Dame Catholic S.S.</li> </ul>


 <b>PROGRAMS</b>	<b>DESCRIPTION</b>	<b>PROGRAM PLANNING</b>	
		<b>AREA</b>	<b>LOCATION</b>
Specialist High Skills Major – <b>Justice, Community Safety &amp; Emergency Services (Canadian Forces Co-op. Education)</b>	<p><b>The Community Safety &amp; Emergency Services SHSM is a two-year program that will provide students of all pathway destinations with an opportunity to explore community safety service (corrections), fire service, law enforcement service, the medical service (paramedic), and military service. One of the primary focuses of the program will be the one semester co-op with the Canadian Forces. This co-op offers the opportunity to earn money while completing basic military training.</b></p> <p><b><u>Note:</u> If the student’s future pathway includes firefighting or paramedics, a Senior Science course is also required.</b></p>	<b>South</b>	<b>White Oaks Secondary School, Oakville</b>
		<b>North</b>	Georgetown District High School, Georgetown
Specialist High Skills Major – <b>Construction</b>	<p>You can specialize in one of three different areas, which can all lead two any post secondary destination:</p> <p><b><u>Carpentry</u></b></p> <p>Students can focus in the area of Carpentry in the SHSM program.</p> <p><b><u>Electrical</u></b></p> <p>This is a dual credit program with Mohawk College. Both, a college and a high school teacher teach it.</p> <p><b><u>Heating, Ventilation and Air Conditioning (HVAC)</u></b></p> <p>The HVAC Program is an innovative program allowing students to experience the opportunities available in all pathways within this sector. Students are exposed to opportunities dealing with residential and commercial furnaces, air conditioners and ventilation systems as well as being introduced to gas fitting.</p>	<b>West</b>	<p><b><u>Burlington:</u></b></p> <ul style="list-style-type: none"> <li>• M.M. Robinson H.S. (Electrical and HVAC are dual credit with Mohawk College)</li> </ul>


 <b>PROGRAMS</b>	<b>DESCRIPTION</b>	<b>PROGRAM PLANNING</b>	
		<b>AREA</b>	<b>LOCATION</b>
Specialist High Skills Major – <b>Energy</b>	This program exposes students to careers in the energy sector including topics such as energy generation, energy consumption and energy conservation. Students will learn about the variety of available careers from all pathway destinations, the economic, environmental, and societal impacts of energy use as well as alternative energy sources.	<b>North</b>	<u>Milton</u> Bishop Reding Catholic Secondary School
		<b>West</b>	<u>Oakville</u> • T.A. Blakelock H.S.




 <b>PROGRAMS</b>	<b>DESCRIPTION</b>	<b>PROGRAM PLANNING</b>	
		<b>AREA</b>	<b>LOCATION</b>
Specialist High Skills Major – <b>Environment</b>	The Environment Specialist High Skills Major is a provincial initiative designed for students who have a passion for the environment and are looking for challenges and experiences applying their knowledge outside of the traditional classroom. Each program has a slightly different focus and credit package but includes such topics as environmental leadership, earth science and healthy active living. Students will develop skills to promote environmental awareness, develop healthy lifestyle choices, explore the human impact on the environment and generate a willingness to become active in local environmental initiatives.	<b>North</b>	<u><b>Georgetown</b></u> <ul style="list-style-type: none"> <li>Georgetown District H.S. (EARTH Program)</li> </ul>
		<b>West</b>	<u><b>Burlington</b></u> <ul style="list-style-type: none"> <li>Aldershot H.S. Royal Botanical Gardens ECO-Studies Program</li> <li>Gary Allan H.S. Bronte Creek Project – Camp Sidrabene</li> </ul>
Specialist High Skills Major – <b>Health &amp; Wellness</b>	<b>These programs provide students with an interest in health care an opportunity to explore topics and issues related to health care, science, fitness and technology. Students learn through in-class learning and practical application the special skills required to pursue a career in this field in any pathway destination. There is also a focus on overall wellness.</b>	<b>East</b>	<u><b>Oakville:</b></u> <ul style="list-style-type: none"> <li>St. Ignatius of Loyola Catholic S.S.</li> <li>Oakville Trafalgar H.S.</li> <li>St. Thomas Aquinas Catholic S.S.</li> <li><b>White Oaks S.S.</b></li> </ul>
		<b>West</b>	<u><b>Burlington:</b></u> <ul style="list-style-type: none"> <li>M.M. Robinson H.S.</li> <li>Robert Bateman H.S.</li> </ul> (can receive Personal Support Worker certification)

See the guidance department or visit [www.schooltocareer.ca](http://www.schooltocareer.ca) for more detailed course/program information. To apply for these programs, go to [www.onsorts.ca](http://www.onsorts.ca)

 <b>PROGRAMS</b>	<b>DESCRIPTION</b>	<b>PROGRAM PLANNING</b>	
		<b>AREA</b>	<b>LOCATION</b>
Specialist High Skills Major - <b>Horticulture &amp; Landscaping</b>	<b>This program offers training for students in many areas of landscaping and is intended for students in all pathways including landscape architecture or technology. An emphasis is placed on exploring related careers through experiential learning. The program is two semesters in length with a summer internship coop placement.</b>	<b>East</b>	<b><u>Oakville:</u></b> • White Oaks S.S. (Dual Credit with Humber College)
		<b>North</b>	<b><u>Milton:</u></b> • E.C. Drury H.S. (Dual Credit with Humber College)
		<b>West</b>	<b><u>Burlington:</u></b> • Notre Dame Catholic S.S.
Specialist High Skills Major - <b>Hospitality &amp; Tourism</b>	<b>The Specialist High Skills Major in Hospitality &amp; Tourism allows students to make informed career choices in the Hospitality sector. They will acquire effective communication skills, demonstrate safe operation of industry equipment, food handling, business inventory controls, safety &amp; sanitation and economical and environmental controls.</b>	<b>East</b>	<b><u>Oakville:</u></b> • White Oaks S.S.
		<b>North</b>	<b><u>Georgetown:</u></b> • Georgetown District H.S. <b><u>Milton:</u></b> • E.C. Drury H.S.
		<b>West</b>	<b><u>Burlington:</u></b> • Robert Bateman H.S. • Notre Dame Catholic S.S.
Specialist High Skills Major – <b>Information and Communications Technology</b>	This program pathway provides students with the skills and knowledge needed to proceed to a variety of careers in the Communications and Information Technology sector, including computer engineering and programming, animation, audio engineering, photography, film/video production, desktop publishing and graphic design.  Students will experience hands-on how to transfer information using electronic, live, and graphic communication methods.	<b>East</b>	<b><u>Oakville</u></b> • T.A. Blakelock H.S.
		<b>North</b>	<b><u>Acton</u></b> • Acton District H.S. <b><u>Milton</u></b> • Bishop Reding S.S. • E.C. Drury H.S. <b><u>Georgetown</u></b> Christ the King Catholic S.S.
		<b>West</b>	<b><u>Burlington</u></b> • Assumption Catholic S.S. • Notre Dame Catholic S.S.

 <b>PROGRAMS</b>	<b>DESCRIPTION</b>	<b>PROGRAM PLANNING</b>	
		<b>AREA</b>	<b>LOCATION</b>
Specialist High Skills Major - <b>Manufacturing</b>	<b>The Manufacturing Specialist High Skills Major offers secondary school students entering grade 11 a unique opportunity to integrate the skills and knowledge learned in math, science, business and technology in a diversified manufacturing environment. Students will be exposed to an understanding of potential career directions for all pathways, blueprint literacy, team building and problem solving. Topics covered include design, computer assisted design, precision measurement and layout, hand and machine tools and welding and fitting.</b>	<b>East</b>	<u><b>Oakville</b></u> • <b>White Oaks S.S. (Dual Credit Program with Sheridan College)</b>
		<b>North</b>	<u><b>Milton</b></u> • Milton District H.S.
		<b>West</b>	<u><b>Burlington:</b></u> • Burlington Central H.S (Dual Credit with Mohawk College) • M.M. Robinson H.S.
Specialist High Skills Major - <b>Non-Profit</b>	This program will provide students with tools to become engaged community members and will help them to identify and analyse problems, propose viable solutions and be active change participants.	<b>East</b>	<u><b>Oakville</b></u> • Abbey Park H.S.
		<b>North</b>	<u><b>Milton</b></u> • Milton District H.S. • E.C. Drury H.S.
		<b>West</b>	<u><b>Burlington:</b></u> • M.M. Robinson H.S.
Specialist High Skills Major – <b>Transportation</b>	<b>The Transportation Specialist High Skills major focuses on the motive power. This program provides students with a strong foundation in the service; repair and modification of vehicles and vehicle systems related to the organization and management of transportation services and mass transit systems.</b>	<b>East</b>	<u><b>Oakville</b></u> • <b>White Oaks S.S. (Dual Credit with Mohawk College)</b>
		<b>North</b>	<u><b>Georgetown</b></u> • Georgetown District H.S. • <u><b>Milton</b></u> • Bishop Reding Catholic S.S.

 <b>PROGRAMS</b>	<b>DESCRIPTION</b>	<b>PROGRAM PLANNING</b>	
		<b>AREA</b>	<b>LOCATION</b>
		<b>West</b>	<u><b>Burlington</b></u> <ul style="list-style-type: none"> <li>• Nelson H.S.</li> <li>• M.M. Robinson H.S. (Dual Credit with Mohawk College)</li> <li>• Robert Bateman H.S.</li> </ul>

See the guidance department or visit [www.schooltocareer.ca](http://www.schooltocareer.ca) for more detailed course/program information. To apply for these programs, go to [www.onsorts.ca](http://www.onsorts.ca)



**CONCENTRATED OYAP**

Concentrated OYAP students have the opportunity to earn secondary school credits and credit for the first level of Academic Apprenticeship Training concurrently. These programs require a minimum of 4 in-school credits + 2 co-op credits in grade 11, 12 or 12+.


These courses can cost between \$2,000 and \$6,000 when taken at community colleges and private vocational schools.


Concentrated OYAP programs are offered at designated schools throughout the region. Students must be prepared, if necessary, to attend a school that offers the Concentrated OYAP program in grade 11, 12 or 12+ . A fee is charged for the materials and certifications that the student receives during the course. The course will do the following:


- prepare for academic success in the apprenticeship courses
- earn advanced academic standing in the first apprenticeship course usually taught at a local community college
- **receive special safety and first aid training & certification**


Please see the School to Career guidance counsellor in your school for more information or go to [www.schooltocareer.ca](http://www.schooltocareer.ca) to obtain more information.

To apply for the OYAP programs below, you can go to [www.onsorts.ca](http://www.onsorts.ca).

 <b>Programs</b>	<b>DESCRIPTION</b>	<b>PROGRAM PLANNING</b>	
		<b>SEMESTER 1 START</b>	<b>SEMESTER 2 START</b>
<b>Auto Body &amp; Automotive Painter OYAP *</b>	This prepares students for jobs/apprenticeships in auto body repairer, auto body & collision damage repairer or automotive painter.	<b>Program Location:</b> <b>Robert Bateman **</b>  - 2 grade 11 Auto Body credits  Continues in Sem. 2 with:  - 2 grade 12 Auto Body credits  - 2 Coop credits	
<b>Chef / Baker OYAP</b>	This prepares students for jobs/apprenticeships as cooks, chefs, patisserie, or baker. It is also excellent preparation for students wishing to enter a Culinary Arts diploma program at a community college.	<b>Program Location:</b> <b>Robert Bateman</b>  4 hospitality credits+ coop in semester 2	

	DESCRIPTION	PROGRAM PLANNING	
Programs		SEMESTER 1 START	SEMESTER 2 START
<p><b>*Carpentry/Cabinet Making</b> OYAP</p>	<p>This prepares students for careers /apprenticeships in carpentry, cabinet making, or framing and prepares students for similar programs offered at the college level.</p>	<p><b>Program Location:</b> <b>M.M. Robinson**</b> <b>(Carpentry only)</b> 2 grade 11 Construction credits</p> <p>Continues in Sem. 2 with: - 2 grade 12 Construction credits - 2 Coop credits</p>	<p><b>Program Location:</b> <b>Georgetown District</b></p> <p>4 credits + 2 summer coop</p>
<p><b>Child and Youth Worker</b> OYAP</p>	<p>Earn credits towards apprenticeship, secondary school and college. Students are signed as apprentices and earn Mohawk College CYW credits.</p>		<p><b>Program Location:</b> <b>Bishop P. F. Reding</b></p> <p>4 credit coop + college credits</p>
<p><b>Early Childhood Educator / Child Development Practitioner</b> OYAP</p>	<p>This program prepares students to work as Early Childhood Educators by teaming up with either Seneca College, Mohawk College or Sheridan College in a dual credit program.</p>		<p><b>Program Locations:</b></p> <p><b><u>Apprenticeship Program</u></b> ➤ Bishop P. F. Reding</p> <p><b><u>College Program</u></b> ➤ At L.B. Pearson H.S. together with Mohawk College ➤ At Sheridan College together with White Oaks S.S.</p>

	DESCRIPTION	PROGRAM PLANNING	
Programs		SEMESTER 1 START	SEMESTER 2 START
<b>Electrical OYAP</b>	This program is designed to prepare students for apprenticeships in the electrical field and prepares students for Electrical programs at the college level.	<b>Program Location:</b> ➤ <b>Bishop P.F. Reding</b> 4 credits + 2 summer coop  or  ➤ <b>M.M. Robinson</b> 2 grade 11 Electrical credits  Continues in Sem. 2 with: <ul style="list-style-type: none"> <li>• 2 grade 12 Electrical credits</li> <li>• 2 Coop credits</li> </ul>	<b>Program Location:</b> <b>Bishop P.F. Reding</b> 4 credits + 2 summer coop
<b>Hairstylist OYAP</b>	This program is designed to help student prepare to become hairstylist. It teaches the level one and level 2 apprenticeship curriculum as well as the Ontario curriculum. They have an opportunity to write exemption exams for Hairstylist. It is also excellent preparation for students wishing to study aesthetics at college.	➤ <b>M.M. Robinson, Notre Dame, Robert Bateman</b> ➤ <b>Abbey Park, St. Thomas Aquinas, White Oaks</b> ➤ <b>Bishop P. F. Reding, E.C. Drury, Georgetown District</b>  <b>Check with guidance to see which semester they are offered.</b>	
<b>* HVAC OYAP</b>	This Heating, Ventilation, Air Conditioning program is designed to prepare students for a career in the HVAC industry.	<b>Program Location:</b> <b>M.M. Robinson</b>  <b>2 part program</b> 2 in-school HVAC credits each semester and minimum of 2 coop credits	

	DESCRIPTION	PROGRAM PLANNING	
Programs		SEMESTER 1 START	SEMESTER 2 START
<p><b>*Precision Machining/Millwright OYAP</b></p>	<p>This program is specifically designed to help students with careers as general machinists, tool &amp; die, or millwrights. It is also excellent preparation for many other industrial sector apprenticeships as well as similar college and university programs.</p>	<p><b>Program Locations:</b> <b>M.M. Robinson **</b></p> <p><b>2 part program</b> 3 credits each semester + coop</p>	
<p><b>*Transportation OYAP</b></p>	<p>This prepares students for careers / apprenticeships as automotive service technicians, marine, motorcycle, truck and coach, small engine apprenticeships. It is also excellent preparation for most other Motive Power sector apprenticeships. Students at M.M. Robinson and White Oaks S.S. are Dual Credit programs with Mohawk College where students are taught Level 1 Apprenticeship program for Auto Service Technician.</p>	<p><b>Program Location:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Georgetown District **</b></li> <li>➤ <b>M.M. Robinson, Burlington **</b></li> </ul> <p><b>2 part program</b> begins in semester 1 with 2 credit transportation each semester + minimum 2 credit coop</p>	<p><b>Program Locations:</b></p> <ul style="list-style-type: none"> <li>➤ <b>White Oaks</b></li> </ul> <p><b>2 part program</b> begins in semester 2 with 2 credit transportation each semester + minimum 2 credit coop</p>
<p><b>Welding OYAP</b></p>	<p>This prepares students for careers or apprenticeships as welders or welder fitters. This also provides excellent preparation for the Precision Machining/Millwright OYAP program or Welding Technician programs at college.</p>	<p><b>Program Location:</b> <b>Loyola</b></p> <p>4 manufacturing credits + coop in semester 2</p>	



**OTHER SPECIALTY SCHOOL TO CAREER PROGRAMS**

<b>PROGRAMS</b> (* can also be a SHSM program)	<b>DESCRIPTION</b>	<b>PROGRAM PLANNING</b>	<b>STUDENTS HAVE THE OPPORTUNITY TO:</b>
<b>Bronte Creek Project **</b>	<p><b>Program Location:</b>  <b>Gary Allan High School - Camp Sidrabene,</b>  <b>5100 Appleby Line, Burlington</b>  <b>Program begins in semester 1 or 2</b>                      *Students are recommended to consider the Environmental Specialist High Skills Major as part of their BCP experience. All pathways destinations are available.</p> <p>See guidance department or visit <a href="http://www.schooltocareer.ca">www.schooltocareer.ca</a> for more detailed course info.                      See also:  <a href="http://www.brontecreekproject.org">www.brontecreekproject.org</a></p>	<p>This an Environmental Education and Leadership program appropriate for grade 11 or grade 12 students.</p> <p>This is a program designed for students who have a passion for the environment and are looking for challenges and experiences in applying their knowledge outside of the traditional classroom.</p> <p><b>Student Fees:</b> Please look on the website for up to date information.</p>	<ul style="list-style-type: none"> <li>• Explore the Natural Environment and debate environmental issues,</li> <li>• Learn in an outdoor classroom</li> <li>• Teach elementary students in the <i>Earthkeepers</i> program</li> <li>• Develop Group Skills</li> <li>• 5 day adventure trip in Algonquin Park or Temagami</li> <li>• Gain First Aid /CPR and Leadership Training</li> <li>• Go rock climbing, snowshoeing, hiking, canoeing and learn how to use cutting edge GPS systems</li> </ul>

<b>PROGRAMS</b> (* can also be a SHSM program)	<b>DESCRIPTION</b>	<b>PROGRAM PLANNING</b>	<b>STUDENTS HAVE THE OPPORTUNITY TO:</b>
<b>Trailhead</b>	<p><b>Program Location:</b>  <b>Gary Allan High School - Camp Sidrabene,</b>  <b>5100 Appleby Line, Burlington</b>  <b>Program begins in semester 1 or 2.</b></p> <p><b>Earn Four Credits</b>                      (3 compulsory credits)</p> <p>See guidance department or visit <a href="http://www.schooltocareer.ca">www.schooltocareer.ca</a> for more detailed course info.                      See also: <a href="http://www.brontecreekproject.org">www.brontecreekproject.org</a></p>	<p>This an Environmental Education and Leadership program appropriate for grade 10 students.</p> <p>This is a program designed for students who have a passion for the environment and are looking for challenges and experiences in applying their knowledge outside of the traditional classroom.</p> <p><b>Student Fees:</b> Please look on the website for up to date information.</p>	<ul style="list-style-type: none"> <li>• explore your community</li> <li>• hands on learning</li> <li>• wilderness travel</li> </ul> <p><b>Some other Program Highlights Include:</b></p> <ul style="list-style-type: none"> <li>• Participate in a 4-5 day wilderness canoe trip in Algonquin Park</li> <li>• Teaching the Novice Earthkeepers Program to grade 4 students</li> <li>• Keeping a journal throughout the semester</li> <li>• Exploring English class outdoors</li> <li>• Working as a Team</li> <li>• Exploring different careers</li> <li>• Participating in the design and implementation of a community civics project to make a difference!</li> </ul>
<b>Canadian Forces Coop **</b>	<p>Program offers students a chance to explore possible careers in the military while earning Canadian Forces qualifications and secondary school credits.</p> <p>Students must have at least 15 Credits, be a Canadian citizen and be 16 years of age at the time of application for this program.</p> <p>*Application form is available on <a href="http://www.schooltocareer.ca">www.schooltocareer.ca</a> and should be given to your guidance counsellor.</p>	<p><b>Canadian Forces – North **</b></p> <p>Students earn 4 coop credits (located in Georgetown)</p> <p><b>Canadian Forces – South **</b></p> <p>Students earn 2 coop, one physical education and one English credit (located in Burlington)</p> <p>Please go to <a href="http://www.schooltocareer.ca">www.schooltocareer.ca</a> for more up to date information on these programs.</p>	<ul style="list-style-type: none"> <li>• earn Canadian Forces qualifications and secondary school credits at the same time</li> <li>• be paid for Co-op component of program</li> <li>• explore summer employment</li> <li>• explore careers in the Armed Forces</li> </ul>

PROGRAMS  (* can also be a SHSM program)	DESCRIPTION	PROGRAM PLANNING	STUDENTS HAVE THE OPPORTUNITY TO:
<b>Construction Transition</b>	The Construction Transition program is a four-credit coop program that provides a unique opportunity for students to explore a career in the construction industry.	<b>Program location: Bishop P.F. Reding</b> in semester 2.  4 credit coop	<ul style="list-style-type: none"> <li>• Improve employability skills</li> <li>• Homebuilding and carpentry skills</li> <li>• Leadership skills and team work Skills</li> <li>• Build self-confidence</li> </ul>
<b>LINK</b>	LINK is a Cooperative Education program in which high school students are part of a team that develops, markets and delivers a specialized program to elementary students. Each team represents a sponsoring organization. You are the individual who LINK's the business world and the school in partnership	Students earn 2 Cooperative Education credits.	<ul style="list-style-type: none"> <li>• explore science &amp; environmental issues</li> <li>• explore entrepreneurship</li> <li>• work as a team</li> <li>• use creative skills in designing, marketing, and presenting</li> </ul>



**Part 10: Course Offerings Through Gary Allan High School - Adult, Alternative and Community Education Programs:**

The options available to students who wish to consider alternative methods for earning credits include:

***Excel Program***

This is a continuous intake, full day, off campus co-op program for students 16 years of age or older. It serves as a temporary intervention so that students can stay registered in school, continue to earn credits and later re-integrate into conventional, alternative or vocational school settings. Students are referred to the program by their home school administration or school team.

**Self-Reliant and Adult Programs**

Adolescent or adult students who require a flexible schedule or who may not be able to get a particular course at their home high school may consider adult learning. These courses are offered at sites in Burlington, Halton Hills, Milton and Oakville. For more information see your guidance counsellor or visit the website at [www.garyallan.ca](http://www.garyallan.ca)

## **White Oaks Secondary School**

### ***SCORE***

A program for 14-15 year old students who have struggled in terms of attendance and credit accumulation for at least one semester in a Halton District School Board secondary school. The program operates in the 4 communities of Halton through Gary Allan High School and accommodates small class sizes at any given time. The program provides for individualized instruction in compulsory courses, credit recovery opportunities, and co-op or work experience opportunities. Students are referred to the program by their home school administration or school team.

### ***SMART (Student Mentorship and Re-engagement for Transitions)***

A program for 16-20 year old students who have struggled in terms of attendance and credit accumulation for several semesters. Students are referred directly from their HDSB secondary school (under 18 and/or enrolled in a Halton Secondary School) or can call their community Gary Allan site for an intake appointment (over 18 and not enrolled in school). The program provides instruction in compulsory credits and has a specific focus on developing learning skills necessary for success. For more information, speak to guidance, visit the website at [www.garyallan.ca](http://www.garyallan.ca) or call Kevin Rogers, Program Head, at 905-632-2944

### ***STEP (Secondary Teen Education Program)***

Alternative learning offers credit programs for students ages 16 to 20 at community sites in Burlington, Halton Hills, Milton, and Oakville. STEP is for students who are able to work independently, attend regularly and contribute to a positive learning environment. For more information, speak to guidance, visit the website at [www.garyallan.ca](http://www.garyallan.ca) or call Brenda Deshane at 905-632-2944.

### ***TEAM (Teen Education and Motherhood)***

Alternative learning offers credit programs for pregnant teen moms and young mothers at locations in Burlington and Halton Hills. Free childcare for infants and pre-schoolers is provided. For more information, contact the Guidance Department, visit the website at [www.garyallan.ca](http://www.garyallan.ca)

### ***TREX (Trades Exploration)***

A program for students aged 16 - 20 years old interested in a trade as a future career area after high school. This practical hands on program consists of technology credits, academic work and co-operative education. Options available are construction and landscaping in Burlington only. For more information visit our web site at [www.garyallan.ca](http://www.garyallan.ca).

### ***PEAK (Partnering Empowerment and Knowledge)***

Aimed at students aged 16-20, the PEAK program provides a focus on literacy, self-discovery and community building. Beginning with an intake/interview and orientation process during the first month of the semester, students can earn three credits during their tenure in this program. Credits offered include English, leadership and peer support and managing personal and family resources. Currently, this program is only available at the Burlington site. For program information, visit [www.garyallan.ca](http://www.garyallan.ca) or call the Burlington site to speak with the site head or program leader.

### ***Night School***

Credit courses are offered in a limited number of grades 11 or 12 subjects in a limited number of secondary schools in the district. Classes operate on Monday and Wednesday evenings from 6:30 p.m. to 9:30 p.m. *Course offerings are often co-ordinated with the Halton Catholic District School Board. Visit the Guidance Department in your school or the website at [www.garyallan.ca](http://www.garyallan.ca) or [www.hdsb.ca](http://www.hdsb.ca) for more information.*

**Summer School**

Summer school courses are available for students who wish to earn additional credits, retake courses they have not successfully completed, improve achievement in a course, or to take transfer courses. Full-credit courses are offered for four weeks in July and consist of 110 hours. Retake courses, for students earning at least 40% in the course in question, are 2 weeks in duration (55 hours of instruction). We do not offer Grade 12 retake courses.

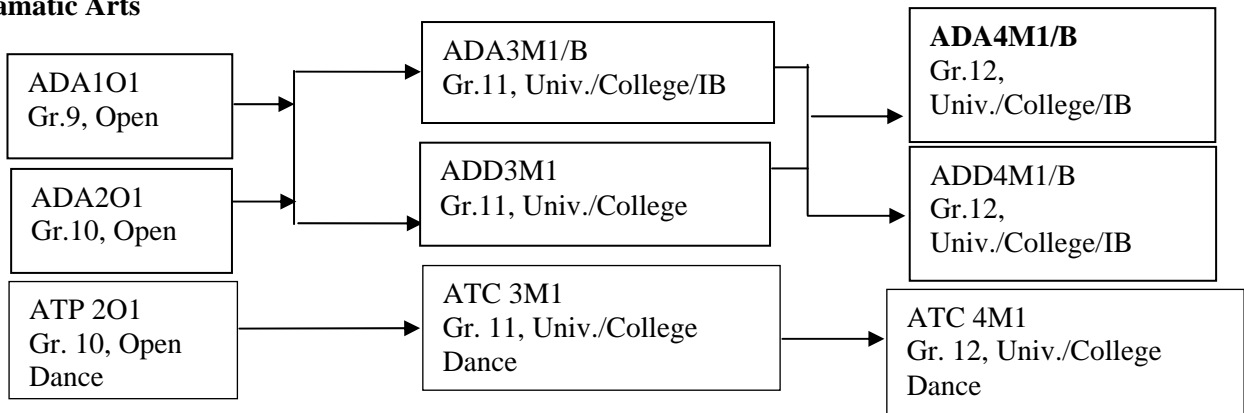
**Please note** Summer school classes only run if we have sufficient student enrolment and teacher availability. Visit the Guidance Department or the website at [www.garyallan.ca](http://www.garyallan.ca) or [www.hdsb.ca](http://www.hdsb.ca) for more information.

<b>Gary Allan High School - Quick Phone Reference: Adult, Alternative and Community Education Program</b>			
<b>Key Sites</b>		<b>TEAM (Teen Education And Motherhood)</b>	
Burlington	905-632-2944	Burlington	905-632-5000 X624
Halton Hills	905-873-8783	Halton Hills	905-873-8783
Milton	905-878-1480		
Oakville	905-845-7542	<b>Bronte Creek Project/Trailhead</b>	905-331-3500
<b>STEP (Secondary Teen Education Program)</b>		<b>Night School/Summer School</b>	
Burlington	905-681-1140	905-632-2944	
Milton	905-693-1921		
Oakville	905-339-0313		

**Part 11: Course Descriptions**

**ARTS**

**Dramatic Arts**



**Grade 9, Dramatic Arts**

**(Open)**

**ADA 101**

This course emphasizes the active exploration of dramatic forms and techniques, using material from a wide range of authors, genres, and cultures. Students will construct, discuss, perform, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

**Prerequisite:** none

**Grade 10, Dramatic Arts**

**(Open)**

**ADA 201**

This course requires students to actively explore dramatic forms and techniques, using their own ideas and concerns as well as sources selected from a wide range of authors, genres, and cultures. Student learning will include identifying and using the principles of space, time, voice, and movement in creating, sustaining, and communicating authentic roles within a drama. Students will assume responsibility for decisions made in the creation and presentation of the drama, and will analyse and reflect on the experience.

**Prerequisite:** none

**Grade 11, Dramatic Arts**

**(University/College Preparation/IB) ADA 3M1**

This course requires students to create and to perform dramatic presentations. Students will analyse, interpret, and perform works of drama from various cultures including Western plays from around 1900. Students will also do research on different acting styles and conventions for their presentations, create original works, and analyse the functions of playwright, director, actor, producer, designer, technician, and audience. This course will culminate with students staging productions for the community during a One Act Play night.

**Prerequisite:** ADA 101 or ADA 201

**Grade 12, Dramatic Arts**

**(University/College Preparation/IB) ADA 4M1**

This course requires students to experiment with forms and conventions in dramatic literature, and to create/adapt and present dramatic works. Students will do research on dramatic forms, conventions, themes, and theories of acting and directing from different historical periods, and apply their knowledge of these in analyzing and interpreting dramatic literature, including Canadian works and works from various cultures in the late twentieth century. Students will also examine the significance of dramatic arts in various cultures. This course will culminate with students staging productions for the community during a One Act Play night.

**Prerequisite:** ADA 3M1 or ADD 3M1 or permission of the instructor

**Grade 11, Dramatic Arts, Performance & Production (University/College Preparation) ADD 3M1**

This course requires students to create and to present dramatic works for our community. Students will do research on and study such types of contemporary theatre as docudrama and forum theatre. They will interpret and present works in a variety of dramatic forms; create and script original works; analyse the functions of playwright, director, actor, producer, designer, technician and audience. The production focus of this course will have students involved in the development of a full-scale production. Students will assume responsibility for various production roles, engage in the dynamics of an ensemble theatre company and perform the production to the community in evening performances. This course is for students with an interest in public performance and who have a strong commitment and excellent attendance. Optional field trips to professional theatres will be arranged as available.

**Prerequisite:** ADA101 or ADA201

**Grade 11, Dramatic Arts, Musical Theatre**

**(University/College Preparation)**

**ADB 3M1**

**Grade 12, Dramatic Arts, Musical Theatre**

**(University/College Preparation)**

**ADB 4M1**

**Grade 12, Dramatic Arts, Performance & Production (University/College Preparation/IB) ADD 4M1**

This course requires students to create and to present dramatic works for our community. Students will do research on and study such types of contemporary theatre as docudrama and forum theatre. They will interpret and

## White Oaks Secondary School

present works in a variety of dramatic forms; create and script original works; analyse the functions of playwright, director, actor, producer, designer, technician and audience. The production focus of this course will have students involved in the development of a full-scale production. Students will assume responsibility for various production roles, engage in the dynamics of an ensemble theatre company and perform the production to the community in evening performances. This course is for students with an interest in public performance and who have a strong commitment and excellent attendance. Optional field trips to professional theatres will be arranged as available.

**Prerequisite:** ADA 3M1 or ADD 3M1 or permission of the instructor

**Dance – Next offered**            **2017/2018**

**Gr. 10 Dance – Performance Practice**

**(Open)**

**ATP 201**

This course requires students to demonstrate an understanding of fundamental presentation and performance skills. They perform in settings that are appropriate for the students and for the pieces being performed. In their pieces, they demonstrate the basic movement skills of the dance form(s) being studied. They apply safety principles in their performances. Students observe and identify a broad spectrum of dance in performance and describe dance works using the language of dance criticism. They reflect on their own work and the work of others in performance.

**Prerequisite:** none

**Gr. 11 Dance**

**(University/College Preparation)**

**ATP 3M1**

This course emphasizes the development of technical, composition, and presentation skills in one or more world dance forms. Students will acquire and refine dance skills; compose and present increasingly complex dance works; interpret and evaluate a variety of dance presentations; and study the historical development of various dance forms and the function of dance in specific cultures.

**Prerequisite:** Dance, Grade 9 or 10, Open or permission of the instructor

**Gr. 12 Dance**

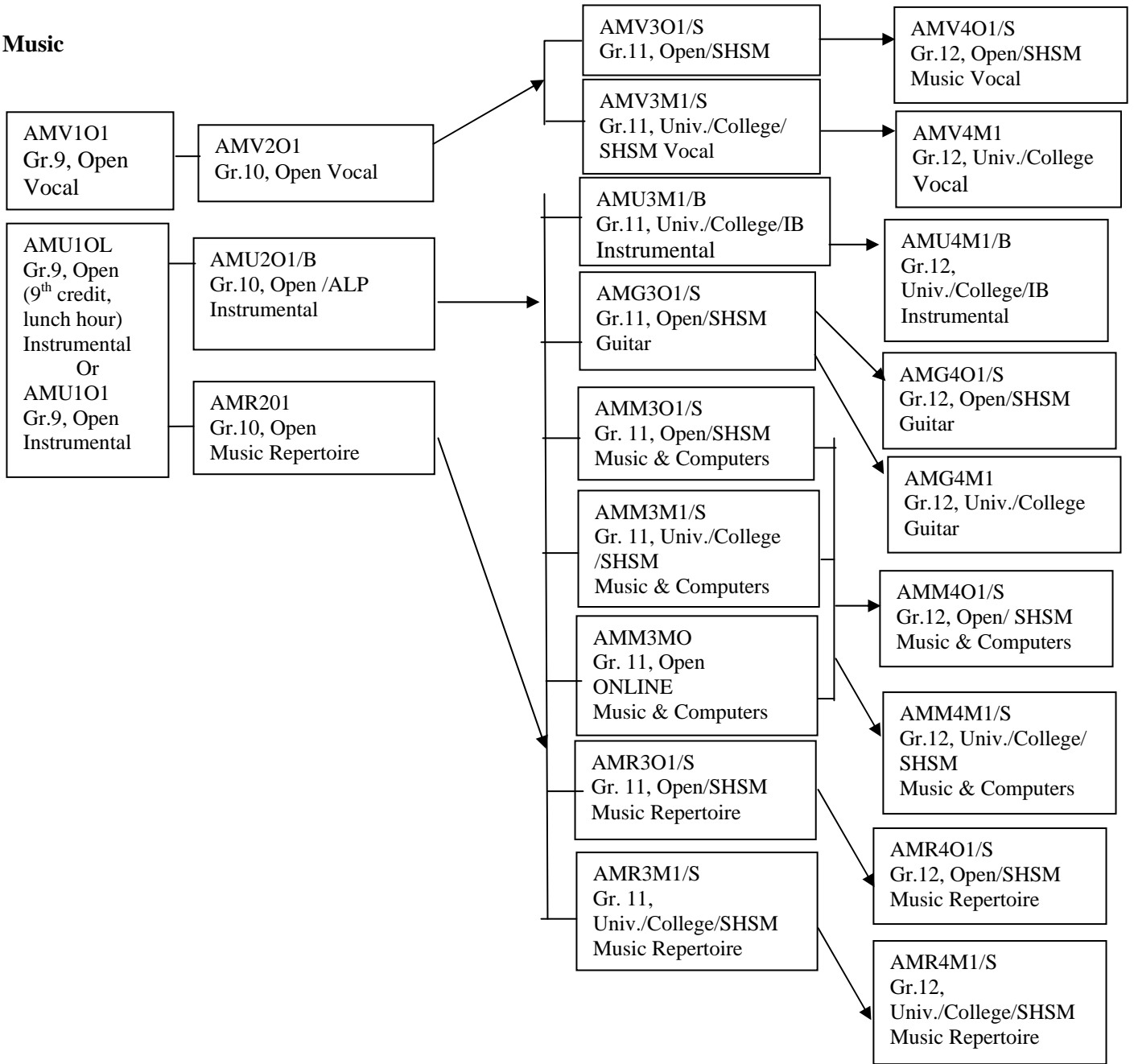
**(University/College Preparation)**

**ATP 4M1**

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

**Prerequisite:** Dance, Grade 11, University/College Preparation or permission of the instructor

**Music**





## MUSIC INSTRUMENTAL

### **Grade 9, Music, Instrumental** (Open – 9<sup>th</sup> Credit, lunch hour) **AMU 10L**

This course emphasizes performance of music at a level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology and history.

**This course is taken for half of the student's lunch time for the entire year and constitutes the 9<sup>th</sup> credit option.**

### **Grade 9, Music, Instrumental** (Open – one semester) **AMU 10I**

This course emphasizes performance of music at a level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology and history.

**This course is taken as one of the 8 credits for one semester only.**

### **Gr.10, Music Repertoire** **AMR 201**

This course emphasizes the appreciation, analysis and performance of various styles of music. Students will perform technical exercises and band repertoire, complete creative activities and evaluate live and recorded performances. Through performance they will increase their understanding of the element of music while developing their technical and imaginative ability. Participation in Intermediate or Concert Band is the primary component of this course. This course should be taken in conjunction with AMU 201. This course runs afterschool.

**Prerequisite:** Grade 9 Music

**Strongly Recommended Co-Requisite:** Grade 10 Instrumental Music

### **Grade 10, Music, Instrumental** (Open/ALP) **AMU 20I**

This course emphasizes performance of music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology, and history.

**Prerequisite:** Grade 9 music or permission of the instructor

### **Grade 11, Instrumental Music (Band)** (University/College Preparation/IB) **AMU 3M1**

This course emphasizes the appreciation, analysis, and performance of various kinds of music, including baroque and classical music, popular music, and Canadian and non-Western music. Students will perform technical exercises and appropriate repertoire, complete detailed creative activities, and analyse and evaluate live and recorded performances. They will continue to increase their understanding of the elements of music while developing their technical and imaginative abilities.

**Prerequisite:** Grade 9 or 10 Music, Instrumental

### **Grade 12, Instrumental Music** (University/College Preparation/IB) **AMU 4M1**

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers.

**Prerequisite:** Music, Grade 11, University/College Preparation or Open

### **Grade 11, Music and Computers I – Introductory** (Open/SHSM) **AMM 301/S**

In this introductory course students will explore the world of creating, arranging and editing music using virtual instruments and computer software. Students will learn the fundamentals of music and be involved in hands on

## White Oaks Secondary School

projects where they will compose music for film and commercial use primarily in contemporary styles and popular song forms. In addition, students will be introduced to audio engineering and recording using Cubase SE, Sibelius, Acid Pro and Pro Tools. This course is part of the SHSM program.

**Prerequisite:** Grade 9 or 10 Music or permission of the instructor

### **Grade 11, Music and Computers I – Introductory (University/College Preparation/SHSM) AMM 3M1/S**

In this introductory course students will explore the world of creating, arranging and editing music using virtual instruments and computer software. Students will learn the fundamentals of music and be involved in hands on projects where they will compose music for film and commercial use primarily in contemporary styles and popular song forms. In addition, students will be introduced to audio engineering and recording using Cubase SE, Sibelius, Acid Pro and Pro Tools.

**Prerequisite:** Grade 9 or 10 Music or permission of the instructor.

### **Grade 11, Music and Computers**

**(ONLINE)**

**AMM 3MO**

This course emphasizes the appreciation, analysis, and performance of various kinds of music, including baroque and classical music, popular music, and Canadian and non-Western music. Students will perform technical exercises and appropriate repertoire, complete detailed creative activities, and analyse and evaluate live and recorded performances. They will continue to increase their understanding of the elements of music while developing their technical and imaginative abilities. This course will explore the possibilities of composing and scoring music for film and television jingles using midi, loop and wave based technology plus visiting pre-production, post-production and mastering facilities in order research the employment possibilities of "Music and Computers".

**Prerequisite:** Music, Grade 9 or 10, Open

**Recommendation:** AMM3MO students are strongly encouraged to be enrolled in a senior music course at their home school; a computer at home with high-speed Internet and multimedia (CD-ROM, speakers, microphone) capability is recommended; twice-monthly face-to-face studio sessions required at Burlington Central High School.

### **Grade 12, Music and Computers**

**(Open/SHSM)**

**AMM 4O1/S**

This course is a continuation of the Grade 11 Music and computers course. Students will continue to explore the world of creating, arranging and editing music using virtual instruments and computer software. Students will develop skills necessary for the creation of music for film and video. They will continue to compose music for film and commercial use primarily in contemporary styles and popular song forms. In addition, students will continue their study of audio engineering and recording using Cubase SE, Sibelius, Acid Pro and Pro Tools. This course is also part of the SHSM program.

**Prerequisite:** Music and Computers, Grade 11, Open.

### **Grade 12, Music and Computers**

**(University/College Preparation/SHSM)**

**AMM 4M1/S**

This course is the natural continuation for students who have completed the AMM3M1 Music and Computer course or by permission of the instructor. This course emphasizes the appreciation, analysis, and composition of music for film. Students will concentrate on developing compositional and post production skills and the ability to work independently. They will complete complex creative projects involving film and live drama. Students will continue to develop their skills in composition through the use of sequencing and production software.

**Prerequisite:** Music and Computers, Grade 11, University/College Preparation or Open.

### **Grade 11, Music Repertoire**

**(University/College Preparation)**

**AMR 3M1/S**

This course emphasizes the appreciation, analysis, and performance of various kinds of music. Students will perform technical exercises and appropriate repertoire, complete detailed creative activities, and analyse and evaluate live and recorded performances. Through performance they will increase their understanding of the elements of music while developing their technical and imaginative ability. Participation in concert band is the primary component of this course. This course is also part of the SHSM program. This course runs afterschool.

**Prerequisite:** Grade 9 or 10 Instrumental Music

**Grade 12, Music Repertoire (University/College Preparation) AMR 4M1/S**

This is a continuation of the grade 11 Music repertoire course. This course emphasizes the appreciation, analysis, and performance of various kinds of music. Students will perform technical exercises and appropriate repertoire, complete detailed creative activities, and analyse and evaluate live and recorded performances. Through performance they will continue to increase their understanding of the elements of music while developing their technical and imaginative ability. Participation in concert band is a requirement of this course. This course is also part of the SHSM program. This course runs afterschool.

**Prerequisite:** Grade 9 or 10 Instrumental Music

**MUSIC VOCAL**

**Grade 9, Music –Vocal (Open) AMV 101**

This course emphasizes performance of music at a beginning level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology, and history.

**Grade 10, Music -Vocal (Open) AMV 201**

This course emphasizes performance of music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology, and history.

**Prerequisite:** Grade 9 music or permission of the instructor

**Grade 11, Music - Vocal/Choral (Open/SHSM) AMV 301/S**

This course develops students' artistic knowledge and skills through the performance of music and the preparation of music productions. Students will perform appropriate works, particularly works in contemporary popular styles. Independently and in groups, they will also plan, market, and produce music productions, making use of appropriate technology, and will evaluate the results.

**Prerequisite:** Music, Grade 9 or 10, Open

**Grade 11, Music - Vocal/Choral (University/College Preparation/SHSM) AMV 3M1/S**

This course emphasizes the appreciation, analysis, and performance of various kinds of music, including baroque and classical music, popular music, and Canadian and non-Western music. Students will perform technical exercises and appropriate repertoire, complete detailed creative activities, and analyse and evaluate live and recorded performances. They will continue to increase their understanding of the elements of music while developing their technical and imaginative abilities. This course is also part of the SHSM program.

**Prerequisite:** Music, Grade 9 or 10, Open

**Grade 12, Music – Vocal (Open/SHSM) AMV 401/S**

This course is a continuation of the Grade 11 vocal music course. This course develops students' artistic knowledge and skills through the performance of music and the preparation of music productions. Students will perform appropriate works, particularly works in contemporary popular styles. Independently and in groups, they will also plan, market, and produce music productions, making use of appropriate technology, and will evaluate the results. This course is also part of the SHSM program.

**Prerequisite:** Music, Grade 9 or 10, Open

**Grade 12, Music - Vocal (University/College Preparation/SHSM) AMV 4M1/S**

This course emphasizes the appreciation, analysis, and performance of music from the romantic period and the twentieth century, including art music, jazz, popular music, and Canadian and non-Western music. Students will

concentrate on developing interpretive skills and the ability to work independently. They will also complete complex creative projects.

**Prerequisite:** Music, Grade 11, University/College Preparation or Open

**Grade 11, Music – Guitar** (Open/SHSM) **AMG 301/S**

This course develops students’ artistic knowledge and skills through the performance of music and the preparation of music productions. Students will perform appropriate works, particularly works in contemporary popular styles. Independently and in groups, they will also plan, market, and produce music productions, making use of appropriate technology, and will evaluate the results. Students will be required to have their own acoustic guitar.

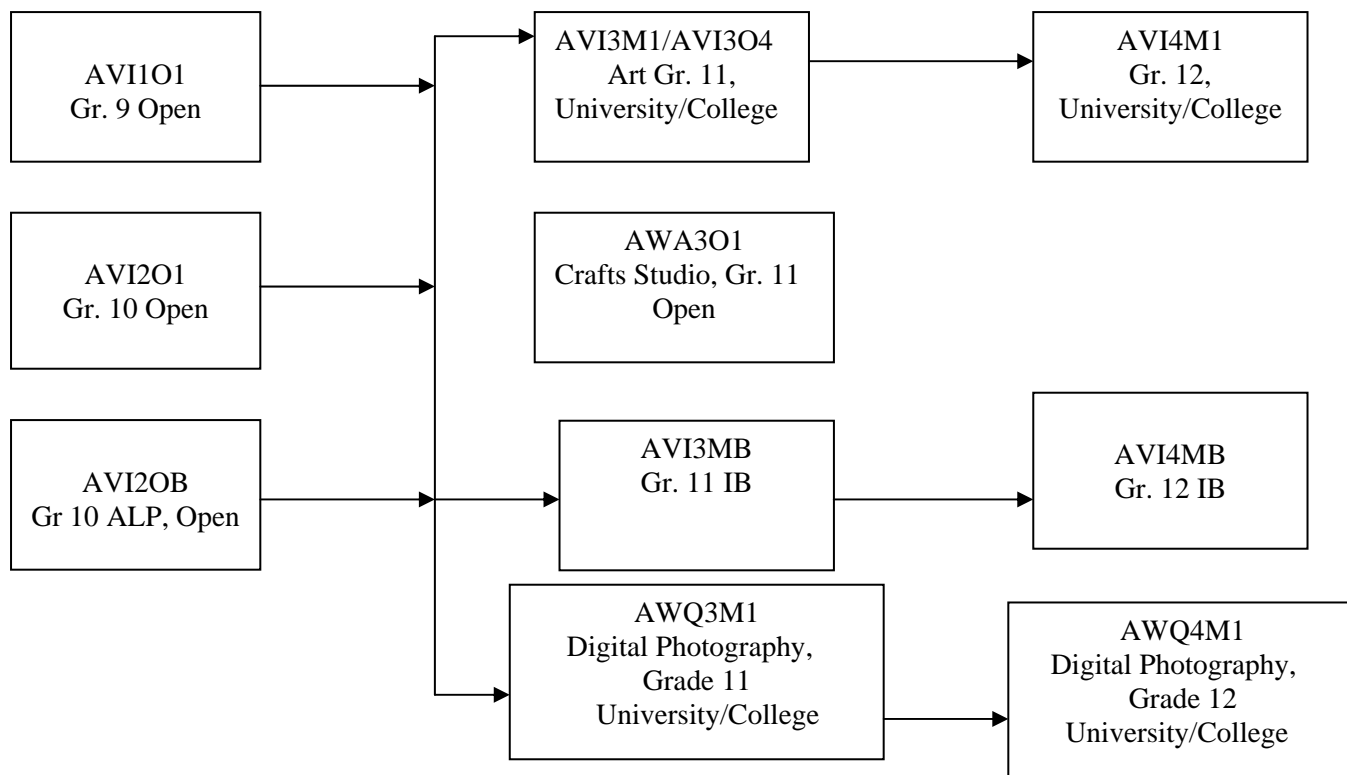
**Prerequisite:** Music, Grade 9 or 10, Open

**Grade 12 Music - Guitar** (University/College Preparation/SHSM) **AMG 4M1/S**

This course emphasizes the appreciation, analysis, and performance of music from the romantic period and the twentieth century, including art music, jazz, popular music, and Canadian and non-Western music. Students will concentrate on developing interpretive skills and the ability to work independently. They will also complete complex creative projects. Students will be required to have their own acoustic guitar.

**Prerequisite:** AMG301 or other grade 11 music course

**Visual Arts**



**Grade 9, Visual Arts** (Open) **AVI 101**

This course offers an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials through working with a

## White Oaks Secondary School

range of materials, processes, techniques, and styles. They will learn and use methods of analysis and criticism and will study the characteristics of particular historical art periods and a selection of Canadian art and the art of other cultures.

### **Grade 10, Visual Arts** (Open) **AVI 201**

This course emphasizes learning through practice; building on what students know; and introducing them to new ideas, materials, and processes for artistic thinking and experimentation. Student learning will include the refined application of the elements and principles of design, incorporating the creative and design processes, and the relationship between form and content. Students will also learn about the connections between works of art and their historical contexts.

**Prerequisite:** None

### **Grade 11, Visual Arts** (Open) **AVI 301**

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

**Prerequisite:** Visual Arts, Grade 9 or 10, Open

### **Grade 11, Visual Art** (University/College Preparation) **AVI 3M1**

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

**Prerequisite:** Visual Arts, Grade 9 or 10, Open

### **Grade 11, Digital Photography** (University/College Preparation) **AWQ 3M1**

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

**Prerequisite:** Visual Arts, Grade 9 or 10

### **Grade 12, Visual Arts** (University/College Preparation) **AVI 4M1**

This course focuses on the refinement of students' skills and knowledge in visual arts. Students will analyse art forms; use theories of art in analyzing and producing art; and increase their understanding of stylistic changes in modern and contemporary Western art, Canadian (including Native Canadian) art, and art forms from various parts of the world. Students will produce a body of work demonstrating a personal approach.

**Prerequisite:** Visual Arts, Grade 11, and University/College Preparation

### **Grade 11, Studio Arts** (Open) **AWA 301**

This course focuses on craft activities in using a variety of media. Students will create crafts that explore a wide range of subject matter, and will evaluate crafts, providing grounds for their aesthetic judgments. They will also examine historical and cultural contexts of Western crafts (including Canadian) and crafts from various world cultures to support their study in specific media. The emphasis will be on studio work. Areas to be covered may include stained glass, beading, pottery, textiles, papermaking/bookbinding, woodcarving and jewelry design.

**Prerequisite:** None

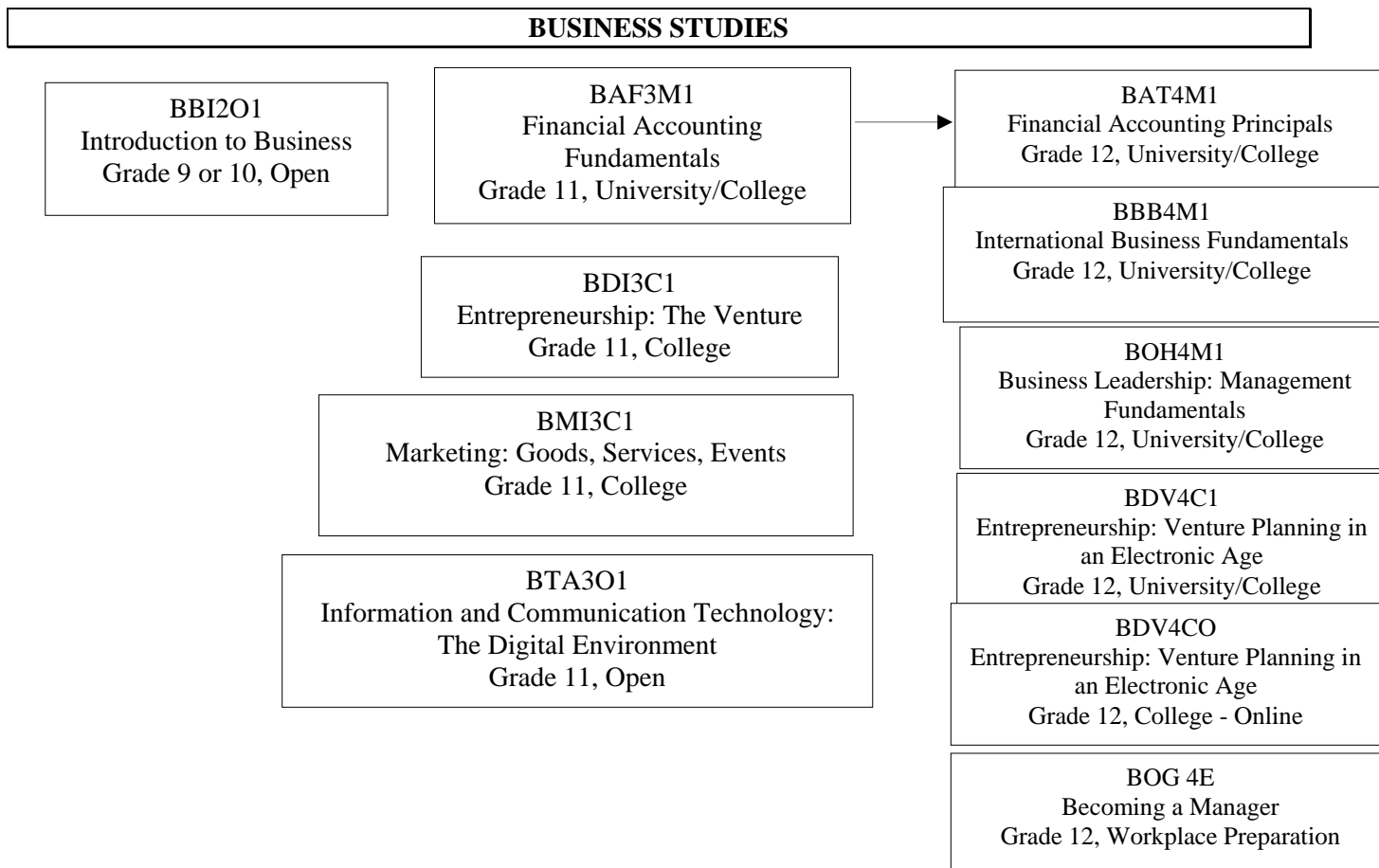
### **Grade 12, Digital Photography** (University/College) **AWQ 4M1**

This course focuses on the refinement of students' skills and knowledge in visual arts, specifically in DIGITAL PHOTOGRAPHY. Emphasis will be placed on non-traditional applications of photography, digital photography and new media, so that students experience photography from the fine arts perspective. Students will analyse art forms; use theories of art in analyzing and producing art; and increase their understanding of stylistic changes in

**White Oaks Secondary School**

modern and contemporary Western art, Canadian art, and art forms from various parts of the world. Students will produce a portfolio containing a body of work demonstrating a personal approach.

**Prerequisite:** Digital Photography, Grade 11, University/College (AWQ3M)



**Business Studies**

Students that complete six credit courses in business will be given a "Business Education Certificate" from White Oaks Secondary School. This certificate may be used to inform prospective employers and educational institutions of their focus on studies in business.

Eligible credits include:

Grade 10: Introduction to Business (BBI 2O1)

Grade 11: Introduction to Accounting (BAF 3M1)  
 Introduction to Marketing (BMI 3C1)  
 Understanding Canadian Law (CLU 3E1)  
 Entrepreneurial Studies (BDI 3C1)

Grade 12: Principles of Financial Accounting (BAT 4M1)  
 Organizational Behaviour and Human Resources (BOH 4M1)  
 Analyzing Current Economic Issues (CIA 4U1)  
 Canadian and International Law (CLN4U1)

Co-op: Any Co-op placement related to the previous courses

**Grade 10, Introduction to Business (Open) BBI 201**

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

**Prerequisite:** None

**Grade 11, Financial Accounting Fundamentals (University/College Preparation) BAF 3M1**

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

**Grade 11, Entrepreneurship: The Venture (College Preparation) BDI 3C1**

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

**Prerequisite:** None

**Grade 11, Marketing: Goods, Services, Events (College Preparation) BMI 3C1**

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

**Grade 12, Financial Accounting Principles (University/College Preparation) BAT 4M1**

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

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

**Grade 12, International Business Fundamentals (University/College Preparation) BBB 4M1**

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

**Prerequisite:** none

**Grade 12, Business Leadership: Management Fundamentals (University/College Preparation/SHSM) BOH 4M1/S**

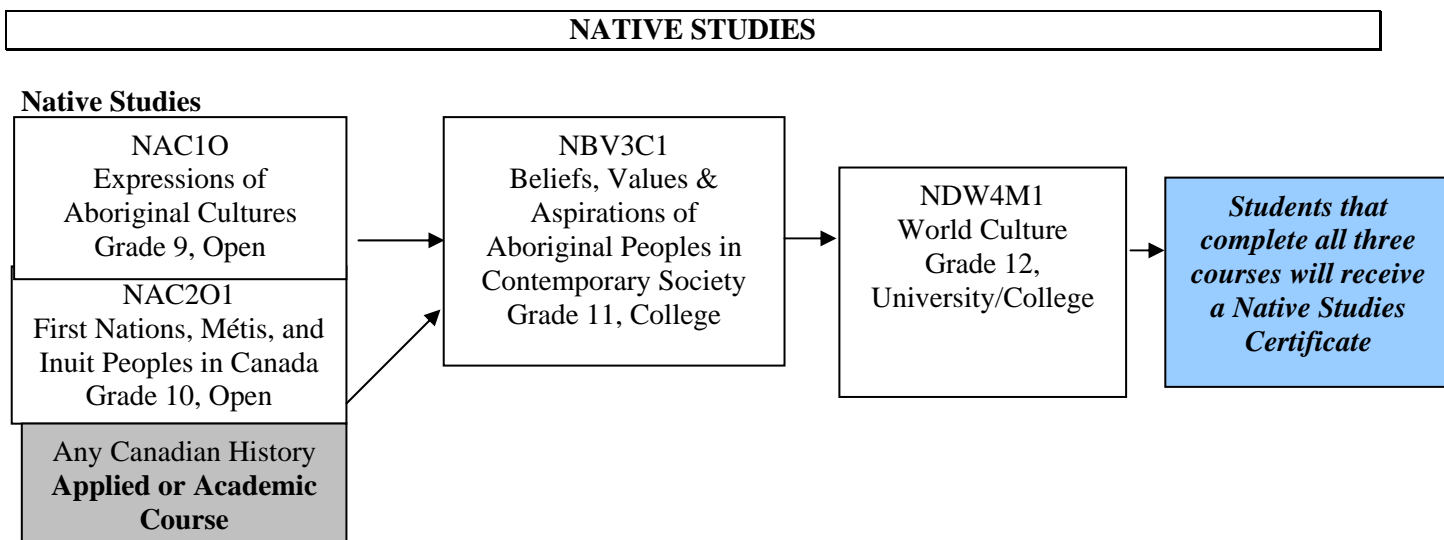
This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business with a focus on decision-making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business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

**Prerequisite:** none

**Grade 12, Entrepreneurship: Venture Planning in an Electronic Age–ONLINE (College Preparation)**  
**BDV 4CO**

This course provides students with the opportunity to develop and apply entrepreneurial skills through the creation of a venture plan that capitalizes on the potential of e-commerce. Students will research and identify an opportunity for a venture. They will then complete the components of a venture plan that includes a website.

**Prerequisite:** none



**Grade 9, Expressions of Aboriginal Cultures (Open) NAC 10**

This course will explore a variety of contemporary and traditional First Nations, Métis, and Inuit art forms such as news media, storytelling, installation and performance art. Students will examine the interrelationships between Aboriginal art forms and individual and cultural identities and values. They will create art works to express their own ideas and understanding of Aboriginal identity, relationships, and sovereignty by using a range of media, processes, techniques, and styles.

**Prerequisite:** None

**Grade 10, First Nations Métis, and Inuit Peoples in Canada (Open) NAC 20**

This course explores First Nations, Métis, and Inuit Peoples’ relationships with Canada from pre-contact to the 21<sup>st</sup> century. Students will examine social, economic, political and military interactions that impact the contemporary realities of Aboriginal people in Canada in relation to identity, culture, community, land and governance. Students will explore their own and other’ ideas using the historical inquiry process to think critically and respond responsibly about civic questions raised today as a result of the changing relationships.

**Prerequisite:** None

**Grade 11, Beliefs, Values and Aspirations of Aboriginal Peoples in Contemporary Society (College) NBV 3C**

This course focuses on the diverse beliefs, values, and aspirations between First Nations, Métis, and Inuit peoples of Canada and the political, economic, cultural and social challenges facing Aboriginal individuals and communities from various regions and cultures. By examining their own beliefs, values, and assumptions, the



world views of others and factors that influence world views, students will appreciate how traditional and contemporary beliefs and values influence present and future aspirations of Aboriginal peoples.

**Prerequisite:** Any Grade 10 or 11 History, Applied or Academic

**Grade 12, World Cultures and Communities Around the World**

**(University/College Preparation) NDW 4M**

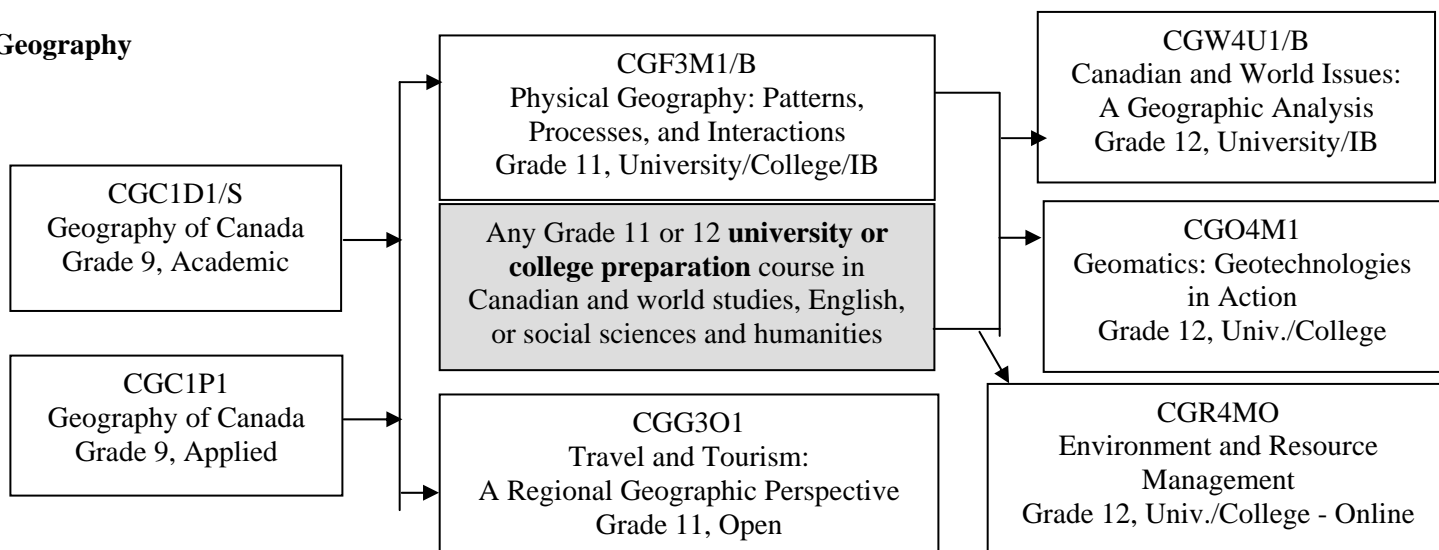
This course examines historical and contemporary issues of concern to Indigenous peoples from a global perspective. Students will explore the richness, depth, and diversity of Indigenous cultures, traditions and knowledge. They will consider how diverse Indigenous communities persevere despite recent global environmental and economic trends. Topics such as identity, social justice, human rights and abuses, spirituality, resistance and protest for change will be investigated.

**Prerequisite:** Any Grade 10 or 11 History, Applied or Academic

**CANADIAN AND WORLD STUDIES**

**Canadian and World Studies**

**Geography**



**Grade 9, Issues in Canadian Geography**

**(Academic)  
(Academic ESL)  
(French Immersion)**

**CGC 1D1/S  
CGC 1DE  
CGC 1D4**

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 in which to live.

Prerequisite: None

**Grade 9, Issues in Canadian Geography (Applied) CGC 1P1 (Applied, ESL) CGC 1PE  
(Applied, Transition) CGC 1PN**

This course focuses on geographic issues that affect Canadians today. Students will draw on personal and everyday experiences as they explore issues related to food and water supplies, competing land uses, interactions with the natural environment, and other topics relevant to sustainable living in Canada. They will also develop awareness that issues that affect their lives in Canada are interconnected with the issues in other parts of the world. Throughout the course students, will use the concepts of geographic inquiry process, and the spatial technologies, to guide and support their investigations.

**Prerequisite:** None

**Grade 11, Physical Geography: Patterns, Processes, & Interactions (University/College Prep/IB)  
CGF 3M1**

This course examines the major patterns of physical geography and the powerful forces that affect them. Students will investigate the dynamic nature of the earth, the evolving relationship between the planet and its people, and the factors that limit our ability to predict the changes that will occur. Students will use a wide range of geotechnologies and inquiry methods to investigate the distribution and interaction of the elements of their physical environment and to communicate their findings.

**Prerequisite:** Geography of Canada, Grade 9, Academic or Applied

**Grade 12, Canadian and World Issues: A Geographic Analysis (University Preparation) CGW 4U1**

This course examines the global challenge of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Students will investigate a range of topics - cultural, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the environment. Students will use geotechnologies and skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Canada and a world that is interdependent and constantly changing.

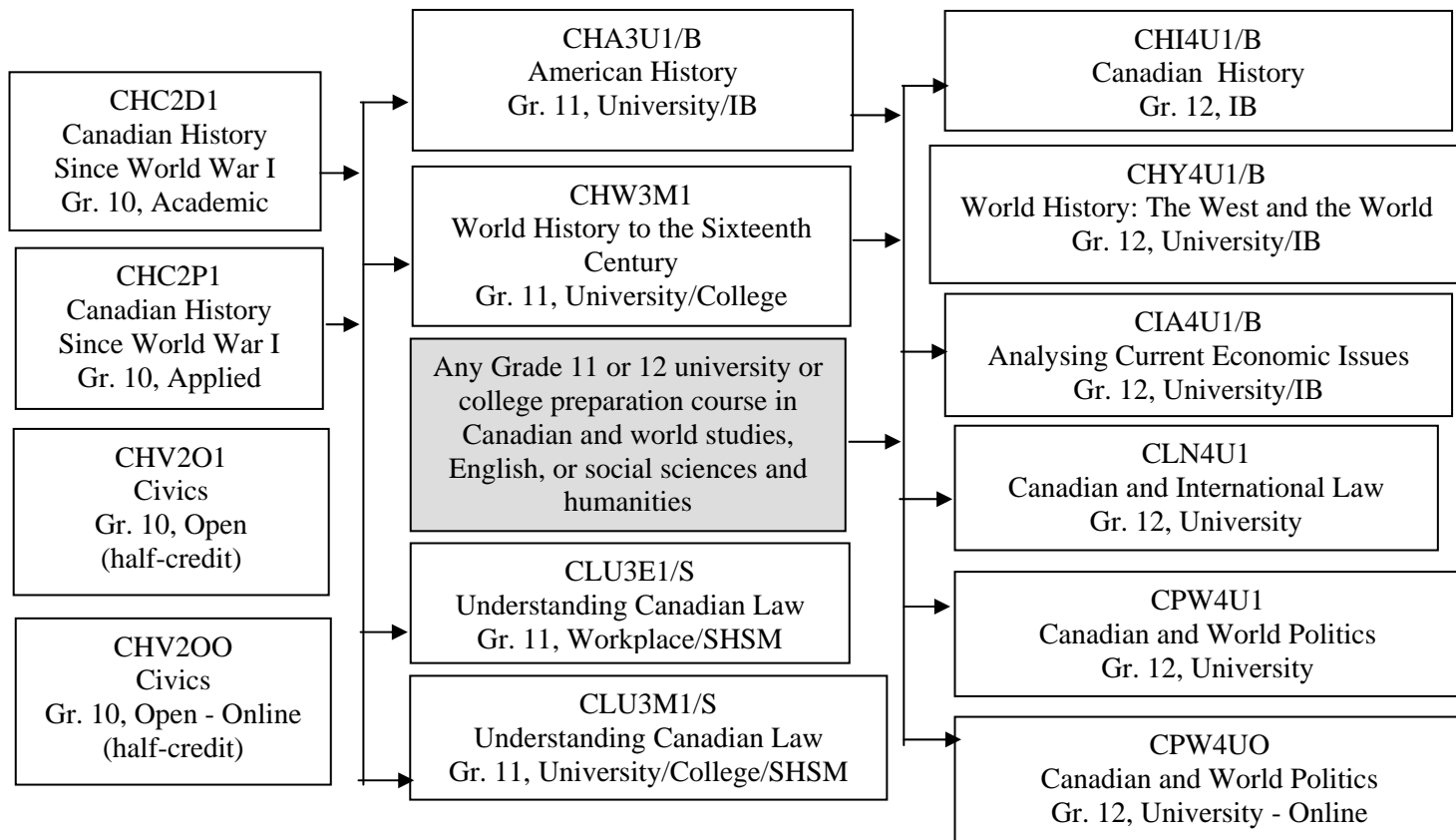
**Prerequisite:** Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

**Grade 12, Environment and Resource Management (University/College Preparation) (ONLINE)  
CGR 4MO**

This course investigates the complexity and fragility of ecosystems and the pressures human activities place on them. Students will examine ecological processes, the principles of sustainability, and strategies for resource management, with a focus on the challenges of environmental degradation and resource depletion. Students will use geotechnologies and skills of geographic inquiry to explain and evaluate various approaches to achieving a more sustainable relationship between people and their environment.

**Prerequisite:** Any university, university/college, or college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

History



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

(Academic) **CHC 2D1**  
 (Academic ESL) **CHC 2DE**  
 (French Immersion) **CHC 2D4**

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 explore 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 of evidence, when investigating key issues and events in Canadian history since 1914.

**Prerequisite:** None

**Grade 10, Canadian History Since World War I**

(Applied) **CHC 2P1**  
 (Applied, ESL) **CHC 2PE**  
 (Applied, Post-Transition) **CHC 2PN**

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 individual 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

**Grade 10, Civics (0.5 credit)**

(Open)

**CHV 201**

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

**Grade 10 Civics**

**(ONLINE)**

**CHV 200**

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy in local, national, and global contexts, about political reactions to social change, and about political decision-making processes in Canada. They will explore their own and others' ideas about civics questions and learn how to think critically about public issues and react responsibly to them.

**Prerequisite:** None

**Grade 11, American History**

**(University Preparation/IB) CHA 3U1**

This course traces the social, economic, and political development of the United States from colonial times to the present. Students will examine issues of diversity, identity, and culture that have influenced the country's social and political formation and will consider the implications of its expansion into a global superpower. Students will use critical-thinking and communication skills to determine causal relationships, evaluate multiple perspectives, and present their own points of view.

**Prerequisite:** Canadian History Since World War I, Grade 10, Academic or Applied

**Grade 11, World History to the Sixteenth Century (University/College Preparation) CHW 3M1**

This course investigates the history of humanity from earliest times to the sixteenth century. Students will analyse diverse societies from around the world, with an emphasis on the political, cultural, and economic structures and historical forces that have shaped the modern world. They will apply historical inquiry, critical-thinking, and communication skills to evaluate the influence of selected individuals, groups, and innovations and to present their own conclusions.

**Prerequisite:** Canadian History Since World War I, Grade 10, Academic or Applied

**Grade 12, Canadian History**

**(University Preparation/IB) CHI4U1**

This course explores the challenges associated with the formation of a Canadian national identity. Students will examine the social, political, and economic forces that have shaped Canada from the pre-contact period to the present and will investigate the historical roots of contemporary issues from a variety of perspectives. Students will use critical-thinking and communication skills to consider events and ideas in historical context, debate issues of culture and identity, and present their own views.

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

**Grade 12, World History: The West and the World (University Preparation/IB) CHY 4U1**

This course investigates the major trends in Western civilization and world history from the sixteenth century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political, and economic systems. They will use critical-thinking and communication skills to investigate the historical roots of contemporary issues and present their conclusions.

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

**Grade 12, Canadian and World Politics (University Preparation) CPW 4U1**

This course examines Canadian and world politics from a variety of perspectives. Students will investigate the ways in which individuals, groups, and states work to influence domestic and world events, the role of political ideologies in national and international politics, and the dynamics of international cooperation and conflict resolution. Students will apply critical-thinking and communication skills to develop and support informed opinions about current political conflicts, events, and issues.

**Prerequisite:** Any university or college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities.

**Grade 12, Canadian and World Politics University (ONLINE) CPW 4UO**

This course examines Canadian and world politics from a variety of perspectives. Students will investigate the ways in which individuals, groups, and states work to influence domestic and world events, the role of political ideologies in national and international politics, and the dynamics of international cooperation and conflict resolution. Students will apply critical-thinking and communication skills to develop and support informed opinions about current political conflicts, events, and issues.

**Prerequisite:** Any university or college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities.

**Law and Economics**

**Grade 11, Understanding Canadian Law (Workplace Preparation/SHSM) CLU 3E1/S**

This course gives students practical information about legal issues that directly affect their lives. Students will examine the need for laws in society, the roots of Canada's legal system, the rights and freedoms that people in Canada enjoy, and the basic elements of criminal law and dispute resolution. Through experiences such as mock trials, debates, and case studies, students will apply inquiry and communication skills to develop and express opinions on legal topics of interest to them.

**Prerequisite:** Canadian History Since World War I, Grade 10, Academic or Applied. (With the approval of the ministry, a locally developed Grade 10 course in Canadian History may also serve as the prerequisite.)

**Grade 11, Understanding Canadian Law (University/College Preparation/SHSM) CLU 3M1/S**

This course explores Canadian law with a focus on legal issues that are relevant to people's everyday lives. Students will investigate fundamental legal concepts and processes to gain a practical understanding of Canada's legal system, including the criminal justice system. Students will use critical-thinking, inquiry, and communication skills to develop informed opinions on legal issues and apply this knowledge in a variety of ways and settings, including case analysis, legal research projects, mock trials, and debates.

**Prerequisite:** Canadian History Since World War I, Grade 10, Academic or Applied

**Grade 12, Analyzing Current Economic Issues (University Preparation/IB) CIA 4U1**

This course investigates the nature of the competitive global economy and explores how individuals and societies can gain the information they need to make appropriate economic decisions. Students will learn about the principles of microeconomics and macroeconomics, apply economic models and concepts to interpret economic information, assess the validity of statistics, and investigate marketplace dynamics. Students will use economic inquiry and communication skills to analyse current economic issues, make informed judgements, and present their findings.

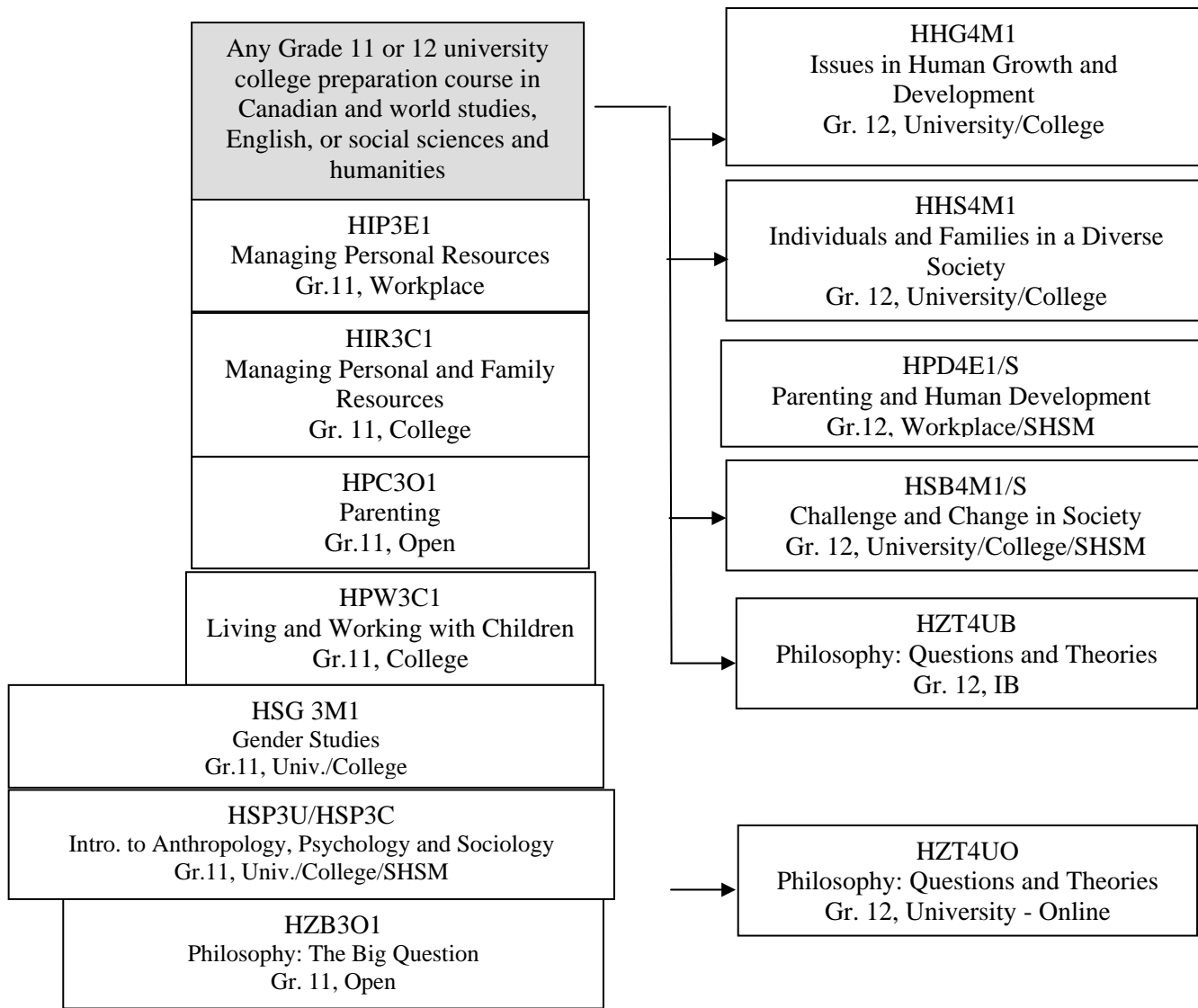
**Prerequisite:** Any university or college preparation course in Canadian and world studies, English, or social sciences and humanities.

**Grade 12, Canadian and International Law (University Preparation) CLN 4U1**

This course examines elements of Canadian and international law in social, political, and global contexts. Students will study the historical and philosophical sources of law and the principles and practices of international law and will learn to relate them to issues in Canadian society and the wider world. Students will use critical-thinking and communication skills to analyse legal issues, conduct independent research, and present the results of their inquiries in a variety of ways.

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

**Humanities**



**Grade 11, Gender Studies (University/College Preparation) HSG 3M1**

This course enables students to explore the social construction of gender. Students will learn about the dynamic nature of gender roles and norms; sexism and power relations; and the impact of representations of women and men in the media, popular culture, and the arts. Students will analyse a range of gender equity issues, including

## White Oaks Secondary School

gender based violence and workplace equity, in both Canadian and global contexts. Students will develop and apply research skills and will design and implement a social action initiative relating to gender equity.

### **Grade 11, Intro. to Anthropology, Psychology & Sociology (University/College Prep/SHSM) HSP 3U/S**

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

**Prerequisite:** The Grade 10 academic course in English, or the Grade 10 academic history course (Canadian and World Studies).

### **Grade 11, Intro. to Anthropology, Psychology and Sociology (College/SHSM) HSP 3C1/S**

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

**Prerequisite:** None

### **Grade 11, Philosophy: The Big Question (Open) HZB 301**

This course encourages the explanation of philosophy's big questions, such as: What is the meaningful life? What separates right from wrong? What constitutes knowledge? What makes something beautiful? What is a just society? Students will develop critical thinking and philosophical reasoning skills as they identify and analyse the responses of philosophers to the big questions and formulate their own responses to them. Students will explore the relevance of philosophical questions to society and to their own everyday life. They will develop research and inquiry skills as they investigate various topics of philosophy.

**Prerequisite:** None

### **Grade 12, Issues in Human Growth and Development(University/College Preparation) HHG 4M1**

This course offers a multidisciplinary approach to the study of human development throughout the lifespan. Students will learn about a range of theoretical perspectives on human development. They will examine threats to healthy development as well as protective factors that promote resilience. Students will learn about physical, cognitive, and social- emotional development from the prenatal period through old age and will develop their research and inquiry skills by investigating issues related to human development.

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

### **Grade 12, Families in Canada (University/College Preparation) HHS 4M1**

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

### **Grade 12, Challenge and Change in Society (University/College Preparation/IB) HSB 4M1/B**

This course focuses on the use of social theories, perspectives, and the methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behavior and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social,

and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

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

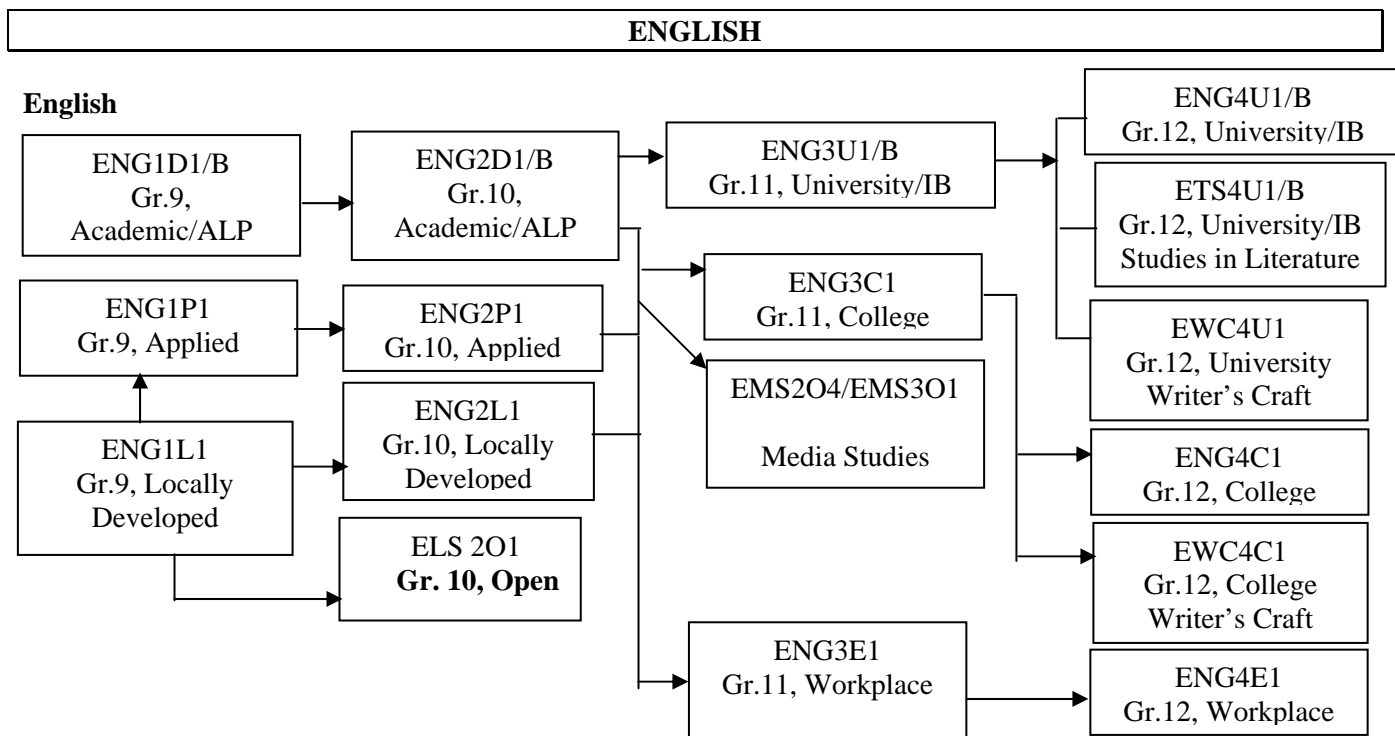
**Grade 12, Philosophy: Questions and Theories (University – ONLINE) HZT 4UO**

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

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

**Grade 12, Financial Literacy (Open) HIP 401**

This course introduces students to the world of personal finance and investments. Students will develop the financial skills and knowledge to make them critical thinkers about their financial future. Through real-world data and examples, students will evaluate and compare different investments, including stocks and mutual funds. Students will create and evaluate a budget, examine cash flow, calculate interest and its impact, examine the role money and taxes in our society including evidence that demonstrates an understanding of various forms of personal debt and credit, loans and mortgages. The students will also examine the Canadian banking system; its role, its importance, and how it functions.



**Grade 9, English (Academic/ALP) ENG 1D1**

This course emphasizes the analytical reading; writing, oral communication, and thinking skills that students need for success in secondary school academic programs and their daily lives. Students will study and interpret texts



## White Oaks Secondary School

from contemporary and historical periods, including short stories, poems, and short essays, and will investigate and create media works. An important focus will be the correct and effective use of spoken and written language.

### **Grade 9, English** (Applied/Post-Transition) **ENG 1P1/N**

This course emphasizes key reading, writing, oral communication, and thinking skills that students need for success in secondary school and their daily lives. Students will study plays, short stories, and newspaper and magazine articles, and will describe and create media works. An important focus will be the correct use of spoken and written language.

### **Grade 9, Locally Developed English** (Compulsory Credit Course) **ENG 1L1**

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and the English Grade 11 Workplace Preparation Course. The course is organized by strands that develop listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students develop strategies and put into practice the process involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

### **Grade 10, English** (Academic/ALP) **ENG 2D1**

This course extends the range of analytic, reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs. Students will study and interpret challenging texts from contemporary and historical periods, including novels, poems, plays, and opinion pieces, and will analyse and create effective media works. An important focus will be the thoughtful use of spoken and written language.

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

### **Grade 10, English** (Applied) **ENG 2P1**

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

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

### **Grade 10, Locally Developed English** (Compulsory Credit Course) **ENG 2L1**

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. The course is organized by strands that develop listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and in 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, Grade 10, Academic, Applied or Locally developed.

### **Grade 10, English, Literacy Skills: Reading and Writing** (Open) **ELS 2O1**

This course is designed to help students strengthen essential reading and writing skills, providing them with the extra literacy support they need in order to graduate. Students will read informational, graphic, and literary texts, with a focus on locating information, identifying main ideas and supporting details, building vocabulary, and consolidating skills in the application of key comprehension strategies. The course will also help students develop core-learning strategies.

**Prerequisite:** English, Grade 9, Academic or Applied, or a Grade 9 English LDCC (locally developed compulsory credit) course

### **Grade 11, English** (College Preparation) **ENG 3C1**

This course emphasizes the development of literacy, critical thinking, and communication skills. Students will study the content, form, and style of informational texts and literary works from Canada and other countries; write reports, correspondence, and persuasive essays; and analyse media forms, audiences, and media industry

practices. An important focus will be on establishing appropriate voice and using business and technical language with precision and clarity.

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

**Grade 11, English (Workplace Preparation) ENG 3E1**

This course emphasizes the development of literacy, critical thinking, and communication skills. Students will study the content, form, and style of informational texts and literary works; write explanations, letters, and reports; and investigate the connections among media forms, audiences, and media industry practices. An important focus will be on using language clearly, accurately, and effectively in a variety of contexts.

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

**Grade 11, English (University Preparation/IB) ENG 3U1**

This course emphasizes the development of literacy, critical thinking, and communication skills. Students will analyse challenging texts from various periods; conduct research and analyse the information gathered; write persuasive and literary essays; and analyse the relationship among media forms, audiences, and media industry practices. An important focus will be on understanding the development of the English language.

**Prerequisite:** English, Grade 10, Academic

**Grade 12, English (College Preparation) ENG 4C1**

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyse informational texts and literary works from various time periods, countries, and cultures; write research reports, summaries, and short analytical essays; complete an independent study project; and analyse the interactions among media forms, audiences, and media industry practices. An important focus will be on establishing appropriate style and using business and technical language effectively.

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

**Grade 12, English (Workplace Preparation) ENG 4E1**

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will study informational texts and literature from various countries and cultures; write summaries, reports, résumés, and short essays; complete an independent research project; and explain the connections among media forms, audiences, and media industry practices. An important focus will be on using specialized language related to the workplace accurately and coherently in appropriate contexts.

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

**Grade 12, Studies in Literature (University Preparation/IB) ETS 4U1**

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

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

**Grade 12, English (University Preparation/IB) ENG 4U1**

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

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

**Grade 12, English - The Writer's Craft (College Preparation) EWC 4C1**

This course emphasizes knowledge and skills related to the craft of writing. Students will investigate models of effective writing; use a workshop approach to write a variety of works; and make considered decisions for improving the quality of their writing. They will also complete a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

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

**Grade 12, English - The Writer's Craft**

**(University Preparation)**

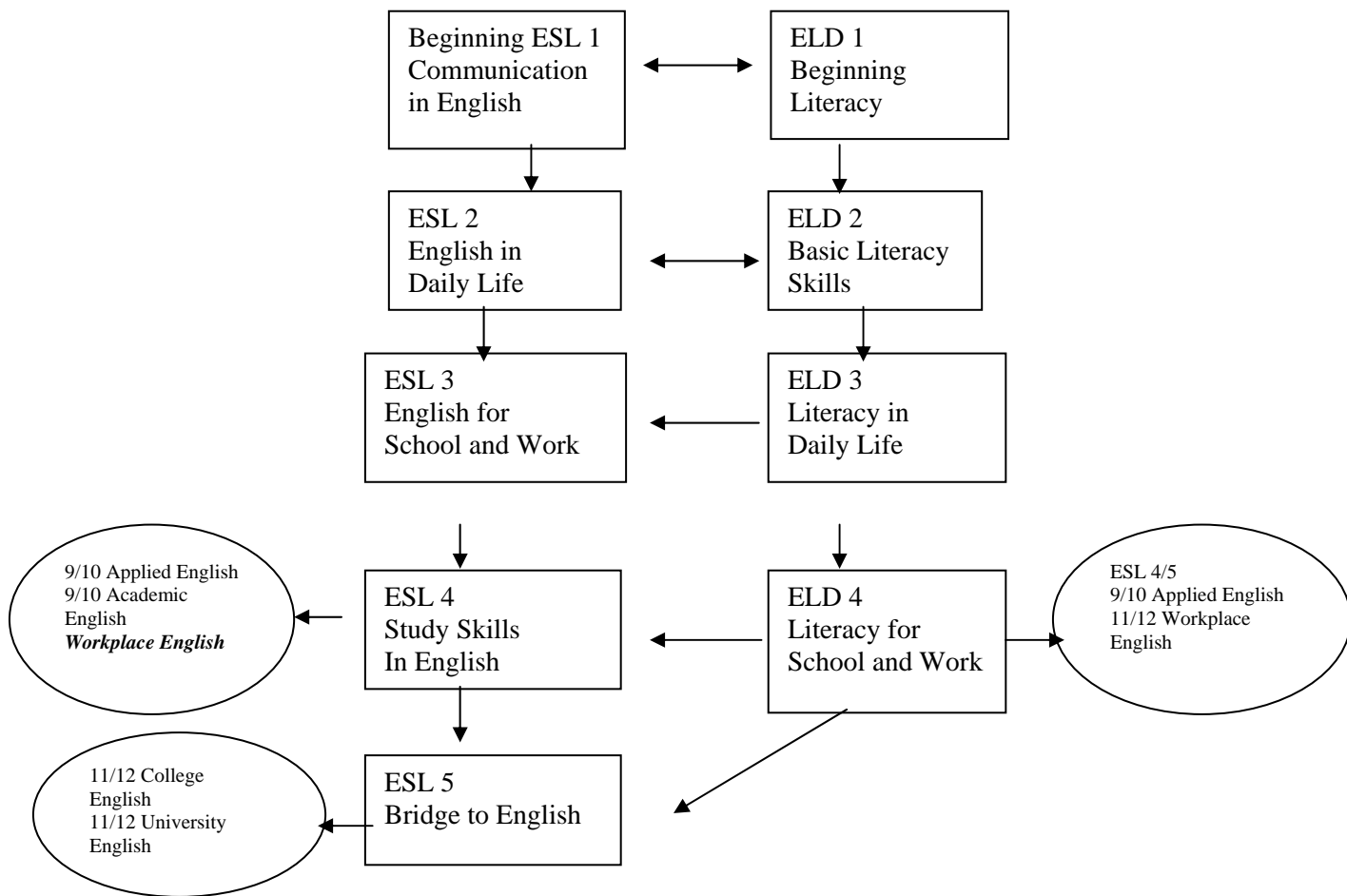
**EWC 4U1**

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

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

**ENGLISH AS A SECOND LANGUAGE AND ENGLISH SKILLS DEVELOPMENT**

**English as a Second Language**



*White Oaks Secondary School is designated as a Centre for ESL. The appropriate high school program for the student will be developed after an interview and assessment meeting with the student. ESL credits may be earned for credit toward the O.S.S.D. Any inquiries should be directed to the Head of Special Education and ESL.*

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

**Open)**

**ESL AO1**

This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

**Prerequisite:** None

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

**(Open)**

**ESL BO1**

This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.

**Prerequisite:** ESL 1 or equivalent.

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

**(Open)**

**ESL CO1**

This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations; read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.

**Prerequisite:** ESL 2 or equivalent.

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

**(Open)**

**ESL DO1**

This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral-presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles, and summaries in English; and respond critically to a variety of print and media texts.

**Prerequisite:** ESL 3 or equivalent

**ESL Level 5, Bridge to English**

**(Open)**

**ESL EO1**

This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts. **Prerequisite:** ESL 4 or equivalent

**English Literacy Development**

May only be selected with the recommendation of the ESL staff.

**ELD Level 1, Beginning Literacy**

**(Open)**

**ELD AO1**

This course is intended for English language learners who have had limited access to schooling and thus have significant gaps in their first-language literacy skills. Students will use basic listening and speaking skills to communicate in English for everyday purposes; develop readiness skills for reading and writing; begin to read highly structured texts for everyday and school-related purposes; and use basic English language structures and sentence patterns in speaking and writing. The course will also help students become familiar with school routines and begin to adapt to their new lives in Canada.

**Prerequisite:** None

**ELD Level 2, Basic Literacy Skills**

**(Open)**

**ELD BO1**

This course is intended for English language learners who have had limited access to schooling and thus have gaps in their first-language literacy skills. Students will use their developing listening and speaking skills to communicate in English for a variety of purposes; develop reading strategies to understand a variety of simple

**White Oaks Secondary School**

texts; produce simple forms of writing; apply increasing knowledge of English grammatical structures in speaking and writing; expand their vocabulary; and develop fundamental study skills. The course will also provide opportunities for students to become familiar with and use school and community resources and to build their knowledge of Canada and diversity.

**Prerequisites:** ELD 1 or equivalent

**ELD Level 3, Literacy in Daily Life**

**(Open)**

**ELD CO1**

This course builds on students' growing literacy and language skills and extends their ability to communicate in English about familiar and school-related topics. Students will make brief oral presentations; improve their literacy skills through a variety of contextualized and supported reading and writing tasks; distinguish between fact and opinion in short written and oral texts; complete short guided-research projects; and engage in a variety of cooperative learning activities. The course will also enable students to strengthen and extend their study skills and personal-management strategies and to broaden their understanding of Canadian diversity and citizenship.

**Prerequisite:** ELD 2 or equivalent

**ELD Level 4, Literacy for School and Work**

**(Open)**

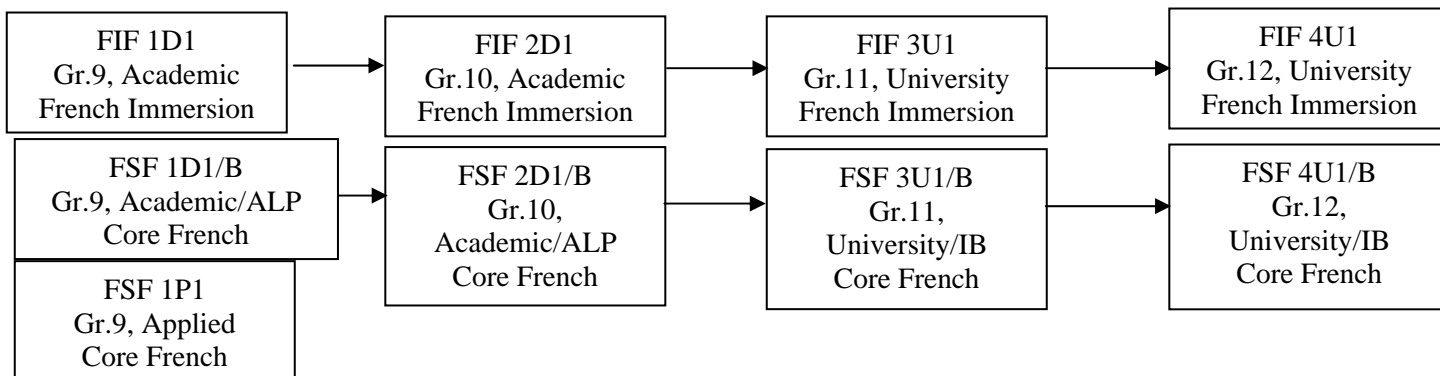
**ELD DO1**

This course extends students' literacy skills and ability to apply learning strategies effectively, and teaches them how to use community resources to enhance lifelong learning. Students will communicate with increased accuracy and fluency for a variety of academic and everyday purposes; perform a variety of guided reading, writing, and viewing tasks; and use media and community resources to complete guided-research projects. This course further develops the critical thinking skills students will need to participate in Canadian society as informed citizens.

**Prerequisite:** ELD 3 or equivalent

**FRENCH AS A SECOND LANGUAGE**

**French as a Second Language**



**\* Other than Gr. 9 core French, all students taking French are expected to own a suitable French-English dictionary.**

**Grade 9, French Immersion**

**(Academic)**

**FIF 1D1**

This course enables students to expand their language, knowledge, and skills through the study of twentieth-century North American Francophone literature and culture. Students will participate in oral communication,

## White Oaks Secondary School

reading, and writing activities as they study a novel and selected poems, legends, songs, films, and newspaper articles from the French-speaking world in North America.

### **Grade 9, Core French**

**(Academic/ALP) FSF 1D1**

This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, trends, and careers. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping-stones to oral and written activities.

### **Grade 9, Core French**

**(Applied) FSF 1P1**

This course emphasizes the further development of oral communication skills, using the theme of media; the development of oral communication skills will be integrated with the development of reading and writing skills. Students will expand their ability to understand and speak French through conversations, discussions, and presentations. They will also read media-related short stories, articles, poems, and songs and write brief descriptions, letters, dialogues, and invitations.

### **Grade 10, French Immersion**

**(Academic) FIF 2D1**

This course enables students to increase their knowledge of the French language and to further develop their language skills through the study of twentieth-century European Francophone literature and culture. Students will participate in oral communication, reading, and writing activities based on a variety of French literary and media works. They will study at least one novel and a selection of poems, short stories, films, plays, and newspaper and magazine articles.

**Prerequisite:** French Immersion, Grade 9, Academic

### **Grade 10, Core French**

**(Academic/ALP) FSF 2D1**

This course enables students to increase their knowledge of the French language, further develop their language skills, and deepen their understanding and appreciation of Francophone culture around the world. Exploring a variety of themes, students will develop and apply critical thinking skills in discussion, in their analysis and interpretation of texts, and in their own writing. Students will be required to buy a workbook to support the course requirements.

**Prerequisite:** Core French, Grade 9, Academic

### **Grade 11, French Immersion**

**(University Preparation) FIF 3U1**

This course develops knowledge and language skills through the study of Francophone literature and culture from around the world. Students will study novels, plays, poems, short stories, films, and non-fiction works and produce written assignments in a variety of forms, including critiques and précis. They will also write a formal research essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

**Prerequisite:** French Immersion, Grade 10, Academic

### **Grade 11, Core French**

**(University Preparation/IB) FSF 3U1**

This course draws on a variety of themes to promote extensive development of reading and writing skills and to reinforce oral communication skills. Students will gain a greater understanding of French-speaking cultures in Canada and around the world through their reading of a variety of materials, including a short novel or a play. Students will produce various written assignments, including a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

**Prerequisite:** Core French, Grade 10, Academic

### **Grade 12, French Immersion**

**(University Preparation) FIF 4U1**

This course provides for extensive study of French literature and culture from the Middle Ages to the present. Students will study novels, plays, poems, films, and non-fiction works produced in various historical periods, and

## White Oaks Secondary School

will write a formal research paper. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

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

### Grade 12, Core French

(University Preparation/IB) FSF 4U1

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

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

## GUIDANCE AND CAREER EDUCATION

### Guidance and Career Education

#### Grade 10, Career Studies (0.5 Credit)

(Open) GLC 201  
(Open, French Immersion) GLC 204  
(Open, Post-Transition, Gr. 11)GLC 20N  
(Open, E.S.L.) GLC 20E

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

**Prerequisite:** none

#### Grade 10, Career Studies

(Open, ONLINE) GLC 200

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

**Prerequisite:** None

#### Grade 11, Leadership and Peer Support

(Open) GPP 301

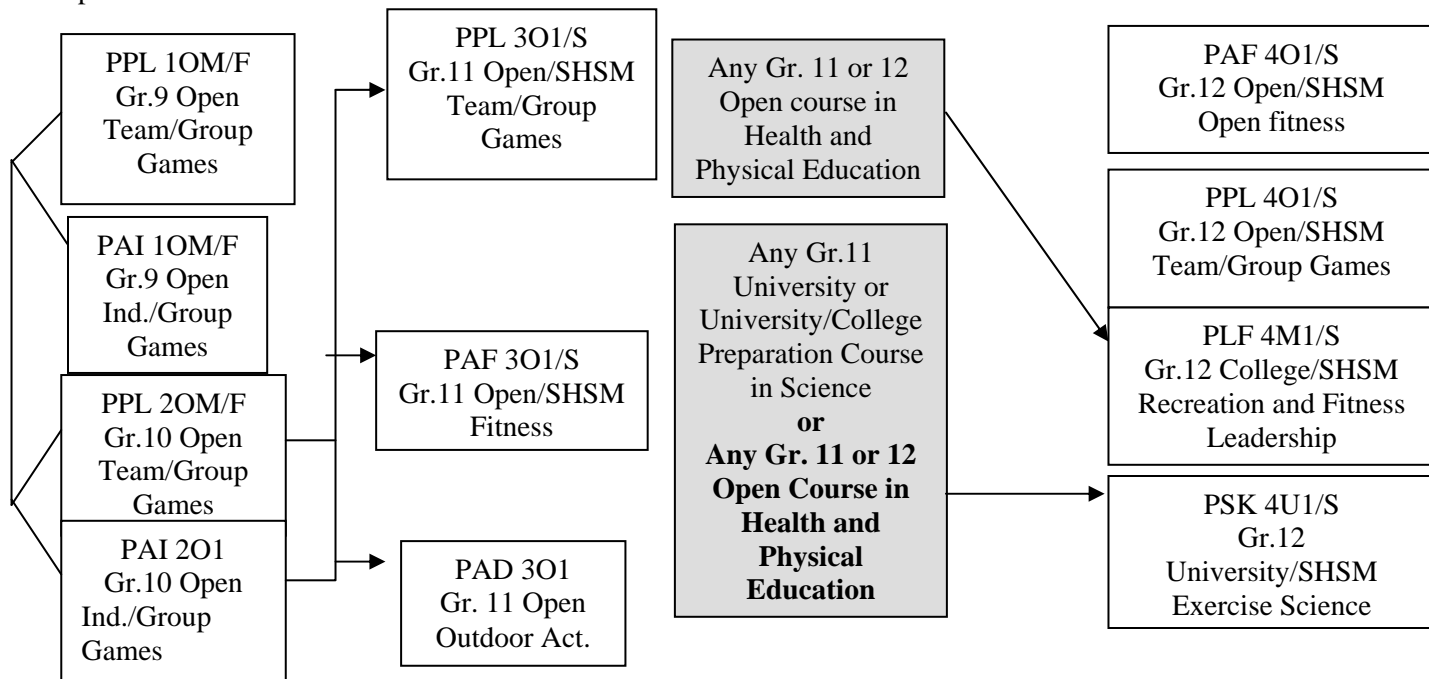
This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles – for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities.

**Prerequisite:** None

**HEALTH AND PHYSICAL EDUCATION**

**Health and Physical Education**

Optional mini-units will be offered from grade 10-12 that provide opportunity for the students to meet course learning expectations in an active and challenging way, e.g. wall climbing, aquatics and personal safety. Uniforms are mandatory for grade 9 and 10. This includes shorts and a t-shirt at a cost of \$26. Financial needs; speak to Dept. Head.



**Grade 9, Individual and Small Group Activities**

**(Open, Boys)  
(Open, Girls)**

**PAI 1OM  
PAI 1OF**

This course emphasizes regular participation in a variety of enjoyable physical activities (that may include archery, tennis, badminton, racquet ball, martial arts, wrestling, outdoor activities and modified team games) that promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety/injury prevention strategies. They will investigate issues related to healthy relationships and healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs and will participate in activities designed to develop goal-setting, communication, and social skills. All of these learnings will be addressed through individual and small group activities.

**Course Fees:** Gym Uniform - \$26.00

**Grade 9, Healthy Active Living Education**

**(Open, Boys)  
(Open, Girls)  
(Open, Transition Program, Boys)**

**PPL 1OM  
PPL 1OF  
PPL 1OB**

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; they will investigate issues related to healthy relationships and healthy sexuality and the use and abuse of alcohol, tobacco, and other



## White Oaks Secondary School

drugs and will participate in activities designed to develop goal-setting, communication, and social skills. All of these learnings will be addressed through individual and small group activities.

**Course Fees:** Gym Uniform - \$26

### **Grade 10, Individual and Small Group Activities (Open) PAI 201**

This course emphasizes regular participation in a variety of enjoyable physical activities (that may include archery, tennis, badminton, racquet ball, martial arts, outdoor activities and modified team games) that promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices. All of these learnings will be addressed through individual and small group activities.

**Course Fees:** Gym Uniform - \$26

### **Grade 10, Healthy Active Living Education (Open, Girls) PPL 20F (Open, Boys) PPL 20M**

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

**Course Fees:** Gym Uniform - \$26

### **Grade 11, Healthy Active Living Education (Open) PPL301/S**

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

### **Grade 11, Outdoor Activities (Open, Coed) PAD 301**

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety. All of these learnings will be addressed through outdoor activities (may include canoeing, hiking, camping, cycling, in-line skating, orienteering, rock climbing, a low ropes course).

**Prerequisite:** None

### **Grade 11, Personal and Fitness Activities (Open) PAF301/S**

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety. All of these learnings will be addressed through personal and fitness activities designed to meet the needs of gender specific classes, that may include weight training, aerobics, hip hop, kick boxing, yoga.

**Prerequisite:** None

**Grade 12, Personal and Fitness Activities**

**(Open, Coed/SHSM)**

**PAF 401/S**

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety. All of these learnings will be addressed through personal and fitness activities designed to meet the needs of gender specific classes, that may include weight training, aerobics, hip hop, kick boxing, yoga.

**Prerequisite:** None

**Grade 12, Recreation and Fitness Leadership**

**(University/College Preparation, Coed/SHSM)**

**PLF 4M1/S**

This course focuses on the development of leadership and coordination skills related to recreational activities. Students will acquire the knowledge and skills required to plan, organize, and implement recreational events. They will also learn how to promote the value of physical fitness, personal well-being, and personal safety to others through mentoring. The course will prepare students for college programs in recreational, leisure, and fitness leadership.

**Prerequisite:** Any Grade 11 or 12 open course in health and physical education

**Grade 12, Healthy Active Living Education**

**(Open, Coed/SHSM)**

**PPL 401/S**

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Activities may include outdoor pursuits such as climbing, hiking, camping, cycling; and off campus activities such as bowling, curling, and golf. Students will develop and implement personal fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others.

**Prerequisite:** none

**Grade 12, Exercise Science**

**(University/College Preparation/SHSM)**

**PSK 4U1/S**

This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sports, and the factors that influence an individual's participation in physical activity. The course prepares students for university programs in physical education, kinesiology, recreation, and sports administration.

**Prerequisite:** Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 open course in health and physical education

<b>SPANISH LANGUAGE</b>
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**Grade 10, Spanish, Level 1**

**(Open)**

**LWS BO1**

This course provides students with opportunities to develop their communication skills in the Spanish language and develop confidence in applying them in a variety of practical situations. Students will engage in a variety of activities and use resources that will allow them to use the language in various real-life situations. They will also continue to explore aspects of the culture of countries where the language is spoken, and investigate careers that require facility in the language.

**Prerequisite:** None

**Grade 11, Spanish, Level 2**

**(University Preparation)**

**LWS CU1**

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

**Prerequisite:** Spanish, Level 1, University Preparation or Open

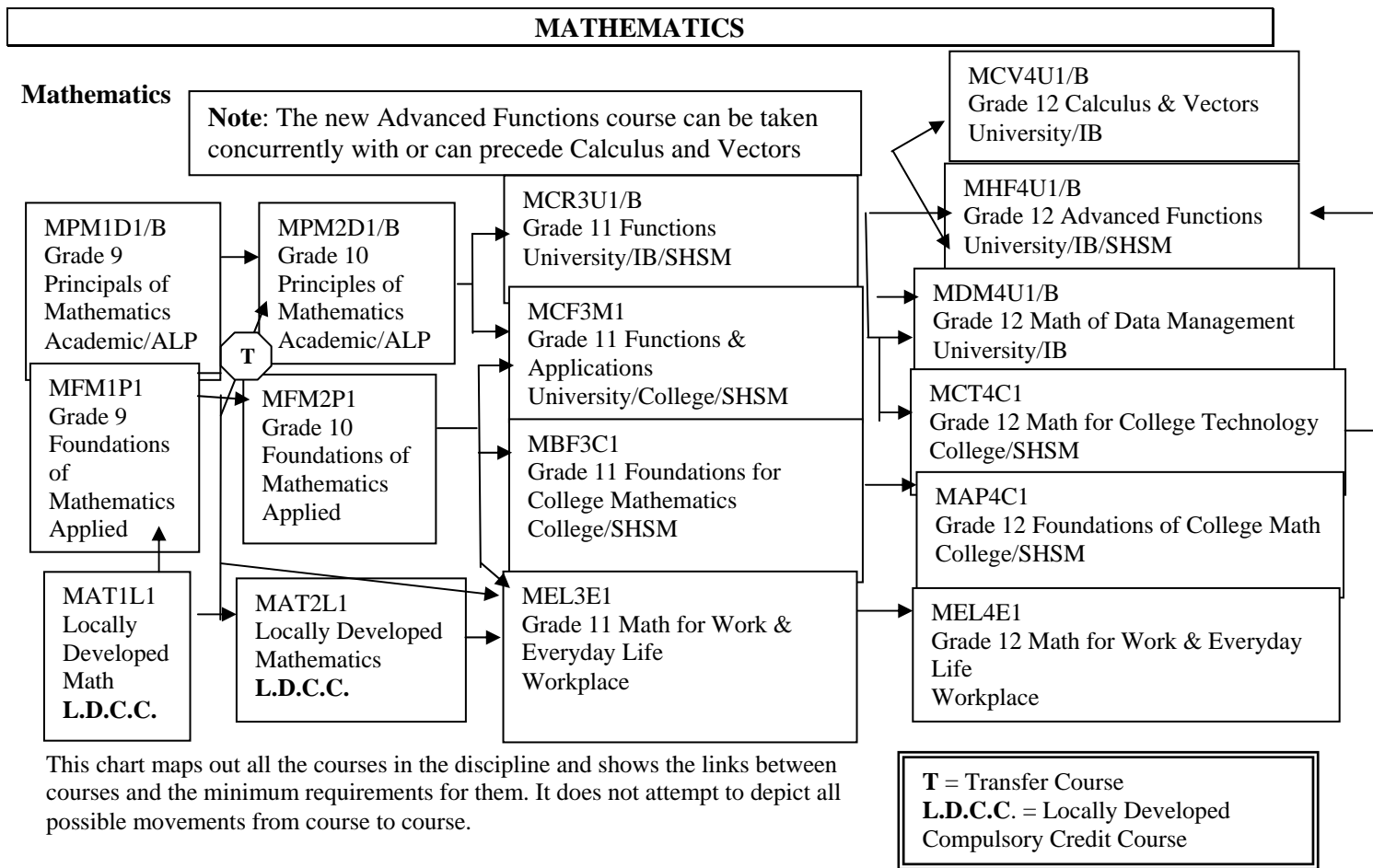
**Grade 12, Spanish, Level 3**

**(University)**

**LWS DU1**

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

**Prerequisite:** LWS CU, University Preparation



**Grade 9, Principles of Mathematics**

**(Academic/ALP) MPM 1D1**

This course enables students to develop generalizations of mathematical ideas through exploration of applications, the effective use of technology, and abstract reasoning. Students will investigate relationships to develop equations of straight lines in analytical geometry, explore relationships between volume and surface area of object in measurement, and apply extended algebraic skills in problem solving. Students will engage in abstract extensions of core learning that will deepen their mathematical knowledge and enrich their understanding.

**Grade 9, Foundations of Mathematics**

**(Applied/Post-Transition) MFM 1P1/N**

This course enables students to develop mathematical ideas and abstract reasoning through exploration of applications, the effective use of technology, and extended experiences with hands on activities. Students will investigate relationships of straight lines in analytic geometry, solve problems involving the measurement of 3-dimensional objects and 2-dimensional figures, and apply key numeric and algebraic skills in problem solving. Students will also have opportunities to consolidate core skills and deepen their understanding of key mathematical concepts.

**Grade 9, Locally Developed Mathematics**

**(Compulsory Credit Course) MAT 1L1**

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, in the Grade 10 LDCC course, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have

## White Oaks Secondary School

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

### **Grade 10, Principles of Mathematics**

**(Academic/ALP)**

**MPM 2D1**

This course enables students to broaden their understanding of relations, extend their skills in multi-step problem solving, and continue to develop their abilities in abstract reasoning. Students will pursue investigations of quadratic functions and their applications; solve and apply linear systems; solve multi-step problems in analytic geometry to verify properties of geometric figures; investigate the trigonometry of right and acute triangles; and develop supporting algebraic skills.

**Prerequisite:** Principles of Mathematics, grade 9, academic

### **Grade 10, Foundations of Mathematics**

**(Applied)**

**MFM 2P1**

This course enables students to consolidate their understanding of key mathematical concepts through hands-on activities and to extend their problem-solving experiences in a variety of applications. Students will solve problems involving proportional reasoning and the trigonometry of right triangles; investigate applications of piecewise linear functions; solve and apply systems of linear equations; and solve problems involving quadratic functions. The effective use of technology in learning and in solving problems will be a focus of the course.

**Prerequisite:** Principles of Mathematics, grade 9, academic or applied

### **Grade 10, Locally Developed Mathematics**

**(Compulsory Credit Course) MAT 2L1**

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

**Prerequisite:** A grade 9 mathematics credit

### **Grade 11, Functions**

**(University Preparation/IB) MCR 3U1**

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

**Prerequisite:** Principles of Mathematics, Grade 10, Academic

### **Grade 11, Functions and Applications**

**(University/College Preparation)**

**MCF 3M1**

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:** Principles of Mathematics, Grade 10, Academic or Foundations of Mathematics, Grade 10, Applied

### **Grade 11, Foundations for College Mathematics**

**(College Preparation) MBF 3C1**

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, as well as of measurement and geometry; 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, analysing, and

evaluating data involving one and two variables. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

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

**Grade 11, Mathematics for Work and Everyday Life (Workplace Preparation) MEL 3E1**

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**Prerequisite:** Principles of Mathematics, Grade 9, Academic, or Foundations of Mathematics, Grade 9, Applied, or a ministry-approved locally developed Grade 10 mathematics course

**Grade 12, Foundations of College Mathematics (College Preparation) MAP 4C1**

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

**Prerequisite:** Foundations for College Mathematics, Grade 11, College Preparation, or Grade 11 Functions and Applications, University/College

**Grade 12, Mathematics for College Technology (College Preparation) MCT 4C1**

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:** Functions and Applications, Grade 11, University/College Preparation, or Grade 11 Functions, University

**Grade 12, Mathematics for College Technology (ONLINE) (College Preparation) MCT 4CO**

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:** Functions and Applications, Grade 11, University/College Preparation, or Grade 11 Functions, University

**Grade 12, Calculus and Vectors (University Preparation/IB) MCV 4U1**

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.

**Note:** The new Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).

**Grade 12, Mathematics of Data Management (University Preparation/IB) MDM 4U1**

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

**Prerequisite:** Functions and Applications, Grade 11, University/College Preparation, or Functions, Grade 11, University Preparation

**Grade 12, Advanced Functions (University Preparation/IB) MHF 4U1**

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.

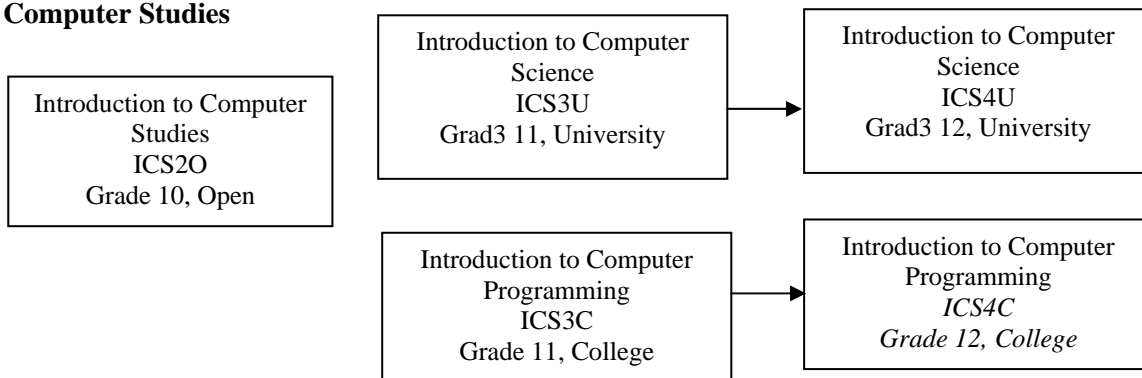
**Prerequisite:** Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation

**Grade 12, Mathematics for Work and Everyday Life (Workplace Preparation) MEL 4E1**

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

**Computer Studies**



**Grade 10, Introduction to Computer Studies (Open) ICS 201**

This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the

social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers. **Prerequisite:** None

**Grade 11, Introduction to Computer Science (University) ICS 3U1**

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

**Grade 12, Computer Science (University) ICS 4U1**

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

**Prerequisite:** Introduction to Computer Science, Grade 11, University Preparation

**Grade 11, Introduction to Computer Programming (College) ICS 3C1**

This course introduces students to computer programming concepts and practices. Students will write and test computer programs, using various problem-solving strategies. They will learn the fundamentals of program design and apply a software development life-cycle model to a software development project. Students will also learn about computer environments and systems, and explore environmental issues related to computers, safe computing practices, emerging technologies, and postsecondary opportunities in computer-related fields.

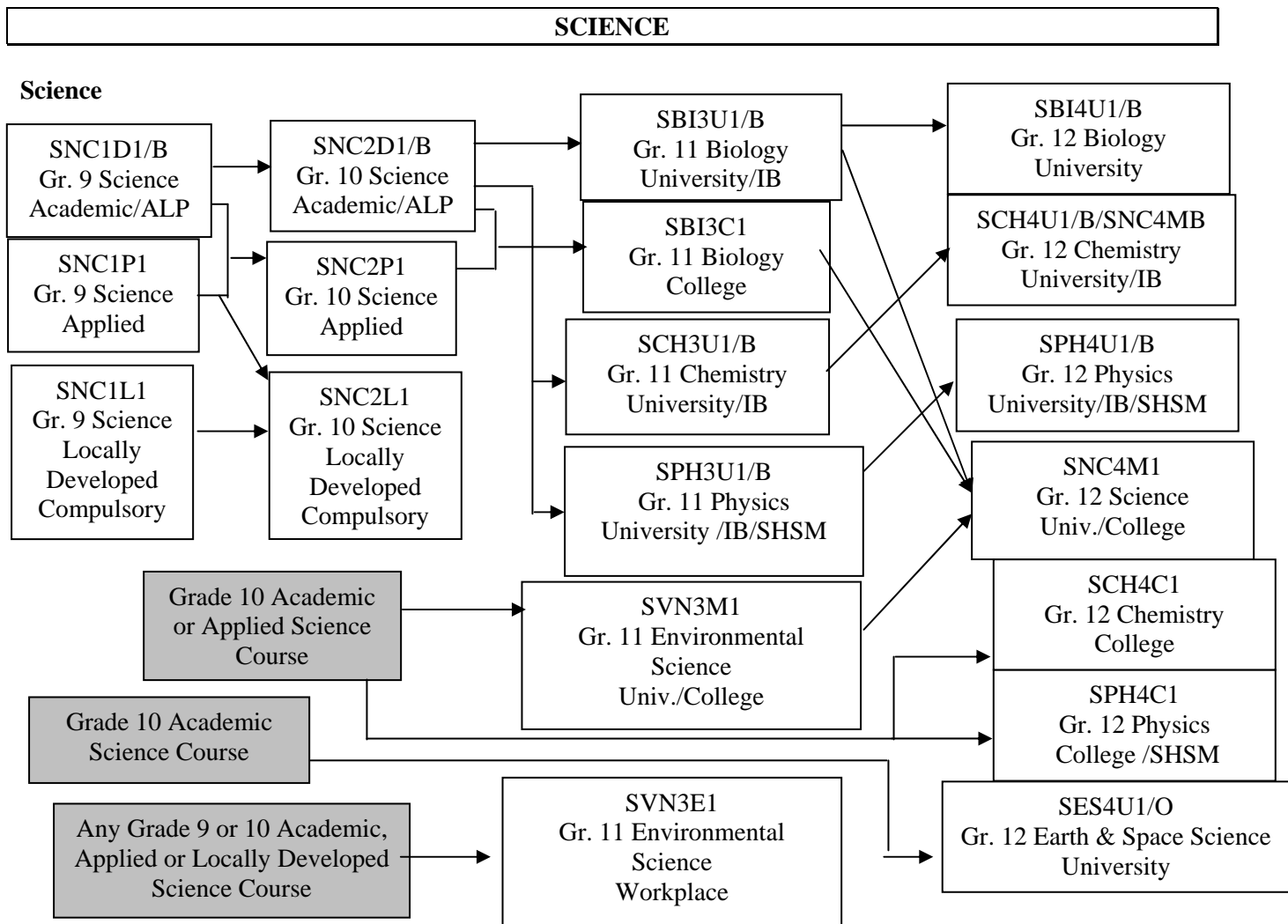
**Prerequisite:** None

**Grade 12, Computer Programming (College) ICS 4C1**

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

**Prerequisite:** Introduction to Computer Programming, Grade 11, College Preparation





**Grade 9, Science**

(Academic/ALP) **SNC 1D1**  
 (Academic ESL) **SNC 1DE**  
 (French Immersion) **SNC 1D4**

This course enables students to develop their understanding of basic concepts in ecology, chemistry, astronomy, and electricity, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

**Grade 9, Science**

(Applied) **SNC 1P1**  
 (Applied ESL) **SNC 1PE**

This course enables students to develop their understanding of basic concepts in ecology, chemistry, astronomy, and electricity, and to apply their knowledge of science to everyday situations. They are also given opportunities to develop practical skills related to scientific investigation. Students will plan and conduct investigations into practical problems and issues related to the impact of human activity on ecosystems; the structure and properties of elements and compounds; space exploration and the components of the universe; and static and current electricity.

**Grade 9, Locally Developed Science (Compulsory Credit) SNC 1L1**

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking and the relationship between science, society, and the environment, to prepare students for success in everyday life, in the workplace and in the Science Grade 11 Workplace Preparation course. Students explore a range of topics including science in daily life, properties of common materials, life sustaining processes in simple and complex organisms, and electrical circuits. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.

**Grade 10, Science (Academic/ALP) SNC 2D1  
(French Immersion) SNC 2D4/F**

This course enables students to enhance their understanding of concepts in internal organ systems, chemistry, climatology, and optics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter.

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

**Grade 10, Science (Applied) SNC 2P1**

This course enables students to develop a deeper understanding of concepts in internal organ systems, chemistry, climatology, and optics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter.

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

**Grade 10, Locally Developed Science (Compulsory Credit) SNC 2L1**

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking and the environmental impact of science and technology, to prepare students for success in everyday life, in the workplace and in the Science Grade 11 Workplace Preparation course. Students explore a range of topics including science in the media, interactions of common materials, interdependence of organisms in communities, and using electrical energy. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.

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

**Grade 11, Biology (University Preparation/IB) SBI 3U1**

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

**Grade 11, Biology (College Preparation) SBI 3C1**

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

**Grade 11, Chemistry**

**(University Preparation/IB)**

**SCH 3U1  
SCH 3UA/B**

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

**Prerequisite:** Science, Grade 10, Academic

**Grade 11, Physics**

**(University Preparation/IB)**

**SPH 3U1**

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

**Prerequisite:** Science, Grade 10, Academic

**Grade 11, Environmental Science**

**(Workplace)**

**SVN 3E1**

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

**Grade 11, Environmental Science**

**(College/University Preparation)**

**SVN 3M1**

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

**Prerequisite:** Grade 10 Science, Applied or Academic

**Grade 12, Biology**

**(University Preparation/IB)**

**SBI 4U1**

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

**Grade 12, Chemistry**

**(College Preparation)**

**SCH 4C1**

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

**Prerequisite:** Science, Grade 10, Academic or Applied \*Note: Will be offered in 2017/2018, then alternating years.

**Grade 12, Chemistry**

**(University Preparation/IB)**

**SCH 4U1  
SCH 4UA/B  
SNC 4MB**

**(IB)**

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

**Grade 12, Earth and Space Science**

**(University Preparation)**

**SES 4U1**

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

**Prerequisite:** Science, Grade 10, Academic

**Grade 12, Earth and Space Science**

**(ONLINE)**

**SES 4UO**

This course focuses on the Earth as a planet, and on the basic concepts and theories of Earth science and their relevance to everyday life. Students will examine the Earth's place in the solar system and, after a general introduction to Earth science, will explore in more detail the materials of the Earth, its internal and surficial processes, and its history. The course draws on astronomy, biology, chemistry, mathematics, and physics in its consideration of geological processes that can be observed directly or inferred from other evidence.

**Prerequisite:** Science, Grade 10, Academic

**Grade 12, Physics**

**(ONLINE) (College)**

**SPH4CO**

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

**Prerequisite:** Science, Grade 10, Academic or Applied

**Grade 12, Physics**

**(College Preparation)**

**SPH 4C1**

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

**Prerequisite:** Science, Grade 10, Academic or Applied

**\*Note: Will be offered in 2018/2019, then alternating years.**

**Grade 12, Physics**

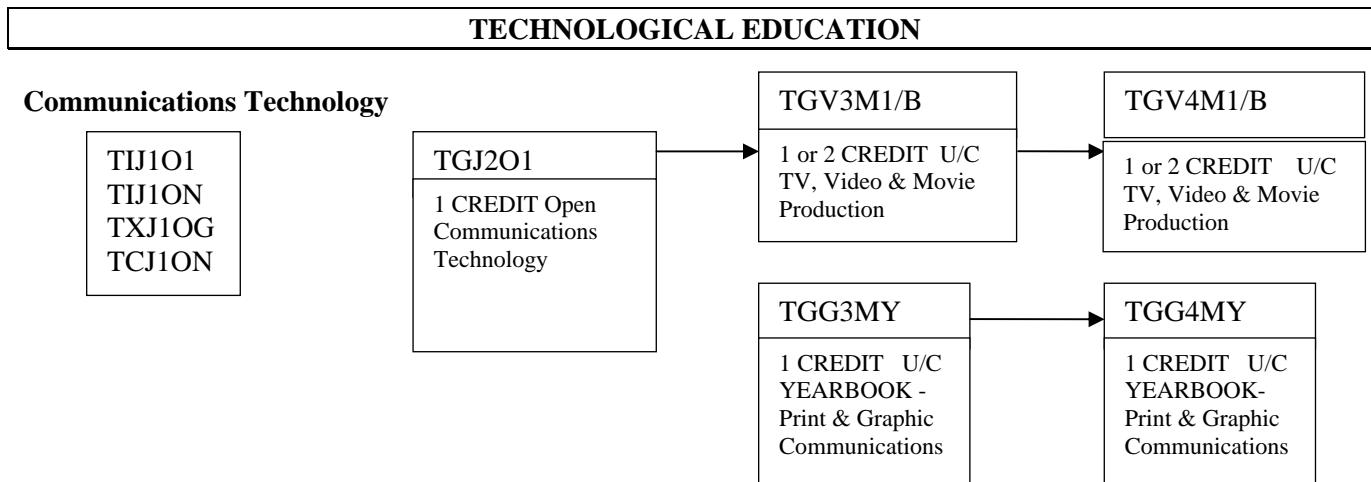
**(University Preparation/IB)**

**SPH 4U1**

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate

electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

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



**Communications Technology Course Descriptions:**

**Grade 9, Exploring Technologies**

(Open) **TIJ 1O1**  
 (Open, Transition Program) **TIJ 1ON**

This course enables students to understand the technological and computer concepts they will need in order to design, develop, and build usable products or to deliver services, as well as to pursue further technological studies. Students will use the technological design process and a variety of tools and software to solve problems, complete projects, and strengthen their communication skills.

**Grade 10, Communications Technology**

(Open) **TGJ 2O1**

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. Areas of specific concentration include video production and editing, graphic design, DVD authoring, motion graphics and audio production.

**Prerequisite:** none **1 credit**

**Grade 11, Communications Technology: Broadcast and Print Production**

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 will explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.

**CREDIT: 1**

**Grade 11, Communications Technology  
TV, Video & Movie Production.**

(University/College Prep./IB)

TGV 3M1

This course expands on the foundations from Grade 10 Communications Technology and focuses specifically on production for TV, video and movies. Students will explore the world of computer generated special effects, advanced video production techniques, audio engineering for video, screenplay writing and graphic design for video. Students will also develop skills in cinematography, location audio, advanced video editing techniques and directing. Project work includes short film assignments, special effects sequences, audio editing and engineering for video, script writing and DVD authoring. Students will also study film history and film theory as part of their project work.

**Prerequisite:** TGJ2O1 highly recommended **1 credit**

**Grade 11, Communications Technology  
Print & Graphic Communication- Yearbook**

(University/College Preparation)

TGG 3MY

This course will take you through the process of creating a real hardcover publication from the idea stage to the final book. Students will produce the hardcover school yearbook and learn all of the skills required to produce the book. This includes graphic design using Photoshop, digital photography, layouts and the principles of graphic design. These skills will be used on a daily basis and will provide the students with a great opportunity to create a professional looking project.

**Prerequisite:** none **1 credit**

**Grade 12, Communications Technology  
TV, Video & Movie Production**

(University/College Preparation/IB)

TGV 4M1

Students will have the opportunity to produce a film from start to finish in this course. Students will be responsible for writing, directing, videotaping, editing and creating the soundtrack for a film project. During the course, advanced production techniques will be explored to develop professional level skills. Student will use professional production gear such as boom microphones, video cameras and editing stations to create a project that integrates all of the skills they have learned from previous courses while employing new techniques and strategies. Students will also study film history and film theory as part of their project work.

**Prerequisite:** TGJ3M1 **1 credit**

**Grade 12, Communications Technology:  
Digital Imagery and Web Design**

Open

TGJ 401

This course enables students to develop knowledge and skills in the areas of photography, digital imaging, animation, 3D modelling, 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.

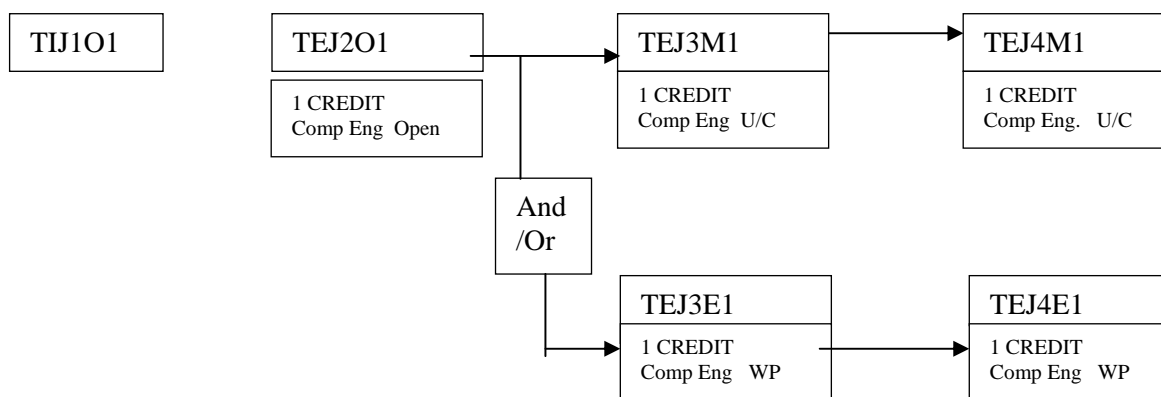
**Grade 12, Communications Technology (University/College Preparation)**  
**Print & Graphic Communications - Yearbook**

**TGG 4MY**

This course will take you through the process of creating a real hardcover publication from the idea stage to the final book. Students will produce the hardcover school yearbook and learn all of the skills required to produce the book. This includes graphic design using Photoshop, digital photography, layouts and the principles of graphic design. These skills will be used on a daily basis and will provide the students with a great opportunity to create a professional looking project.

**Prerequisite:** TGG 3MY 1 credit Computer Technology

**Computer Technology**



**Computer Technology Course Descriptions:**

**Grade 10, Computer Technology (Open) TEJ 2O1**

This course introduces students to computer systems, networking, and interfacing, as well as electronics and robotics. Students will assemble, repair, and configure computers with various types of operating systems and application software. Students will build small electronic circuits and write computer programs to control simple peripheral devices or robots. Students will also develop an awareness of environmental and societal issues related to the use of computers, and learn about secondary and postsecondary pathways to careers in computer technology.

**Prerequisite:** None

**Grade 11, Computer Technology (Workplace Preparation) TEJ 3E1**

This course enables students to develop knowledge and skills related to computer hardware, networks, operating systems, and other software. Students will use utility and application software and learn proper procedures for installing, maintaining, and troubleshooting computer systems and networks. Students will develop an awareness of environmental and societal issues related to the use of computers, and will learn about apprenticeships and other employment opportunities in the field of computer technology that they may choose to pursue after graduation.

**Prerequisite:** None

**Grade 11, Computer Engineering Technology (University/College Preparation) TEJ 3M1**

This course examines computer systems and control of external devices. Students will assemble computers and small networks by installing and configuring appropriate hardware and software. Students will develop knowledge and skills in electronics, robotics, programming, and networks, and will build systems that use computer programs and interfaces to control and/or respond to external devices. Students will develop an awareness of environmental and societal issues related to the use of computers, and will learn about college and university programs leading to careers in computer engineering.

**Prerequisite:** None

**Grade 12, Computer Technology (Workplace Preparation) TEJ 4E1**

This course enables students to further develop their practical understanding of computer hardware, software, networks, and operating systems. Students will use utility and application software, and will follow proper procedures for installing, maintaining, and troubleshooting computer systems and networks. In addition to demonstrating an understanding of the ethical use and environmental effects of computers, students will develop marketable skills and assess career opportunities in the field.

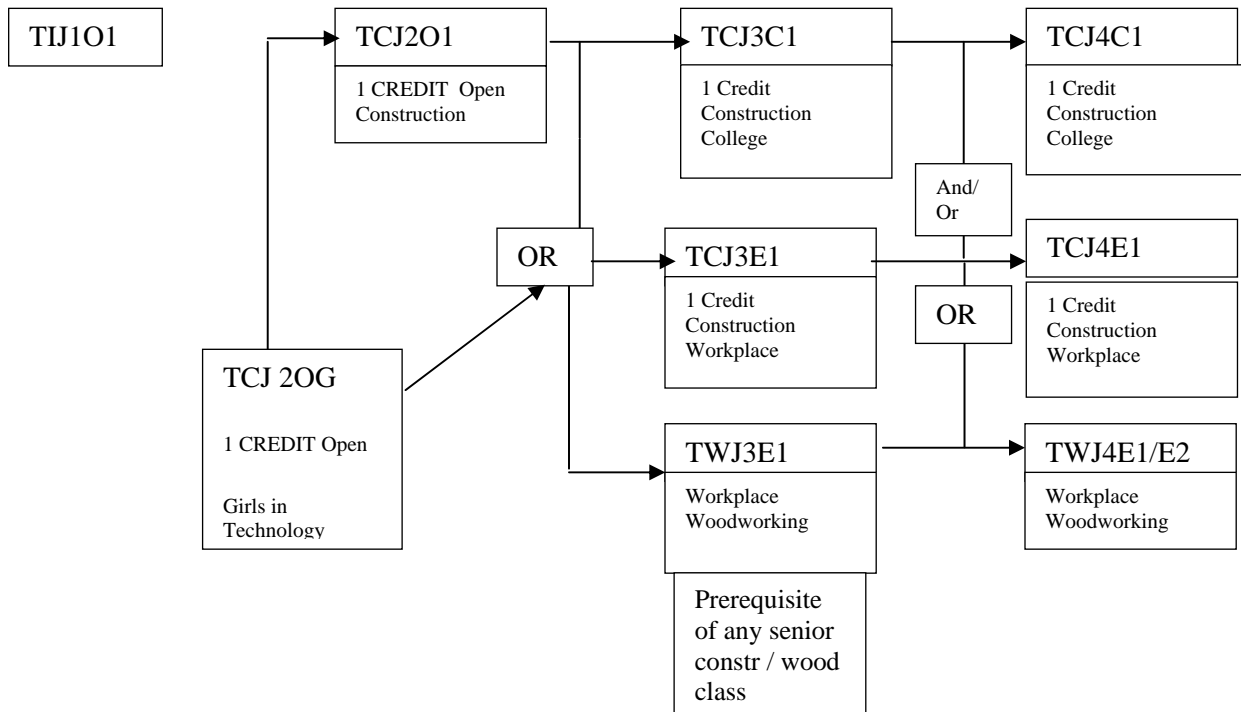
**Prerequisite:** TEJ3E1

**Grade 12, Computer Engineering Technology (University/College Preparation) TEJ 4M1**

This course extends students' understanding of computer systems and computer interfacing with external devices. Students will assemble computer systems by installing and configuring appropriate hardware and software, and will learn more about fundamental concepts of electronics, robotics, programming, and networks. Students will examine environmental and societal issues related to the use of computers, and explore postsecondary pathways leading to careers in computer engineering and related fields.

**Prerequisite:** TEJ3M1

**Construction Technology**





**Construction Technology Course Descriptions:**

**Grade 10, Construction Technology (Open) TCJ 201**

This course requires students to design, build, and evaluate projects using design instruments and machine and hand tools. Students will solve technological problems through a variety of media; identify and describe building materials and other resources needed to construct, maintain, and service buildings; identify support systems and components; apply safety rules related to materials, processes, and equipment; identify common architectural styles; and identify careers related to construction technology.

**Prerequisite:** none **1 credit**

**Grade 11, Construction Technology (College Preparation) TCJ 3C1**

This 1-credit course focuses on the development of knowledge and skills related to residential construction and provides students with instruction and activities. Students will gain hands on experience using a variety of construction materials, processes, tools, and equipment; learn about building design and planning construction projects; create and interpret working drawings and sections; and learn how the Ontario Building Code and other regulations and standards apply to construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and explore career opportunities in the field.

**Prerequisite:** None **1 credit**

**Grade 11, Construction Technology (Workplace Preparation) TCJ 3E1**

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

**Prerequisite:** None **1 credit**

**Grade 11, Wood Manufacturing: Cabinetry (Workplace Preparation) TWJ 3E1**

This course enables students to develop knowledge and skills related to cabinet making and furniture making. Students will gain practical experience using a variety of the materials, tools, equipment, and joinery techniques associated with custom woodworking. Students will learn to create and interpret technical drawings and will plan, design, and fabricate projects. They will also develop an awareness of environmental and societal issues related to the woodworking industry, and explore apprenticeships, postsecondary training, and career opportunities in the field that may be pursued directly after graduation.

**Prerequisite:** None **1 credit**

**Grade 12, Construction Technology (College Preparation) TCJ 4C1**

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

**Prerequisite:** TCJ 3C1 or 2 **1 credit**

**Grade 12, Construction Technology (Workplace Preparation) TCJ 4E1**

This course enables students to further develop technical knowledge and skills related to residential construction and to explore light commercial construction. Students will continue to gain hands on experience using a variety

**White Oaks Secondary School**

of materials, processes, tools, and equipment; create and interpret construction drawings; and learn more about building design and project planning. They will expand their knowledge of terminology, codes and regulations, and health and safety standards related to residential and light commercial construction. Students will also expand their awareness of environmental and societal issues related to construction technology and explore entrepreneurship and career opportunities in the industry that may be pursued directly after graduation.

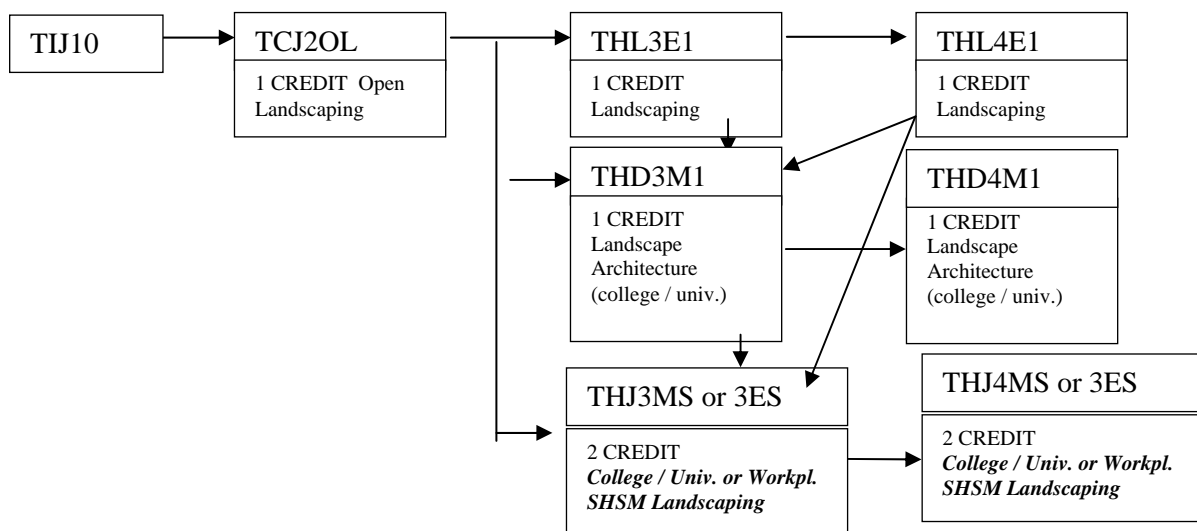
**Prerequisite:** TCJ3E1 or 2 **1 credit**

**Grade 12, Wood Manufacturing: Cabinetry (Workplace Preparation) TWJ 4E1**

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

**Prerequisite:** TWJ 3E1 or 2 **1 credit**

**Green Industries**



**Green Industries Course Descriptions:**

**Grade 10, Green Industries (Open) THJ 2O1**

This course introduces students to the various sectors of the green industries – agriculture, forestry, horticulture, floristry, and landscaping. Using materials, processes, and techniques commonly employed in these industries, students will participate in a number of hands-on projects that may include plant or animal propagation; production, maintenance, and harvesting activities; the development of floral or landscaping designs; and/or related construction activities. Students will also develop an awareness of environmental and societal issues related to green industry activities, learn about safe and healthy working practices, and explore secondary and postsecondary education and training pathways and career opportunities in the various industry sectors.

**Prerequisite:** None **1 credit**

**Grade 11, Landscaping (Workplace Preparation) THL 3E1**

This course enables students to develop knowledge and skills related to agriculture, floristry, forestry, horticulture, and landscaping. Students will learn to identify a broad range of plant and animal species; examine factors that affect the growth of plants and animals and the quality of products derived from them; and develop process, design, and maintenance skills required in the green industries. Students will also learn about safe and

## White Oaks Secondary School

healthy working practices, develop an awareness of environmental and societal issues related to green industry activities, and learn about apprenticeships and other postsecondary education and training opportunities, as well as employment opportunities that may be pursued directly after graduation.

**Prerequisite:** None

**1 credit**

### **Grade 11, Landscape Architecture (University/College Preparation) THD 3M1**

This course examines communications systems and design and production processes in the areas of landscape design and planning and ranging in scale from residential to urban/rural planning. Students will independently survey, analyze and create landscape development proposals and proceed to critique and detail accepted plans. Students will also study industry standards and regulations regarding health and safety issues, and will explore careers, the importance of lifelong learning, environmental sustainability and the impact of communications technology on society and the environment.

**Prerequisite:** None

**1 credit**

### **Grade 11 Landscaping & Horticulture (University / College or Workplace) THJ 3MS / THJ 3ES Specialist High Skills Major**

The Specialist High Skills Major in Landscaping and Horticulture is a 2 credit course that enables students to expand their knowledge and practical skills in landscape design, construction, maintenance, greenhouse and nursery operation & production. Students will be introduced to the tremendous variety of opportunities within the green industries and will investigate such diverse topics as plant identification, growth, and the management of flora and fauna. They will develop process, design, and management skills required in the industry and will have opportunities to gain a number of industry-recognized certifications. Students will also examine social and economic issues related to the field, learn about safe and healthy work practices, study industry standards and codes, and explore postsecondary education programs and career opportunities. This course is designed to prepare students for any post secondary pathway including workplace, apprenticeship, college and university.

**Prerequisite:** *Consult guidance for interview* **2 credits**

### **Grade 12 Landscaping (Workplace Preparation) THL 4E1**

This course enables students to gain further experience with a variety of industry procedures and operations and to acquire additional industry-specific skills. Students will study more complex processes, develop more advanced design and maintenance skills, and explore ways of enhancing environmental sustainability. They will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and explore career opportunities in the various industries. The knowledge and skills acquired in this course will prepare students for the workplace and apprenticeship training.

**Prerequisite:** THL 3E1

**1 credit**

### **Grade 12 Landscape Architecture (University/College Preparation) THD 4M1**

This course continues to examine communications systems and design and production processes in the areas of landscape design and planning. Students will independently survey, analyze and create landscape development proposals and proceed to critique and detail accepted plans. Students will also study industry standards and regulations regarding health and safety issues, and will explore careers, the importance of lifelong learning, environmental sustainability and the impact of communications technology on society and the environment.

**Prerequisite:** TDJ 3M1

**1 credit**

### **Grade 12 Landscaping & Horticulture (University / College or Workplace) THJ 4MS / THJ 4ES Specialist High Skills Major**

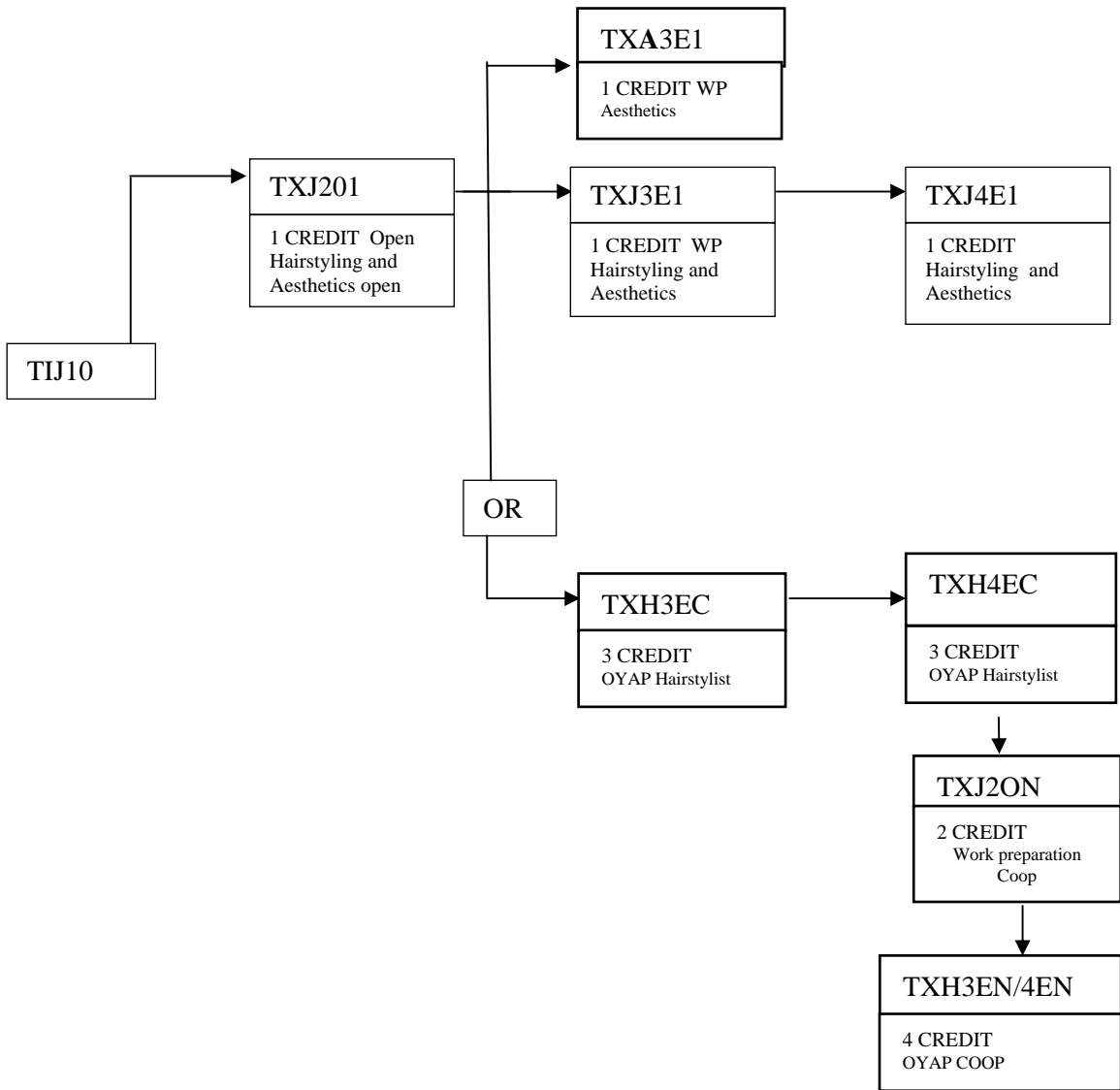
This 2 credit course enables students to expand on their knowledge and practical skills in landscape design, construction, maintenance, greenhouse and nursery operation & production. Students will focus on developing

process skills, design and management techniques, and ways of enhancing environmental sustainability and they will have opportunities to gain additional industry-recognized certifications. Students will also continue to examine social and economic issues related to the field, learn about safe and healthy work practices and study industry standards and codes through participating in reach ahead experiences to explore postsecondary education programs and career opportunities. This course is designed to prepare students for any post secondary pathway including workplace, apprenticeship, college and university.

**Prerequisite:** THJ 3MS

**2 Credits**

**Personal Services**



**Personal Services Course Descriptions:**

**Grade 10, Hairstyling and Aesthetics**

**(Open) single credit**

**TXJ 201**

This course presents an introduction to hair care, styling and nail care techniques from a salon/spa perspective. Through a variety of school and community-based activities, students learn fundamental skills in hairstyling, procedures manicures and facials and providing hair/scalp analyses, and treatments. Students also consider related environmental and societal issues and explore secondary and post-secondary pathways leading to careers in the field of hairstyling and aesthetics. **Prerequisite:** None

**Grade 11 Hairstyling and Aesthetics (Workplace Preparation) TXJ 3E1**

This course enables students to develop knowledge and skills in cosmetology and offers a variety of applications that will equip students to provide services for a diverse clientele. Students identify trends in the hairstyling and aesthetics industry, learn about related health and safety laws, and expand their communication and interpersonal skills through interactions with peers. Students consider environmental and societal issues related to the industry and acquire a more detailed knowledge of apprenticeships and direct entry work positions. This course has a hairstyling focus.

**Prerequisite:** None

**Grade 11 Hairstyling and Aesthetics (Workplace Preparation) TXA 3E1**

This course enables students to develop knowledge and skills in cosmetology and offers a variety of applications that will equip students to provide services for a diverse clientele. Students identify trends in the hairstyling and aesthetics industry, learn about related health and safety laws, and expand their communication and interpersonal skills through interactions with peers. Students consider environmental and societal issues related to the industry and acquire a more detailed knowledge of apprenticeships and direct entry work positions. This course is an excellent preparation for students considering a future career in the aesthetics industry, as it has an aesthetics focus.

**Prerequisite:** None

**Grade 12 Hairstyling and Aesthetics (Workplace Preparation) TXJ 4E1**

This course enables students to develop increased proficiency in a wide range of hairstyling and aesthetics services. Working in a salon/spa team environment, students strengthen their fundamental cosmetology skills and develop an understanding of common business practices and strategies in the salon/spa industry. Students expand their understanding of environmental and societal issues and their knowledge of postsecondary destinations in the hairstyling and aesthetics industry.

**Prerequisite:** TXJ 3E1 or 2

**Hairstylist OYAP Program (Ontario Youth Apprenticeship Program) TXH 3EC**

3 credit Hairstylist Ontario Youth Apprenticeship Program Level One. Please refer to OYAP Information.

**Prerequisite:** TXJ2O1 or TXJ2O2

**3 credits**

**Hairstylist OYAP Program (Ontario Youth Apprenticeship Program) TXH 4EC**

3 credit Hairstylist Ontario Youth Apprenticeship Program Level Two. Please refer to OYAP Information.

**Prerequisite:** TXH 3EC or TXJ 3E2

**3 credits**

**Hairstylist OYAP Program In-School COOP (Ontario Youth Apprenticeship Program) TXJ 2ON**

2 credit Hairstylist Ontario Youth Apprenticeship Program COOP. Please refer to OYAP Information.

**Prerequisite:** TXH 4EC

**2 credits**

**Hairstylist OYAP Program COOP (Ontario Youth Apprenticeship Program) TXH 3EN**

2 credit Hairstylist Ontario Youth Apprenticeship Program COOP. Please refer to OYAP Information.

**Prerequisite:** TXH 3EC (previously TPE 3EC)

**2 credits**

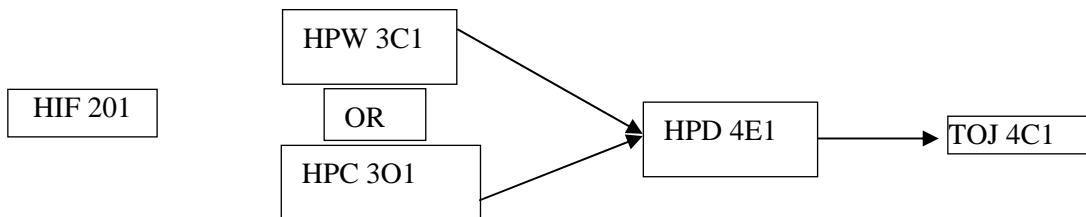
**Hairstylist OYAP Program COOP (Ontario Youth Apprenticeship Program) TXH 4EN**

2 credit Hairstylist Ontario Youth Apprenticeship Program COOP. Please refer to OYAP Information.

**Prerequisite:** TXH 4EC

**2 credits**

**Healthcare**



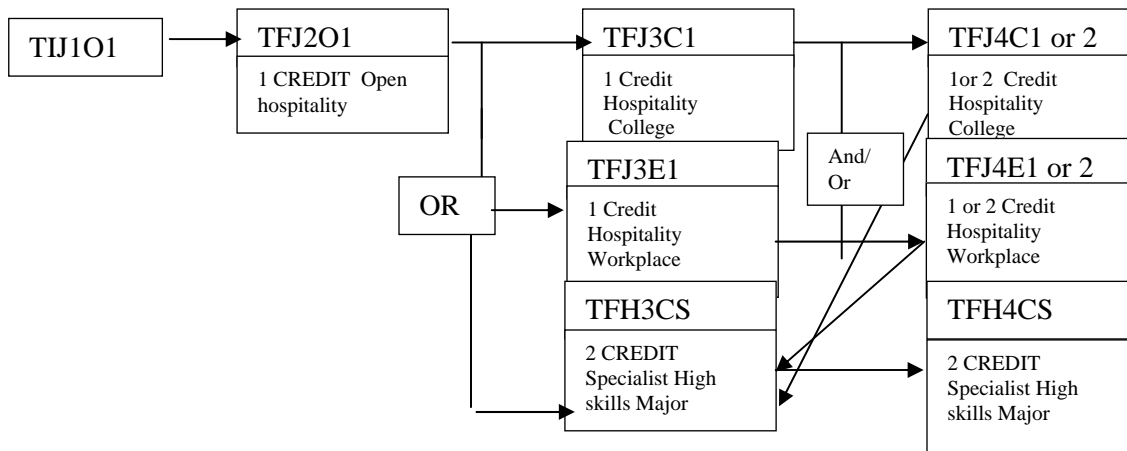
**NOTE:** For course description of HIF201, HPW3C1 and HPC3O1 see the [Humanities](#) Section.

**Child Development and Gerontology, Grade 12 (College Preparation) TOJ 4C1**

This course enables students to examine the stages of child development and the aging process. Students will study the process of disease and factors contributing to health and well being in early and later life, and will develop skills required to meet the needs of children and older adults (care skills). Students will also learn about legislation governing the care of children and older adults; evaluate social and recreational activities, programs, and services for improving quality of life; and develop an awareness of health and safety issues, environmental and social issues, and career opportunities related to child care and gerontology.

**Prerequisite:** none **1 credit**

**Hospitality And Tourism**



**Hospitality and Tourism Course Descriptions:**

**Grade 10 Hospitality and Tourism (Open) TFJ 201**

This course introduces students to concepts and skills related to hospitality and tourism with a practical focus on the areas of food handling, food preparation and industry safety standards. Students will develop an awareness of the origins of foods, event planning, and local tourism as well as related environmental and societal issues. The experience will provide students with a framework to explore secondary and postsecondary pathways leading to careers in the field.

**Prerequisite:** None

**Grade 11, Hospitality and Tourism, Workplace Preparation (Workplace/SHSM) TFJ 3E1/S**

This course focuses on food preparation and management, and hospitality and tourism activities, equipment, and facilities. Students will learn how to prepare, present, and serve food; plan, manage, and promote activities; and use the necessary equipment. Throughout the course, they will learn the fundamentals of providing high-quality service and customer satisfaction. Students will also study the occupational health and safety standards and laws regulating the hospitality and tourism industry, explore the industry's social and environmental impacts, and identify possible career paths. Food preparation in this course focuses on commercial cooking.

**Prerequisite:** None

**TFJ3ES – 2 credits SHSM – see guidance counsellor**

**Grade 11, Hospitality and Tourism, Chef Training Emphasis (College/SHSM) TFJ 3C1/S  
Specialist High Skills Major**

This 2-credit course focuses on food preparation and management, and hospitality and tourism activities, equipment, and facilities. Students will learn how to prepare, present, and serve food; plan, manage, and promote activities; and use the necessary equipment. Throughout the course, they will learn the fundamentals of providing high-quality service and customer satisfaction. Students will also study the occupational health and safety standards and laws regulating the hospitality and tourism industry, explore the industry's social and environmental impacts, and identify possible career paths. Food preparation in this course focuses on commercial cooking. This 2-credit course gives students an extra period of time in the kitchen working on practical projects and developing skills in cooking/chef industry.

**Prerequisite:** none

**TFJ 3CS - 2 credits SHSM – see guidance counsellor**

**Grade 12, Hospitality and Tourism (Workplace Preparation/SHSM) TFJ 4E1/S**

This course focuses on advanced food preparation and presentation skills, event and activity planning, the equipment and facilities used in the hospitality and tourism industry and tourist attractions. Students will study the nutritional value of foods, plan menus and recipes, develop management techniques, design and implement an event, and learn effective communication skills. They will also explore careers, the impact of the hospitality and tourism industry on society and the environment, and health and safety standards in the workplace. Food preparation in this course focuses on commercial cooking.

**TFJ4ES - 2 credits SHSM**

**Prerequisite:** none

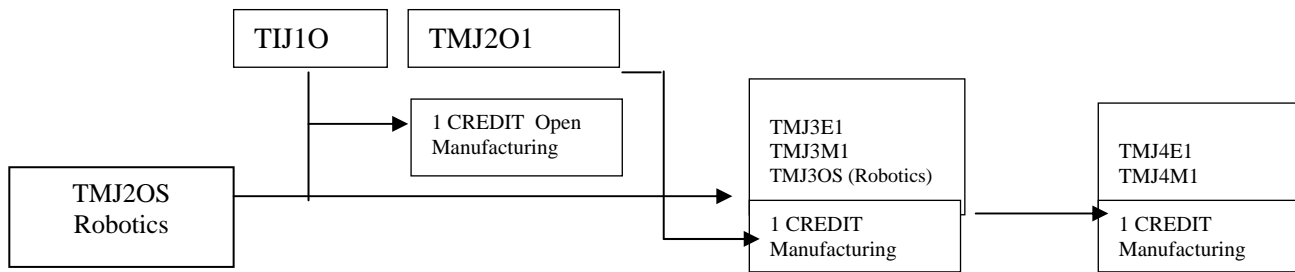
**Grade 12, Hospitality and Tourism, Chef Training Emphasis (College/SHSM) TFJ 4C1/S**

This 2-credit course focuses on advanced food preparation and presentation skills, event and activity planning, the equipment and facilities used in the hospitality and tourism industry and tourist attractions. Students will study the nutritional value of foods, plan menus and recipes, develop management techniques, design and implement an event, and learn effective communication skills. They will also explore careers, the impact of the hospitality and tourism industry on society and the environment, and health and safety standards in the workplace. Food preparation in this course focuses on commercial cooking. This 2-credit course gives students an extra period of time in the kitchen working on practical projects and developing skills in cooking/chef industry.

**TFJ 4CS - 2 credits SHSM**

**Prerequisite:** TFJ3CS

**Manufacturing Technology**



**Manufacturing Technology Course Descriptions:**

**Grade 10, Manufacturing Technology**

**(Open)**

**TMJ 201**

This course introduces students to the scope of the manufacturing industry, the various components used in the design of products, the industrial tools and equipment used, and methods of manufacturing, including assembly-line production. Students will learn about technical drawing; preparation processes; manufacturing techniques; power, electronic, and quality control systems; careers in the manufacturing field; and the role of entrepreneurs in Canadian society. The main focus of this course is Machining/Millwright/Engineering.

**Prerequisite:** none      **1 credit**

**Grade 10 - VEX / R/C ROBOTICS**

**TMJ 20S**

This course introduces students to the basics of design, fabrication using CNC/Conventional machines and the control of robotic systems and R/C systems. The course combines various topics in mechanics, electronic sensors, and basic programming. During the course students will use AutoCad/Inventor 3D and CNC MasterCam software to design robots and R/C vehicles to meet various physical challenges that face these electro-mechanical systems in our modern world. Some examples are building a robotic arm and end effector to pick up objects, design drive chassis systems or designing a robot that uses various sensors to feed information back to a processor, similar to those used in automated driving vehicles.

**Prerequisite:** none      **1 credit**

**Grade 11, Manufacturing – R/C Robotics**

**(Open)**

**TMJ 30S**

Building on the grade 10 program, this program requires the students to design, fabricate, and evaluate R/C robots and robot components using computer aided design (CAD systems), the industrial tools and equipment used for precision fabrication including prototype and mass production methodologies. Students will learn about technical drawing; engineering design processes and process planning; manufacturing techniques; DC motor controls, R/C electronic communication systems, and quality control systems. During this course, the students will identify university, college, apprenticeship and workplace career pathways in the manufacturing sector; and the role of entrepreneurs in Canadian society. The main focus of this course is the development of precision fabrication and design skills that are required to produce an R/C robot.

**Prerequisite:** TMJ 20S recommended      1 credits

**Grade 11, Manufacturing Technology**

**(Workplace Preparation/SHSM)**

**TMJ 3E1/S**

This course helps clarify for young people the broad range of career opportunities available within the manufacturing sector. Students will acquire design and fabrication skills using a variety of materials, tools, equipment, and processes, and will construct products that adhere to design specifications and meet quality control standards. In addition to developing employability and technical skills, students will develop an



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understanding of the impact of the manufacturing sector on consumers, society, and the environment. The main focus of this course is Machining/Millwright/Engineering.

**Prerequisite:** none                      **TMJ 3ES – 2 credits SHSM – see guidance counsellor**

### **Grade 11, Manufacturing Engineering Technology (University/College Preparation/SHSM) TMJ 3M1/S**

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:** TMJ201                      **TMJ 3MS – 2 credits SHSM – see guidance counsellor**

### **Grade 11 Manufacturing Engineering Technology (University /College Preparation) TMJ 3M/S**

This course focuses on design principles; electronic, pneumatic, and hydraulic control systems; and traditional and advanced manufacturing processes. Students will solve problems and make the critical decisions necessary to develop efficient production systems. They will also study the broad range of career opportunities available in the manufacturing sector and their educational requirements, and will research the scope of the manufacturing industry and the impact of its products on individuals, society, and the environment. Industry recognized certifications provide students with advanced preparation for the workplace. This Specialist High Skills Major program prepares students for any post secondary destination.

**Prerequisite:** See Guidance for Interview                      **1 credit (2 credits SHSM)**

### **Grade 12, Manufacturing Technology TMJ 4E1**

This course focuses on drafting and design, machining, welding, computer numerical control (CNC), computer-assisted machining (CAM), motor control, hydraulic control, pneumatic control and computer control. Students will use sophisticated design and manufacturing systems to design and fabricate tooling, to program CNC equipment, and to design and build solutions to technological challenges in manufacturing. The main focus of this course is the Machining/Millwright/Engineering.

**Prerequisite:** TMJ3E1                      **1 credit (2 credits SHSM)**

### **Grade 12 Manufacturing Engineering Technology (University/College Preparation/SHSM) TMJ 4M1/S**

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.

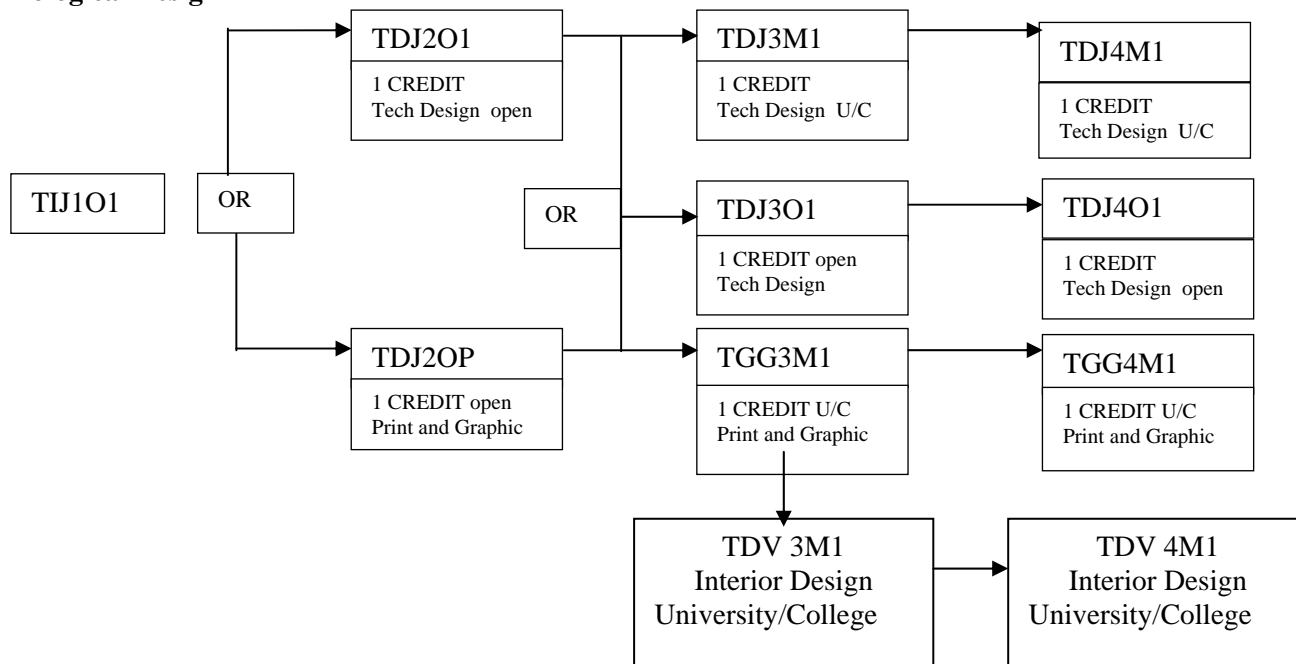
**Prerequisite:** TMJ3M1                      **1 credit (2 credits SHSM)**

### **Grade 12 Manufacturing Engineering Technology (University/College Preparation) TMJ 4M/S Specialist High Skills Major**

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, VEX Robotics systems, 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:** TMJ3M1                      **2 credits**

**Technological Design**



**Technological Design Course Descriptions:**

**Grade 10, Technological Design**

**(Open)**

**TDJ 201**

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

**Prerequisite:** None **1 credit**

**Grade 10, Print and Graphics Communications**

**(Open)**

**TDJ 20P**

*With the use of computer graphics and publishing software* this course introduces students to the principles and elements of design in the production of graphic presentations where students will be required to design and develop innovative products and services. Students will learn the following: how to identify user needs related to specified design problems; the physical properties of selected materials and their application in product design; techniques to create physical products and services; various presentation techniques; how to test and evaluate design solutions; and the implications of technology on the development of products or services. They will also become aware of design-related careers. The main focus of this course is computer graphics and computer publishing.

**Prerequisite:** None **1 credit**

**Grade 11 Technological Design and the Environment (Open) TDJ 301**

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

**Prerequisite:** None **1 credit**

**Grade 11, Print and Graphics Communications (University/College Preparation) TGG 3M1**

*With the use of computer graphics and publishing software* this course provides students with opportunities to apply the principles of basic design to technological challenges in industry, engineering, architecture, manufacturing, and graphics. Students will develop problem solving and design skills through the use of technical drawings and illustrations, model building, testing, and marketing. They will also become aware of consumer, business, and environmental issues in the creation and marketing of products or services, and the educational requirements of design-related careers. The main focus and of this course is computer graphics and computer publishing.

**Prerequisite:** None **1 credit**

**Grade 11, Technological Design (University/College Preparation) TDJ 3M1**

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

**Prerequisite:** None **1 credit**

**Grade 11, Technological Design (Interior Design) (University/College Preparation) TDV 3M1**

This course will introduce students to the principles and elements of design in the painting and decorating and interior design and decorating fields. Students will develop problem solving and design skills as well as practical skills through the completion of projects focusing on residential, space planning, colour psychology and commercial painting and decorating. They will also become aware of consumer, business and environmental issues in the development and marketing of products and services and explore the educational requirements of painting and decorating careers.

**Prerequisite:** None **1 credit**

**Grade 12 Technological Design in the Twenty-first Century (Open) TDJ 401**

This course focuses on the relationship between society and technological development. Students will use appropriate tools, techniques, and strategies to research, design, build, and assess prototypes for products and/or processes that respond to society's changing needs. Students will describe how social factors, including culture, media, politics, religion, and environmental concerns, influence technological design. Students will also learn about professional practices in the field, and will research postsecondary pathways leading to careers related to technological design.

**Prerequisite:** None **1 credit**

**Grade 12, Print and Graphics Communications (University/College Preparation) TGG 4M1**

With the use of computer graphics and publishing software this course helps students develop a systematic process to design products or services in the field of graphic design, based on an understanding and analysis of consumer and commercial needs, software characteristics, computer-assisted graphic enhancement methods, and design principles. Students will design and create presentations, posters, advertising and packaging and become aware of design trends. They will also examine careers and small business opportunities in the graphic design business. The main focus and of this course is computer graphics and computer publishing.

**Prerequisite:** TGG 3M1      **1 credit**

**Grade 12, Technological Design (University/College Preparation) TDJ 4M1**

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

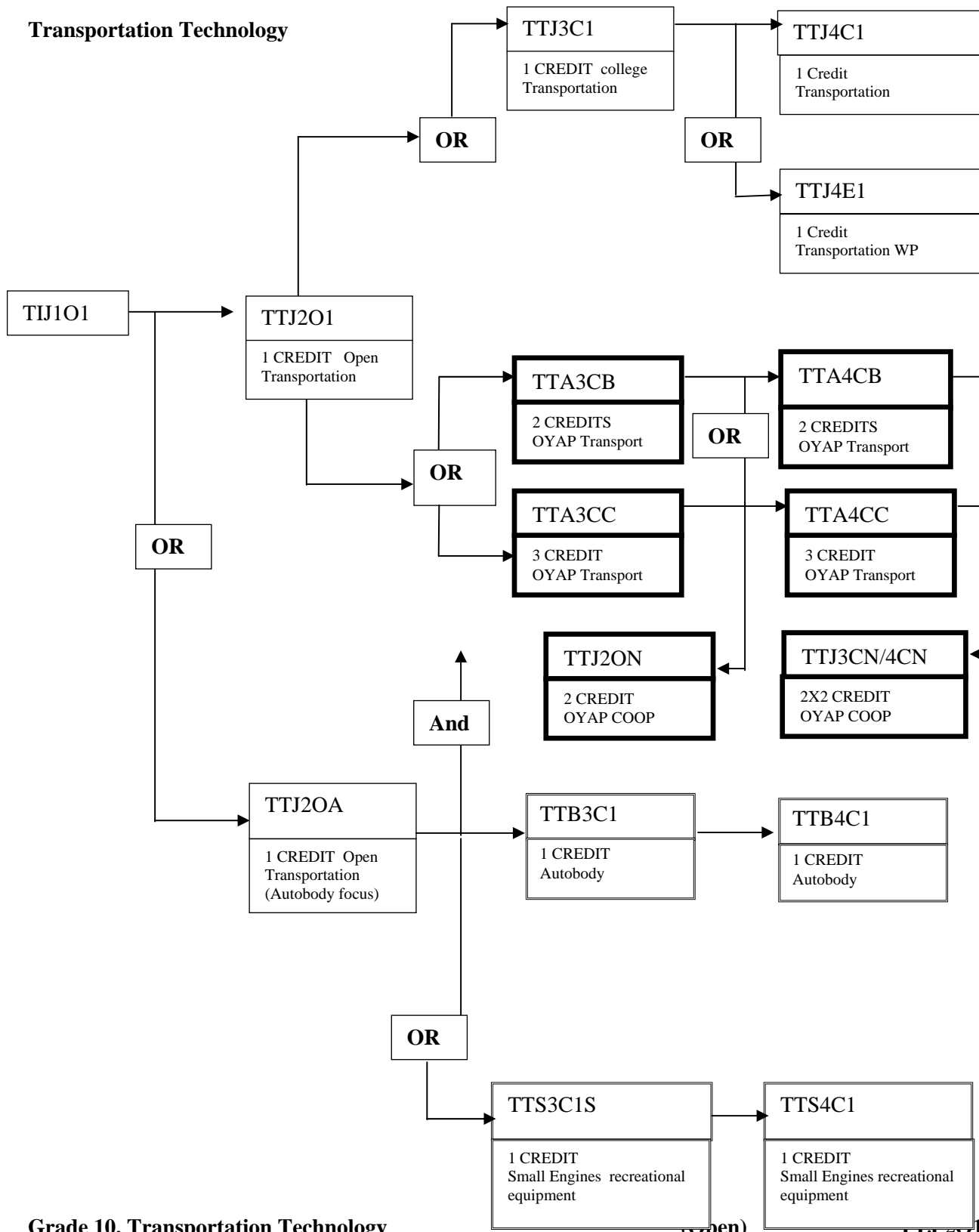
**Prerequisite:** TDJ 3M1      **1 credit**

**Grade 12, Technological Design (Interior Design) (University/College) TDV 4M1**

Learn about colour's fundamental impact on design. Students will gain an understanding of the interior design process from analysis to synthesis. The process of designing involves the study of colour psychology, traffic patterns, interior finishes, as well as fulfilling client needs by developing two and three dimensional presentation drawings for a residential design project. The students will study the functional, psychological and visual impacts of lighting, fiber sources, fabric construction, colouring and furniture finishes. Students will produce a personal portfolio of design studies and finished projects.

**Prerequisite:** TDV 3M1

**Transportation Technology**



**Grade 10, Transportation Technology**

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

## White Oaks Secondary School

awareness of related environmental and societal issues and will explore secondary and postsecondary pathways leading to careers in the transportation industry. The main focus of this one credit course is the Transportation trades and is an excellent preparation for students considering the OYAP Automotive/Small Engine program.

**Prerequisite:** None **1 credit**

### **Grade 10, Transportation Technology, - Auto Body (Open) TTJ 20A**

This course requires students to build projects and to learn service procedures related to different modes of transportation. Students will learn about support systems for transporting people and products; measurement systems and methods; the analysis, design, and construction of a system to convert and make practical use of energy; the function of major vehicle system components; the impact of transportation systems on the environment; communication skills; and transportation-related careers. The main focus of this 1 credit course is the Auto Body trade and is an excellent preparation for students considering the Auto Body program at the senior grades.

**Prerequisite:** none **1 credit**

### **Grade 11, Transportation Technology (College Preparation/SHSM) TTJ 3C1**

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 **1 credit**

### **Grade 12, Transportation Technology (College Preparation) TTJ 4C1**

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

**Prerequisite:** TTJ 3C1 **1 credit**

### **Grade 12 Transportation Technology: Vehicle Maintenance (Workplace Preparation) TTJ 4E1**

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 **1 credit**

### **Grade 11, Transportation Technology: Frame and Body Repair (Workplace Preparation) TTB 3C1**

This course examines the structural components of various types of land, air, and/or marine vehicles and vehicle systems found within the transportation sector. Students will acquire identification, troubleshooting, repairing, and testing skills that meet industry standards and government regulations. In addition to developing employability and technical skills, they will explore the broad range of career opportunities within this sector, and will examine the impact of the transportation sector on people, society, and the environment.

**Prerequisite:** none **1 credit**

### **Grade 12, Transportation Technology: Frame and Body Repair (Workplace Preparation) TTB 4C1**

This course examines the commonalities of structural elements of land, air, and marine vehicles and transportation systems. Students will develop safe workplace habits and business management skills and will use hand and power tools effectively to service and repair the structural elements of vehicles to meet industry standards and

safety inspections. They will also research the entry requirements for apprenticeship training programs and develop the employability and technical skills required for entry into the workplace.

**Prerequisite:** TTB3C1 **1 credit**

**Grade 11, Small Engine Recreational Equipment (College Preparation/SHSM) TTS 3C1/S**

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. The focus this motive power course will be motorcycle recreational equipment.

**Prerequisite:** none **1 credit**

**Small Engine Recreational Equipment (College Preparation) TTS 4C1**

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. The focus this motive power course will be motorcycle recreational equipment. This would be a good preparation course for students going directly into apprenticeship and into recreational equipment repair.

**Prerequisite:** TTS3C1 **1 credit**

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**Automotive OYAP Program (Ontario Youth Apprenticeship Program) TTA 3CB**  
2 credit Automotive Ontario Youth Apprenticeship Program year one. Please refer to OYAP Information.  
**Prerequisite: TTJ2O2 2 credits**

**Automotive OYAP Program (Ontario Youth Apprenticeship Program) TTA 3CC**  
3 credit Automotive Ontario Youth Apprenticeship Program year one. Please refer to OYAP Information.  
**Prerequisite: none 3 credits (2 credits + 1 In school Pre Placement credits)**

**Automotive OYAP Program (Ontario Youth Apprenticeship Program) TTA 4CB**  
2 credit Automotive Ontario Youth Apprenticeship Program year two. Please refer to OYAP Information.  
**Prerequisite: TTA3C1 2 credits**

**Automotive OYAP Program (Ontario Youth Apprenticeship Program) TTA 4CC**  
3 credit Automotive Ontario Youth Apprenticeship Program year two. Please refer to OYAP Information.  
**Prerequisite: TTA3C2 3 credits (2 credits + 1 In school Pre Placement credits)**

**Automotive OYAP Program COOP (Ontario Youth Apprenticeship Program) TTJ 2ON**  
2 credit Automotive Ontario Youth Apprenticeship Program COOP. Please refer to OYAP Information.  
**Prerequisite: TTJ2O2 or TTA3C 2 credits**

**Automotive OYAP Program (Ontario Youth Apprenticeship Program) TTJ 3CN**  
2 credit Automotive Ontario Youth Apprenticeship Program COOP. Please refer to OYAP Information.  
**Prerequisite: TTA3C 2 credits**

**Automotive OYAP Program COOP (Ontario Youth Apprenticeship Program) TTJ 4CN**  
2 credit Automotive Ontario Youth Apprenticeship Program COOP. Please refer to OYAP Information.  
**Prerequisite: TTA4C 2 credits**



**Futures Program – Life Skills Development**

**Academic Fundamentals**

**Language and Communication Development**

**KEN**

This course emphasizes the development of oral and written communication and reading skills, which are needed for success in school and everyday life. As appropriate, students will study novels, short stories, poetry, newspapers, and media to increase their skills and ability to communicate with understanding and clarity.

**Numeracy Development**

**KMM/KBB**

This course will enable students to gain a basic understanding of numbers, as well as patterning, comparing, shapes, sorting and classifying. Students will also explore concepts of measurement, money and time. Computations (addition and subtraction, multiplication and division, word problems and fractions) will be the primary focus of the course.

**The Arts**

**Creative Arts**

**KAL**

Students in this course will learn to identify and play simple melodies on the piano, distinguish music symbols, as well as recognize musical instruments used in orchestra and band. Students will also learn basic drawing skills. Various themes will be developed through the course. E.g. faces, figures and fashion, and cartoon basics. Students will learn the basics of dramatic arts and apply these skills in a small play or musical. In this course students will explore Canadian artists, singers, composers, actors and entertainers. Students will perform in all areas and showcase their talent in a variety of forms.

**Canadian And World Studies**

**History - Canada in the 21st Century**

**KNA**

Students in this course will be challenged in creative ways (poetry, painting pictures, music, food tasting, current events) to learn more about their own country Canada. Year one students will investigate a range of topics including role of a Prime minister, multiculturalism, immigration, duties of a Canadian citizen and present day teen culture. In year 2 students will learn about global interaction, United Nations, peace keeping and Canada as a bilingual nation.

**Exploring our World (Geography)**

**KCW**

This course draws upon student's everyday experiences and uses a variety of frameworks to help students learn about the geography of Canada and the country's place in the global community. Students will investigate the interconnections among the country's landforms, climate, soil, plant, animals and human activities in order to understand Canada's physical character and diversity.

**Guidance And Career Education**

**Personal Life Skills**

**KGL**

This course focuses on six main areas required for personal life management. Through both practical and academic lessons students will explore personal values, personal goals, interpersonal relationships, learning skills, health and wellness, and leisure pursuits.

**Exploring the World of Work (Pre Co-Op) – Support Employment Training Program**

**KCC**

Emphasizing appropriate conduct in the workplace, this course will allow students to develop the skills necessary for today's diverse workforce. An introduction to potential careers will be a focus, as well as the basics of effective resumes, applications and interviews.

**Exploring the World of Work (Co-Op)**

**KGW**

Students in this course will have the opportunity to extend their classroom learning into business, industry and the community. While on unpaid work placements, students increase their self-knowledge while developing valuable

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transferable skills and gain an understanding of the importance of safety, attitude, teamwork and personal management skills in the workplace. Students will also learn to safely ride public transit.

### **Entrepreneurial Studies**

**KGW**

This is a hands-on course that develops entrepreneurship through the use of art and technology with emphasis on communication and teamwork skills. Working from a simple business plan, students develop an idea or product, which is then tested for worthiness and/or salability.

## **Health And Physical Education**

### **Personal Health and Fitness**

**KPF**

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement skills, way to improve personal fitness and physical competence, and safety and injury prevention. They will investigate issues related to nutrition and hygiene and participate in activities that promote teamwork and social skills.

## **Science**

### **Exploring our Environment**

**KSN**

In the Futures Science course students will have the opportunity to explore the world around them. Through three different units (physical science, earth science, and life science) students will discover the diversity and interconnectedness of life and how it affects us. With the use of a variety of resources (text books, Internet, Smartboard, film, etc..) students will learn about such topics as environmental awareness, matter, weather and scientists, among many others.

## **Technology Education**

### **Computer Skills**

**KTT**

Through this course, students will come to understand the basics of computer software, including the essentials of five computing components: Word processing, Desktop publishing, Spreadsheets, On-Screen presentation, and Clipart manipulation.

## **Culinary Arts**

**KHI**

This course introduces students to the fundamentals of culinary arts. Through both academic and applied methods, students will learn about food preparation including hygiene, safety and cleanliness, as well as the effective use of kitchen utensils and measurements. Nutritional meal planning and rules of etiquette will also be a focus.

IB PROGRAM SUBJECT OFFERINGS\*

\* *WOSS currently offers the following subjects in each respective group. Offerings may change based on Student enrolment.*

**ONTARIO COURSE EQUIVALENTS**

IB			Ontario Ministry of Education Course Equivalents (i.e. Ontario courses obtained)	Year course is taken
Group	Subject	Level		
Core	Theory of Knowledge		HTZ4UB: Grade 12 Philosophy (University)	Gr 12
1	English (Literature)	HL	ENG 3UB: Gr. 11 English (University) ENG 4UB: Gr. 12 English (University) ETS 4UB: Gr. 12 Studies in Literature (University)	Gr. 11 Gr.12 Gr.12
	English (Language and Literature)	HL	ENG 3UA: Gr. 11 English (University) ENG 4UA: Gr. 12 English (University) ETS 4UA: Gr. 12 Studies in Literature (University)	Gr. 11 Gr. 12 Gr. 12
	French (Language and Literature)	SL	FIF 3UA: Gr. 11 French Immersion (University) FIF 4UA: Gr. 12 French Immersion (University)	Gr. 11 Gr. 12
2	French	SL	FSF 3UB: Gr. 11 French (University) FSF 4UB: Gr. 12 French (University)	Gr. 11 Gr. 12
	French	HL	FIF 3UB: Gr. 11 French Immersion (University) FIF 4UB: Gr. 12 French Immersion (University)	Gr. 11 Gr. 12
	Spanish Ab-Initio	SL	LWSCUB: Gr. 11 Spanish (as a second language) LWSDUB: Gr. 12 Spanish (as a second language)	Gr. 11 Gr. 12
3	Geography	SL	CGF 3MA: Gr. 11 Physical Geography (University/College) CGW 4UA: Gr. 12 Canadian and World Issues (University)	Gr. 11 Gr. 11
	Geography	HL	CGF 3MB: Grade 11 Physical Geography (University/College) CGW4UB: Grade 12 Canadian and World Issues CGU4UB: Grade 12 World Geography: Human Patters & Interactions	Gr. 11 Gr. 12 Gr. 12
	History	HL	CHA 3UB: Gr. 11 American History (University) CHI 4UB: Gr. 12 Canada: History, Identity & Culture (University) CHY 4UB: Gr. 12 World History (University)	Gr. 11 Gr. 12 Gr. 12
	Business and Management Studies	SL	BBB 4MB: Gr. 12 International Business Fundamentals (University/College) BOH 4MB: Gr. 12 Business Leadership: Management Fundamentals (University/ College)	Gr.11 Gr. 11
	Economics	HL	CIE 3MB : Gr. 11 The individual and the Economy CIA 4UB : Gr. 12 Economics CPW 4UB : Gr. 12 Canadian and World Politics	Gr. 11 Gr. 12 Gr. 12
	Economics	SL	CIE 3MB : Gr. 11 The individual and the Economy CIA 4UB : Gr. 12 Economics	Gr. 11 Gr. 11
4	Biology	SL	SBI 3UB: Gr. 11 Biology (University) SBI 4UB: Gr. 12 Biology (University)	Gr. 11 Gr. 11

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	Chemistry	HL	SCH 3UB: Gr. 11 Chemistry (University) SCH 4UB: Gr. 12 Chemistry (University) SNC 4MB: Gr. 12 Science (University/College)	Gr. 11 Gr. 12 Gr. 12
	Physics	SL	SPH 3UB: Gr. 11 Physics (University) SPH 4UB: Gr. 12 Physics (University)	Gr. 11 Gr. 11
5	Math Studies	SL	MCR3UB: Gr. 11 Functions MDM 4UB: Gr. 12 Data Management (University)	Gr.11 Gr. 11
	Math	SL	MHF 4UA: Gr. 12 Advanced Functions (University) MCV 4UA: Gr. 12 Calculus and Vectors (University)	Gr. 11 Gr. 11
	Math	HL	MHF 4UB: Gr. 12 Advanced Functions (University) MDM 4UB: Gr. 12 Data Management (University) MCV 4UB: Gr. 12 Calculus and Vectors (University)	Gr. 11 Gr. 12 Gr. 12
6	Music	SL/ HL	AMU 3UB: Gr. 11 Instrumental Music (University) AMU 4UB: Gr. 12 Instrumental Music (University) Mandatory attendance in Concert Band	Gr. 11 Gr. 12
	Theatre Arts	HL	ADA 3MB: Gr. 11 Dramatic Arts (University/College) ADA 4MB: Gr. 12 Dramatic Arts (University/College) ADD 4MB: Gr. 12 Dramatic Arts – Production (University/College)	Gr. 11 Gr. 12 Gr. 12
	Film	HL	TGJ 3MB: Gr. 11 Communications Technology (University/College) TGJ 4MB: Gr. 12 Communications Technology (University/College)	Gr. 11 Gr. 12
	Visual Art	HL/ SL	AVI 3MB: Gr. 11. Visual Arts (University/ College) AVI 4MB: Gr 12. Visual Arts (University/ College) AWM4MB: Gr.12. Visual Arts (University/College) Mandatory After School Studio Art Time	Gr. 11 Gr. 12

- Math SL is suitable for students who plan to enter Life Sciences or Business programs in university.
- Math HL is suitable for students who are strong in Math and plan to enter Math or Engineering programs in university.

## IB DIPLOMA CORE

### IB PROGRAM SUBJECT DESCRIPTIONS

#### **The core requirements of the IB Diploma**

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In addition to completing the assessment requirements of six subjects, in order to be eligible for the award of the diploma a candidate must also meet the requirements of theory of knowledge, the extended essay and creativity, action, service (CAS).

#### **Extended essay (EE)**

A diploma candidate must complete and submit an **extended essay (EE)**, which is a substantial piece of independent research of up to 4,000 words. Work on the extended essay is expected to occupy approximately 40 hours. The work for an extended essay must be done under the direct supervision of an appropriate teacher at the IB World School that is registering the candidate for the examination session.

#### **Creativity, action, service (CAS)**

A diploma candidate must engage in a programme of extra-curricular activities known as **creativity, action, service (CAS)**. Schools entering candidates for the diploma undertake to ensure that three to four hours each week are available to all candidates for CAS activities. A minimum of 150 hours during the two years of the Diploma Programme is required.

#### **Creativity**

- Activities that involve creative thinking in the design and carrying out of projects (dance, music, art, computer programming, math applications etc.)
- “This exists because I *created* it”

#### **Action**

- Activities that involve participation, physical activity and the promotion of a healthy lifestyle (individual or team based sports, dance, fitness etc.)
- “I am physically active in this activity”

#### **Service**

- Activities that involve interacting and building links with other individuals or groups (locally, regionally, provincially, nationally or internationally) and provide service to them.
- “Other people benefited from the activities that I did with them.”

#### **Theory of Knowledge (TOK)**

TOK is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It is a core element which all Diploma Programme students undertake and to which all schools are required to devote at least 100 hours of class time. TOK and the Diploma Programme subjects should support each other in the sense that they reference each other and share some common goals. The TOK course examines how we know what we claim to know. It does this by encouraging students to analyse knowledge claims and explore knowledge questions. A knowledge claim is the assertion that “I/we know X” or “I/we know how to Y”, or a statement about knowledge; a knowledge question is an open question about knowledge. The TOK course includes

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meeting the assessment requirements that include giving a presentation and submitting an essay on one of the six prescribed titles for the examination session.

### **Ontario Course Equivalent:**

HZT4UB – Grade 12 Philosophy (university)

## **Group 1:**

### **English Language A: Literature (HL)**

*Primary focus: the development of critical thinking skills through a close reading of literary texts.*

The Literature course is designed to develop in students an understanding of the techniques of literary criticism. Emphasis is placed upon developing the students' ability to form independent literary judgments and to support those ideas. Through the study of a wide range of literature, the course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches.

Course outline:

1. Works in translation – Through a close reading of 3 texts, students are encouraged to appreciate different cultural perspectives and to consider the role culture plays in making sense of literary works.
2. Detailed study – A close reading and detailed analysis of the content of and techniques used in 3 texts.
3. Literary genres – A close study of the literary conventions of 4 works belonging to a single literary genre (eg, the novel)
4. Options - A critical study of 3 texts chosen freely by the school (texts can include creative non-fiction, graphic novels, or film).

### **Pre-requisite(s)**

ENG 2D: Gr. 10 English (Academic)

### **Equivalent Ontario credits awarded**

ENG 3UB: Gr. 11 English (University)

ENG 4UB: Gr. 12 English (University)

ETS 4UB: Studies in Literature (University)

### **English Language A: Language and Literature (HL)**

*Primary focus: the development of critical thinking skills through an analysis of a wide range of texts and their respective social and cultural contexts.*

The Language and Literature course is designed to develop in students an understanding of how language, culture, and context determine the ways in which meaning is constructed in texts. Students are encouraged to think critically about the different interactions between text, audience and purpose. An understanding of the ways in which formal elements are used to create meaning in both literary and non-literary texts is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception.

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Course outline:

1. Language in a cultural context – An investigation of the relationship between language and gender, identity, power, history, knowledge, and belief.
2. Language and mass communication – An analysis of the dynamics of language in various forms. Possible topics: advertising, bias in media, censorship, and popular culture.
3. Literature: texts and contexts – An investigation of 3 literary texts within their cultural context and as products of that context.
4. Literature: critical study – A close reading and detailed analysis of 3 literary texts

### **Pre-requisite(s)**

ENG 2D: Gr. 10 English (Academic)

### **Equivalent Ontario Credits awarded**

ENG 3UA: Grade 11 English (University)

ENG 4UA: Grade 12 English (University)

ETS 4UA: Studies in Literature (University)

### **French Language A: Language and Literature (SL)**

The French A Language and Literature course is designed for students who have experience of using the language of the course in an academic context. The study of texts, both literary and non-literary, provides a focus for developing an understanding of how language works to create meanings in a culture, as well as in particular texts. All texts may be understood according to their form, content, purpose and audience, and through the social, historical, culture and workplace contexts that produce and value them. Responding to, and production, texts promotes an understanding of how language sustains or challenges ways of thinking and being.

### **Pre-requisite(s)**

FIF 2D: Gr. 10 French (Immersion)

### **Equivalent Ontario Credits awarded**

FIF 3UA: Grade 11 Immersion French (University)

FIF 4UA: Grade 12 Immersion French (University)

**GROUP 2: SECOND LANGUAGE**  
**French Language B SL & HL**

Language B is a foreign language course designed for students with some previous *experience which may be studied at either higher or standard level. The main focus of the course is on language acquisition and development in four primary skills: listening, speaking, reading and writing.*

These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and are tied into culture. The material chosen enables students to develop a mastery of language skills, not simply the study of specific subject matters or content.

*Although the nature of the language B course is the same for both higher and standard level, the two levels differ in the number of types of texts that students are expected to write and, more generally, the depth and breadth of the language used (reflected through objectives and assessment).*

At both higher and standard level, a successful language B student should not only learn and assimilate basic language structures but should also be able to use the language in a range of situations and purposes. These situations extend to the domains of work, social relationships and, at higher level, may include the discussion of abstract ideas. The studied texts will reflect these domains. In short, the language B student learns the “rules of the game”—how to communicate effectively and confidently in a number of situations within the culture(s) where the language is spoken.

In the context of language B, the successful use of a language consists of competence in three areas which run interconnected through the entire course:

- **language** –accuracy in grammar, syntax, etc...
- **cultural interaction** - selecting appropriate contextual language
- **message** - understanding and organizing ideas to communicate them appropriately.

Pre-requisite(s)

**For French SL FSF 2D: Gr. 10 French (Academic)**

**For French HL FIF2D: Gr. 10 French (Immersion) or FSF 2D with instructor approval.**

Equivalent Ontario credits awarded

**French SL FSF 3UB: Gr. 11 French (University)**

**FSF 4UB: Gr. 12 French (University)**

**French HL FIF 3UB: Gr. 11 Immersion French (University)**

**FIF 4UB: Gr. 12 Immersion French (University)**



*Spanish ab initio SL*

***Learning a foreign language is much more than learning a number of sentences, a certain amount of vocabulary or a number of grammatical rules. It means being able to interact in a new cultural context that will enable you to function in a new society. It expands our awareness of the world as we know it today.***

It is within this context that the language *ab initio* course was designed. It is an opportunity for students to further their linguistic skills by taking up a second foreign language, or for students to learn a foreign language for the first time. In accordance with the international and multicultural ethos of the Diploma Program, all candidates are expected to learn at least one foreign language.

Linguistic communication takes place through oral and written language and involves a range of linguistic skills. The language *ab initio* course aims to develop four skills (listening, speaking, reading and writing) to a similar level of communicative competence. The aim of the course is not merely a memory exercise, but so much more than this. Learning a foreign language also means being able to interact within the culture related to the target language. To do this, language *ab initio* students should begin to understand the differences between their own culture and that of the language they are learning. For example, in China it is considered polite to give and receive an object (a book, for instance) using both hands. It is a sign of respect for Chinese culture that the students of Mandarin *ab initio* understand this gesture.

One of the main difficulties of the language *ab initio* course is giving students enough practice in the language and acquainting them with a culture that is previously unknown and not readily accessible. A holistic attitude towards learning a foreign language is favoured. The aim is to promote the idea that French, German or Japanese, for example, are more than school subjects and that, after the two years, students will be able to carry on learning the language more independently if they wish to do so.

Pre-requisite(s)

**LWS BO: Gr. 10 Spanish (Open)**

Equivalent Ontario credits awarded

**LWS CUB: Gr. 11 Spanish (University)**

**LWS DUB: Gr. 12 Spanish (University)**

## GROUP 3: INDIVIDUALS & SOCIETIES

### Economics SL & HL

The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements.

The IB Diploma Program economics course emphasizes the theories of microeconomics, which deal with individuals, firms and markets, and the theories of macroeconomics, which deal with countries, governments and societies. These economic theories are applied to real-world issues such as fluctuations in economic activity, international trade, economic development and environmental sustainability.

The ethical dimensions involved in the application of economic theories and policies permeate throughout the course as students are required to consider and reflect on human end-goals and values. The economics course also encourages students to develop international perspectives, and a concern for local and global issues and responsibilities. Students are encouraged to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world.

#### Pre-requisite(s)

None

#### Equivalent Ontario credits awarded (HL)

**CIE 3MB: Gr. 11 The Individual & The Economy (University/College)**

**CIA 4UB: Gr. 12 Economics (University)**

**CPW 4UB: Gr. 12 Canadian & World Politics (University)**

#### Equivalent Ontario credits awarded (SL)

**CIE 3MA: Gr. 11 The Individual & The Economy (University/College)**

**CIA 4UA: Gr. 12 Economics (University)**

### Geography SL & HL

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and the physical environment in both time and space. It seeks to identify trends and patterns in these interactions as well as the processes behind them, and how people adapt and respond to change.

Within group 3 subjects, geography is distinctive in that it occupies the middle ground between social sciences and natural sciences. The Diploma Program geography course integrates both physical and human geography, and ensures that students acquire elements of both scientific and socio-economic methodologies – examining relevant concepts and ideas from a wide variety of disciplines. This helps students develop an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

The geography course embodies global and international awareness in several distinct ways. It examines key global issues, such as poverty, sustainability and climate change. It considers examples and detailed case studies from local to international scales. Throughout the course, teachers have considerable flexibility in their choice of examples and case studies to ensure that Diploma Program geography is a highly appropriate way to meet the needs of all students, regardless of their precise geographical location.

The following is the syllabus outline for Geography SL/HL:

**Part 1: Core theme—patterns and change (SL/HL)**

*There are four compulsory topics in this core theme.*

1. *Populations in transition*
2. *Disparities in wealth and development*
3. *Patterns in environmental quality and sustainability*
4. *Patterns in resource consumption*

**Part 2: Optional themes (2 Options for SL/3 Options for HL)**

*There are seven optional themes.*

1. *Freshwater—issues and conflicts*
2. *Oceans and their coastal margins*
3. *Extreme environments*
4. *Hazards and disasters*
5. *Leisure, sport and tourism*
6. *The geography of food and health*
7. *Urban environments*

**Part 3: HL extension—global interactions (HL only)**

*There are seven compulsory topics in the HL extension.*

1. *Measuring global interactions*
2. *Changing space—the shrinking world*
3. *Economic interactions and flows*
4. *Environmental change*
5. *Sociocultural exchanges*
6. *Political outcomes*
7. *Global interactions at the local level*

**Fieldwork (SL/HL)**

*Fieldwork, leading to one written report based on a fieldwork question, information collection and analysis with evaluation.*

Pre-requisites

**CGC 1D: Gr. 9 Geography (Academic)**

Equivalent Ontario credits awarded

**Geography SL CGF 3MB: Gr. 11 Physical Geography (University/College)**

**CGW 4UB: Gr. 12 Canadian and World Issues (University)**

**Geography HL CGF 3MB: Gr. 11 Physical Geography (University/College)**

**CGW 4UB: Gr. 12 Canadian and World Issues (University)**

**CGU 4UB: Gr. 12 World Geography: Human Patterns & Interactions (University)**

## History HL – Route 2

The study of history from an international perspective is increasingly important today as different cultures and societies are increasingly in contact and interdependent. Now, more than ever, there is a need for an understanding of the present as well as the past. With this in mind, the aim of history in the Diploma Program is to explain continuity and change through time and through individual events; political, social, economic, religious, technological and cultural.

The process of historical inquiry, explanation and interpretation is a never-ending activity. Students of history investigate a variety of sources, some of which may be of a contentious nature. As new generations seek to explain and analyze the past, they will face problems of determining the accuracy of what is claimed to be reliable historical knowledge and assessing conflicting interpretations of past events. This requires sensitive but critical analysis.

Each generation rewrites its own history in the light of new evidence, attitudes and prejudices. Students should become aware that historical accounts involve judgments based on qualitative evidence and that these judgments might be revised. By studying history they are taught to understand why the work of historians differs over time and in different parts of the world, and how it is impossible for historians to be unaffected by the political and economic conditions in their own country.

Some of the major questions discussed through the course are as follows. Does the historian record history, or create it? Can the historian be free of bias in the selection and interpretation of material? Could it be reasonably argued that the individual perception of a historian, despite possible bias, is necessary or even desirable in the interpretation and recording of history? Is the power of persuasion a characteristic of a good historian?

The following is the syllabus outline for History HL – Route 2:

### 20th century world history—prescribed subjects

1. *Peacemaking, peacekeeping—international relations 1918–36*
2. *The Arab–Israeli conflict 1945–79*
3. *Communism in crisis 1976–89*

### 20th century world history—topics

- |  |   |
|--|---|
| 1. <i>Causes, practices and effects of wars</i>                            | 4. <i>Nationalist and independence movements in Africa and Asia and post-1945 Central and Eastern European states</i> |
| 2. <i>Democratic states—challenges and responses</i>                       |   |
| 3. <i>Origins and development of authoritarian and single-party states</i> | 5. <i>The Cold War</i>  |

*HL option - Aspects of the history of the Americas*

### Pre-requisite(s)

**CHC 2D: Gr. 10 Canadian History since World War 1 (Academic or French Immersion)**

### Equivalent Ontario credits awarded

**CHA 3UB: Gr. 11 American History (University)**

**CHI 4UB: Gr. 12 Canada: History, Identity & Culture (University)**

**CHY 4UB: Gr. 12 World History (University)**

## **BUSINESS AND MANAGEMENT SL**

Business and management is a rigorous and dynamic discipline that examines business decision-making processes and how these decisions impact on and are affected by internal and external environments. It is the study of both the way in which individuals and groups interact in an organization and of the transformation of resources.

The Diploma Programme business and management course is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. The application of tools and techniques of analysis facilitates an appreciation of complex business activities. The course considers the diverse range of business organizations and activities and the cultural and economic context in which business operates. Emphasis is placed on strategic decision-making and the day-to-day business functions of marketing, production, human resource management and finance. Links between the topics are central to the course, and this integration promotes a holistic overview of business activity.

The business and management course aims to help students understand the implications of business activity in a global market. It is designed to give students an international perspective of business and to promote their appreciation of cultural diversity through the study of topics like international marketing, human resource management, and growth and business strategy.

The ideals of international cooperation and responsible citizenship are at the heart of Diploma Programme business and management. The course encourages the appreciation of ethical concerns and issues of social responsibility in the global business environment. Students should be able to make sense of the forces and circumstances that drive and restrain change in an interdependent and multicultural world. The business and management course will contribute to students' development as critical and effective participants in local and world affairs.

Equivalent Ontario credits awarded:

**BOH4M: Business Leadership: Managements Fundamentals**

**BBB4M: International Business Fundamentals**

GROUP 4: EXPERIMENTAL SCIENCES

*The group 4 project is an interdisciplinary activity in which all Diploma Program science students must participate. The intention is that students from the different group 4 subjects analyze a common topic or problem. The exercise should be a collaborative experience where the emphasis is on the processes involved in scientific investigation rather than the products of such investigation.*

*Biology SL*

In Diploma Program biology, it is hoped that students will acquire a body of facts while developing a broad, general understanding of the principles of the subject. Four basic biological concepts that run throughout both the HL and SL programs:

- i) Structure and Function - This relationship is probably one of the most important in a study of biology and operates at all levels of complexity. Students should appreciate that structures permit some functions while, at the same time, limiting others.
- ii) Universality Versus Diversity - At the factual level some molecules (enzymes, amino acids etc...) are ubiquitous, and so are processes and structures. However, these universal features exist in a biological world of enormous diversity, which forces species, in the midst of their connectedness to all living things, to adapt and be interdependent.
- iii) Equilibrium Within Systems - Checks and balances exist both within living organisms and within ecosystems. The state of dynamic equilibrium is essential for the continuity of life.
- iv) Evolution – Evolution can be regarded as change leading to diversity within constraints, which in turn leads to adaptations of structure and function.

The following is the topic outline for Biology SL:

Topic 1: Statistical analysis  
Topic 2: Cells  
Topic 3: The chemistry of life

Topic 4: Genetics  
Topic 5: Ecology and evolution  
Topic 6: Human health and physiology

Options

Option A: Human nutrition and health  
Option B: Physiology of exercise  
Option C: Cells and energy  
Option D: Evolution

Option E: Neurobiology and behaviour  
Option F: Microbes and biotechnology  
Option G: Ecology and conservation

Pre-requisite(s)

*SNC 2D: Gr. 10 Science (Academic/French Immersion)*

Equivalent Ontario credits awarded

**SBI 3UB: Gr. 11 Biology (University)**

**SBI 4UB: Gr. 12 Biology (University)**

## Chemistry HL

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is called the central science as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry serves as useful preparation for many other courses in higher education, such as medicine, biological science and environmental science.

The following is the topic outline for Chemistry HL:

*Topic 1: Quantitative chemistry*

*Topic 2: Atomic structure*

*Topic 3: Periodicity*

*Topic 4: Bonding*

*Topic 5: Energetics*

*Topic 6: Kinetics*

*Topic 7: Equilibrium*

*Topic 8: Acids and bases*

*Topic 9: Oxidation and reduction*

*Topic 10: Organic chemistry*

*Topic 11: Measurement and data processing*

*Topic 12: Atomic structure*

*Topic 13: Periodicity*

*Topic 14: Bonding*

*Topic 15: Energetics*

*Topic 16: Kinetics*

*Topic 17: Equilibrium*

*Topic 18: Acids and bases*

*Topic 19: Oxidation and reduction*

*Topic 20: Organic chemistry*

*Options (HL requires the study of any two options)*

*Option A: Modern analytical chemistry*

*Option B: Human biochemistry*

*Option C: Chemistry in industry and technology*

*Option D: Medicines and drugs*

*Option E: Environmental chemistry*

*Option F: Food chemistry*

*Option G: Further organic chemistry*

Pre-requisites

**SNC 2D: Gr. 10 Science (Academic/French Immersion)**

Equivalent Ontario credits awarded

**SCH 3UB: Gr. 11 Chemistry (University)**

**SCH 4UB: Gr. 12 Chemistry (University)**

**SNC 4MB: Gr. 12 Science (University/College)**

## Physics SL

Physics is the most fundamental of the experimental sciences as it seeks to explain the universe itself, from the very smallest particles—quarks to the vast distances between galaxies.

At the school level both theory and experiments should be undertaken by all students; complimenting each other naturally, as they do in the wider scientific community. This course allows students to develop traditional practical skills and techniques and increase facility in the use of mathematics, which is the language of physics. It also allows students to develop interpersonal skills, and information and communication technology skills, which are essential in modern scientific endeavours and are important, transferable skills in their own right.

Alongside the growth in our understanding of the natural world, perhaps the more obvious result of physics is our ability to change the world. This is the technological side of physics in which physical principles have been applied to construct and alter the material world to suit our needs, and have had a profound influence on the daily lives of all human beings; for good or bad. This raises the issue of the impact of physics on society and the moral and ethical dilemmas and implications of the work of physicists.

Physics is therefore, above all, a human activity and students need to be aware of the context in which physicists work. Illuminating its historical development places the knowledge and the process of physics in a context of dynamic change in contrast to the static context in which physics has sometimes been presented. This can give students insights into the human side of physics: the individuals; their personalities, times and social milieux; and their challenges, disappointments and triumphs.

The following is the topic outline for Physics SL:

***Topic 1: Physics and physical measurement***

***Topic 2: Mechanics***

***Topic 3: Thermal physics***

***Topic 4: Oscillations and waves***

***Topic 5: Electric currents***

***Topic 6: Fields and forces***

***Topic 7: Atomic and nuclear physics***

***Topic 8: Energy, power and climate change***

*Options SL*

***Option A: Sight and wave phenomena***

***Option B: Quantum physics and nuclear physics***

***Option C: Digital technology***

***Option D: Relativity and particle physics***

***Option E: Astrophysics***

***Option F: Communications***

***Option G: Electromagnetic wave***

Pre-requisites

**SNC 2D: Gr. 10 Science (Academic/French Immersion)**

Equivalent Ontario credits awarded

**SPH 3UB: Gr. 11 Physics (University)**

**SPH 4UB: Gr. 12 Physics (University)**



## GROUP 5: MATHEMATICS

Because individual students have different needs, interests and abilities, three different courses are offered in mathematics, designed for students who; wish to study mathematics in depth for enjoyment, or to pursue their interests in areas related to mathematics; wish to gain a better understanding of mathematics and its relevance in other subjects; and those whose future choices of study are lay mainly outside the sphere of mathematics. *Great care should be taken to select the course that is most appropriate for an individual student.*

In making this selection, individual students should be advised to take account of the following factors:

- Their own abilities and interests in mathematics and how they can be successful
- Their other choices of subjects within the framework of the DP
- Their academic plans, in particular the subjects they wish to study in future in regards to career choice

### *Mathematical studies SL*

This course is designed to build confidence and encourage an appreciation of mathematics for students who do not anticipate a need for mathematics in their future studies. Students taking this course need to be already equipped with fundamental skills and a rudimentary knowledge of basic processes.

The course concentrates on mathematics that can be applied to contexts related to other subjects being studied and to common real-world occurrences. The course includes project work a unique feature in which students must produce a piece of written work based on personal interest and research, guided and supervised by the teacher. This process allows students to ask their own questions and to share the responsibility in their learning.

The students most likely to select this course are those whose main interests lie outside the field of mathematics, and for many students this course will be their final experience of being taught formal mathematics. All parts of the syllabus have therefore been carefully selected to ensure that an approach starting with first principles can be used. As a consequence, students can use their own inherent, logical thinking skills and do not need to rely on standard algorithms and remembered formulae.

### Pre-requisites

**MPM 2D: Gr. 10 Math (Academic/French Immersion)**

### Equivalent Ontario credits awarded

**MCR 3UA: Gr. 11 Functions (University)**

**MDM 4UA: Gr. 12 Data Management (University)**

### *Mathematics SL*

This course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.

The course focuses on introducing important mathematical concepts through the development of mathematical comprehensible and coherent techniques. Students should wherever possible apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context.

The internally assessed component, the portfolio, offers students a framework for developing independence in their mathematical learning by engaging in both mathematical investigation and modeling. The portfolio also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

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This course does not have the depth found in the mathematics HL course. Students wishing to study subjects with a high degree of mathematical content should therefore opt for the mathematics HL.

### Pre-requisites

**MCR 3U: Gr. 11 Functions (University)**

### Equivalent Ontario credits awarded

**MHF 4UA: Gr. 12 Advanced Functions (University)**

**MCV 4UA: Gr. 12 Calculus and Vectors (University)**

### *Mathematics HL*

This course caters for students with a very strong background in analytical and technical mathematical skills. The majority of these students will be expecting to include mathematics as a major component of their future studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they enjoy meeting its challenges and engaging with its problems.

The nature of the subject focuses on developing important mathematical concepts through comprehensible, coherent and rigorous ways. Students are encouraged to apply their mathematical knowledge to solving problems in a variety of contexts, as well as justifying and proving results. Students embarking on this course should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. They should also be encouraged to develop the skills needed to continue their mathematical growth in other learning environments.

The internally assessed component, the portfolio, offers students a framework for developing independence in their mathematical learning by engaging in both mathematical investigation and modeling. The portfolio also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

This course is a very demanding one, and as a result, students wishing to study mathematics in a less rigorous environment should therefore opt for one of the standard level courses.

### Pre-requisites

**MCR 3U: Gr. 11 Functions (University)**

*Teachers and marks from MCR 3UB, MPM 2DB and MPM 1DB will be consulted. Attendance at Math Society and participation in Math contests are suggested, but not requirements. An evaluation panel may request an interview with the candidate.*

### Equivalent Ontario credits awarded

**MHF 4UB: Gr. 12 Advanced Functions (University)**

**MCV 4UB: Gr. 12 Calculus and Vectors (University)**

**MDM 4UB: Gr. 12 Data Management (University)**

## GROUP 6: THE ARTS

### *Film HL*

Film is both a powerful communication medium and an art form. The DP film course aims to develop students' skills so they become adept in both interpreting and making film texts. Through the study of film texts and exercises in filmmaking and analysis, this course explores film history, theory and socio-economic background. Students will develop critical thinking abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film.

A challenge for students following this Program is to become aware of their own perspectives and biases and learn to respect those of others. This requires willingness to attempt to understand alternative views, to respect and appreciate

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cultural diversity, and to have an open and critical mind. Thus the course can become a way for the student to celebrate the international and intercultural dynamic that inspires and sustains contemporary film, while appreciating local origins that have given rise to cinematic production in many parts of the world.

For any student to create, present and study film requires courage, passion and curiosity: courage to create individually and as part of a team, courage to explore ideas and experiment; passion to communicate, passion to research and formulate ideas eloquently; curiosity about self and others, curiosity about different traditions, techniques and knowledge, and curiosity for the limitless possibilities of human expression through film.

### Pre-requisites

**TGJ 20: Gr. 10 Communications Technology (Open)**

### Equivalent Ontario credits awarded

**TGV 3MB: Gr. 11 Communications Technology (University/College)**

**TGV 4MB: Gr. 12 Communications Technology (University/College)**

### *Music SL/HL*

The aims of the IBO Music Program are to give students the opportunity to explore and enjoy the diversity of music throughout the world and to help students to learn how to recognize, speculate, analyze, identify, discriminate and hypothesize in relation to music. The course also enables students to develop creative thought through performance and composition, developing their full potential as musicians.

Candidates who have completed the Higher Level (HL) Program will be expected to demonstrate:

- performance skills through solos
- compositional skills through exploration and investigation of musical elements
- critical understanding of music through appropriate musical language and terminology
- perceptual skills in response to music
- knowledge and understanding of music in relation to time and place.

Candidates who have completed the Standard Level (SL) Program will be expected to demonstrate:

- critical understanding of music through appropriate musical language and terminology
- development of perceptual skills in response to music knowledge and understanding of music in relation to time and place.

In addition, Standard Level candidates will be expected to demonstrate through the choice of an option, the: development of their performance skills through solo (SLS) or ensemble (SLG) music making or development of their compositional skills through exploration and investigation of musical elements (SLC).

### Pre-requisites

**AMU 20: Gr. 10 Instrumental Music (Open)**

### Equivalent Ontario credits awarded

**AMU 3UB: Gr. 11 Instrumental Music (University)**

**AMU 4UB: Gr. 12 Instrumental Music (University)**

\*\*Mandatory attendance in Concert Band

### *Theatre Arts SL/HL*

The aims of the Program in Theatre Arts are to help students understand the nature of the theatre, not only with their minds but with their senses, their bodies and their emotions. Also, students will learn to understand the forms that Theatre takes in cultures other than their own; and through this understanding better to understand themselves, their society and their world.

Although the Theatre Arts Program is divided into parts, there are strong links between these. Students need to acquire the reflective skills and understanding of how the links and parts work together as a whole.

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Having completed the course at HL or SL a student will be expected to have demonstrated:

- a knowledge of the major developments and techniques in the theatrical history in several cultures
- an ability to interpret and illuminate play scripts and other theatrical texts analytically and imaginatively
- an understanding of the art of the stage and its criticism
- an ability to perform before an audience, and to demonstrate an understanding of, and some skill in, acting techniques
- the acquisition of sufficient technical skill to produce satisfactory work in at least one of the theatrical arts or crafts
- an understanding of the processes of theatrical production
- an ability to research imaginatively, selectively and with persistence.

### Pre-requisites

**ADA 2O: Gr. 10 Dramatic Arts (Open)**

### Equivalent Ontario credits awarded

**ADA 3MB: Gr. 11 Dramatic Arts (University/College)**

**ADA 4MB: Gr. 12 Dramatic Arts (University/College)**

**ADD 4MB: Gr. 12 Dramatic Arts – Production (University/College)**

### Visual Arts SL/HL

Visual Arts encourage an active exploration of visual arts within the students' own and other cultural contexts. The study of visual arts and the journey within it encourages respect for cultural and aesthetic differences and promotes creative thinking and problem solving.

Visual arts continually create new possibilities and can challenge traditional boundaries. This is evident both in the way we make art and in the way we understand what artists from around the world do. Theory and practice in visual arts are dynamic, ever changing and connect many areas of study and human experience through individual and collaborative production and interpretation.

New ways of expressing ideas help to make visual arts one of the most interesting and challenging areas of learning and experience. The processes of designing and making art require a high level of cognitive activity that is both intellectual and affective. Engagement in the arts promotes a sense of identity and makes a unique contribution to the lifelong learning of each student. Study of visual arts provides students with the opportunity to develop a critical and intensely personal view of themselves in relation to the world.

The Diploma Program visual arts course enables students to engage in both practical exploration and artistic production, and in independent contextual, visual and critical investigation. The course is designed to enable students to study visual arts in higher education and also welcomes those students who seek life enrichment through visual arts.

**\*\*Mandatory After School Art Studio Time**

### Pre-requisites

**AVI 2O1: Gr. 10 Visual Arts (Open)**

### Equivalent Ontario credits awarded

**AVI 3MB: Gr. 11 Visual Arts (University/College)**

**AVI 4MB: Gr. 12 Visual Arts (University/College)**

**AWM4MB: Gr.12 Visual Arts (University/College)**

**Planning Templates**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

*Course Planning Overview*

No.	Year 1-Grade 9	Year 2-Grade 10	Year 3-Grade 11	Year 4-Grade 12
1.	<b>English</b>	English	<b>English</b>	<b>English</b>
2.	<b>Math</b>	Math	<b>Math</b>	
3.	<b>Science</b>	Science		
4.	<b>Canadian Geography</b>	Canadian History		
5.	<b>French</b>	Civics; Career Studies		
6.	<b>Physical Education</b>			
7.	<b>Arts</b>			
8.	<b>Business/ Technology</b>			
	<b>Summer School</b>			
	<b>Night School</b>			
	<b>eLearning</b>			
	<b>Literacy Requirement</b>			
	<b>Volunteer Hrs (40)_____</b>			
	<b>Other</b>			

**Check these off as you earn each credit or complete each requirement:**

**Compulsory Credits – 18**

English – 4 credits (1 per grade)

Civics -.5 credits

Mathematics – 3 credits  
(at least 1 in Gr. 11 or 12)

Career Studies - .5 credit

**Plus: these additional credits:**

Science – 2 credits

**Group ONE Compulsory:**

French as a second language – 1 credit

1 credit in English or a Third Language or Social Sciences and the Humanities or Canadian and World Studies or Guidance and Career Education or Cooperative Education\*

Canadian History – 1 credit

**Group TWO Compulsory:**

Canadian Geography – 1 credit

1 credit in Health and Physical Education or Business Studies or the Arts or Cooperative Education\*

The Arts (music, visual arts, media arts, drama, dance) – 1 credit

**Group THREE Compulsory**

Health and Physical Education – 1 credit

1 credit in Science (Gr. 11 or 12) or Technological Education (Gr. 9-12) or Cooperative Education\*

**Optional Credits – 12**

\* maximum of 2 coop credits can count as compulsory

**Literacy Requirement**

**Websites For Educational Planning**

Organization	Description	Website
Ontario School Counsellors' Association (OSCA)	Information on many aspects of post-secondary education with links to universities, colleges, scholarships and financial assistance. Also, links to assist in career, occupational and educational research.	<a href="http://www.osca.ca">www.osca.ca</a> Scholarships and financial assistance: <a href="http://osap.gov.on.ca/">http://osap.gov.on.ca/</a> <a href="http://www.scholarshipscanada.com">www.scholarshipscanada.com</a> <a href="http://www.StudentAwards.com">www.StudentAwards.com</a>
Association of Universities and Colleges of Canada (AUCC)	A thorough overview of the Canadian higher education system.	<a href="http://www.aucc.ca">www.aucc.ca</a>
Ontario University Application Centre (OUAC)	Comprehensive information about universities and university application processes in Ontario.	<a href="http://www.ouac.on.ca">www.ouac.on.ca</a>
Ontario University Applications Centre - INFO magazine online	INFO – Online version of the Fall 2006 Issue- <u>Admission Guidelines and Programs of Study finder</u>	<a href="http://www.electronicinfo.ca">www.electronicinfo.ca</a>
Ontario College Application Centre (OCAS)	Comprehensive information about colleges and application processes in Ontario. – program locator function	<a href="http://www.ontariocolleges.ca">www.ontariocolleges.ca</a>
Ontario College-University Transfer Guide	Lists programs where courses can be transferred between college and university. Also, the OCUTG can be accessed from Discover Ontario Colleges on the Ontario Colleges website.	<a href="http://www.ocutg.on.ca">www.ocutg.on.ca</a>
Apprenticeship Information	The first site gives local information about apprenticeships and opportunities.	<a href="http://www.apprenticesearch.com">www.apprenticesearch.com</a> <a href="http://www.ilc.org">www.ilc.org</a>
School to Career/Work Programs	A description of pathways from <u>school to work</u> specific to students in the Halton District School Board	<a href="http://www.schooltocareer.ca">www.schooltocareer.ca</a>
Ontario Ministry of Education Secondary School Course Descriptions and Prerequisites	A 120 page document containing course descriptions and prerequisites for all curriculum areas. <u>Click</u> : English, Elementary & Secondary, Curriculum, Course Descriptions and Prerequisites.	<a href="http://www.edu.gov.on.ca/eng/curriculum/">http://www.edu.gov.on.ca/eng/curriculum/</a>
Halton District School Board	Educational opportunities within HDSB, including alternative programs, summer school, night school, PLAR etc.	<a href="http://www.hdsb.ca">www.hdsb.ca</a> <a href="http://www.garyallan.ca">www.garyallan.ca</a> <a href="http://www.brontecreekproject.org">www.brontecreekproject.org</a> <a href="http://www.hdsb.ca/elearning">www.hdsb.ca/elearning</a>
Ontario Work InfoNet	Information on school and career related information with an Ontario base	<a href="http://www.on.workinfonet.ca">www.on.workinfonet.ca</a>
Job Search Skills	Ministry of Education and Training resources to assist with job search	<a href="http://www.edu.gov.on.ca/eng/training/jobs/getjob/getjob.html">www.edu.gov.on.ca/eng/training/jobs/getjob/getjob.html</a> <a href="http://www.edu.gov.on.ca/eng/prospects/index.html">www.edu.gov.on.ca/eng/prospects/index.html</a> <a href="http://www.edu.gov.on.ca/eng/document/brochure/youjob/index">www.edu.gov.on.ca/eng/document/brochure/youjob/index</a>