

LASALLE SECONDARY SCHOOL



2021-2022 COURSE CALENDAR GRADE 10 - 12

NULLI SECUNDUS "SECOND TO NONE"

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LASALLE SECONDARY SCHOOL OBJECTIVES

The overall purpose of education is to help individual learners to achieve their potential in physical, intellectual, emotional, social, cultural, and moral development. Our school objectives, therefore, consist of helping each student to

1. Develop a responsiveness to the dynamic processes of learning.
2. Develop resourcefulness, adaptability, and creativity in learning and living.
3. Acquire the basic knowledge and skills needed to comprehend and express ideas through words, numbers, and other symbols.
4. Develop physical fitness and good health.
5. Gain satisfaction from participating and from sharing the participation of others in various forms of artistic expression.
6. Develop a feeling of self-worth.
7. Develop an understanding of the role of the individual within the family and the role of the family within society.
8. Acquire skills that contribute to self-reliance in solving practical problems in everyday life.
9. Develop a sense of personal responsibility in society at the local, national, and international levels.
10. Develop esteem for the customs, cultures, and beliefs of a wide variety of societal groups.
11. Acquire skills and attitudes that will lead to satisfaction and productivity in the world of work.
12. Develop respect for the environment and a commitment to the wise use of resources.
13. Develop values related to personal, ethical, or religious beliefs and to the common welfare of society.

At Lasalle we strive to help young people search for many dimensions of learning and living. In addition to providing many courses, we encourage students to participate in activities that include co-curricular, athletic, social and cultural pursuits; community services; travel; and extended use of other community resources.

Students who are involved are students whose lives are enriched. They are happier, more committed, and more positive. They learn communication skills, time management skills, and team building and leadership skills. They come to a better understanding of themselves and others. Students applying to post-secondary institutions and for employment opportunities find that their co-curricular involvement is valued by those outside the secondary school. Recommendations from coaches and advisors are an added bonus for the involved student.

LASALLE CODE OF BEHAVIOUR

Lasalle has procedures or guidelines for appropriate behaviour. The following guidelines were established by a committee of staff, students and parents and they reflect Lasalle's philosophy of openness and mutual respect. They are intended to ensure the well-being and security of everyone at Lasalle. The following topics are defined in greater detail in the Student Agenda:

- | | |
|-------------------------------------|-------------------------|
| •PUNCTUALITY | •RESPECT FOR PROPERTY |
| •REGULAR ATTENDANCE | • RESPECT FORSELF |
| •RESPECT FOR AUTHORITY | • PREPARATION FOR CLASS |
| •RESPECT FOR PEERS AND OTHER PEOPLE | |

EXAMINATION, EVALUATIONS

At Lasalle, all students taking grade 11-12 courses will write final examinations or have culminating activities at the end of each semester that is in January and in June. In order to prepare students for college, university, apprenticeships or the workplace, we place a strong emphasis on examinations. Students must have a serious reason for missing a final examination. In such a situation the school will contact the home to ascertain the reason for missing an exam as well as to indicate what steps will be taken for a fair evaluation.

Teachers of all subjects evaluate throughout the semester. Assessment and evaluation will be based on the four categories, which include: Knowledge and Understanding, Thinking and Inquiry, Communication, and Application. These categories will encompass all discipline expectations.

Under the curriculum, the main purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from a variety of sources, including assignments, demonstrations, projects, performances, and tests. This information should demonstrate how well students are achieving the curriculum expectations. As part of assessment, teachers, peers, and individual students provide descriptive feedback that guides efforts for improvement. Assessment is ongoing and supportive. Evaluation is the process of judging the quality of a student's work on the basis of established achievement criteria and assigning a value to represent that quality. It reflects a student's level of achievement of the provincial curriculum expectations at a given time.

An interim report is sent home to parents/guardians in October and March. A mid-term Progress Report is sent home to parents/guardians in November and April. A Provincial Report Card is sent in February and July after the completion of semester 1 and semester 2.

LASALLE EXAM RECOMMENDATION POLICY FOR GRADE 9 & 10 STUDENTS

Grade 9 and 10 students will have the opportunity to be considered for exam recommendations. In order to receive a recommendation the following criteria must be met:

- Student has achieved 75% average in the class
- Student has not missed more than 10 classes (Exceptions: medical reasons with doctor's note, bereavement, elite athletic events and school field trips)
- Student has not been late for class more than 10 times

NOTE: Administration reserves the right to remove a recommendation for an exemption if a student's conduct runs contrary to Lasalle's character education guidelines.

ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)

In March, the Grade 10 students will write the Ontario Secondary School Literacy Test, which is created and marked by the Education Quality and Accountability Office (EQAO). Students must complete the Literacy requirement in order to graduate from secondary school and to earn a secondary school diploma. The literacy test is based on the Ontario curriculum expectations for language and communication - particularly reading and writing - up to and including Grade 9. Students not successful on their first attempt must either rewrite the test or take the Ontario Secondary School Literacy Course (OSSLC). There is no limit to the number of attempts that a student may take. Literacy preparation tutorials are available to assist students.

PROMOTION POLICY

1. Promotion will be by subject; a student receives standing for each course successfully completed.
2. A student who has earned 50% in a course will be allowed to take the corresponding course at the same level of difficulty in the next grade.
3. A student will accumulate credits only for courses in which a mark of at least 50% is obtained.

LANCER SCHOLAR

Students who achieve an average of 80% or more on the year's work are designated as Lancer Scholars. These students are given special recognition at our annual Commencement Exercises or Lancer Awards Ceremony.

BASIC INFORMATION

COURSE CODES - Each course code contains six characters: three letters followed by a combination of three letters and numbers. The first 3 characters indicate the pathway in which the course is taken, as shown below:

D Academic	U University
P Applied	M University/College
L Essential	C College
O Open	E Workplace

B -	BAND
E -	ENRICHED/AP
F -	FEMALE
I -	IMMERSION
M -	MALE
0 -	REGULAR CLASS

The sixth and final character is a school designated character. *Example* MCF3M0

MCF-Math Functions and Applications

3- Grade 11

M - University/College

0 - Regular Class

1. **TEXTBOOKS:** All textbooks will be on loan to students who are responsible for their proper care. Students will return texts at the end of the course or they will be charged the cost of the text.
2. **PHYSICAL EDUCATION EQUIPMENT:** Students require a gym uniform consisting of black gym shorts or gym pants, a Lasalle t-shirt (which may be purchased at the school), running shoes, and socks.
3. **ATHLETIC FEE:** A yearly athletic fee is collected from students who participate on co-curricular sports teams. This one-time fee helps to pay for the annual Athletic Banquet and other incidentals.

LASALLE SECONDARY SCHOOL STUDENT FEES

(fees are subject to change)

Voluntary Student Fee (\$20.00): The Lasalle student fee is collected to enhance the overall school experience for our students throughout the school year.

Lasalle Athletic Membership (\$60.00): The Lasalle co-curricular athletic program is a successful and diverse program which provides student athletes with the opportunity to participate on one or more teams throughout the school year. To operate and provide these opportunities, this membership covers officials, referees, medals, banners, uniforms, site fees and the athletic banquet.

THE ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)

What do you need to graduate?

30 credits of which 18 are compulsory credits and 12 are optional credits.

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

- 4 credits in English*
- 3 credits in mathematics
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics

Plus one credit from each of the following groups:

- 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
- 1 additional credit in health and physical education, or the arts, or business studies, or French as a second language or cooperative education
- 1 additional credit in science, or technological education, or French as a second language, or computer studies or cooperative education

In addition to the 18 compulsory credits, students must complete:

- 12 optional credits***
- 40 hours of community involvement activities
- the provincial literacy requirement

- * 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.
- ** A maximum of 2 credits in cooperative education can count as compulsory credits.
- *** May include up to 4 credits achieved through approved Dual Credit courses.

THE ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC)

The Ontario Secondary School Certificate will be granted, upon request, to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned the required 14 credits.

CERTIFICATE OF ACCOMPLISHMENT

Students who leave school before fulfilling the requirements for the OSSD or the OSSC may, upon request, 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, or who plan to find employment after leaving school.

SELECTION OF COURSES

GRADES 9 AND 10

Students in Grade 9 and 10 will choose courses from four pathways: ENRICHED, ACADEMIC, APPLIED, and ESSENTIAL.

ENRICHED PATHWAY: cover the same core course content as the academic stream with enrichment provided for very strong students.

ACADEMIC PATHWAY: focus on the essential concepts of the discipline plus additional related concepts. They emphasize theoretical, abstract applications of the essential concepts while incorporating practical applications as appropriate.

APPLIED PATHWAY: focus on the essential concepts of the discipline. They emphasize practical, concrete applications of the essential concepts while incorporating theoretical applications as appropriate.

LOCALLY DEVELOPED/ESSENTIAL PATHWAY: These courses have been developed to meet students' educational needs not met by the existing provincial curriculum. Courses are available in the following subjects: English, Mathematics, Science, Geography, and History. These courses will provide additional support for students who experience considerable difficulties in the study of one or more of these subjects.

GRADES 11 AND 12

Courses in Grades 11 and 12 are divided into five types: University Preparation Courses, University/College Preparation Courses, College Preparation Courses, Workplace Preparation Courses, and Open Courses.

UNIVERSITY PREPARATION COURSES: These courses provide students with the knowledge and skills needed to meet the entrance requirements for university and some college programs. In order for a student to apply to university or a degree program at College they must have six Grade 12 U/M courses.

UNIVERSITY/COLLEGE PREPARATION COURSES: These courses include content that is relevant for both university and college programs. They provide students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs.

COLLEGE PREPARATION COURSES: These courses provide students with the knowledge and skills to meet entrance requirements for most college programs. Students must check the prerequisite courses required for their specific college program.

WORKPLACE PREPARATION COURSES: These courses prepare students to move directly into the workplace or to be admitted to apprenticeship programs and other training programs in the community. These courses emphasize practical workplace applications and employment skills.

OPEN COURSES: These courses have one set of expectations for all students in the subject selected. Open courses allow students to broaden their skills and knowledge in a subject that interests them and which may or may not be related to their post-secondary plans.

PREREQUISITE COURSE (PRE): A course is designated as a prerequisite for a subsequent course only if it is absolutely essential for the successful understanding of the subsequent course. Prerequisite courses are set by the Ministry of Education.

SELECTION OF COURSES: The principal and staff of a school may make recommendations to students and their parents regarding the selection of courses. Students and their parents have the right to make alternative course selections but should be aware of the requirements for the OSSD and the specific postsecondary programs.

Students in Grades 9, 10, and 11 will be expected to study a full program of eight courses per year. Successful completion will allow students to earn one credit per course, for a total of eight credits each year towards the Ontario Secondary School Diploma.

Essential pathway course selections will usually be done with the student, parents and guidance personnel. Students who have attained the age of majority (18) may accept responsibility for their own course selections.

TRANSFER OR CHANGE OF COURSES: In early September (in semester 1) and in early February (in semester 2), students may want to drop a subject and add a new one or change their pathway in the same subject. These changes depend on several considerations:

- 1) class size
- 2) approval of a guidance counsellor (with the recommendation of teachers)
- 3) approval of parents for students under the age of majority for compulsory courses.

Immediately after parent-teacher nights in October (semester 1) and March (semester 2) teachers may recommend and parents may request a change of level or pathway. After consulting with teachers and parents, a guidance counsellor would make this change as soon as possible, if space permits.

FULL DISCLOSURE

A full disclosure policy will be in effect for senior level courses. Under full disclosure, the marks for all of these courses, including failed marks and all attempts on repeat and upgraded courses, will appear on the student transcript.

If a student withdraws from a course before the issuance of the first provincial report card (mid-term report card), that course will not appear on the transcript. However, if a student withdraws from a course 5 days after the issuance of the first provincial report card (mid-term report card), a mark will appear on the transcript along with an indicator that the student had withdrawn from this course.

Note: The above full disclosure policy does not apply to Grade 9 and 10 courses.

Credit Recovery - As part of the Student Success Initiative, the Credit Recovery Program will be offered at Lasalle. Upon selection by the principal and Student Success teacher, a student can recover the credit for a course that was failed previously. Credit recovery focuses not on time but on what key learning the student must attain before earning the credit. More information is available from the Student Success Teacher.

NOTES FOR PARENTS AND STUDENTS

1. The courses offered by Lasalle Secondary School have been developed according to the requirements of the Ontario Ministry of Education, Skills and Training.

2. Courses of study shall be available at the school for parents and students to examine, upon request.

3. ONTARIO STUDENT RECORD

An Ontario Student Record (OSR) is maintained for every student. A student's progress and achievement are recorded in the OSR. Students and parents (until the student turns 18) have the right to see the contents of the OSR. This can be arranged through the Guidance office.

4. ONTARIO STUDENT TRANSCRIPT

A student's record of courses successfully completed and credits gained towards the requirements for the OSSD is to be maintained on the Ontario Student Transcript.

5. STUDENT SERVICES (GUIDANCE)

Student Services provide students with resources, information and counseling referrals in order to;

- 1) expand their knowledge and understanding of self;
- 2) develop an understanding of effective relationships;
- 3) develop the knowledge, skills and attitudes needed to make appropriate post-secondary decisions and to cope with the transition from secondary school to post-secondary studies and the world of work;
- 4) explore potential careers in relation to themselves, educational alternatives, and their desired lifestyle.

6. EXCEPTIONAL STUDENTS – SPECIAL EDUCATION

It is basic policy in the curricula for Ontario that individual differences are to be accommodated to the greatest extent possible. For all students and exceptional pupils in particular, entry into Lasalle will be facilitated by the Special Education Department. This will include orientation days and group and individual meetings with parents and students. Lasalle students are monitored and supported according to their Individual Education Plans (IEP).

A Learning Strategies course (GLE) is available in all grades to assist students identified with learning difficulties with their organizational skills and unique learning styles. Learning Strategies I: Skills For Success in High School (Open) introduces students to learning theories and strategies, prepares them to become effective independent learners, and helps them increase their personal management skills, both in school and in other contexts. Students will learn how to use reflective thinking, structured inquiry, active reading, memorization, goal setting strategies, and time and stress management skills to identify and work towards their goals. The course will also help students identify their preferred ways of learning and use this knowledge to increase their confidence, motivation, and ability to learn. Class time is provided for reviewing and organizing, and for completing homework. This course is intended solely for exceptional students who may require additional support in order to be successful. Placement in this course is decided at an IPRC meeting.

Lasalle provides remedial work for students who experience difficulty in all pathways. It is important to note that teachers are available to assist all students who require help in one or more subjects.

7. STUDENT SUCCESS

An important focus in education is to improve student achievement by giving specific attention to the individual learner. At Lasalle Secondary School, Student Success Team work closely with the classroom teachers to provide help for struggling students. For more information contact the Student Success Teacher, Mrs. D. Austin-O'Hare austind@rainbowschools.ca.

8. TRANSITION PROGRAM

This program is a non- credit bearing life skills program and does not lead to a diploma. Students will receive a Certificate of Accomplishment upon completion and will be prepared to enter the world of work. Students entering this program are admitted through a meeting of a special education committee. Courses will focus upon personal life management and independent living skills. Some of the subjects included in this program will be selected from the following:

English	Social Studies	Computers
Mathematics	Physical Education	Technological Studies
Science	Art	Coop Education (work experience)

9. LIFESKILLS

Students who demonstrate needs in the area of communication skills, language development, social skills and the ability to relate to their environment require intervention to organize and focus their learning. A team approach (including parents/guardians, central staff, school staff and community services/agencies) in the completion of individualized program plans offers the most effective support to these students. Students may access these services when they have a Pervasive Developmental Delay.

10. ASD PROGRAM

Students who have an identification of Autism, and who demonstrate needs in the area of communication skills, language development, social skills and the ability to relate to their environment, require intervention to focus their learning. A team approach (including parents/guardians, central staff, school staff, and community services/agencies) in the completion of individualized program plans offers the most effective support to these students.

11. POLICIES ON DRUGS, ALCOHOL AND VANDALISM

The Rainbow District School Board's stance on the abuse of drugs and alcohol and instances of vandalism is quite firm. The Board and school's responsibility in these matters is to provide a viable drug and alcohol education program, to enforce strictly the policy pertaining to abuses in these areas, and to protect our students from those who would attempt to influence young people in those practices. For further clarification check the Code of Conduct in the Student Handbook.

ADVANCED PLACEMENT (AP)

The Advanced Placement (AP) program allows students to pursue university-level studies while in secondary school. Subjects for the 2020-2021 school year will include English Literature and Composition, Calculus AB, and Psychology. At the senior level, students select from available AP courses and work towards successful completion of the AP exams. Students can earn a first-year university credit for each AP credit achieved (minimum score required and subject to the requirements of each university). The program is designed to enable students to think deeply and take personal responsibility for their learning.

FRENCH IMMERSION PROGRAM

This program is provided for well-motivated students to become fluently bilingual. This program aims to teach the student to speak and write French with sufficient fluency not only to converse on everyday matters but also to understand a full curriculum of subjects such as geography, history, healthy active living and social science.

PROGRAM REQUIREMENTS

In order to receive a Bilingual Certificate, students must successfully complete a minimum of 10 credits taught in the French language. These must include Grade 9, 10, 11 and 12 Français. Students are strongly encouraged to take as many French Immersion courses as possible before graduation.

COOPERATIVE EDUCATION

Cooperative Education is a unique educational process designed to promote skill development, individual career exploration, and self-awareness. Students must be at least 16 years of age and have at least 16 credits to participate.

Students can benefit from Cooperative Education through several options:

COOP1: This is a one-credit co-op course that gives senior students the opportunity to assist a teacher in a grade 9 classroom. **PRE:** Students will be screened.

COOP2: This is a two-credit package offered in the morning or afternoon of each semester. Students must have completed a minimum of 16 credits and be taking an in-school course related to their placement.

COOP3: John Island Construction Project. All students will be screened. In this course, students have the opportunity to earn one co-op credit through a placement at John Island Camp, along with their Level 1 carpentry apprenticeship through Cambrian College.

COOP4: This is a four-credit all-day co-op available either semester. Students must have completed a minimum of 16 credits and be taking, or have taken, an in-school course related to their placement.

WHAT ARE INTERESTED STUDENTS ASKED TO DO?

1. Choose the appropriate codes under Co-op Education in the myBlueprint course planner.
2. Complete an application form for the Co-op program.
3. Attend an interview with a Cooperative Education teacher.
4. Attend a meeting for details and questions relating to the Co-op program.
5. See a Cooperative Education teacher to ask about possible placement options.

SUMMER COOPERATIVE EDUCATION

Opportunities are being offered to Grade 10/11/12 students to earn credits toward their OSSD during the summer. This planned learning experience integrates classroom theory and learning experiences at a workplace to enable students to apply and refine the knowledge and skills acquired in a related curriculum course or a locally developed course. Students must understand that there will also be written assignments involved in this program. See your guidance counsellor for additional information.

WHAT IS THE DUAL CREDIT PROGRAM?

The Dual Credit Program provides high school students with the opportunity to earn a number of dual credits by participating in apprenticeship training and postsecondary courses that count towards both their high school diploma and their postsecondary diploma or apprenticeship certification. Cambrian College of Applied Arts and Technology is in a partnership with the Rainbow District School Board.

GOALS OF THE DUAL CREDIT PROGRAM

- to promote college as a viable postsecondary destination
- to introduce students to a variety of career options within various sectors
- to help students in making appropriate career choices and destinations before they enter postsecondary school
- to encourage at-risk, disadvantaged, disengaged students to complete their secondary school education and to consider post secondary education as a viable option
- to expose students to a variety of career opportunities
- to expose students to an adult learning model and different learning environments

The Dual Credit program provides significant benefits that will result in improved high school graduation rates, increased enrollment in postsecondary, and, ultimately, higher numbers of skilled and educated workers that are vital to Ontario's economy.

****PROPOSED DUAL CREDIT PROGRAM OFFERINGS:****SEMESTER 1 (FALL 2021 DELIVERY)**

Applied Technology
 College Connection
 Concurrent Disorders, Mental Health Addictions
 Corrections
 Ethics Diversity Issues
 Personal Finance
 Trades Practice Applications

SEMESTER 2 (WINTER 2022 DELIVERY)

College Connection
 Commercial Vehicle & Heavy Equipment - Level I Apprenticeship
 Cross-Cultural Understanding
 General Carpenter – Level I Apprenticeship
 Introduction to Business Concepts
 Introduction to Health Sciences
 Psychology of Evil

Dual Credit requirements: Students must have Grade 10 English and Math (Applied or Academic) plus 14 additional credits.

Some Dual Credits have a passing grade higher than 50%. Should a student not receive the passing grade requirement they will not receive the credit. Please see your guidance counsellor for additional information.

For further information on the dual credit programs, please contact: Dana Kinsella, Program Coordinator, by email at kinseld@rainbowschools.ca. Students may also see their guidance counsellor or co-op teacher for more information.

ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)

The Ontario Youth Apprenticeship Program (OYAP) provides full-time Grade 11 and 12 students with the opportunity to participate in a co-operative education work experience placement in a skilled trade while working toward the completion of an Ontario Secondary School Diploma. OYAP supports student success pathways and is a component of Specialist High Skills Majors and School College Work Initiatives. Students who register under the OYAP option will earn co-operative education credits while participating in either a half or a full day work experience placement alongside a qualified journeyman in a skilled trade. Students who demonstrate potential may be registered with the Ministry of Training, Colleges and Universities as apprentices.

OYAP is designed to:

- Introduce students to careers in skilled trades;
- Help students develop practical hands on experience in a skilled trade of their choice;
- Enrich school courses through related trade experience;
- Provide students with the opportunity to register as apprentices while in secondary school;
- Connect students to the world of work;
- Enhance opportunities for employment in skilled trades after graduation.

Eligibility Criteria (the OYAP option is available to all full-time students, including special needs students);

Students must be recommended by a co-op teacher and their guidance counsellor;

Students must be at least 16 years of age;

Students must be in Grade 11 or 12 with at least 16 credits prior to starting OYAP;

Students must be interested in learning a trade;

Students must be working toward the completion of all compulsory credits required for an Ontario Secondary School Diploma.

e-LEARNING/SUMMER e-LEARNING

Rainbow District School Board teachers deliver online courses using a learning management system that students can access at school and at home. Students can supplement their timetable with an online course, giving them greater flexibility and choice in completing their secondary school diploma. Students can take courses that are not available at their home school or not accessible due to scheduling conflicts. The online courses provide a new learning option for students - one that maximizes the use of technology. e-Learning courses are very interactive. A wide variety of technology is used to support online learning, including electronic whiteboards, chat rooms, e-mail, and discussion groups. Contact the guidance department for the current list of e-Learning courses offered by the Rainbow District School Board.

SPECIALIST HIGH SKILLS MAJORS**SPECIALIST HIGH SKILLS MAJOR • BUSINESS**

The specialist High Skills Major (SHSM) is a Ministry-approved specialized program that allows students to meet the requirements for their secondary school diploma (OSSD) and assist in their transition from secondary school to apprenticeship training, college, university or the workplace in a Business sector. The SHSM enables students to gain sector specific skills and knowledge and to make informed career decisions. This makes the learning environment more engaging

for students, and focuses on graduation and preparation to pursue the post secondary destination in Business. For full details contact the Business, Co-op or Guidance Departments. For further information visit the SHSM website at SHSM.rainbowschools.ca.

SPECIALIST HIGH SKILLS MAJOR • CONSTRUCTION

The specialist High Skills Major (SHSM) is a Ministry-approved specialized program that allows students to meet the requirements for their secondary school diploma (OSSD) and assist in their transition from secondary school to apprenticeship training, college, university or the workplace in a Construction sector. The SHSM enables students to gain sector specific skills and knowledge and to make informed career decisions. This makes the learning environment more engaging for students, and focuses on graduation and preparation to pursue the post-secondary destination in Construction. For full details contact the Technological Education, Co-op or Guidance Departments. For further information visit the SHSM website at SHSM.rainbowschools.ca.

SPECIALIST HIGH SKILLS MAJOR • ENERGY

The specialist High Skills Major (SHSM) is a Ministry-approved specialized program that allows students to meet the requirements for their secondary school diploma (OSSD) and assist in their transition from secondary school to apprenticeship training, college, university or the workplace in an Energy sector. The SHSM enables students to gain sector specific skills and knowledge and to make informed career decisions. This makes the learning environment more engaging for students, and focuses on graduation and preparation to pursue the post secondary destination in Energy. For full details contact the Science, Co-op or Guidance Departments. For further information visit the SHSM website at SHSM.rainbowschools.ca.

SPECIALIST HIGH SKILLS MAJOR • SPORTS

The specialist High Skills Major (SHSM) is a Ministry-approved specialized program that allows students to meet the requirements for their secondary school diploma (OSSD) and assist in their transition from secondary school to apprenticeship training, college, university or the workplace in a Sports sector. The SHSM enables students to gain sector specific skills and knowledge and to make informed career decisions. This makes the learning environment more engaging for students, and focuses on graduation and preparation to pursue the post-secondary destination in Sports. For full details contact the Physical Education, Co-op or Guidance Departments. For further information visit the SHSM website at SHSM.rainbowschools.ca.

SPECIALIST HIGH SKILLS MAJOR • TRANSPORTATION

The specialist High Skills Major (SHSM) is a Ministry-approved specialized program that allows students to meet the requirements for their secondary school diploma (OSSD) and assist in their transition from secondary school to apprenticeship training, college, university or the workplace in a Transportation sector. The SHSM enables students to gain sector specific skills and knowledge and to make informed career decisions. This makes the learning environment more engaging for students, and focuses on graduation and preparation to pursue the post-secondary destination in Transportation. For full details contact the Technological Education, Co-op or Guidance Departments. For further information visit the SHSM website at SHSM.rainbowschools.ca.

SUMMER SCHOOL

Not all courses will be offered at Summer School. A student is eligible to take a course at summer school provided he/she has completed the course and has a minimum of 35% in that course. Students will not be allowed to upgrade marks at summer school for a course they have passed.

STUDENT TIMETABLES

Students will select their courses for the next school year in February. Students entering Grades 9-11 must select a minimum of 8 courses. Students entering Grade 12 should select a minimum of 6 courses. In June, students will receive a tentative timetable. Students are encouraged to see their guidance counsellor before leaving for summer vacation if there are any questions or concerns about their timetable.

SPORT & HEALTHY ACTIVE LIVING PROGRAM

SPORT & HEALTHY ACTIVE LIVING PROGRAM (SHAL)

All secondary school students in Ontario must earn 30 credits to qualify for an Ontario Secondary School Diploma (OSSD). Students in our Sport & Healthy Active Living Program (SHAL) will have the opportunity to enroll in a number of unique and specially designed courses so that they can earn their OSSD along with their SHAL certificate. See next page for program requirements.

SHAL pathways are designed to expose students to a concentration of courses focused on Sport & Healthy Active Living as well as courses that will be necessary for admission to their post-secondary program.

For more information, please contact Mr. M. Cootes, SHAL Program Leader, cootesm@rainbowschools.ca or visit our website at lasalle.rainbowschools.ca.

Lasalle Secondary School

Sport & Healthy Active Living: Program Requirements

The Core Requirements of the Sport and Healthy Active Living Program include:

- 60 hours of community service
- 80 hours of team participation
- Student portfolio
- Grade 12 honours seminar or placement

In addition to these core requirements, students must complete a total of 10 courses from the following list:

- Grade 9 SHAL: Full Year Physical Education/Introduction to Business (PPL1O/BBI2O)
- Grade 10 SHAL: Full Year Physical Education/Leadership (PPL2O/PLF4M)
- 1 Food/Nutrition based course: (HFN2O, HFN2O, HCF3M or HFA4U)
- 1 additional physical education class (if the timetable allows) from the following:

- Fitness (PAF3O, PAF4O)
- Healthy Active Living (PPL3O, PPL4O)
- Health for Life (PPZ3C)
- Basketball, Football, Hockey, Volleyball, Soccer or Yoga (PAL3O/4O, PAI3O)
- Outdoor Education (PAD3O, PAD4O)
- Kinesiology (PSK4U)

Any 4 of the following:

Business/Canadian & World Studies

- Marketing (BMI3C)
- Entrepreneurship (BDI3C)
- Accounting (BAF3M, BAT4M)
- Business Leadership (BOH4M)
- International Business (BBB4M)
- Law (CLU3M, CLN4U)
- World Issues (CGW4U)

Science & Technology

- Biology (SBI3U, SBI4U)
- Chemistry (SCH3U, SCH4U)
- Physics (SPH3U, SPH4U)
- Environmental Science (SVN3M)
- Health Sciences (SNC4M)
- Technological Design (TDJ3M)
- Construction Technology (TCJ3C)
- Robotics/Engineering (TDR3M)
- Animation (IDC3O)

Social Sciences & Co-op

- Anthropology, Psychology, Sociology (HSP3U)
- Families in Canada (HHS4U)
- Human Growth & Development (HHG4M)
- Nutrition & Health (HFA4U)
- Food & Culture (HFC3M)
- Challenge & Change (HSB4U)
- Co-operative Education (COOP)

Note: a minimum 75% overall average must be achieved to continue in the SHAL Program.

COURSE DESCRIPTIONS

ARTS

DRAMATIC ARTS

ADA200 Drama (Open): This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences. PRE: None

ADA3M0 Drama (University/College): This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences. PRE: ADA100 or ADA200

ADA4M0 Drama (University/College): This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other text and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school. PRE: ADA3M0

ADD300 Drama Production (Open): This course requires students to collaboratively produce and perform a dramatic work chosen beforehand by the instructor. Students will engage in all aspects of the production process, specializing in one or more of the following roles: acting, directing, choreography, publicity, lighting, sound design, set design and costume design. Student will evaluate the choices they make during the artistic process, and will analyse how the knowledge and skills developed during the production process are related to their personal skills, social awareness, and goals beyond secondary school. PRE: Students for this course will be screened.

VISUAL ARTS

AVI200 Visual Arts (Open): This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context. PRE: None

AVI300 Visual Arts (Open): This course focuses on studio activities in the visual arts, such as drawing, painting, sculpture, photography, printmaking, collage, and/or multimedia art. Students will use the creative process to create art works that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context. PRE: None

AVI3M0 Visual Arts (University/College): This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using the emergent technologies. Students will use the critical analysis process when evaluating their own work and the work of others. This course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g. photography, video, computer graphics, information design). PRE: AVI100 or AVI200

AVI4M0 Visual Arts (University/College Preparation): This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts. PRE: AVI3M0

MEDIA/FILM STUDIES

ASM300 Media Studies (Open): This course enables students to create media art works using available and emerging technologies such as computer animation, digital imaging, and video, and a variety of media. Students will explore the elements and principles of media arts, the connections between contemporary media arts works and traditional art forms, and the importance of using responsible practices when engaged in the creative process. Students will develop the skills necessary to create and interpret media arts works.

ASM3M0 Media Studies (University/College): This course focuses on the development of media arts skills through the production of art works involving traditional and emerging technologies, tools, and techniques such as new media, computer animation, and web environments. Students will explore the evolution of media arts as an extension of traditional art forms, use the creative process to produce effective media art works, and critically analyze the unique characteristics of this art form. Students will examine the role of media arts in shaping audience perceptions of identity, culture, and value. PRE: ASM300

MUSIC

AMG200 Music - Guitar (Open): 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 is an introductory course in guitar. PRE: None

AMH20B Intermediate Jazz Band (Open): 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. PRE: AMU10 or APPROVAL OF INSTRUCTOR

AMR20B Intermediate Concert Band (Open): 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. PRE: AMR100 or APPROVAL OF INSTRUCTOR

AMU200 Music - Instrumental (Open): This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures. PRE: None

AMV200 Vocal (Open): 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. PRE: None

AMG3M0 Music - Guitar (University/College): Continuation of AMG200. PRE: AMG200.

AMH3MB Senior Jazz Band (Open): 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. PRE: AMH20B or APPROVAL OF INSTRUCTOR

AMR3MB Music – Senior Concert Band (University/College): This course emphasizes the appreciation, analysis, and performance of various kinds of music, including baroque, classical, popular, 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 is a course for woodwind, brass, percussion and string players. PRE: AMR20B or APPROVAL OF INSTRUCTOR

AMU3M0 Instrumental Music (University/College): This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analyzing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music, their life and careers. PRE: AMU100 or AMU200

AMV3M0 Music - Vocal (Open): 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 is a vocal music course. PRE: AMV100 or AMV200

AMG4M0 Music - Guitar (University/College): A continuation of AMG3M0. PRE: AMG3M0

AMH4MB Music – Senior Jazz Band (University/College): A continuation of AMH3MB. PRE: AMH3MB

AMR4MB Music – Senior Concert Band (University/College): A continuation of AMR3MB. PRE: AMR3MB

AMU4M0 Instrumental Music (University/College): 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. PRE: AMU3M0

AMV4M0 Music - Vocal (University/College): A continuation of AMV3M0. PRE: AMV3M0

BUSINESS STUDIES

Specialist High Skills Major - Business (SHSM): Ministry-approved specialized program designed to allow students to focus on knowledge and skills that are of importance in the Business sector. Students obtain certifications recognized in the business sector as they work towards meeting the requirements for an Ontario Secondary School Diploma (OSSD) and assist in their transition from secondary school to apprenticeship training, college, university, or the workplace. For full details contact either the Business, Co-op, or Guidance Departments. For further information visit the SHSM website at SHSM.rainbowschools.ca.

BBI200 Introduction to Business (Open): This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, 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. PRE: None

BAF3M0 Financial Accounting Fundamentals (University/College): 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, ethics and current issues in accounting. PRE: None

BDI3C0 Entrepreneurship: The Venture (College): This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a school-based or student-run business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs. PRE: None

BMI3C0 Marketing: Goods, Services, Events (College): 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. This course may have a component on Sport Marketing. PRE: None **This course will not be offered in the 2021-2022 school year.**

BAT4M0 Financial Accounting Fundamentals (University/College): 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. PRE: BAF3M0

BBB4M0 International Business Fundamentals (University/College): 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 post-secondary programs in business, including international business, marketing and management. PRE: None

BOH4M0 Business Leadership: Management Fundamentals (University/College): 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 are also emphasized. PRE: None

CANADIAN AND WORLD STUDIES

GEOGRAPHY

CGG3O0 Travel and Tourism: A Geographic Perspective (Open): This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends as well as tensions related to tourism, and will predict future tourism destinations. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate the impact of the travel industry on natural environments and human communities. PRE: CGC1D0, CGC1DI, or CGC1P0

CGW4C0 World Issues: A Geographic Analysis (College): This course explores many difficult challenges facing Canada and the world today – challenges such as unequal access to food, water, and energy; urbanization; globalization; and meeting the needs of a growing world population while ensuring the sustainability of the natural environment. Students will explore these and other world issues from environmental, social, economic, and political perspectives, while applying the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations. PRE: CGC1D0, CGC1DI, or CGC1P0

CGW4U0 World Issues: A Geographic Analysis (University): In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world. PRE: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.

HISTORY

CHC2D0 Canadian History Since World War I (Academic): This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914. PRE: None

CHC2DS Canadian History Since World War I (Academic): Same as CHC2D0 – for SHAL students. PRE: None

CHC2DI Canadian History Since World War I (Academic): Same as CHC2DI - taught in French to French Immersion students. PRE: None

CHC2DU Canadian History Since World War I (Academic): Same as CHC2DI – for SHAL French Immersion students. PRE: None

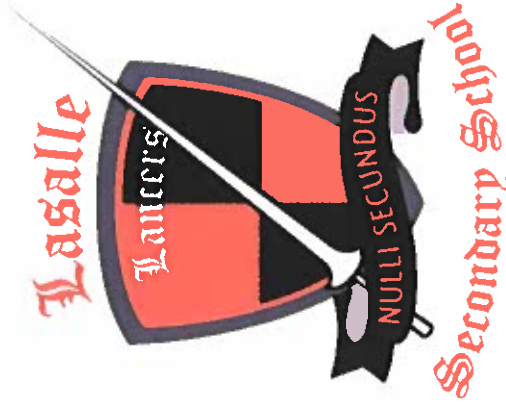
CHC2P0 Canadian History Since World War I (Applied): This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity. Students will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada. PRE: None

CHC2L0 Canadian History in the Twentieth Century (Essential): This locally developed course, traces Canadian history from the dawn of the 20th century to the present. Students will learn to develop studies of chronology and cause and effect relationships. They will be encouraged to develop informed opinions and formulate appropriate questions. The course explores Canada's diversity by studying the many expressions of Canadian identity, individuals, communities, and changes in political and social structures. PRE: None

LAW

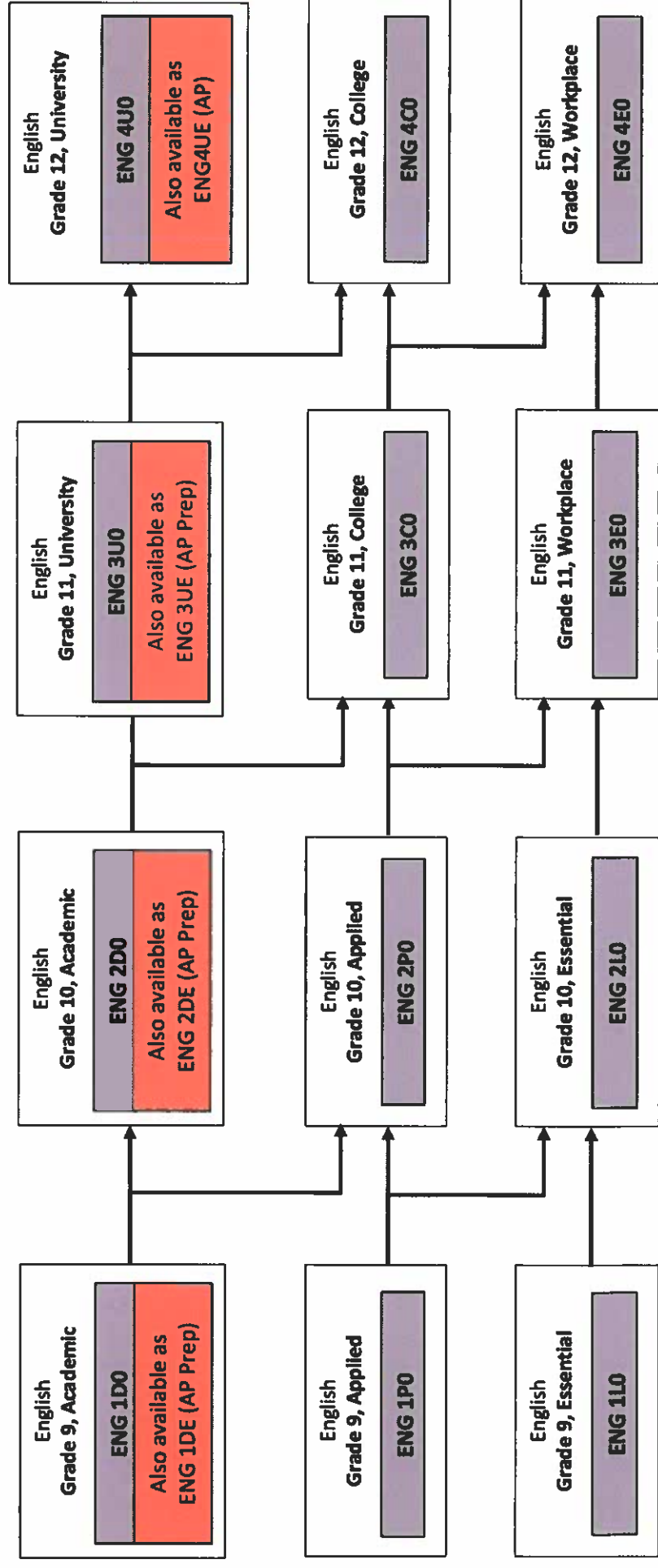
CLU3M0 Understanding Canadian Law (University/College): This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them. PRE: CHC2D0 or CHC2P0

CLN4U0 Canadian and International Law (University): This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts. PRE: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.



Lasalle Secondary School Pathway Chart for English

This chart maps out all the courses in the discipline and shows the links between courses. It does not attempt to depict all possible movements from course to course. For AP Prep courses, a minimum grade and teacher recommendation are required.



ENGLISH

ENG2D0 English (Academic): This course is designed to extend the range of oral communication, reading, writing and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course. PRE: ENG1D0 or ENG1DS or ENG1DE

ENG2DE English (Enriched/Pre-AP): This course is equivalent to ENG2D0 with enrichment topics for exceptional English students. PRE: ENG1DE or ENG1D0 or ENG1DS

ENG2DS English (Academic): Same as ENG2D0 – for SHAL students. PRE: ENG1DE or ENG1D0 or ENG1DS

ENG2P0 English (Applied): This course is designed to extend the range of oral communication, reading, writing and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course. PRE: ENG1P0 or ENG1D0

ENG2L0 English (Essential): This course emphasizes key skills in reading, writing, communication and thinking that these students need for continuing success in their secondary school subjects and to communicate with others in their lives outside of school. This course gives students a solid literacy skills foundation to enter Grade 11 English Workplace and to prepare the student for successful completion of the Ontario Secondary School Literacy Test (OSSLT). In particular, the course encourages students to develop and reflect upon the strategies that will improve their literacy competence and confidence. PRE: ENG1L0 or ENG1P0

ENG3UE English (Enriched/Pre-AP): This course is equivalent to ENG3U0 with enrichment topics for exceptional English students. PRE: ENG2DE or ENG2D0 or ENG2DS

ENG3U0 English (University): This course emphasizes the development of literacy, communication and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course. PRE: ENG2D0

ENG3C0 English (College): This course emphasizes the development of literacy, communication and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course. PRE: ENG2P0 or ENG2D0

ENG3E0 English (Workplace): This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will study the content, form, and style of a variety of contemporary informational, graphic, and literary texts; and create oral, written, and media texts in a variety of forms for practical purposes. An important focus will be on using language clearly and accurately in a variety of formal and informal contexts. This course is intended to prepare students for the compulsory Grade 12 workplace preparation course. PRE: ENG2P0 or ENG2L0

ENG4UE English (Advanced Placement): This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college or the workplace. **Students will prepare to write the Advanced Placement (AP) exam.** PRE: ENG3U0

ENG4U0 English (University): This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college or the workplace. PRE: ENG3U0

ENG4C0 English (College): This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.
PRE: ENG3C0 or ENG3U0

ENG4E0 English (Workplace): This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will analyse informational, graphic and literary texts, and create oral, written, and media texts in a variety of forms for workplace-related and practical purposes. An important focus will be on using language accurately and organizing ideas and information coherently. The course is intended to prepare students for the workplace and active citizenship. PRE: ENG3E0

OLC400 Ontario Secondary School Literacy Course (Open): This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain a portfolio containing a record of their reading experiences and samples of their writing. PRE: Students who have been eligible to write the OSSLT at least once and who have been unsuccessful at least once are eligible to take the course.

FRENCH IMMERSION

FRENCH IMMERSION PROGRAM

This program is provided for well-motivated students to become fluently bilingual. This program aims to teach the student to speak and write French with sufficient fluency not only to converse on everyday matters but also to understand a full curriculum of subjects such as geography, history and social science.

PROGRAM REQUIREMENTS

In order to receive a Bilingual Certificate, students must successfully complete a minimum of 10 credits taught in the French language. These must include Grade 9, 10, 11 and 12 Français. Students are strongly encouraged to take as many French Immersion courses as possible before graduation.

FIF2DI French Immersion (Academic): This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will use a variety of language learning strategies in listening, speaking, reading, and writing, and will respond to and interact with print, oral, visual, and electronic texts. Students will develop their knowledge of the French language through the study of contemporary and historically well-known French European literature. They will also continue to increase their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary to become life-long language learners. PRE: FIF1DI

FIF2DU French Immersion (Academic): Same as FIF2DI – for SHAL students. PRE: FIF1DI or FIF1DU

FIF3UI French Immersion (University): This course provides opportunities for students to consolidate the communication skills required to speak and interact with increasing confidence and accuracy in French in a variety of academic and social contexts. Students will use their skills in listening, speaking, reading, and writing and apply language learning strategies while exploring a variety of concrete and abstract topics. Students will increase their knowledge of the French language through the study of French literature from around the world. They will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. PRE: FIF2DI

FIF4UI French Immersion (University): This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will consolidate their listening, speaking, reading, and writing skills and apply language learning strategies while communicating about concrete and abstract topics, and will independently respond to and interact with a variety of oral and written texts. Students will study a selection of French literature from the Middle Ages to the present. They will also enrich their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning. PRE: FIF3UI

GRADE 10

CANADIAN AND WORLD STUDIES

CHC2DI - Histoire du Canada depuis la Première guerre mondiale. (Academic)

GUIDANCE AND CAREER EDUCATION

GUCIVI - Citoyenneté (Open) .5 credit

Choix de Carrières (Open) .5 credit

HEALTHY ACTIVE LIVING

PPL20I - Vie active et santé - Co-Ed (Open)

FRENCH

FIF2DI - Français (Academic)

SOCIAL SCIENCES AND HUMANITIES

HFN2OI - Aliments et nutrition (Food and Nutrition) (Open)

GRADE 11

HEALTH & PHYSICAL EDUCATION

PPL30I - Vie active et santé - Co-Ed (Open)

FRENCH

FIF3UI - Français (University)

SOCIAL SCIENCE AND HUMANITIES

HFC3MI - Aliments et culture (Food & Culture) (University/College)

HSP3UI - Introduction à la Psychologie, la Sociologie et L'Anthropologie (Université)

GRADE 12

COOP1 – Aides paires relations humaines (Peer Helping) (Open)

HEALTH & PHYSICAL EDUCATION

PPL401 - Vie active et santé (Open)

FRENCH

FIF4U1 - Français (University)

FRENCH AS A SECOND LANGUAGE

FSF2D0 French (Academic): This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. PRE: FSF1D0

FSF2P0 French (Open): This course provides opportunities for students to communicate in French about everyday matters and topics of personal interest in real-life situations. Students will exchange information, ideas, and opinions with others in structured, guided, and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through using language learning strategies for understanding texts and communicating clearly. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. PRE: FSF1P0 or FSF1D0

FSF300 French (Open): This course provides opportunities for students to speak and interact in French in real-life situations. Students will develop their ability to communicate, making connections to previous experiences and using newly acquired skills in listening, speaking, reading, and writing. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. PRE: FSF2P0.

FSF3U0 French (University): This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning. PRE: FSF2D0

FSF400 French (Open): This course provides a variety of opportunities for students to speak and interact in French. Students will develop their listening, speaking, reading, and writing skills, use language-learning strategies in a variety of real-life situations and personally relevant contexts, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. PRE: FSF300

FSF4U0 French (University): This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. PRE: FSF3U0

GUIDANCE AND CAREER EDUCATION**GUCIV0 (CAREER STUDIES/CIVICS)**

CHV200 Civics and Citizenship (Open) -1/2 credit: 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. PRE: None

GLC200 Career Studies (Open) -1/2 credit: This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores 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. This compulsory course is combined with the 1/2 credit civics (CHV200) course. PRE: None

GUCIVI (CITOYENNETÉ /CHOIX DE CARRIERES)

CHV201 Civics (Open) -1/2 credit: This course is the same as CHV200, taught in French. PRE: None

GLC201 Career Studies (Open) -1/2 credit: This course is the same as GLC200, taught in French. PRE: None

COOPERATIVE EDUCATION

Cooperative Education is a unique educational process designed to promote skill development, individual career exploration and self-awareness. Students must be at least 16 years of age and have obtained at least 16 credits. Students can benefit from Cooperative Education through several options:

COOP1: This is a one-credit coop course that gives senior students the opportunity to assist a teacher in a grade 9 classroom. PRE: Students will be screened.

COOP2/COOP22: This is a two-credit package offered in the morning or afternoon of each semester. Students must have completed a minimum of 16 credits and be taking an in-school course related to their placement.

COOP3: John Island Construction Project. All students will be screened. In this program students will earn their Level 1 Carpentry Apprenticeship through a Cambrian College dual credit and spend three weeks at John Island Camp completing a construction placement for a one-credit co-op.

COOP4: This is a four-credit all-day co-op available in either semester. Students must have completed a minimum of 16 credits and be taking, or have taken, an in-school course related to their placement.

SUMMER COOPERATIVE EDUCATION

Opportunities are being offered to grade 10/11/12 students to earn 1 or 2 credits toward their OSSD. This planned learning experience integrates classroom theory and learning experiences at a workplace to enable students to apply and refine the knowledge and skills acquired in a related curriculum course or a locally developed course. Students must understand that there will also be written assignments involved in this program. See your guidance counsellor for additional information.

SPECIAL EDUCATION

GLE200/GLE300/GLE400 Learning Strategies: Skills For Success in Secondary School (Open): This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. This course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond. This course is offered only to students who have been identified as exceptional through the IPRC process. Please contact the Special Education Department for more information.

HEALTH AND PHYSICAL EDUCATION

Specialist High Skills Major - Sports (SHSM): Ministry-approved specialized program designed to allow students to focus on knowledge and skills that are of importance in the Sports sector. Students obtain certifications recognized in the business sector as they work towards meeting the requirements for an Ontario Secondary School Diploma (OSSD) and assist in their transition from secondary school to apprenticeship training, college, university, or the workplace. For full details contact the Physical Education Department, Co-op, or Guidance Departments.

PPL20F Healthy Active Living Education - Female (Open): This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. PRE: None

PPL20I Education Physique & Hygiene - Co-Ed (Open): This is the same course as PPL20M/F, taught in French to French Immersion students.

PPL20M Healthy Active Living Education - Male (Open): This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. PRE: None

PPL20S Healthy Active Living Education - Co-Ed (Open): This is the same course as PPL20M/F for SHAL students.

PAD300 Outdoor Activities - Co-Ed (Open): The focus of this course will be the organization, training and preparation for a 4 day canoe trip to Temagami at the end of September or May. Activities will include canoe trip and camping, map and compass skills, GPS, winter survival, archery, curling, squash, snow shoeing, downhill skiing and aerobics. Program costs: \$180.00. Students must be able to pass a swim test to qualify for the course. PRE: Any course in Healthy Active Living

PAF30M Fitness - Male (Open): This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable fitness related activities (such as weight-training, aerobics, plyometrics, etc.). Students will be given opportunities to practice goal-setting, decision-making, social and interpersonal skills. Students will also study the component of healthy relationships, reproductive health, mental health and personal safety. PRE: None

PAF30F Fitness - Female (Open): This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable fitness related activities (such as weight training, pilates, yoga, aerobics, etc.). Students 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. PRE: None

PAI300 Yoga (Open) Co-ed: The Yoga course is designed for healthy, active students in grade 11 who are interested in improving or maintaining their fitness. Students will practice a variety of poses in order to develop a positive body image, increase their strength, flexibility and balance. The students will learn to reduce and control stress in their daily lives by working on breathing and relaxation techniques. Journal writing, reading, and group discussions will create a positive and relaxing environment. Students will also demonstrate an understanding of sexual and reproductive health, demonstrate, in a variety of settings, the knowledge and skills that reduce risk to personal safety and describe the influence of mental health on overall well-being. Requirement: Student will need their own mat, water bottle and journal. PRE: None

PAL30V (Large Group Activity - Soccer) Co-ed (Open): The Lasalle Secondary School "Soccer Focus" course is an athlete-centered program aimed toward developing the whole athlete. Our goal is to enhance a student's confidence, individual playing skills, self-esteem and leadership skills. Our role is to provide additional training for students who wish to improve their soccer skills, coaching, conditioning, officiating as well as discover various forms of the game around the world. The student will be required to participate outdoors regularly, weather permitting. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. PRE: None

PPL30F Healthy Active Living Education - Female (Open): This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. PRE: None

PPL30I Education Physique & Hygiene - Co-Ed (Open): This is the same course as PPL30M/F, taught in French to French Immersion students.

PPL30M Healthy Active Living Education - Male (Open): This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. PRE: None

PAD400 Outdoor Activities - Co-Ed (Open): The focus of this course will be the organization, training and preparation for a 4 day canoe trip to Temagami at the end of September and/or May. Activities will include canoe trip and camping, map and compass skills, GPS, winter survival, archery, curling, squash, snow shoeing, downhill skiing and aerobics. Program costs: \$180.00. Students must be able to pass a swim test to qualify for the course. PRE: Any course in Healthy Active Living

PAF40F Fitness - Female (Open): While this course is a continuation of PAF30M/F, students need not have taken PAF30M/F to be allowed entrance into this course. Further to the objectives of that course, PAF40M/F will give students an outlook of the responsibilities personalized trainers and coaches have as they enhance their understanding of various health concepts (i.e. fitness training, basic anatomy, nutrition, motivation, etc.) Students will use living skills not only to take responsibility for their own personal wellbeing, but that of their peers as well. In order to be truly successful in this course, it requires that the student have a high level of responsibility and self-motivation. PRE: None

PAF40M Fitness - Male (Open): While this course is a continuation of PAF30M/F, students need not have taken PAF30M/F to be allowed entrance into this course. Further to the objectives of that course, PAF40M/F will give students an outlook of the responsibilities personalized trainers and coaches have as they enhance their understanding of various health concepts (i.e. fitness training, basic anatomy, nutrition, motivation, etc.) Students will use living skills not only to take responsibility for their own personal wellbeing, but that of their peers as well. In order to be truly successful in this course, it requires that the student have a high level of responsibility and self-motivation. PRE: None

PAL40X Volleyball Activity – Co-ed (Open): This course emphasizes regular participation in the sport of volleyball which also promotes 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. The emphasis of this course is on volleyball skill development, coaching, conditioning and officiating. Opportunities may present themselves to obtain certification in volleyball officiating level 1 and / or coaching level 1. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety. PRE: None This course will not be offered in the 2021-2022 school year.

PAL40W Basketball Activities – Co-ed (Open): This course emphasizes regular participation in the sport of basketball which also promotes 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. The emphasis of this course is on basketball skill development, coaching, conditioning and officiating. Opportunities may present themselves to obtain certification in basketball officiating level I and / or coaching level I. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety. PRE: It is recommended that students have completed the grade 9 physical education course.

PLF4MS Recreation and Healthy Active Leadership – Co-Ed (University/College): For SHAL students. This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership. Prerequisite: PPL10S or PPL10U

PPL40F Healthy Active Living Education - Female (Open): This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. PRE: None

PPL40M Healthy Active Living Education - Male (Open): This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. PRE: None

PPL40I Education Physique & Hygiene - Co-Ed (Open): This is the same course as PPL40M/F, taught in French to French Immersion students.

PSK4U0 Introductory Kinesiology (University): This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration. PRE: Any Grade 11 university or university/college preparation course in science or any Grade 11 or 12 course in health and physical education.

INTERDISCIPLINARY STUDIES

IDC300 Computer Technology and Animation (Open): This course introduces students to computer programming and the basics of 3D computer modeling and animation. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. Communications technology affects all aspects of our lives in a fundamental way. Having an understanding of communications technology is an important part of being both technologically and media literate. Communications technology courses are project-based and will provide students with opportunities to acquire the knowledge and skills required to design, use, and manage electronic, and graphic communications systems, specifically in the area of 3D animation. PRE: Completion of MPM2D0 or MFM2P0 is strongly recommended. Students will be screened.

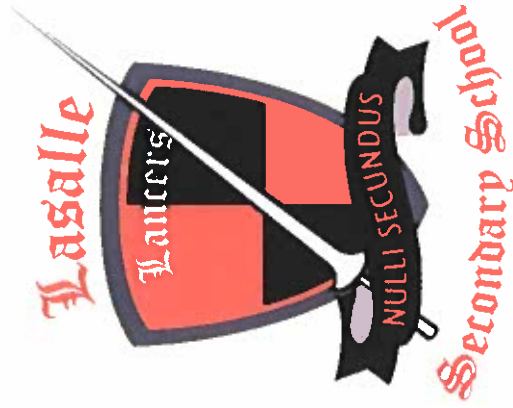
IDC400 Computer Technology and Animation (Open): This course builds upon the fundamentals from the IDC300 course and introduces more advanced programming and 3D computer modeling and animation. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. Communications technology affects all aspects of our lives in a fundamental way. Having an understanding of communications technology is an important part of being both technologically and media literate. Communications technology courses are project-based and will provide students with opportunities to acquire the knowledge and skills required to design, use, and manage electronic, and graphic communications systems, specifically in the area of 3D animation. PRE: IDC300 (Computer Technology and Animation – Grade 11).

LANGUAGES

LWSBD0 International Languages - Spanish Level 1 (Academic): This introductory course is designed to enable students to begin to communicate with native speakers of Spanish. Students will use simple language and read age and language appropriate passages for various purposes. They will explore aspects of the culture of countries where Spanish is spoken, including social customs and the arts, by participating in cultural events and activities involving both print and technological resources. PRE: None

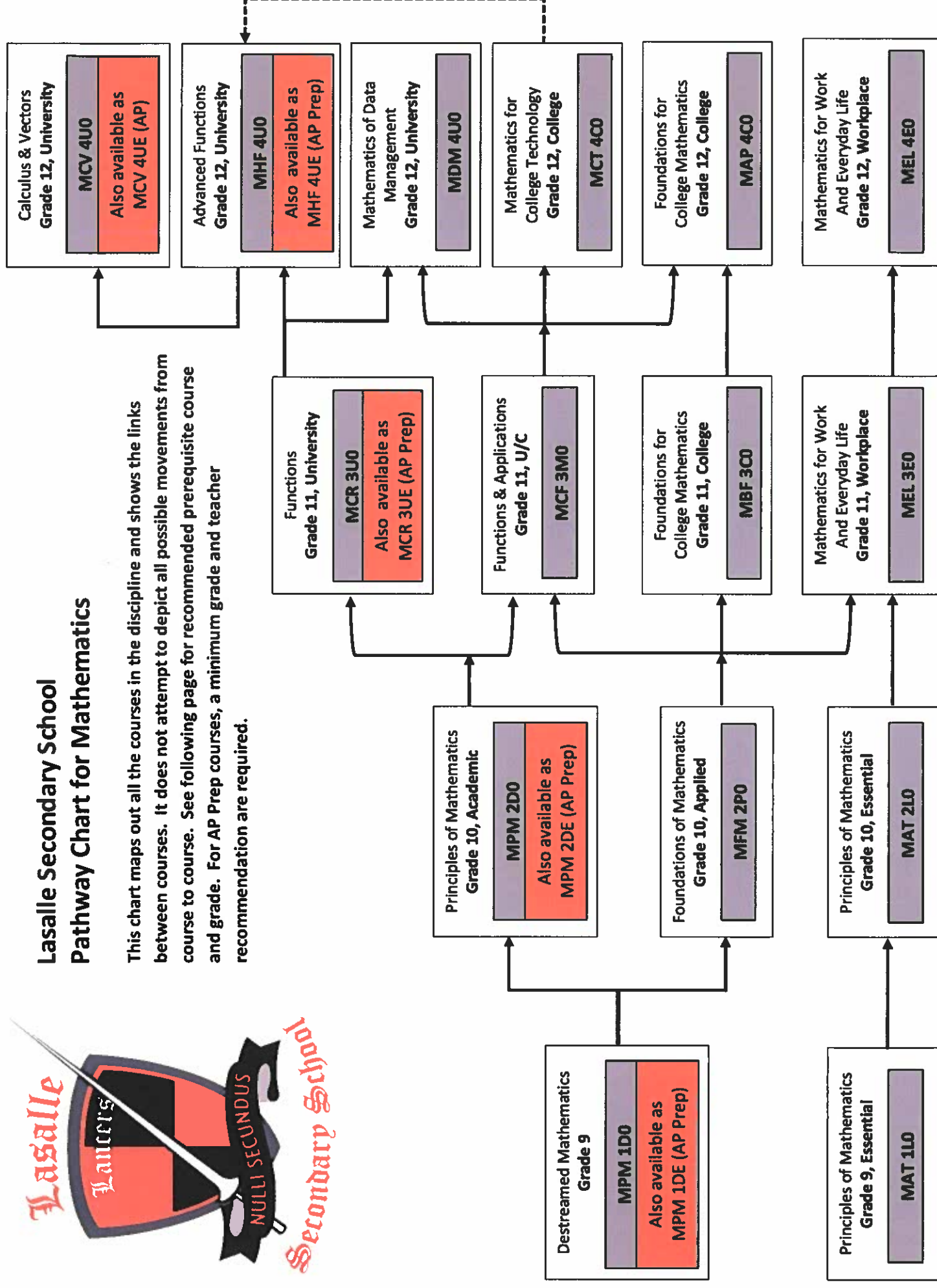
LWSCU0 International Languages - Spanish Level 2 (University): This course offers students opportunities to further develop their knowledge of Spanish and to enhance their communication skills. Students will use increasingly sophisticated language in a variety of activities that will enable them to speak 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. PRE: LWSBD0

LWSDU0 International Languages - Spanish Level 3 (University): This Grade 12 University course offers students opportunities to further develop their knowledge of Spanish 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. PRE: LWSCU0



Lasalle Secondary School Pathway Chart for Mathematics

This chart maps out all the courses in the discipline and shows the links between courses. It does not attempt to depict all possible movements from course to course. See following page for recommended prerequisite course and grade. For AP Prep courses, a minimum grade and teacher recommendation are required.



MATHEMATICS

Lasalle Secondary School MATHEMATICS DEPARTMENT

GUIDE TO SELECTING YOUR NEXT MATH COURSE

Math Course for next year	CODE	Recommended Background Course and Grade
Grade 10 Essential	MAT2L0	Grade 9 Essential Grade 9 Applied
Grade 10 Applied	MFM2P0	Grade 9 Applied Grade 9 Academic
Grade 10 Academic	MPM2D0	Grade 9 Academic with 65%+
Grade 10 Enriched	MPM2DE	Grade 9 Academic with 80%+ Grade 9 Enriched with 75%+
Grade 11 Workplace	MEL3E0	Grade 10 Essential Grade 10 Applied
Grade 11 College	MBF3C0	Grade 10 Applied with 65%+ Grade 10 Academic
Grade 11 University/College	MCF3M0	Grade 10 Applied with 80%+ Grade 10 Academic with 65%+
Grade 11 University	MCR3U0 MCR3UE	Grade 10 Academic with 75%+ Grade 10 Acad/Enrich with 85%+
*Grade 12 Workplace	MEL4E0	Any grade 10 Math
*Grade 12 College Apprenticeship	MAP4C0	Grade 11 College with 60%+
*Grade 12 College Technology	MCT4C0	Grade 11 U/C with 70%+
*Grade 12 Data Management	MDM4U0	Grade 11 U/C with 70%+ Grade 11 University
*Grade 12 Advanced Functions	MHF4U0	Grade 12 College Tech with 80%+ Grade 11 University with 75%+
*Grade 12 Calculus and Vectors	MCV4U0	Grade 12 Advanced Functions with 75%+

** Students must have researched their post-secondary program and determined which Grade 12 math courses are prerequisites for admission before selecting one of the Grade 12 courses on this option sheet.*

- 1. These course recommendations are offered by the staff of the mathematics department based on their knowledge and experience with the demands of the math curricula.*
- 2. While these are guidelines only, they have been formulated with student success in mind, and are intended to advise parents and students about realistic course selections. Please consult the course calendar and prerequisite flow chart for additional information.*
- 3. Specific questions can be directed to the Program Leader of Mathematics.*

MATHEMATICS

MPM2D0 Principles of Mathematics (Academic): This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relationships and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically as they solve multi-step problems and communicate their thinking. PRE: MPM1DE or MPM1D0

MPM2DE Principles of Mathematics (Enriched): This course is equivalent to MPM2D0 with enrichment topics for exceptional mathematics students. Students are encouraged to take part in math contests. PRE: MPM1DE or MPM1D0

MPM2DS Principles of Mathematics (Academic): This course is equivalent to MPM2D0 for SHAL students. PRE: MPM1DE or MPM1D0 or MPM1DS

MFM2P0 Foundations of Mathematics (Applied): This course enables students to consolidate their understanding of linear relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relationships. Students will investigate similar triangles, the trigonometry of right-angled triangles, and the measurement of three-dimensional objects. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. PRE: MFM1P0 or MPM1D0

MAT2L0 Mathematics (Essentials): This course emphasizes the extension of mathematical knowledge and skills to prepare students for success in their everyday lives, and 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. PRE: Any Grade 9 mathematics credit

MCR3U0 Functions (University): This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; and develop facility in simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems. PRE: MPM2D0 or MPM2DE

MCR3UE Functions (University): This course is equivalent to MCR3U0 with enrichment topics for exceptional mathematics students. Students are encouraged to take part in math contests. PRE: MPM2DE is preferred

MCF3M0 Functions and Applications (University/College): This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to financial and trigonometric applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems. PRE: MPM2D0 or MFM2P0 or MPM2DE

MBF3C0 Foundations for College Mathematics (College): 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, analyzing, and evaluating data involving one and two variables. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. PRE: MPM2D0, MPM2DE, or MFM2P0

MEL3E0 Mathematics for Work and Everyday Life (Workplace): 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. PRE: MFM1P0, or MAT2L0.

MCV4UE Calculus and Vectors (Part 1) (University/Advanced Placement): 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 modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering. Students will prepare for, and have the opportunity to write, the Advanced Placement (AP) test. PRE: MHF4U0, CO-REQUISITE: IDC4UE

IDC4UE Calculus and Vectors (Part 2) (University/Advanced Placement): This course is the second half of the Advanced Placement Calculus course. Students will prepare for, and have the opportunity to write, the Advanced Placement (AP) test. PRE: MHF4U0, CO-REQUISITE: MCV4UE

MCV4U0 Calculus and Vectors (University): This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, rational, exponential and sinusoidal functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering. PRE: MHF4U0

MDM4U0 Mathematics of Data Management (University): This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating 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. PRE: MCF3M0 or MCR3U0

MHF4U0 Advanced Functions (University): This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students going on to the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs. PRE: MCT4C0 or MCR3U0

MHF4UE Advanced Functions (Enriched/Pre-AP): This course is equivalent to MHF4U0 with enrichment topics for exceptional mathematics students. PRE: MCR3UE is preferred

MCT4C0 Mathematics for College Technology (College): 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. PRE: MCF3M0

MAP4C0 Foundations for College Mathematics (College): This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; 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. PRE: MBF3C0

MEL4E0 Mathematics for Work and Everyday Life (Workplace): This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics; apply the concept of probability to solve problems involving familiar situations; investigate accommodation costs and create household budgets; use proportional reasoning; estimate and measure; apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. PRE: Any Grade 11 Mathematics course

INDIGENOUS STUDIES

NAC100 Expressing Aboriginal Cultures (Open): This course examines Aboriginal cultures in Canada through an exploration of art forms – painting, sculpture, storytelling, dance, and music – created by Aboriginal artists. Students will learn to identify Aboriginal art forms and describe relationships between the art forms and Aboriginal traditions, philosophy, and culture. Students will also create their own art forms to express their understanding of Aboriginal identity, relationships, and sovereignty. PRE: None

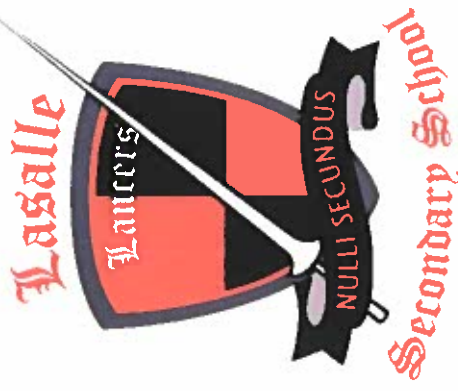
LNOB00 Native Languages Level 1 - Ojibwe (Open): This course will enable students to experience the unique respect for life that permeates Native languages and cultures. Students will expand their vocabulary and knowledge of phrases and expressions, using them in simple dialogues, narrative writing, grammatical constructions, and reading, and to exchange information electronically. This course is open to any student who has successfully completed at least four years of elementary Native languages study or demonstrates the required proficiency. This course will focus on the Ojibwe language. PRE: None

LNOC00 Native Languages Level 2 - Ojibwe (Open): This course will enable students to experience the unique respect for life that permeates Native languages and cultures. Students will expand their vocabulary and knowledge of phrases and expressions, using them in simple dialogues, narrative writing, grammatical constructions, and reading, and to exchange information electronically. This course will focus on the Ojibwe language. PRE: LNOB00

LNOD00 Native Languages Level 2 - Ojibwe (Open): This course will enable students to experience the unique respect for life that permeates Native languages and cultures. Students will expand their vocabulary and knowledge of phrases and expressions, using them in simple dialogues, narrative writing, grammatical constructions, and reading, and to exchange information electronically. This course will focus on the Ojibwe language. PRE: LNOC00

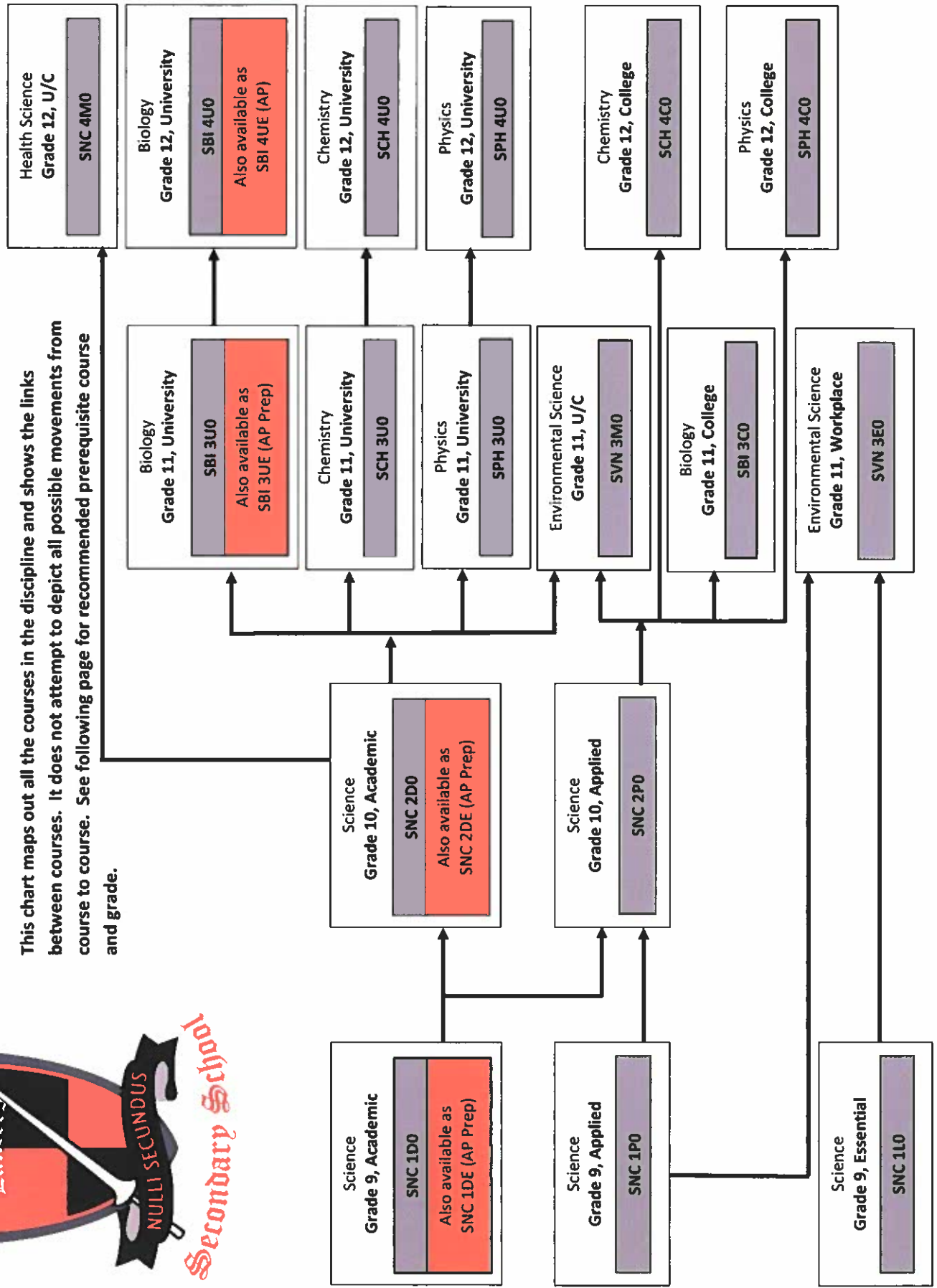
NDA3M0 Current Aboriginal Issues in Canada (University/College): This course focuses on existing and emerging issues of importance to Aboriginal peoples in Canada. Students will investigate issues related to identity, relationships among Aboriginal peoples and between Aboriginal peoples and other Canadians, sovereignty principles as presented by Aboriginal peoples, and the contemporary challenges posed by these issues. Students will also examine such topics as language preservation, the responsibilities of Aboriginal women and men, and the need for dialogue between Aboriginal and non-Aboriginal peoples. PRE: NAC2O or CHC2D0 or CHC2P0

Niigaansiiwin Program (Semester 1): This program is open to Grade 10 to 12 students who have self-identified as being Indigenous. Students will complete four credits; Leadership, Outdoor Education, Green Industries and Contemporary Aboriginal Voices. The subject areas will be integrated into a program that will take place away from the traditional classroom setting, whenever possible. PRE: None. **Students will be screened.**



Lasalle Secondary School **Pathway Chart for Science**

This chart maps out all the courses in the discipline and shows the links between courses. It does not attempt to depict all possible movements from course to course. See following page for recommended prerequisite course and grade.



SCIENCE

Lasalle Secondary School SCIENCE DEPARTMENT **GUIDE TO SELECTING YOUR NEXT SCIENCE COURSE**

Science Course for next year	CODE	Recommended Prerequisite or Background Course and Grade
Grade 10 Applied	SNC2P0	Grade 9 Applied with 65%+ Grade 9 Academic
Grade 10 Academic	SNC2D0	Grade 9 Applied with 85%+ Grade 9 Academic with 65%+
Grade 11 Biology (University)	SBI3U0	Grade 10 Academic with 75%+
Grade 11 Biology (College)	SBI3C0	Grade 10 Academic with 70%+ Grade 10 Academic Math with 65%+
Grade 11 Chemistry (University)	SCH3U0	Grade 10 Academic with 70%+ Grade 10 Academic Math with 65%+
Grade 11 Environmental Science	SVN3E0	Grade 9 Applied / Grade 9 Essentials
Grade 11 Environmental Science (University/College)	SVN3M0	Grade 10 Applied with 65%+ Grade 10 Academic with 60%+
Grade 11 Physics (University)	SPH3U0	Grade 10 Academic with 75%+ Grade 10 Academic Math with 70%+
Grade 12 Biology (University)	SBI4U0	Grade 11 University with 70%+
Grade 12 Chemistry (College)	SCH4C0	Grade 10 Applied with 75%+ Grade 10 Academic
Grade 12 Chemistry (University)	SCH4U0	Grade 11 University with 70%+
Grade 12 Physics (College)	SPH4C0	Grade 10 Applied with 75%+ Grade 10 Academic with 65%+ Grade 10 Applied Math with 75%+
Grade 12 Physics (University)	SPH4U0	Grade 11 University with 70%+ Grade 11 University Math with 70%+

1. These course recommendations are offered by the staff of the science department based on their knowledge and experience with the demands of the science curricula.
2. While these are guidelines only, they have been formulated with student success in mind, and are intended to advise parents and students about realistic course selections. Please consult the course calendar and prerequisite flowchart for additional information.
3. Specific questions can be directed to the Program Leader of Science.

SCIENCE

Specialist High Skills Major - Energy (SHSM): This program allows students to explore the many opportunities available in the energy sector while building a foundation of sector-focused knowledge and skills before graduating and entering apprenticeship training, college, university or an entry-level position in the workplace. For further details contact either the Science, Co-op or Guidance Departments.

SNC2D0 Science (Academic): This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions with a particular focus on acid-base reactions; forces that affect climate and climate change; and the interaction of light and matter. PRE: SNC1D0 or SNC1P0

SNC2DE Science (Academic/Enriched) - Pre-AP: This course is equivalent to SNC2D0 with enrichment topics for exceptional science students. PRE: SNC1DE is preferred

SNC2DS Science (Academic/Enriched): This course is equivalent to SNC2D0 for SHAL students. PRE: SNC1D0 or SNC1DS

SNC2P0 Science (Applied): This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter. PRE: SNC1P0 or SNC1D0

SBI3U0 Biology (University): 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. PRE: SNC2D0

SBI3UE Biology (University) - Pre-AP: This course is equivalent to SBI3U0 with enrichment topics for exceptional science students. PRE: SNC2DE is preferred

SBI3C0 Biology (College): 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. PRE: SNC2P0 or SNC2D0

SCH3U0 Chemistry (University): 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. PRE: SNC2D0

SPH3U0 Physics (University): 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. PRE: SNC2D0

SVN3E0 Environmental Science (Workplace): 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. PRE: SNC1P0 or SNC1L0

SVN3M0 Environmental Science (University/College): This course provides students with the fundamental knowledge of and skills relating to the 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. PRE: SNC2P0 or SNC2D0

SBI4U0 Biology (University): This course provides students with the opportunity for in-depth study of the concepts and processes associated with 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. It is strongly recommended that students have completed SCH3U0 prior to taking this course. PRE: SBI3U0

SBI4UE Biology (University) - Advanced Placement: This course is equivalent to SBI4U0 with enrichment topics for exceptional science students. PRE: SBI3UE is preferred

SCH4U0 Chemistry (University): 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. PRE: SCH3U0

SCH4C0 Chemistry (College): This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and 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. PRE: SNC2P0, SNC2D0

SNC4M9 Science (University/College): This course is offered only through eLearning. This course enables students, including those pursuing postsecondary programs outside the sciences, to increase their understanding of science and contemporary social and environmental issues in health-related fields. Students will explore a variety of medical technologies, pathogens and disease, nutritional science, public health issues, and biotechnology. The course focuses on the theoretical aspects of the topics under study and helps refine students' scientific investigation skills. PRE: SNC2D0 or any Grade 11 university, university/college, or college preparation course in science.

SPH4U0 Physics (University): This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy, transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data relating to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment. PRE: SPH3U0

SPH4C0 Physics (College): 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. PRE: SNC2P0, SNC2D0

SOCIAL SCIENCES AND HUMANITIES

HFN200 Food and Nutrition (Open): This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food preparation skills and introduces them to the use of social science research methods in the area of food and nutrition. A \$40.00 fee is required for supplies. PRE: None

HFN20I – Food and Nutrition (Open): Same as HFN200 taught in French to French Immersion students. A \$40.00 fee is required for supplies. PRE: None

HFC3M0 – Food and Culture (Open): This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food-related etiquette in many countries and cultures, and explain how Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigating food and food practices from around the world. A \$40.00 fee is required for supplies. PRE: None

HFC3MI - Aliments et culture (Food & Culture) (University/College): Same as HFC3M0 taught in French to French Immersion students. A \$40.00 fee is required for supplies. PRE: None

HSP3U0 Introduction to Anthropology, Psychology, and Sociology (University): This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines. PRE: ENG2D0 or CHC2D

HSP3UI Introduction à la Psychologie, la Sociologie et l'anthropologie (University): Same as HSP3U0 taught in French to French Immersion students. PRE: ENG2D0 or CHC2D1

HSP3C0 Introduction to Anthropology, Psychology, and Sociology (College): This course introduces students to theories, questions, and issues related to anthropology, psychology, and sociology. Students learn about approaches and research methods used by social scientists. Students will be given opportunities to apply theories from a variety of perspectives, to conduct social science research, and to become familiar with current issues within the three disciplines. PRE: None

HPC300 Raising Healthy Children (Open): This course focuses on the skills and knowledge parents, guardians, and caregivers need, with particular emphasis on maternal health, pregnancy, birth, and the early years of human development (birth to six years old). Through study and practical experience, students will learn how to meet the developmental needs of young children, communicate with them, and effectively guide their early behaviour. Students will develop their research skills through investigations related to caregiving and child rearing. PRE: None

HFA4C0 Nutrition and Health (College): This course focuses on the relationship between nutrition and health at different stages of life and on global issues related to food production. Students will investigate the role of nutrition in health and disease and assess strategies for promoting food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and refine their ability to use social science research and inquiry methods to investigate topics related to nutrition and health. A \$40.00 fee is required for supplies. A \$40.00 fee is required for supplies. PRE: Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.

HFA4U0 Nutrition and Health (University): This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health. A \$40.00 fee is required for supplies. PRE: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.

HHG4M0 Human Development Throughout the Lifespan (University/College): 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. PRE: Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.

HHS4C0 Families in Canada (College):

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

HHS4U0 Families in Canada (University):

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

HSB4UE Challenge and Change in Society (University) – Advanced Placement: This course focuses on the use of social science theories, perspectives, and 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 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. **Students will be screened. Students will have the opportunity to write the Advanced Placement Psychology exam.** PRE: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.

TECHNOLOGICAL STUDIES

Specialist High Skills Major - Construction (SHSM): This program allows students to explore the many opportunities available in the construction sector while building a foundation of sector-focused knowledge and skills before graduating and entering apprenticeship training, college, university or an entry-level position in the workplace. For further details contact either the Technological Education, Co-op or Guidance Departments.

Specialist High Skills Major - Transportation (SHSM): This program allows students to explore the many opportunities available in the transportation sector while building a foundation of sector-focused knowledge and skills before graduating and entering apprenticeship training, college, university or an entry-level position in the workplace. For further details contact either the Technological Education, Co-op or Guidance Departments.

NOTE: Designed for both males and females, technical courses encourage logical thinking, develop an appreciation of good design, instill good work habits, and give training in the basic skills associated with the work place as well as preparation for post-secondary education. Safe work habits will be stressed in all areas.

SAFETY EYE PROTECTION: Students must wear safety eye protection in all shop areas.

COMMUNICATIONS TECHNOLOGY

TGP3M0 Communication Technology: Digital Photography (University/College): This course examines communications technology from a media perspective, with a focus on digital photography. PRE: None

TGP4M0 Communication Technology: Digital Photography (University/College): This course is a continuation of TGP3M0. PRE: TGP3M0

CONSTRUCTION

TCJ2O0 Construction Technology (Open): This course introduces students to building materials and processes through opportunities to design and build various construction projects. Students will learn to create and read working drawings; become familiar with common construction materials, components, and processes; and perform a variety of fabrication, assembly, and finishing operations. They will use a variety of hand and power tools and apply knowledge of imperial and metric systems of measurement, as appropriate. Students will develop an awareness of environmental and societal issues related to construction technology, and will explore secondary and postsecondary pathways leading to careers in the industry. PRE: None

TCJ3C0 Construction Engineering Technology (College): This course focuses on the development of knowledge and skills related to residential construction. Students will gain hands-on experience using a variety of construction materials, processes, tools, and equipment; 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 will explore career opportunities in the field. PRE: TCJ2O0 is highly recommended.

TCJ4C0 Construction Engineering Technology (College): 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. PRE: TCJ3C0

GREEN INDUSTRIES

THJ3E0 Green Industries Grade 11 (Workplace): This course enables students to develop knowledge and skills related to agriculture, forestry, horticulture, and landscaping. Students will study the identification, growth, and management of plants and animals and develop process, design, and management skills required in the green industries. Students 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 will explore postsecondary education programs and career opportunities. PRE: None

THJ3M0 Green Industries Grade 11 (University/College): This course enables students to develop knowledge and skills related to agriculture, forestry, horticulture, and landscaping. Students will study the identification, growth, and management of plants and animals and develop process, design, and management skills required in the green industries. Students 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 will explore postsecondary education programs and career opportunities. PRE: None

MANUFACTURING TECHNOLOGY

TMJ3C0 Manufacturing Technology Grade 11 (College): This course enables students to develop knowledge and skills through hands-on, project-based learning. Students will acquire design, fabrication, and problem-solving skills while using tools and equipment such as lathes, mills, welders, computer-aided machines, robots, and control systems. Students may have opportunities to obtain industry-standard certification and training. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about pathways leading to careers in the industry. PRE: TMJ2O0 is highly recommended.

TMJ4C0 Manufacturing Technology Grade 12 (College): This course enables students to further develop knowledge and skills related to machining, welding, print reading, computer numerical control (CNC), robotics, and design. Students will develop proficiency in using mechanical, pneumatic, electronic, and computer control systems in a project-based learning environment and may have opportunities to obtain industry standard training and certification. Students will expand their awareness of environmental and societal issues and career opportunities in the manufacturing industry. PRE: TMJ3C0

TECHNOLOGICAL DESIGN

TDJ2O0 Technological Design (Drafting) (Open): This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design, and learn about secondary and postsecondary education and training leading to careers in the field. PRE: None

TDJ3M0 Technological Design (Drafting) (University/College): 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. PRE: TDJ2O0 is highly recommended

TDJ4M0 Technological Design (Drafting) (University/College): 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 will explore career opportunities and the postsecondary education and training requirements for them. PRE: TDJ3M0

TDR3M0 Technological Design: Robotics and Control System Design (University/College): 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. Students will learn the fundamentals of the engineering process and apply specific techniques for prototyping and manufacturing while exploring the field of automation and robotics design. Mechanical concepts such as gearing, speed, torque, power and pneumatics will be introduced. CAD application will be utilized as a tool for mechanical design and students will be introduced to C programming language that will allow them to work in teams to design and build a custom robot that will meet specific engineering challenges. PRE: Completion of MPM2D0 is highly recommended. Students will be screened.

TDR4M0 Technological Design: Robotics and Control System Design (University/College): 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. Students will learn the fundamentals of the engineering process and apply specific techniques for prototyping and manufacturing while exploring the field of automation and robotics design. Mechanical concepts such as gearing, speed, torque, power and pneumatics will be introduced. CAD application will be utilized as a tool for mechanical design and students will be introduced to C programming language that will allow them to work in teams to design and build a custom robot that will meet specific engineering challenges. PRE: TDR3M

TRANSPORTATION

TTJ2O0 Transportation Technology (Open): This course introduces students to the service and maintenance of vehicles, aircraft, and/or watercraft. Students will develop knowledge and skills related to the construction and operation of vehicle/craft systems and learn maintenance and repair techniques. Student projects may include the construction of a self-propelled vehicle or craft, engine service, tire/wheel service, electrical/battery service, and proper body care. Students will develop an awareness of related environmental and societal issues and will explore secondary and postsecondary pathways leading to careers in the transportation industry. PRE: None

TTJ3C0 Transportation Technology (College): 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. PRE: TTJ2O0 is highly recommended.

TTJ4C0 Transportation Technology (College): This course enables students to further develop technical knowledge and skills as they study, test, service, and repair engine management systems; powertrains; steering/control, suspension, brake, and body systems on vehicles, aircraft, and/or watercraft; and/or small-engine products. Students will refine communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will expand their awareness of environmental and societal issues related to transportation and their knowledge of apprenticeship and college programs leading to careers in the transportation industry. PRE: TTJ3C0

TTT3C0 Transportation Technology: Truck & Coach (College): 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 truck and coach engines. 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. PRE: TTJ2O0 is highly recommended.

WELDING

TMJ2O0 Manufacturing Technology – Welding (Open): This course introduces students to the manufacturing industry by giving them an opportunity to design and fabricate products using a variety of processes, tools and equipment. Students will learn about technical drawing, properties and preparation of materials and manufacturing techniques. Student projects may include a robotic challenge, a design challenge, or a fabrication project involving processes such as machining, welding, vacuum forming, or injection moulding. Students will develop an awareness of environmental and societal issues related to manufacturing, and will learn about secondary and postsecondary pathways leading to careers in the industry. PRE: None

TMJ3E0 Manufacturing Technology - Welding (Workplace): This hands-on, project-based course is designed for students planning to enter an occupation or apprenticeship in manufacturing directly after graduation. Students will work on a variety of manufacturing projects, developing knowledge and skills in design, fabrication, and problem solving and using tools and equipment such as engine lathes, milling machines, and welding machines. In addition, students may have the opportunity to acquire industry-standard certification and training. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about secondary school pathways that lead to careers in the industry. PRE: TMJ2O0 is strongly recommended.

TMJ4E0 Manufacturing Technology - Welding (Workplace): This project-driven, hands-on course builds on students' experiences in manufacturing technology. Students will further develop knowledge and skills related to the use of engine lathes, milling machines, welding machines, and other tools and equipment as they design and fabricate solutions to a variety of technological challenges in manufacturing. Students may also have opportunities to acquire industry-standard training and certification. Students will expand their awareness of environmental and societal issues and of career opportunities in the manufacturing industry. PRE:

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Rainbow Schools

Reaching minds, Touching hearts.