



**NCC'S SECONDARY SCHOOL
ACADEMIC COURSE CALENDAR
2022-2023**





MISSION STATEMENT

In an international community of schools, to educate students with excellence in a family-like setting, equipping them to live the Christian lifestyle, and empowering them to make a difference in the world!

CORE VALUES

Serving each other, the community, and the world
Fostering family-like relationships
Teaching to establish life-learners
Modelling a life-changing, enduring Christian lifestyle
Pursuing excellence in everything we practice
Showing unconditional love at all times
Promoting Christian global citizenship
Thanking, worshipping, and acknowledging the Lordship of Jesus Christ
Impacting the world, one student at a time.

DESIRED STUDENT OUTCOMES

- NCC students will be challenged to see themselves as created in God's image mentally, physically, socially and spiritually toward a greater calling for their lives.
- NCC students will learn to respect differences while embracing an unapologetic Christian lifestyle and Truth.
- NCC students will be challenged to know Jesus Christ as their personal Saviour (for the first time or on a deeper level) through the integration of faith and learning.
- NCC will develop students as Christian global citizens who will become empowered to take action for humanitarian, social justice and world issues causes.
- NCC will develop future local and global leaders in business, education, politics, Christian ministry, families, churches, communities, and all realms of life.
- NCC graduates will be young men and women of excellent character, professionalism and integrity.
- The NCC family of faculty and staff will commit to mentor students in an effort to promote and participate in authentic relationship building, thus creating students who have a healthy relational perspective.
- NCC students will graduate as competent critical thinkers who will pursue excellence in education at the tertiary level or in the world of work.
- NCC students will be challenged by rigorous academic programming which will help them develop responsibility, increased intellect and positive work habits.
- NCC students will participate in their educational journey through practical experiential learning and development learning plans.

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THE ONTARIO SECONDARY SCHOOL DIPLOMA

There is great value in completing a secondary education, and, given the importance of this major milestone, NCC is committed to reach every student to help him or her achieve a successful outcome from the secondary school experience. In order to earn an OSSD, a student entering must earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits. Students must also complete 40 hours of community involvement activities and must pass the Ontario Secondary School Literacy Test.

Student Attendance

Students in the province of Ontario are required to attend school until they reach the age of 18 or until they have obtained an Ontario Secondary School Diploma (OSSD).

Definition of a Credit

A credit is awarded when a student successfully completes a full course. These courses will have at least 110 hours of scheduled time. The credit is granted to the student by the Principal on behalf of the Minister of Education of Ontario.

Compulsory Credits

Students must earn the following 18 credits in order to obtain the Ontario Secondary School Diploma: 14 Compulsory Credits:

- 4 credits in English (one credit per grade)
- 3 credits in Mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in Science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in The Arts (visual art, drama or music)
- 1 credit in Health and Physical Education
- 1 credit in French as a Second Language
- .5 credit in Career Studies
- .5 credit in Civics

Plus one credit from each of the following groups:

- 1 additional credit in English, or any course in French as a Second Language, or any course in a Native language, or any course in a Classical or an International Language, or any course in the 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 (Grade 11 or 12) or Technological Education (Grades 9-12), or French as a Second Language or Computer Studies or Cooperative Education Note that a maximum of 3 English as a Second Language (ESL) credits may be counted towards the 4 compulsory courses in English, but the fourth must be a credit earned for a Grade 12 compulsory English course. A maximum of 2 cooperative education credits can count as compulsory credits. In Groups 1, 2, and 3 a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.

In addition to the compulsory credits, students must complete:

- 12 optional credits
- 40 hours of community involvement
- the provincial literacy requirements

THE ONTARIO SECONDARY SCHOOL CERTIFICATES

There are alternatives to the OSSD available to students in Ontario who are unable or do not intend to complete its full requirements. NCC does not currently offer these alternatives but is able to do so at the discretion of the principal in consultation with the student and parents. These alternatives generally do not lead to post secondary education which is the stated goal for every NCC graduate.

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

Compulsory Credits (total of 7):

- 2 credits in English
- 1 credit in Mathematics
- 1 credit in Science
- 1 credit in Canadian History or 1 credit in Canadian Geography
- 1 credit in Health and Physical Education
- 1 credit in the Arts, Computer Studies or Technological Education

Required Optional Credits (total of 7 selected by the student from available courses). The provisions for making substitutions for compulsory credits also apply to the Ontario Secondary School Certificate.

The Certificate of Accomplishment

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

Substitution for Compulsory Courses

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses from the remaining courses offered by the school that meet the requirements for compulsory credits. A maximum of three compulsory credits may be substituted, subject to the approval of the Secondary School Principal. The decision to make a substitution for a student will only be made if the student's best interests are served. The Principal will determine whether or not a substitution should be made after consulting with parents, the student and appropriate school staff. Each substitution will be noted on the student's Ontario Student Transcript.

Community Involvement Requirements

As stated in Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2011 (OS), every student who begins secondary school during or after the 1999-2000 school year must complete a minimum of 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma (OSSD). The purpose of the community involvement requirement is to encourage students to develop awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities. Community involvement activities are part of the school's program and encourage students to expand their vision of ministry within a Christian school perspective.

Key Elements:

- A minimum of 40 hours
- Completed outside of scheduled class time
- Not part of a credit course
- Must be unpaid activities
- Completed by the end of grade 12

Students entering Grade 9 may begin their community involvement during the summer of the year

they begin Grade 9. Students need not complete any hours in a particular year but may choose to complete the required hours according to any schedule.

Niagara Christian Collegiate has developed a list of approved activities as well as a list of those that are considered ineligible. If a student proposes to undertake an activity that is not on the approved list, the Principal will determine whether the activity is acceptable.

Process:

1. Students will select one or more community involvement activities in consultation with their parents. Selection of activities should take into account the age, maturity, and ability of the student, the location and environment of the proposed activity, and the need for any special training, equipment, and preparation. The safety of the student is paramount.
2. Before beginning an activity the student will submit a "Notification of Planned Community Involvement Activities" form to the Principal. This form must be signed by the student and by his or her parent if the student is under eighteen years of age.
3. Activities must be completed under the direction of a community sponsor or supervisor.
4. Once an activity has been completed, the student will submit a completed "Completion of Community Involvement Activities" form to the Principal. (All forms are available in the office).
5. After a total of 40 hours has been completed a notation will be made on the Ontario Student Transcript.

The Ministry has developed a list of activities that may not be chosen as community involvement activities. These are referred to as ineligible activities. An ineligible activity is an activity that:

- is a requirement of a class or course in which the student is enrolled (e.g., cooperative education portion of a course, job shadowing, work experience);
- takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student's lunch breaks or "spare" periods is permissible;
- takes place in a logging or mining environment, if the student is under sixteen years of age;
- takes place in a factory, if the student is under fifteen years of age;
- takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
- would normally be performed for wages by a person in the workplace;
- involves the operation of a vehicle, power tools, or scaffolding;
- involves the administration of any type or form of medication or medical procedure to other persons;
- involves handling of substances classed as "designated substances" under the Occupational

Health and Safety Act;

- requires the knowledge of a tradesperson whose trade is regulated by the provincial government;
- involves banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables;
- consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities;
- involves activities for a court-ordered program (e.g., community-service program for young offenders, probationary program).

If a student proposes an activity that is not on the list of approved activities, the principal will determine whether the activity is acceptable and keep a copy of the approval on file. The principal will also determine whether the student has met the community involvement requirement, indicating as such on the student's OSR.

Ontario Secondary School Literacy Test (OSSLT) & Ontario Secondary School Literacy Course (OSSLC)

All students must successfully complete the Ontario Secondary School Literacy Test. This includes students who enter the Ontario secondary school system after Grade 9 but who will receive the Ontario Secondary School Diploma. Students will normally take the literacy test in their Grade 10 year; however students who fail the test or need extra tutoring in English may take it in subsequent years. The Ontario Secondary School Literacy Course (OSSLC) is another way of meeting the literacy graduation requirement. At the discretion of the Principal, a student who has not passed the Literacy Test, may be allowed to enrol in this credit course (OLC4O) before he or she has had a second opportunity to take the Literacy Test.

Students qualify to enrol in the OSSLC when they have had two opportunities to take the OSSLT and have failed the OSSLT at least once, or if the principal determines that it is in the best educational interests of the student. This means that students are eligible to enrol in the OSSLC before they have had their second opportunity to take the test. The student also qualifies to enrol in the OSSLC if the accommodation required in a student's IEP were not available on the day the OSSLT was administered. The reading and writing competencies required by the OSSLT form the instructional and assessment core of this course. Students who pass the course are considered to have met the literacy graduation requirement. The OSSLC can be used to fulfil the compulsory English requirement for either Grade 11 or Grade 12 although it may not be accepted as the Grade 12 English entrance requirement for university or college programs.

For students with special education needs, accommodations specified in the student's IEP will be available on the day of the test. Accommodations for the OSSLT include adjustments to the environment in which the test is administered and adjustments in the time allowed for the test. Any accommodations will be provided in accordance with the IEP and/or the individual learning needs of the student.

Special provisions for English language learners may be provided for the test if the principal deems such provisions to be in the best educational interest of the student. Special provisions will always be made by the principal on an individual student basis in consultation with the student, parents, and appropriate staff, prior to the taking of the OSSLT.

Deferral of the OSSLT for one year or more is also available to students at the discretion of the principal and is often used at NCC if students have not yet reached the level of English proficiency required for success. Students currently enrolled in NCC's ESL program are also eligible for accommodations in regards to the time provided for completion of the test.

To be eligible for an exemption, a student must have an IEP. The IEP must include documentation to support an exemption from the literacy graduation requirement and a clear indication that the student is not working towards an OSSD. Both parental consent and the approval of the principal are required for an exemption.

ACADEMIC PROGRAM

Niagara Christian Collegiate seeks to maintain high academic standards, along with its strong emphasis on spiritual and social development. Students are challenged with the responsibility of learning in many subject areas, developing and expanding their interests and abilities. There is also the privilege of studying and working with fellow students from many areas of Ontario, other parts of Canada, the United States and overseas. This combination of cultures provides a unique opportunity of learning which goes far beyond the classroom.

At NCC, the academic year runs from September to mid-June and is divided into four quadesters, with students taking two courses at a time for approximately two months. The academic day is divided into Course A and Course B and students are assigned one of two lunch periods between courses. Chapel, Advisory and Clubs periods are also part of the weekly schedule.

Types of Courses

Secondary School courses in grade 9 are organized into Academic, De-streamed, or Open. Grade 10 courses are organized into Academic, Applied, and Open. All courses build on completion of

previous grades and have rigorous standards. All courses prepare students for study in the senior grades. Academic and Applied courses differ in the balance between essential concepts and additional requirements, and in the balance between theory and application. They differ primarily, not in the level of skill required, but in the kinds of problems presented and the application of the content and concepts. De-streamed courses offer an equal opportunity for Grade 9 students to begin high school in common courses before selecting a pathway in Grade 10.

Academic Courses (D) focus on the essential concepts of the discipline. Course work develops students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts and incorporating practical applications as appropriate. The emphasis is on theory and abstract thinking as a basis for future learning and problem solving.

Applied Courses (P) also focus on the essential concepts of the discipline, but course work develops students' knowledge and skills by emphasizing practical, concrete applications of these concepts and incorporating theoretical applications as appropriate. Course work relates to familiar, real-life situations and provides students with opportunity for extensive hands-on applications of the concepts they study.

Open Courses (O) have one set of expectations for the subject, appropriate for all students in a given grade. These courses are designed to provide students with a broad educational base that will prepare them for their studies in higher grades, and for productive participation in society. Secondary School courses in grade 11 and 12 are organized into five types: University (U), University/College (M), College (C), Workplace (E), and Open (O) courses. These courses differ in how a student is prepared to continue their education in various aspects of life.

University Courses (U) are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

University/College Courses (M) are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.

College Courses (C) are designed to equip students with the knowledge and skills they need to meet the requirements for entrance to most college programs or for admission to apprenticeship or other training programs.

Workplace Courses (E) are designed to equip students with the knowledge and skills they

need to meet the expectations of employers if they plan to enter the workplace directly after graduation or the requirements for admission to certain apprenticeship or other training programs.

Open Courses (O) are designed to broaden students' knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace in mind.

De-streamed Courses (W) are designed to provide students with a common and equal opportunity to begin high school studies in that subject before choosing a specific pathway in further studies.

Course Codes

Courses are identified by 3 letters to denote subject area, a number to denote grade level, and a letter to denote course type. For example, 'ENG2D' means English for Grade 10 ("2") students. It is an academic course ("D").

The first character indicates the subject area:

- A - Arts
- B - Business
- C - Canadian and World Studies
- E - English
- F - French
- G - Guidance and Career Education
- H - Social Science and Humanities I - Computer Studies
- L - International Languages
- M - Mathematics
- P - Health and Physical Education
- S - Science
- T - Technological Studies

The next two characters differentiate between subjects within the subject area. For example:

- CGC - Geography of Canada
- CHC – History of Canada in the 20th Century

The first number indicates the grade level of the course:

- 1 = Grade 9
- 2 = Grade 10

3 = Grade 11
4 = Grade 12

The letter following the first number indicates the type of the course:

D = Academic

P = Applied

W = De-streamed

O = Open

U = University

C = College

M = University/College Preparation

E = Workplace Preparation

L = Locally Developed

A student must have a minimum of 6 University (U) or University/College (M) courses to enter university, whereas College (C) or (M) courses are designed for those entering College. Students must choose wisely as they progress through their high school career so as to leave open the proper doors for desired future education.

English as an Additional Language

Many students at NCC are learning English as an additional language. To support their learning, NCC offers a complement of courses for our English language learners as well as services through the office of the Director of International Education. Courses coded as ESLXO are designed specifically for these students. Note that up to three ESL credits will be counted as compulsory English credits. The fourth compulsory English credit must be at the grade 12 level.

Prerequisite Courses and Changing Course Types

Some students may change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they need. In some cases, a student may enrol in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9, although doing so may require additional preparation, as recommended by the principal. In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course; however, if the prerequisite requirement has not been met, the principal may request that the student take the prerequisite course through other means or the principal may confer a waiver of a prerequisite if deemed appropriate as per NCC's Waiver of Prerequisite Course policy.

Transfer courses may be required to enable students to move from one type of course to another

in Grades 10-12. These short, focussed courses provide the knowledge and skills required to bridge the gap between courses of different types. Transfer courses are credit-based and are counted toward the 30 credits required for the OSSD. (Due to the size of our program, NCC does not currently offer transfer courses in our day- school program. NCC will work to accommodate this need through correspondence, on-line, Independent or Private study.)

A minimum of 6 courses must be taken each year by a student in Grades 9-12 unless special permission is granted by the Principal.

Co-Operative and Experiential Education

Students in Grade 11-12 may also gain credits and experience through the Cooperative Education program. There is also opportunity for credits through Peer Helping. This occurs when students assist in a classroom situation or assist another student on a regular basis. Both Co-Op and Peer Helping credits are available to Canadian and International students. Cooperative Education courses are described in the document "Cooperative Education and Other Forms of Experiential Learning: Policy and Procedures for Ontario Secondary Schools, 2000". A Leadership and Peer Support, Grade 11 credit (GPP3O) is described in "The Ontario Curriculum, Grades 11 and 12: Guidance and Career Education, 2000. With over 50 different placement possibilities, students work in areas of business, science, education, trades and many more. The community is our classroom.

Course of Study Outlines

All courses at NCC have been developed according to the requirements of the Ministry of Education. Detailed outlines of the courses of study are available for informational purposes to both students and parents through the Academic Office.

Ontario Student Record

The Ontario Student Record folder (OSR) is an official record created when a student enters the Ontario school system and moves with the student from school to school. It is developed under the authority of the Education Act, and the contents are protected under the Freedom of Information and Protection of Privacy Act. The OSR folder contains achievement results, credits earned, and other information important to the education of the student. The information in an OSR is available to supervisory officers and the Principal, and teachers only for the purpose of improving the instruction of the student. Parents of students under age 18 have full access to their student's OSR. The OSRs of students over age 18 are accessible to parents with their student's consent.

Ontario Student Transcript

The Ontario Student Transcript (OST) is a provincially standardized document that provides a comprehensive record of a student's achievement in secondary school. The credits that a student

has earned towards fulfilment of the requirements for graduation will be recorded on the OST. In Grades 9 and 10, the student's achievement with percentage grades earned and the credits gained are recorded for successfully completed courses. In Grades 11 and 12, the student's achievement for all courses taken or attempted is recorded, showing percentage grades earned, credits granted (if successful), or "W" for "withdrawn before completion." (Students repeating a course for which they have already received a credit will have all marks recorded, but only one credit granted). Identification of any course that has been substituted for a compulsory course will be made. Also, confirmation that the student has completed the mandatory requirements of Community Involvement and the Literacy Test will be noted.

Full Disclosure on the Student Transcript

In Grades 9 and 10 marks will be recorded only for those courses that a student has completed successfully. In Grades 11 & 12, however, if students complete a course and achieve a failing grade, their mark will be recorded. Students who withdraw from a course after the Ministry cutoff date, which is five instructional days after the first reporting period (i.e. 5 instructional days after the midterm report), will have the course recorded as "withdrawn (W)" on the transcript.

Assessment and Evaluation Strategies

The main purpose of assessment and evaluation is to improve student learning. Information gathered through ongoing varied assessment in our classes helps teachers identify students' strengths and those areas needing improvement.

Assessment is the process of gathering information from a variety of sources, including assignments, demonstrations, projects, performances, observations, and discussions. This information should demonstrate how well students are achieving curriculum expectations. As part of assessment, teachers, peers, and individual students provide descriptive feedback that guides efforts for improvement. Assessment is fair, transparent, ongoing and supportive. Evaluation is the process of judging the quality of a student's work on the basis of established performance standards and assigning a value to represent that quality. It reflects a student's level of achievement of the overall curriculum expectations at a given time. In order to ensure that assessment and evaluation are valid and reliable and that they lead to the improvement of student learning, teachers will use a practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special needs and those who are learning the language of instruction;
- are carefully planned to relate to the curriculum expectations and learning goals, and as much as possible to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;

- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Most classes in grades 9-12 conclude with a written exam which forms a portion (or, in the case of some senior classes, the whole) of the 30% of course assessment conducted at or towards the end of the year.

Achievement Levels

Levels of achievement of the curriculum expectations are presented in achievement charts in each of the Ministry of Education's policy documents. These charts are organized into four broad categories of knowledge and skills:

- knowledge/understanding;
- thinking/inquiry;
- communication;
- application/making connections.

The names of the categories may vary slightly to reflect the differences in the specific nature of each subject. The charts contain descriptions of each level of achievement in each category; these are broad in scope and general in nature, but they provide a framework for all assessment and evaluation practices. The achievement levels will enable teachers to make consistent judgements about the quality of students' work and to give clear and specific information about their achievement to their parents. The achievement levels are associated with percentage grades and defined as follows:

80 - 100% Level 4 A very high to outstanding level of achievement above the provincial standard

70 - 79% Level 3 A high level of achievement, at the provincial standard

60 - 69% Level 2 A moderate level of achievement, but approaching the provincial standard

50 - 59% Level 1 A passable level of achievement, below the provincial standard below

50% Insufficient achievement of the curriculum expectations, no credit granted

Course Changes

Every Attempt is made during the planning stage to ensure that students have the courses which are right for them; however, there are instances where changes in a student's timetable must be made. Students should see the Principal or Guidance Counsellor to discuss timetable changes.

Prior Learning Assessment and Recognition (PLAR) Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students enrolled in Ontario secondary schools and inspected private schools may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. PLAR procedures are carried out under the direction of the school principal, who grants credits in accordance with PPM129: Prior Learning Assessment and Recognition: Implementation in Ontario Secondary Schools.

The PLAR process involves two components: “challenge” and equivalency. The “challenge process” refers to the process whereby students’ prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. Assessment instruments for this process must include formal tests (70 percent of the final mark) and a variety of other assessment strategies appropriate to the particular course (30 per cent of the final mark). Such strategies may include the evaluation of student work, including written assignments and laboratory work, and observation of student performance. Determining equivalency involves the assessment of credentials from other jurisdictions.

Reporting Student Achievement

The school will communicate formally with parents by means of a progress grade posted mid-quadmester and a report card with grades and comments issued at the end of each quadmester. For final reports, NCC adopts the Ministry of Education's directive that "seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course."

Each parent also has access to Edsby, which contains regular updated progress of student achievement. Edsby is updated regularly with both ongoing assessment data and class calendar events.

Conduct and Expectations

NCC is an exceptional community! One of the reasons that we have developed a reputation as a "big family" is because we place a high priority on respect. Everyone at NCC, whether teacher, administrator, student or staff person needs to respect him/herself, others and those in authority. NCC's family-like community has also developed as a result of high expectations of everyone's behaviour. We are proud of our family here and insist that students act within the "rules of our family". We expect the best from each student. All students are required to be in class on time, prepared with all class materials. Students and parents should consult the Student Handbook

(available on Edsby) for a detailed Student Code of Conduct and detailed expectations on how NCC is ensuring a safe school community. This Handbook is available in the academic office, on our school website as well as on Edsby. Expectations related to Residential Life are outlined in the Residence Handbook.

Resources

There are a variety of resources available to students in the form of people and material resources. Wireless Internet connection is available on campus and in dorm. Computers and printers are available in several locations on campus, including most classrooms, the computer science and tech centre, and the Student Services department.

Faculty provide assistance to students upon request and need in all subject areas. If extended and individual tutoring is desired, such as in ESL (English as a Second Language) a fee will be charged.

Student Services

The Student Services at NCC are delivered through the office of the Student Services Director with a special emphasis on senior grades and university placement. The staff and faculty at NCC believe that every student can learn and be successful. While we maintain a focus on post secondary admissions and enrollment, we do provide support to those students who may be struggling in classes and require additional support. NCC has two full time Learning Resource Teachers (LRTs) who are responsible for the creation and maintenance of individualized education plans (IEPs) when they are required. The student services team at NCC meets regularly to discuss the needs of our students with a focus on early interventions to prevent a student from falling behind, with a focus on those students at risk of not graduating.

Accommodations are made for students based on those IEPs, and include, but are not limited to time, environment, format, and response based accommodations to support student learning. Accommodations do not change expectations for students, rather, they support students, in individualized ways, in demonstrating achievement on expectations. The purpose of NCC's Student Services is:

- to assist students with their academic progression through the school;
- to assist students with gaining entry to college or university;
- to refer students to specialists or agencies as personal needs arise;
- to maintain a current and comprehensive library of career and educational resources;
- to administer and coordinate aptitude, interest, and entrance tests;
- to maintain academic files in compliance with the Ontario Ministry of Education and Training.

Each student at NCC, grades 6-12, will be provided with the opportunity to meet with the academic guidance counsellor in order to develop an academic pathway plan. This plan will include information on the students goals for future education and career as well as the identification of a clear path through the courses offered at NCC that will allow the student to achieve this goal.

Grade 9 is the foundational year for the secondary student and particular attention must therefore be paid to these students to ensure that their path is well defined. The focus will be on promoting healthy and proactive work habits both in and outside of class. In combination with the Learning Strategies course (GLS1O) students will be encouraged to develop the skills that will allow them to be successful throughout their years at NCC and beyond. These skills include areas such as literacy, learning skills, interpersonal knowledge, personal management, and an awareness of community opportunities for growth. Students in grade 9 will meet once with the counsellor, in small groups, near the beginning of the year. Additional meetings will be scheduled on an as needed basis.

Grade 10 students must build on the foundations in the grade 9 year as they continue to pursue academic excellence. Particular areas of focus for this year are in course level selection and optional course choices. Both of these items need attention, as the student should begin to consider his or her post secondary academic life. Passions, interests and skill sets are identified as the student progresses through the Career Studies course (GLC2O) and completes vocational interest surveys. Students in grade 10 will meet once with the counsellor, in small groups, as they look forward to their grade 11 year. Additional meetings will be scheduled on an as needed basis.

Grade 11 students begin the process of post secondary planning through course selections as well as more detailed interest and passion assessments. These students are encouraged to do independent research into individual post secondary institutions as they look to making a firm decision in grade 12. Grade 11 students are encouraged to tour universities or colleges and to attend information sessions for select institutions. This head start will allow the final year in secondary school to be less stressful and much more focused on achieving set goals. All grade 11 students will meet individually with the counsellor as they plan their course selections for grade 12. Additional meetings will be scheduled on an as needed basis.

In **Grade 12**, the final year of secondary school, the focus for the students becomes intensive planning for post secondary education. This process is broken down into manageable stages for the students with information sessions detailing the steps that need to be taken. These include the application process, program selection, PSAT/SAT/IELTS/TOEFL testing (if required), acceptance of admission, and scholarship applications. Group and individual sessions will be held to guide the students through this process. Representatives from most Ontario universities and colleges visit

NCC in the fall to give seminars for the senior students. These sessions help the students as they decide to which schools and programs they will apply. Recent graduates from NCC have gone on to schools such as the University of Toronto, University of Western Ontario, University of Waterloo, Queen's University, University of California and many more Canadian, American, and International Schools.

Alternative Credit Options

At times NCC is unable to meet the full needs of a given student in regards to course offerings. This could be due to size or scope of our program or due to unexpected scheduling issues. In these circumstances, at the discretion of the Principal in consultation with the student, parents and NCC Student Services, we allow students to enrol in courses offered through other means. NCC does not cover the cost of these courses nor do we receive compensation from the providers for referring students to their services. We direct our students to one of two options: Online through Virtual High School Ontario OR Correspondence/ Online through the Independent Learning Centre. More details on these options are available through our Guidance office. While there are many other means of receiving credits towards an OSSD, NCC does not encourage students to participate in these options even if a valid BSID is presented.

Music Certificates Accepted for Credits

A student who has successfully completed the requirements for one of the following may count a maximum of one non-Grade 12 university/college preparation credit (Music-External (Conservatory, AMX3M) towards the OSSD in addition to any other non-Grade 12 university/college preparation music credits earned in the school:

- Grade VII Practical and Intermediate Rudiments of the Royal Conservatory of Music, Toronto
- Grade VII Practical and Grade III Theory of Conservatory Canada, London, Ontario
- Collegial I Practical and Collegial I Theory of any conservatory of music in the province of Quebec
- Grade V Practical and Grade III Theory of Trinity College, London, England
- Grade VII Practical and Grade VI Theory of the Royal Schools of Music, London, England

A student who has successfully completed the requirements for one of the following may count a maximum of one Grade 12 university/college preparation credit (Music-External (Conservatory, AMX4M) towards the OSSD in addition to any other Grade 12 university/college preparation music credits earned in the school:

- Grade VIII Practical and Advanced Rudiments of the Royal Conservatory of Music, Toronto
- Grade VIII Practical and Grade IV Theory of Conservatory Canada, London, Ontario
- Collegial II Practical and Collegial II Theory of any conservatory of music in the province of Quebec
- Grade VI Practical and Grade IV Theory of Trinity College, London, England

- Grade VIII Practical and Grade VIII Theory of the Royal Schools of Music, London, England

Online Learning Graduation Requirement Exemption at NCC

Students are typically required to earn two online learning credits to graduate from secondary school, beginning with every student who entered Grade 9 in the 2020-21 school year. The online learning requirement “is intended to provide every student with access to high-quality online learning opportunities within a modernized education system.” The Ministry has also provided exemption structures for individual students and for private schools. NCC believes in the use of technology in learning, especially in our increasingly digital world, and integrates digital content and literacy into numerous courses. However, [Stepping Stones](#), published by the Ministry of Children, Community and Social Services in 2012, highlights that support for youth needs to take into account the whole child—their cognitive, social, emotional, and physical development. NCC’s educational mission believes this whole child development is best supported through in-person learning.

NCC does not offer online courses internally. Occasionally students may choose to enrol in an external online course for their program and NCC can facilitate those opportunities. The Ministry of Education memorandum from February 1, 2022, indicates that “inspected private schools . . . may exempt all students of the school from the graduation requirement if, in the principal’s opinion, the online learning graduation requirement strongly conflicts with the religious or educational mission of the school and the school holds the Ontario Student Record for each student.” NCC’s educational mission is to support the whole student within a Christ-centred learning community; therefore, all students at NCC are exempted from the mandatory two credit online learning requirement to graduate. This exemption is approved by the Ministry of Education and is indicated in each student’s OSR.

**Niagara Christian Collegiate
School Calendar
2022-2023**

Saturday/Sunday, September 3-4	International Students Arrive
Monday, September 5	Labour Day Holiday
Tuesday, September 6	Quadmester 1 begins 8:30 am
Friday, September 23	PD Day (no classes)
Friday, October 7	School Holiday (no classes)
Monday, October 10	Thanksgiving Holiday (no classes)
Thursday, October 27	PD Day (no classes)
Friday, October 28	PD Day (no classes)
Thursday, November 10	Quadmester 1 ends
Friday, November 11	Academic Break (no classes)
Monday, November 14	Quadmester 2 begins
Friday, December 16	Classes conclude for Christmas Break 2:30pm
December 17-January 2	Christmas Break (no classes)
Tuesday, January 3	Classes resume 8:30 am
Thursday, January 26	Quadmester 2 ends
Friday, January 27	PD Day (no classes)
Monday, January 30	Academic Break (no classes)
Tuesday, January 31	Quadmester 3 begins
Friday, February 17	PD Day (no classes)
Monday, February 20	Family Day Holiday (no classes)
Friday March 10	Classes conclude for Spring Break 2:30pm
March 11-19	Spring Break
Monday, March 20	Classes resume 8:30 am
Friday, April 7	Good Friday (no classes)
Monday, April 10	Easter Monday (no classes)
Thursday, April 13	Quadmester 3 ends
Friday, April 14	Academic Break (no classes)
Monday, April 17	Quadmester 4 begins

Friday, April 28

PD Day (no classes)

Friday, May 19

School Holiday (no classes)

Monday, May 22

Victoria Day Holiday (no classes)

Thursday, June 15

Quadmester 4 ends

Friday, June 16

Middle School Awards & Grade 8 Graduation

Saturday, June 17

Secondary School Graduation 2:00pm

Sunday, June 18

Residences Close 6:00pm

COURSE DESCRIPTIONS

The following brief course descriptions give an overview of the Academic Program for your grade here at NCC Secondary School. Further information regarding individual courses may be obtained by requesting copies of Course Outlines from the school office. Full details may also be accessed through the Ontario Curriculum policy documents which are also available in the school office or on the Ministry of Education website (www.edu.gov.on.ca).

Grade 9

VISUAL ARTS, Grade 9, Open (AVI1O)

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context. **Prerequisite:** None

INSTRUMENTAL MUSIC, Grade 9, Open (AMI1O)

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life. **Prerequisite:** None

ENGLISH, Grade 9, Academic (ENG1D)

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12. **Prerequisite:** None

CORE FRENCH, Grade 9, Academic (FSF1D)

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. **Prerequisite:** Minimum of 600 hours of French instruction, or equivalent.

ISSUES IN CANADIAN GEOGRAPHY, Grade 9, Academic (CGC1D)

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

MATHEMATICS, Grade 9, De-streamed (MTH1W)

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking. **Prerequisite:** None

SCIENCE, Grade 9, De-streamed (SNC1W)

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and Earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens. **Prerequisite:** None

HEALTHY ACTIVE LIVING EDUCATION, Grade 9, Open (co-ed) (PPL1O)

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

ENGLISH AS A SECOND LANGUAGE, ESL Level 1, Open (ESLAO)

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

begin to adapt to their new lives in Canada. **Prerequisite:** None

ENGLISH AS A SECOND LANGUAGE, ESL Level 2, Open (ESLBO)

This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country. **Prerequisite:** ESL Level 1 or Equivalent

LISTENING AND ORAL LANGUAGE DEVELOPMENT (ENG1L)

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the Grade 10 LDCC Course. The course is organized into units that develop listening and talking skills, reading and viewing skills, and writing skills. In all units, the focus is on developing foundational literacy skills and on using language clearly and accurately in a variety of authentic contexts. **Prerequisite:** None

EXPLORING TECHNOLOGIES, Grade 9, Open (TIJ1O)

This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and societal issues, and will begin to explore secondary and postsecondary education and training pathways leading to careers in technology-related fields. **Prerequisite:** None

Grade 10

ENGLISH, Grade 10, Academic (ENG2D)

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course. **Prerequisite:** English, Grade 9, Academic or Applied

ENGLISH AS A SECOND LANGUAGE, ESL Level 3, Open (ESLCO)

This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations; read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to

facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues. **Prerequisite:** ESL Level 2 or Equivalent

ENGLISH, Locally Developed Compulsory Credit Course, Grade 10 (ENG2L)

In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace and in future English as a Second Language (ESL) courses. The course is organized into strands that extend listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on refining foundational literacy skills and on using language clearly and accurately in a variety of authentic contexts. Students build on their strategies and engage in the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly on their growth. **Prerequisite:** English, Grade 9, Academic or Applied, or a Grade 9 English LDCC (locally developed compulsory credit) course

LITERACY SKILLS: READING AND WRITING, Grade 10, Open (ELS2O)

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

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

CORE FRENCH, Grade 10, Academic (FSF2D)

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

PRINCIPLES OF MATHEMATICS, Grade 10, Academic (MPM2D)

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 relations 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 and communicate their thinking as they solve multi-step problems. **Prerequisite:** Grade 9 Math, Academic or Grade 9 Math, Applied (with transfer course)

FOUNDATIONS OF MATHEMATICS, Grade 10, Applied (MFM2P)

This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. **Prerequisite:** Grade 9 Math, Academic or Applied

SCIENCE, Grade 10, Academic (SNC2D)

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

CIVICS AND CITIZENSHIP, Grade 10, Open (CHV2O) (0.5 Credit)

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance 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. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities. **Prerequisite:** None

CAREER STUDIES, Grade 10, Open (GLC2O) (0.5 Credit)

This course empowers students to take an active role in finding their path in the world of work and the community. With the rapid pace of technological, social, and cultural change in today's global economy and with new understandings of what a career looks like in this context, it is more important than ever that students be supported in their transition from secondary school to their initial postsecondary destination. Students will learn about the fundamentals of financial management, so that they can be informed about and responsible for the implications of their decisions, and better managers of their own lives. While exploring the career opportunities that are available to them, their own interests, values, and goals, and their particular pathway options, students will also learn about the skills, strategies, and resources that can help them adapt to

change and challenges and become lifelong learners. **Prerequisite:** None

CANADIAN HISTORY SINCE WORLD WAR I, Grade 10, Applied (CHC2P)

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities, since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to heritage and identities in Canada. Students will develop an understanding of some key political developments and government policies that have had an impact on First Nations, Métis, and Inuit individuals and communities. 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 the continuing relevance of historical developments and how they have helped shape communities in present-day Canada. **Prerequisite:** None

CANADIAN HISTORY SINCE WORLD WAR I, Grade 10, Academic (CHC2D)

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, 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 identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914. **Prerequisite:** None

VISUAL ARTS, Grade 10, Open (AVI2O)

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

HEALTHY ACTIVE LIVING EDUCATION, Grade 10, Open (PPL2O)

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

INSTRUMENTAL MUSIC - BAND, Grade 10, Open (AMI2O)

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. **Prerequisite:** None

INTRODUCTION TO COMPUTER STUDIES, Grade 10, Open (ICS2O)

This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers.

Prerequisite: None

INTRODUCTION TO GOD'S STORY – Grade 10, Open (HRE23)

The course explores the place of the Bible in human history as a document that tells the Story of Redemption. By looking at the Creation, humankind's Fall into sin, God's promise of redemption through the Hebrew people and fulfilled in Jesus Christ for all people, students will be exposed to the hope of Jesus' return to make all things new. Students will examine scripture broadly as an historical document and the sacred text for Christians. Students will learn how to read and interpret scripture through an historical-redemptive approach that will allow them to understand the Story of Redemption. Certain passages and books are studied in depth so that students can discover and share key themes and issues, and learn the principles of biblical interpretation and apply them in their learning. The overall theme is for students to understand the Story of Redemption and their place in it. This is a locally- developed course approved by the Ministry of Education. **Prerequisite:** None

Grade 11

ENGLISH, Grade 11, University Preparation (ENG3U)

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

Prerequisite: English, Grade 10

ENGLISH AS A SECOND LANGUAGE, ESL Level 4, Open (ESLDO)

This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral-presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles, and summaries in English; and respond critically to a variety of print and media texts. **Prerequisite:** ESL Level 3 or Equivalent

CORE FRENCH, Grade 11, University Preparation (FSF3U)

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

FUNCTIONS, Grade 11, University Preparation (MCR3U)

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

FUNCTIONS AND APPLICATIONS, Grade 11, University/College Preparation (MCF3M)

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems. **Prerequisite:** Principles of Mathematics, Grade 10, Academic, or Foundations of Mathematics, Grade 10, Applied

MATHEMATICS FOR WORK AND EVERYDAY LIFE, Grade 11, Workplace Preparation (MEL3E)

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. **Prerequisite:** Principles of Mathematics, Grade 9, Academic, or Foundations of Mathematics, Grade 9, Applied, or a ministry-approved locally developed Grade 10 mathematics course.

BIOLOGY, Grade 11, University Preparation (SBI3U)

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

CHEMISTRY, Grade 11, University Preparation (SCH3U)

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

PHYSICS, Grade 11, University Preparation (SPH3U)

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

VISUAL ARTS, Grade 11, University/College Preparation (AVI3M)

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 emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, information design). **Prerequisite:** Visual Arts, Grade 9 or 10, Open

MUSIC AND COMPUTERS, Grade 11, University/College Preparation (AMM3M)

This course provides an opportunity for students to use some web-based programs for music creation. This could be film score creation, development of their own music or taking existing music and altering it or re-arranging it to make it their own. Students' musical literacy will be developed through performance and presentation of music productions using technology. Students will create works at a level consistent with previous experience. Independently, and collaboratively, students will use current technology as well as the creative and critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyse music from various genres and periods; they will develop skills transferable to other aspects of their life and their careers. **Prerequisite:** Any Grade 9 or 10 music course

MUSIC: INSTRUMENTAL - BAND, Grade 11, Open (AMI3M)

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

DRAMA, Grade 11, University/College Preparation (ADA3M)

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. **Prerequisite: Drama, Grade 9 or 10, Open**

THE INDIVIDUAL AND THE ECONOMY, Grade 11, University/College Preparation (CIE3M)

This course explores issues and challenges facing the Canadian economy as well as the implications of various responses to them. Students will explore the economic role of firms, workers, and government as well as their own role as individual consumers and contributors, and how all of these roles contribute to stability and change in the Canadian economy. Students will apply the concepts of economic thinking and the economic inquiry process, including economic models, to investigate the impact of economic issues and decisions at the individual, regional, and national level. **Prerequisite: Canadian History Since World War I, Grade 10, Academic or Applied**

HEALTHY LIVING AND PERSONAL AND FITNESS ACTIVITIES, Grade 11, Open (PAF3O)

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. The course will focus on a wide variety of fitness activities in order to increase and sustain personal fitness levels. **Prerequisite: None**

HEALTHY ACTIVE LIVING, Grade 11, Open (PAI3O)

This course is for students who enjoy physical activities for increased fitness, weight management and positive self-image. Students will be provided with opportunities to demonstrate the skills necessary to take charge of and improve their own health. Activities may include: Hi/Low Impact, Crossfit, High Intensity Interval Training (H.I.T.T), kettlebell training, circuit and weight training which will be held mostly in the school weight room and fitness centre. The theory part of the

course focuses on topics related to healthy lifestyles, science behind weight training, program design, the improvement of self-image, nutrition, determinants of health, consumer health and health promotion. **Prerequisite:** None

INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY, AND SOCIOLOGY, Grade 11, University/College Preparation (HSP3U)

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

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

INTRODUCTION TO COMPUTER SCIENCE, Grade 11, University Preparation (ICS3U)

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

Prerequisite: None

LEADERSHIP AND PEER SUPPORT, Grade 11, Open (GPP3O)

This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles – for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities. **Prerequisite:** None

WORLD RELIGIONS 11, Grade 11, University/College Preparation (HRT3M)

This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human expressions of belief. **Prerequisite:** None

Grade 12

ENGLISH, Grade 12, University Preparation (ENG4U)

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

ENGLISH AS A SECOND LANGUAGE, ESL Level 5, Open (ESLEO)

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

CORE FRENCH, Grade 12, University Preparation (FSF4U)

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

CALCULUS AND VECTORS, Grade 12, University Preparation (MCV4U)

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course. **Note:** MHF4U must be taken prior to or concurrently with Calculus and Vectors (MCV4U).

ADVANCED FUNCTIONS, Grade 12, University Preparation (MHF4U)

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

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

MATHEMATICS OF DATA MANAGEMENT, Grade 12, University Preparation (MDM4U)

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

MATHEMATICS FOR WORK AND EVERYDAY LIFE, Grade 12, Workplace Preparation (MEL4E)

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

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

BIOLOGY, Grade 12, University Preparation (SBI4U)

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.

Prerequisite: Biology, Grade 11, University Preparation.

CHEMISTRY, Grade 12, University Preparation (SCH4U)

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their

problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.

Prerequisite: Chemistry, Grade 11, University Preparation.

PHYSICS, Grade 12, University Preparation (SPH4U)

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

DRAMA, Grade 12, University/College Preparation (ADA4M)

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 texts and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school. **Prerequisite:** Drama, Grade 11, University/College Preparation

INSTRUMENTAL MUSIC: Grade 12, University/College Preparation (AMI4M)

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

MUSIC AND COMPUTERS, Grade 12, University/College Preparation (AMM4M)

This course provides an opportunity for students to use some web-based programs for music creation. This could be film score creation, development of their own music or taking existing music and altering it or re-arranging it to make it their own. Students' musical literacy will be developed through performance and presentation of music productions using technology. Students will create works at a level consistent with previous experience. Independently, and collaboratively, students will use current technology as well as the creative and critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyse music from various genres and periods; they will develop skills transferable to other aspects of their life and their careers. **Prerequisite:** AMM3M

VISUAL ARTS, Grade 12, University/College Preparation (AVI4M)

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

Prerequisite: Visual Arts, Grade 11, University/College Preparation or Open

VISUAL ARTS: PHOTOGRAPHY, Grade 12, University/College Preparation (AWQ4M)

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. This course will focus on photography. **Prerequisite:** Visual Arts, Grade 11, University/College Preparation

VISUAL ARTS: ILLUSTRATIONS, Grade 12, University/College Preparation (AWK4M)

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. This course will focus on illustrative art. **Prerequisite:** Visual Arts, Grade 11, University/College Preparation

BUSINESS LEADERSHIP: MANAGEMENT FUNDAMENTALS, Grade 12, University/College Preparation (BOH4M)

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. **Prerequisite:** None

COMPUTER SCIENCE, Grade 12, University Preparation (ICS4U)

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

emerging technologies, areas of research in computer science, and careers in the field.

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

CANADIAN AND INTERNATIONAL LAW, Grade 12, University Preparation (CLN4U)

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

WORLD ISSUES: A GEOGRAPHIC ANALYSIS, Grade 12, University Preparation (CGW4U)

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.

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

THE ENVIRONMENT AND RESOURCE MANAGEMENT, Grade 12, University/College Preparation (CGR4M)

This course investigates interactions between natural and human systems, with a particular emphasis on the impacts of human activity on ecosystems and natural processes. Students will use the geographic inquiry process, apply the concepts of geographic thinking, and employ a variety of spatial skills and technologies to analyse these impacts and propose ways of reducing them. In the course of their investigations, they will assess resource management and sustainability practices, as well as related government policies and international accords. They will also consider questions of individual responsibility and environmental stewardship as they explore ways of developing a more sustainable relationship with the environment.

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

WORLD GEOGRAPHY: URBAN PATTERNS AND POPULATION ISSUES, Grade 12, University/ College Preparation (CGU4M)

The world's population is growing, it is moving and intermixing, and it is increasingly found in cities. This course explores these changes and the challenges that come with them. It investigates the forces that are shaping the world's communities, the patterns of interaction between them, the quality of life within them, and their impact on the world around them. Students will apply the concepts of geographic thinking, the geographic inquiry process, and spatial skills and

technologies as they investigate issues related to population change and urban life and propose ways of enhancing the sustainability of communities around the world. **Prerequisite:** Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities

WORLD HISTORY SINCE THE FIFTEENTH CENTURY, Grade 12, University Preparation (CHY4U)

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

FAMILIES IN CANADA, Grade 12, University Preparation (HHS4U)

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

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

NUTRITION AND HEALTH, Grade 12, University Preparation (HFA4U)

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health.

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

INTRODUCTORY KINESIOLOGY, Grade 12, University Preparation (PSK4U)

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

health sciences, health studies, recreation, and sports administration. **Prerequisite:** Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 course in health and physical education

HEALTHY LIVING AND PERSONAL AND FITNESS ACTIVITIES, Grade 12, Open (PAF4O)

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. This course will focus on a wide variety of fitness activities in order to increase and sustain personal fitness levels. **Prerequisite:** None

RECREATION AND HEALTHY ACTIVE LIVING LEADERSHIP, Grade 12, University/College Preparation (PLF4M)

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

ONTARIO SECONDARY SCHOOL LITERACY COURSE, Grade 12, Open (OLC4O)

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. Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a literacy portfolio containing a record of their reading experiences and samples of their writing. **Eligibility requirement:** Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.)