



EASTVIEW SECONDARY SCHOOL  
421 GROVE STREET EAST

# Eastview

Secondary School

2024  
C O U R S E  
C A L E N D A R  
2025

# Eastview Secondary School

## About us

We believe in the importance and value of completing a secondary education and are committed to reaching all students through a variety of supports. A positive high school experience involves success in academics and a sense of belonging. Students have access to many caring individuals and supports within the school to ensure high quality learning within an environment that is welcoming, respectful, progressive and diverse.

## School highlights

Our wide range of extra-curricular activities include:

- **Teams and sports:** Badminton, Baseball, Basketball, Cross Country Running, Cross Country Skiing, Curling, Fitness Activities, Flag Football, Golf, Hockey, Mountain Biking, Nordic Skiing, Pickleball, Rugby, Soccer, Swimming, Track and Field, Ultimate Frisbee, Volleyball
- **Clubs:** Art Club, Cheer Club, Chess Club, Choir, Dance Team, DECA, Eco Club, Esports, Games Club, GSA, Jazz Ensemble, Karaoke, Knitting Club, Orchestra, Production Team, String Ensemble

## Program highlights

- Specialist High Skills Major – Arts & Culture, Business, Construction, Health & Wellness
- Outdoor Education Program
- Ontario Youth Apprenticeship Program
- Dual Credits (offering students the opportunity to earn college credits while in high school)
- SWAC (school within a college)
- Co-op program and experiential learning
- ESL Program and Multi-Language Learner Facilitator
- Graduation Coach for Black, Racialized and LGBTQ2+ students
- E-learning courses
- Flexible pathways planning

## Course selection due dates:

February 1, 2024      Grade 8 course selections due  
March 1, 2024        Grade 9-11 course selections  
\*returning grade 12s please see Guidance

The Secondary page of SCDSB's public website provides families and students with detailed, accurate and up-to-date information about diploma requirements, as well as general information on school programs and courses offered. Additionally, the website provides information on county wide programs, Specialist High Skills Majors, school-based supports and Student Success initiatives. To access the page, follow this link:

[https://www.scdsb.on.ca/secondary/planning\\_for\\_high\\_school](https://www.scdsb.on.ca/secondary/planning_for_high_school)

This information is also available in the SCDSB Secondary Student Handbook in a downloadable, printable format and can be accessed [HERE](#)

## Message from Guidance

Eastview Secondary School is committed to reach every student to help them receive a secondary education and achieve a successful outcome from the secondary school experience. Guidance counsellors provide students with information and support in areas related to career, education and personal issues. There are many resources in the guidance office, including community resource materials, career and vocational information, post-secondary pathways planning, and scholarship information.

Students and parents are encouraged to use myBlueprint ([www.myblueprint.ca/simcoe](http://www.myblueprint.ca/simcoe)) when researching and planning courses and post-secondary destinations. Both students and parents/guardians are invited to make appointments with the counsellors to discuss issues of importance.

Mr. Ted Wilson – Surnames A-C

Mrs. Leslie Crawford – Surnames D-K

Ms. Laura Glass – Surnames L-Q

Mrs. Rose Paemurd – Surnames R-Z

### School Timetable and Procedures Related to Course Changes

Eastview Secondary School is a semestered school. Semester 1 runs from September until January during which students typically have four courses. Semester 2 begins in February and runs through until the end of June. Students will receive a midterm report during the semester. Final reports are issued at the end of the semester.

- Students are encouraged to maintain 8 credits in grades 9, 10 and 11
- Students in grade 12, with a minimum of 24 credits, may be allowed to maintain 6 credits
- Students are encouraged to complete any course changes in June of each school year for the following year

Minimal changes may be made in the first two weeks of each semester to accommodate level changes, openings in classes and pre-requisite problems. Changes will be made with proper paperwork completed and submitted to the Guidance department.

### Full Disclosure for Grade 11 and 12 Courses

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



# EASTVIEW SS - CONDENSED CALENDAR

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>ARTS</b>				
Drama	<a href="#">ADA10</a>	<a href="#">ADA20</a>		
Drama (Univ./College)			<a href="#">ADA3M</a>	<a href="#">ADA4M</a>
Dance	<a href="#">ATC10</a>	<a href="#">ATC20</a>		
Dance (Univ./College)			<a href="#">ATC3M</a>	<a href="#">ATC4M</a>
Media Arts		<a href="#">ASM20</a>	<a href="#">ASM30</a>	
Media Arts (Univ./College)			<a href="#">ASM3M</a>	<a href="#">ASM4M</a>
Media Arts (Workplace)				<a href="#">ASM4E</a>
Music – Instrumental – Orchestra – Woodwind or Brass	<a href="#">AMO10</a>			
Music – Instrumental – Orchestra – All Instruments (experienced)		<a href="#">AMO20</a>		
Music – Orchestral for experienced players – All instruments	<a href="#">AME10</a>		<a href="#">AMO3M</a>	<a href="#">AMO4M</a>
Music – Orchestral – Strings (Univ./College)			<a href="#">AMS3M</a>	<a href="#">AMS4M</a>
Music – Repertoire (Univ./College)				<a href="#">AMR4M</a>
Music – Instrumental - Strings	<a href="#">AMS10</a>			
Music – Classical Guitar		<a href="#">AMG20</a>		
Music – Classical Guitar (Univ./College)			<a href="#">AMG3M</a>	<a href="#">AMG4M</a>
Music – Vocal	<a href="#">AMV10</a>	<a href="#">AMV20</a>		
Music – Vocal (Univ./College)			<a href="#">AMV3M</a>	<a href="#">AMV4M</a>
Music and Computers <i>New!</i>			<a href="#">AMM3O</a>	
			<a href="#">AMM3M</a>	
Visual Arts	<a href="#">AVI10</a>	<a href="#">AVI20</a>	<a href="#">AVI30</a>	
Visual Arts: Drawing and Painting		<a href="#">AWM20</a>		
Visual Arts (Univ./College)			<a href="#">AVI3M</a>	<a href="#">AVI4M</a>
Visual Arts (Workplace)				<a href="#">AVI4E</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>BUSINESS</b>				
Building the Entrepreneurial Mindset	<a href="#">BEM101</a>			
Launching and Leading a Business		<a href="#">BEP201</a>		
Financial Accounting Fundamentals (Univ./College)			<a href="#">BAF3M</a>	
Financial Accounting Principles (Univ./College)				<a href="#">BAT4M</a>
Marketing: Goods, Services, and Events (College)			<a href="#">BMI3C</a>	
Introduction to International Business (Univ. /College)				<a href="#">BBB4M</a>
Business Leadership: Management Fundamentals (Univ./College)				<a href="#">BOH4M</a>
Entrepreneurial Studies: Venture Planning (College)			<a href="#">BDI3C</a>	<a href="#">BDV4C</a>
The Enterprising Person (Open)			<a href="#">BDP3O</a>	

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>CANADIAN &amp; WORLD STUDIES</b>				
Exploring Canadian Geography – Grade 9 (De-streamed)	<a href="#">CGC1W</a>			
Travel and Tourism: A Geographic Perspective			<a href="#">CGG3O</a>	
Living in a Sustainable World (Workplace)				<a href="#">CGR4E</a>
Canadian History since World War I (Academic)		<a href="#">CHC2D</a>		



Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>CANADIAN &amp; WORLD STUDIES</b>				
Canadian History since World War I (Applied)		<a href="#">CHC2P</a>		
Canadian History since World War I (Locally developed)		<a href="#">CHC2L</a>		
Civics and Citizenship (half credit taken with a half Career Studies credit)		<a href="#">CHV2OH</a>		
World History to the End of the Fifteenth Century (Univ./College)			<a href="#">CHW3M</a>	
World History since the Fifteenth Century (University)				<a href="#">CHY4U</a>
World History since the Fifteenth Century (College)				<a href="#">CHY4C</a>
World History since 1900: Global and Regional Interactions			<a href="#">CHT3O</a>	
Adventures in World History (Workplace)				<a href="#">CHM4E</a>
Understanding Canadian Law (Univ./College)			<a href="#">CLU3M</a>	
Understanding Canadian Law in Everyday Life (Workplace)			<a href="#">CLU3E</a>	
Canadian and International Law (University)				<a href="#">CLN4U</a>
Analyzing Current Economic Issues (University)				<a href="#">CIA4U</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>COMPUTER STUDIES</b>				
Introduction to Computer Studies		<a href="#">ICD2O</a>		
Introduction to Computer Science (University)			<a href="#">ICS3U</a>	
Computer Science (University)				<a href="#">ICS4U</a>
Introduction to Computer Programming (College)			<a href="#">ICS3C</a>	
Computer Programming(College)				<a href="#">ICS4C</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>CO-OPERATIVE EDUCATION</b>				
Designing Your Future (2 credits)			<a href="#">GWL3O2</a>	<a href="#">GLN4O2</a>
Designing Your Future (4 credits, use this code for all grades)			<a href="#">GWL3O4</a>	<a href="#">GWL3O4</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>ENGLISH</b>				
English – Grade 9 (De-streamed)	<a href="#">ENL1W</a>			
English (Academic)		<a href="#">ENG2D</a>		
English (Applied)	<a href="#">ENG1L</a>	<a href="#">ENG2P</a>		
English (Locally Developed)		<a href="#">ENG2L</a>		
English (College) – Understanding Contemporary First Nations, Metis, and Inuit Voices ( <i>equivalent to ENG3C</i> )			<a href="#">NBE3C</a>	
English (College)				<a href="#">ENG4C</a>
English (University) - Understanding Contemporary First Nations, Metis, and Inuit Voices ( <i>equivalent to ENG3U</i> )			<a href="#">NBE3U</a>	
English (University)				<a href="#">ENG4U</a>
English (Workplace) - Understanding Contemporary First Nations, Metis, and Inuit Voices ( <i>equivalent to ENG3E1</i> )			<a href="#">NBE3E</a>	
English (Workplace)				<a href="#">ENG4E</a>
Ontario Literacy Course			<a href="#">OLC3O</a>	<a href="#">OLC4O</a>
The Writer’s Craft (University)				<a href="#">EWC4U</a>
The Writer’s Craft (College)				<a href="#">EWC4C</a>
ENGLISH AS A SECOND LANGUAGE, 5 Levels (Open)	<a href="#">ESLAO</a>	<a href="#">ESLBO</a>	<a href="#">ESLCO</a>	<a href="#">ESLDO</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>FRENCH AND INTERNATIONAL LANGUAGES</b>				
Core French – Grade 9	<a href="#">FSF1D</a>			
Core French (Open)	<a href="#">FSF1O</a>			
Core French (Academic and University)		<a href="#">FSF2D</a>	<a href="#">FSF3U</a>	<a href="#">FSF4U</a>
Spanish (Academic and University)		<a href="#">LWSBD</a>	<a href="#">LWSCU</a>	<a href="#">LWSDU</a>
German (Open) <i>New!</i>		<a href="#">LWGBO</a>	<a href="#">LWGCO</a>	

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>GUIDANCE &amp; CAREER EDUCATION &amp; SPECIAL EDUCATION</b>				
Career Studies (half credit taken with a half Civics and Citizenship credit)		<a href="#">GLC2OH</a>		
Leadership			<a href="#">GPP3O</a>	

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>HEALTH AND PHYSICAL EDUCATION</b>				
Healthy Active Living Education (co-ed unless indicated; F=female, M=male)	<a href="#">PPL1OF</a> <a href="#">PPL1OM</a> <a href="#">PPL1O1</a>	<a href="#">PPL2OF</a> <a href="#">PPL2OM</a>	<a href="#">PPL3O</a> <a href="#">PPL3OF</a>	<a href="#">PPL4O</a> <a href="#">PPL4OF</a>
Personal and Physical Activities		<a href="#">PAF2OF</a> <a href="#">PAF2OM</a>	<a href="#">PAF3O</a> <a href="#">PAF3OF</a>	<a href="#">PAF4O</a> <a href="#">PAF4OF</a>
Yoga: Individual and Small Group Activities – Body in Mind Fitness			<a href="#">PAI3O</a>	<a href="#">PAI4O</a>
Exercise Science (University)				<a href="#">PSK4U</a>
Healthy Living and Outdoor Activities (One of 2 credits in the Outdoor Education package)			<a href="#">PAD3OD</a>	

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>INTERDISCIPLINARY STUDIES</b>				
Leadership (University)				<a href="#">IDC4U</a>
Introduction to Forensic Science			<a href="#">IDC3O</a>	

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>MATHEMATICS</b>				
Mathematics – Grade 9 (De-streamed)	<a href="#">MTH1W</a>			
Principles of Mathematics (Academic)		<a href="#">MPM2D</a>		
Foundations of Mathematics (Applied)		<a href="#">MFM2P</a>		
Mathematics (Locally Developed)	<a href="#">MAT1L</a>	<a href="#">MAT2L</a>		
Functions (University)			<a href="#">MCR3U</a>	
Functions and Applications (Univ./College)			<a href="#">MCF3M</a>	
Foundations for College Mathematics (College)			<a href="#">MBF3C</a>	<a href="#">MAP4C</a>
Mathematics for Work and Everyday Life (Workplace)			<a href="#">MEL3E</a>	<a href="#">MEL4E</a>
Advanced Functions (University)				<a href="#">MHF4US</a>
- For students <u>not</u> also taking Calculus and Vectors				
Advanced Functions (University)				<a href="#">MHF4U1</a>
- For students <u>also</u> taking Calculus and Vectors in the same year				
Calculus and Vectors (University)				<a href="#">MCV4U</a>
Mathematics of Data Management (University)				<a href="#">MDM4U</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>SCIENCE</b>				
Science – Grade 9 (De-streamed)	<a href="#">SNC1W</a>			
Science (Academic)		<a href="#">SNC2D</a>		
Science (Applied)		<a href="#">SNC2P</a>		
Science (Locally Developed)	<a href="#">SNC1L</a>			
Biology (College)			<a href="#">SBI3C</a>	
Biology (University)			<a href="#">SBI3U</a>	<a href="#">SBI4U</a>
Chemistry (College)				<a href="#">SCH4C</a>
Chemistry (University)			<a href="#">SCH3U</a>	<a href="#">SCH4U</a>
Environmental Science (Workplace)			<a href="#">SVN3E</a>	
Environmental Science (Univ./College)			<a href="#">SVN3M</a>	
Environmental Science (Univ./College) <i>(One of 2 credits in the Outdoor Education package)</i>			<a href="#">SVN3MD</a>	
Physics (College)				<a href="#">SPH4C</a>
Physics (University)			<a href="#">SPH3U</a>	<a href="#">SPH4U</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>SOCIAL SCIENCE AND THE HUMANITIES</b>				
Exploring Family Studies	<a href="#">HIF1O</a>			
Food and Nutrition		<a href="#">HFN2O</a>		
Clothing		<a href="#">HNL2O</a>		
Challenge and Change in Society (University)				<a href="#">HSB4U</a>
World Cultures (University/College)				<a href="#">HSC4M</a>
Introduction to Anthropology (College)			<a href="#">HSP3C</a>	
Introduction to Anthropology (University)			<a href="#">HSP3U</a>	
Food and Culture (University/College)			<a href="#">HFC3M</a>	
Food and Culture (Workplace)			<a href="#">HFC3E</a>	
Nutrition and Health (University)				<a href="#">HFA4U</a>
Food and Healthy Living (Workplace)				<a href="#">HFL4E</a>
Housing and Home Design			<a href="#">HLS3O</a>	
Personal Life Management				<a href="#">HIP4O</a>
Living and Working with Children (College): 24-25			<a href="#">HPW3C</a>	
Working with School-Age Children & Adolescents (College): 25-26				<a href="#">HPD4C</a>
Understanding Fashion (College)			<a href="#">HNC3C</a>	
The World of Fashion (Univ./College)				<a href="#">HNB4M</a>
Philosophy: Questions and Theories (University)				<a href="#">HZT4U</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>TECHNOLOGICAL EDUCATION</b>				
Technology and the Skilled Trades	<a href="#">TAS1O1</a>			
Health Care Technology		<a href="#">TPJ2O</a>		
Health Care Technology (Univ./College)			<a href="#">TPJ3M</a>	<a href="#">TPJ4M</a>
Communications Technology		<a href="#">TGJ2O</a>	<a href="#">TGJ3O</a>	<a href="#">TGJ4O</a>
Communications Technology (Univ./College)			<a href="#">TGJ3M</a>	<a href="#">TGJ4M</a>
Communications Technology – Photography Focus (Univ./College)			<a href="#">TGP3M</a>	
Computer Technology		<a href="#">TEJ2O</a>		
Computer Technology (Univ./College)			<a href="#">TEJ3M</a>	<a href="#">TEJ4M</a>
Construction Technology		<a href="#">TCJ2O</a>		
Construction Technology (Workplace)			<a href="#">TCJ3E</a>	<a href="#">TCJ4E</a>
Construction Technology (College)			<a href="#">TCJ3C</a>	<a href="#">TCJ4C</a>



Custom Woodworking (Workplace)			<a href="#">TWJ3E</a>	<a href="#">TWJ4E</a>
Technological Design				
Technological Design (Univ./College)			<a href="#">TDJ3M</a>	<a href="#">TDJ4M</a>
Transportation Technology		<a href="#">TTJ2O</a>		
Transportation Technology: Vehicle Ownership			<a href="#">TTJ3O</a>	
Transportation Technology (College)			<a href="#">TTJ3C</a>	<a href="#">TTJ4C</a>
Transportation Technology: Small Engines Focus (College)			<a href="#">TTS3C</a>	
Transportation Technology: Vehicle Maintenance (Workplace)				<a href="#">TTJ4E</a>

The Simcoe County District School Board partners with school boards throughout Ontario to offer many courses in an online format.

### SCDSB Summer School

Students may earn credits at summer school and will select these options on-line with their guidance counsellor. The majority of the courses are via the eLearning method. *Contact your guidance counsellor or student success teacher for further information including registration.*

Link to Summer School offerings:

<http://www.thelearningcentres.com/high-school-student/summer-school>

### SCDSB Night School

Students may earn credits at night school and will select these options on-line with their guidance counsellor. Some of the courses are via the eLearning method. *Contact your guidance counsellor or student success teacher for further information including registration.*

Link to Night School offerings:

<http://www.thelearningcentres.com/adult-student/night-school>

### Online Learning Graduation Requirement

Students are 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 graduation requirement is intended to support students in developing familiarity and comfort with learning and working in a fully online environment, as well as developing digital literacy and other important transferable skills that they will need for success after secondary school, including in post-secondary education and the workplace.

#### Definition of “online learning” for this graduation requirement:

Online learning credits that count towards the requirement are earned through courses that rely primarily on communication between students and educators through the internet or another digital platform.

- Online learning credits that count do not generally require students to be physically present with one another or with their educator in the school, except where required for:
  - examinations and other final evaluations
  - occasional meetings with educators and other school staff, and
  - access to internet connectivity, learning devices, or other supports (for example, guidance, special education and mental health and well-being supports, and required initial assessment and in-person

learning for English language learners and students of Actualisation linguistique en français (ALF) or Programme d'appui aux nouveaux arrivants (PANA) at their early stages of language acquisition)

- In online learning courses delivered by schools in the publicly funded education system, coursework is teacher-led.
- Students from the same online class may follow different timetables and be from different schools or school boards.
- Students in publicly funded schools complete their online coursework with the support of a certified Ontario educator with whom they communicate, and who provides instruction, ongoing feedback, assessment, evaluation and reporting as needed, including implementing any accommodations and/or modifications identified in the student's Individual Education Plan.

In-person courses that use digital learning tools in a physical classroom do not count towards the online graduation requirement, nor do remote learning courses that rely on a minimum requirement for synchronous learning.

Selection of courses should consider future pathways, the ability and interests of the student to learn in a fully online environment and any potential supports that may be needed. Meeting the online learning graduation requirement should not pose a barrier to graduation for students. As with all learning, students taking online courses will have access to the supports they need through their school, (e.g., guidance, nutrition programs, extra-curricular activities and services for English-language learners). If a student in a publicly funded school has an Individual Education Plan, the plan should be shared, when appropriate, with an educator instructing an online course delivered by another publicly funded school board, with the necessary consent.

Check with your local school if you have questions regarding the registration process.

Parents/guardians may choose to opt their children out of the mandatory online learning credits required for graduation. To opt out, a parent/guardian must submit an opt-out form to the school. Students 18 years of age or older, or who are 16 or 17 years of age and have withdrawn from parental control, can also opt out of the graduation requirement by submitting an opt-out form to the school. School boards must also allow for students and parents/guardians to opt back into the online learning graduation requirement should their decision change. Please contact the school for further information on this process.

## E-Learning

The Simcoe County District School Board partners with school boards throughout Ontario to offer many courses in an online format. Online courses start and finish at the same time as a regular semester.

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

- log in and interact with their course daily
- interact with other students in the discussion area, including small group collaboration
- expect to spend 75 minutes each day plus homework time
  
- **Things to remember when taking an eLearning course:**
- Students with online courses will have a “Study Period” with no direct supervision at ESS. It is expected that they work in the Library, Guidance, or at home
- Attendance is taken on-line and is based on submitting assignments and logging into the website daily
- A student will be marked absent if they do not complete the required activities in a given week
- Students will be removed from courses for non-attendance
- Teachers will connect with students through email and online discussions
- All correspondence will be sent to the student’s SCDSB email. It’s the student’s responsibility to check this regularly

For a list of course offerings, please see the website: <https://prism.elearningstudents.ca/>

Click to view the most current course offerings for the current (or next) school year. When prompted to choose a school board, select “ALL BOARDS” for an exhaustive list of offerings. For more course information, including a detailed description as well as any prerequisite course requirements, use a search engine to look for the “course title” and “curriculum expectations”.

**SCDSB’s e-learning offerings for 2023-2024 are available with course selection and include the list below. Please see your Guidance Counsellor to register for any out-of-board e-learning courses.**

**Correspondence regarding eLearning courses will be sent to the student’s SCDSB email. It is the student’s responsibility to check this regularly.**

Note: course codes ending in ‘V’ signify an eLearning course

### SCDSB eLearning

Departments and Course Titles		Grade 9	Grade 10	Grade 11	Grade 12
<b>ARTS</b>	Media Arts (open)		<a href="#">ASM2OV</a>		
	Visual Arts – Digital Media (open)			<a href="#">AWS3OV</a>	
	Visual Arts (Univ./College)			<a href="#">AVI3MV</a>	
<b>BUSINESS</b>	International Business Fundamentals (Univ./College)				<a href="#">BBB4MV</a>
	Business Leadership (Univ./College)				<a href="#">BOH4MV</a>
	Marketing: Goods, Services, Events (College)			<a href="#">BMI3CV</a>	
	Entrepreneurship: The Venture (College)			<a href="#">BDI3CV</a>	
	Marketing: Retail and Service (Workplace)			<a href="#">BMX3EV</a>	
	Financial Accounting Fundamentals (Univ./College)			<a href="#">BAF3MV</a>	
	<b>CANADIAN AND WORLD STUDIES</b>	Canadian and International Law (University)			
World Issues: A Geographic Analysis					<a href="#">CGW4UV</a>
Legal Studies (College)					<a href="#">CLN4CV</a>
The Environment and Resource Management (Univ./College)					<a href="#">CGR4MV</a>
Travel and Tourism: A Geographic Perspective (Open)				<a href="#">CGG3OV</a>	
Understanding Canadian Law (Univ./College)				<a href="#">CLU3MV</a>	
Civics (Open)			<a href="#">CHV2OV</a>		



<b>ENGLISH</b>	Civics (Open) <b>FRENCH</b>		<a href="#">CHV2OW</a>	
	Issues in Canadian Geography (Academic)	<a href="#">CGC1DV</a>		
	Issues in Canadian Geography (Academic) <b>FRENCH</b>	<a href="#">CGC1DW</a>		
	English (University)			<a href="#">ENG4UV</a>
	English (College)			<a href="#">ENG4CV</a>
	Writer's Craft (University)			<a href="#">EWC4UV</a>
	English: Understanding Contemporary First Nations, Métis and Inuit Voices (University)		<a href="#">NBE3UV</a>	
	English: Understanding Contemporary First Nations, Métis and Inuit Voices (College)		<a href="#">NBE3CV</a>	
	Media Studies (Open)		<a href="#">EMS3OV</a>	
<b>GUIDANCE AND CAREER EDUCATION</b>	Career Studies (Open)		<a href="#">GLC2OV</a>	
	Career Studies (Open) <b>FRENCH</b>		<a href="#">GLC2OW</a>	
	Designing Your Future (Open)		<a href="#">GWL3OV</a>	
<b>MATH</b>	Data Management (University)			<a href="#">MDM4UV</a>
	Advanced Functions (University)			<a href="#">MHF4UV</a>
	Foundation for College Mathematics (College)			<a href="#">MAP4CV</a>
	Functions (University)		<a href="#">MCR3UV</a>	
	Foundations of Mathematics (College)		<a href="#">MBF3CV</a>	
	Mathematics for Work and Everyday Life (Workplace)		<a href="#">MEL3EV</a>	
	Mathematics for Work and Everyday Life (Workplace)			<a href="#">MEL4EV</a>
<b>HEALTH AND PHYSICAL EDUCATION</b>	Kinesiology (University)			<a href="#">PSK4UV</a>
	Health for Life (College)		<a href="#">PPZ3CV</a>	
	Physical Education: Personal and Fitness Activities (Open)	<a href="#">PAF1OV</a>		
<b>SCIENCE</b>	Science (Univ./College)			<a href="#">SNC4MV</a>
	Science (Workplace)			<a href="#">SNC4EV</a>
	Biology (University)			<a href="#">SBI4UV</a>
	Environmental Science (Workplace)		<a href="#">SVN3EV</a>	
	Chemistry (University)		<a href="#">SCH3UV</a>	<a href="#">SCH4UV</a>
<b>SOCIAL STUDIES</b>	Philosophy: Questions & Theories (University)			<a href="#">HZT4UV</a>
	Human Growth & Development (Univ./College)			<a href="#">HHG4MV</a>
	Equity and Social Justice (Univ./College)			<a href="#">HSE4MV</a>
	Personal Life Management (Open)			<a href="#">HIP4OV</a>
	Food and Culture (Univ./College)		<a href="#">HFC3MV</a>	
	Food and Culture (University/College) <b>FRENCH</b>		<a href="#">HFC3MW</a>	
	Gender Studies (Univ./College)		<a href="#">HSG3MV</a>	
	Introduction to Anthropology, Psychology and Sociology (University)		<a href="#">HSP3UV</a>	
	Families in Canada (University)			<a href="#">HHS4UV</a>
	Challenge and Change (University)			<a href="#">HSB4UV</a>

**NOTE: The above courses are being offered online.** Students will select these courses in myBlueprint at the time of course selection.

## SHSM Pathway Chart – Arts and Culture

The **Arts and Culture SHSM** will give students an opportunity to explore careers and develop skills required for the sector of Arts and Culture. Students take a bundle of courses that allow a focus in senior grades on learning in their choice of: visual art, dramatic art, music and/or dance. Students will also take cooperative education to benefit from experiential learning tied to Arts and Culture, and they will also participate in valuable training and certifications, for example:

- Standard first aid
- Level C CPR
- WHMIS
- Customer service
- Audition preparation
- Elevated work platform
- Fall protection
- Make-up/cosmetology
- Script writing
- Mask making
- Advanced training in a technique (i.e. Figure drawing, conducting)
- Advanced training in a technology
- Advanced training in an art form
- Lighting and sound equipment Maintenance
- Recording equipment
- Stage combat

Are you interested in pursuing a career related to Arts and Culture? Eastview's **Arts and Culture SHSM** will connect you to employers looking for people just like you, and provide you with amazing certifications to give you a head start at getting a great job. This SHSM could be just right for you! Contact Ms. Nesbitt ([nesbitt@scdsb.on.ca](mailto:nesbitt@scdsb.on.ca)) or Mrs. Paemurd ([rpaemurd@scdsb.on.ca](mailto:rpaemurd@scdsb.on.ca)) for more information.

Course Titles	Grade 11		Grade 12			
<b>SHSM ARTS &amp; CULTURE</b>						
<b>Major Credits</b> <ul style="list-style-type: none"> <li>• 4 Required</li> <li>• At least 1 from each Grade level</li> <li>• Any combination of Gr.11 &amp; Gr. 12 credits within the Bundle</li> <li>• Up to 3 additional Cooperative Education credits may be utilized towards the Major Credit requirement</li> </ul>	Arts	<a href="#">ADA3M</a> <a href="#">ADA3O</a> <a href="#">ADB3M</a> <a href="#">ADB3O</a> <a href="#">ADD3M</a> <a href="#">ADD3O</a> <a href="#">ADP3M</a> <a href="#">AEA3O</a>	<a href="#">AMG3M</a> <a href="#">AMO3M</a> <a href="#">AMS3M</a> <a href="#">AMV3M</a> <a href="#">ASM3M</a> <a href="#">ASM3O</a> <a href="#">ATC3M</a> <a href="#">AVI3M</a> <a href="#">AWJ3M</a> <a href="#">AWS3O</a> <a href="#">AWT3M</a>	<a href="#">ADA4E</a> <a href="#">ADA4M</a> <a href="#">ADD4M</a> <a href="#">ADF4M</a> <a href="#">AEA4O</a> <a href="#">AMG4M</a> <a href="#">AWJ4M</a>	<a href="#">AMO4M</a> <a href="#">AMS4M</a> <a href="#">AMV4M</a> <a href="#">AMR4M</a> <a href="#">ASM4E</a> <a href="#">ATC4M</a> <a href="#">AVI4E</a> <a href="#">AVI4M</a>	
		English			<a href="#">EWC4C</a>	<a href="#">EWC4U</a>
		Technological Education	<a href="#">TGJ3M</a> <a href="#">TGP3M</a>	<a href="#">TGJ3O</a>	<a href="#">TGJ4M</a> <a href="#">TGG4M</a>	<a href="#">TGJ4O</a>
<b>English</b> <ul style="list-style-type: none"> <li>• 1 Required</li> </ul>	English	<a href="#">ENG3C/NBE3C</a> <a href="#">ENG3E</a>	<a href="#">ENG3U/NBE3U</a> <a href="#">OLC3O</a>	<a href="#">ENG4C</a> <a href="#">ENG4E</a>	<a href="#">ENG4U</a> <a href="#">OLC4O</a>	
<b>Other</b> <ul style="list-style-type: none"> <li>• 1 Required</li> <li>• One Major Credit in bundle or one additional Cooperative Education credit may be utilized to fulfill this requirement</li> </ul>	Business Studies	<a href="#">BAF3M</a> <a href="#">BDI3C</a> <a href="#">BMI3C</a>		<a href="#">BDV4C</a> <a href="#">BOH4M</a> <a href="#">BBB4M</a>	<a href="#">BBB4E</a>	
	Canadian & World Studies	<a href="#">CHA3U</a> <a href="#">CHT3O</a> <a href="#">CPC3O</a>	<a href="#">CHW3M</a> <a href="#">CLU3M</a>	<a href="#">CGW4U</a> <a href="#">CHI4U</a> <a href="#">CHM4E</a> <a href="#">CGR4M</a>	<a href="#">CHY4U</a> <a href="#">CIA4U</a> <a href="#">CLN4U/4C</a>	
	English			<a href="#">EWC4C</a>	<a href="#">EWC4U</a>	
<b>Co-op</b> <ul style="list-style-type: none"> <li>• 2 Credits Required</li> </ul>	Cooperative Education • Placement related to SHSM program	<a href="#">GWL3O2</a> (2 credit) <a href="#">GWL3O4</a> (4 credit)		<a href="#">GLN4O2</a> (2 credit)		

**Note: For the ARTS AND CULTURE SHSM additional co-op credits beyond the required 2 credits may be substituted for one of the Arts Major credits and/or the Business or Canada & World Studies requirement.**

## SHSM Pathway Chart - Business

The **Business SHSM** will give students an opportunity to explore careers and develop skills required for the sector of Business. Students will take a bundle of courses that allows for a focus in senior grades on major credits drawing from business and Canada and world studies courses. Students will also take cooperative education to benefit from experiential learning tied to their business interest, and they will also participate in valuable training and certifications, for example:

- Standard first aid
- Personality inventory
- Level C CPR
- Innovation, creativity, and entrepreneurship training
- WHMIS
- Leadership skills
- Customer service
- Effective networking
- Counterfeit detection
- Sector specific software 1
- Equity and inclusion

Are you interested in pursuing a career related to business? Eastview's **Business SHSM** will connect you to employers looking for people just like you, and provide you with amazing certifications to give you a head start at getting a great job. You might find this SHSM the perfect fit! Contact Mr. Broley ([rbroley@scdsb.on.ca](mailto:rbroley@scdsb.on.ca)) or Mrs. Paemurd ([rpaemurd@scdsb.on.ca](mailto:rpaemurd@scdsb.on.ca)) for more information.

Course Titles	Grade 11		Grade 12		
<b>SHSM BUSINESS</b>					
<b>Major Credits</b> • 4 Required • At least 1 from each Grade level • Any combination of Gr.11 & Gr. 12 credits within the Bundle • Up to 3 additional Cooperative Education credits may be utilized towards the Major Credit requirement	Business Studies	<a href="#">BAF3M</a> <a href="#">BDI3C</a> <a href="#">BMI3C</a>	<a href="#">BDP3O</a> <a href="#">BAI3E</a> <a href="#">BTA3O</a>	<a href="#">BAT4M</a> <a href="#">BBB4M</a> <a href="#">BDV4C</a>	<a href="#">BOH4M</a>
	Canadian & World Studies	<a href="#">CIE3M</a> <a href="#">CLU3E</a>	<a href="#">CLU3M</a>	<a href="#">CIA4U</a>	<a href="#">CLN4U</a>
	Interdisciplinary Studies			<a href="#">IDC4U</a>	
	Social Science & Humanities				<a href="#">HIP4O1</a>
<b>English</b> • 2 Required	English	<a href="#">ENG3C/NBE3C</a> <a href="#">ENG3E</a>	<a href="#">ENG3U</a> <a href="#">OLC3O</a>	<a href="#">ENG4C</a> <a href="#">ENG4E</a>	<a href="#">ENG4U</a> <a href="#">OLC4O</a>
<b>Mathematics</b> • 1 or 2 Required	Mathematics	<a href="#">MBF3C</a> <a href="#">MCR3U</a>	<a href="#">MCF3M</a> <a href="#">MEL3E</a>	<a href="#">MAP4C</a> <a href="#">MCT4C</a> <a href="#">MEL4E</a>	<a href="#">MHF4U</a> <a href="#">MCV4U</a> <a href="#">MDM4U</a>
<b>Co-op</b> • 2 Credits Required	Cooperative Education • Placement related to SHSM program	<a href="#">GWL3O2</a> (2 credit) <a href="#">GWL3O4</a> (4 credit)		<a href="#">GLN4O2</a> (2 credit)	



## SHSM Pathway Chart – Construction

This program is open to all senior students that may have an interest in any aspects of the construction industry, from labourer to engineer. There is no cost involved for signing up in the Construction SHSM, and it will bring added value to your high school diploma and resume. As part of this program, students will receive specific certificate training courses which include, but are not limited to:

- Working at Heights
- Construction Health & Safety Awareness
- Standard First Aid/CPR – Level C with AED
- WHMIS – GHS
- Chainsaw safety training
- Basic electrical safety
- CAD/CAM training
- Elevated work platform

All participants will be exposed to industry related tours, community-based and CNC projects, and will have the opportunity to hear from guest speakers associated with the construction industry and participate in Skills Ontario related events. Once you complete all the requirements of the SHSM program, students will receive an embossed seal on their diploma to assist students with their next step or job interview.

For more information on this program, please contact Mr. Harris at [crharris@scdsb.on.ca](mailto:crharris@scdsb.on.ca), or Mrs. Crawford at [lecrawford@scdsb.on.ca](mailto:lecrawford@scdsb.on.ca)

Course Titles		Grade 11		Grade 12	
<b>Major Credits*</b> <ul style="list-style-type: none"> <li>• Minimum 4 required</li> <li>• At least 1 from each Grade level</li> <li>• Any combination of Gr.11 &amp; Gr. 12 credits within the Bundle</li> <li>• Up to 3 additional Cooperative Education credits may be utilized towards the Major Credit requirement</li> </ul>	Major Focus	<a href="#">TCJ3E1</a> <a href="#">TCJ3C1</a> <a href="#">TDJ3O1</a> <a href="#">TDJ3M1</a>	<a href="#">TEJ3M1</a> <a href="#">TTJ3O1</a> <a href="#">TWJ3E1</a> <a href="#">HLS3O1</a> <a href="#">SPH3U1</a>	<a href="#">TCJ4E1</a> <a href="#">TCJ4C1</a> <a href="#">TDJ4O1</a> <a href="#">TDJ4M1</a>	<a href="#">TTJ4E1</a> <a href="#">TWJ4E1</a> <a href="#">SPH4C1</a> <a href="#">SPH4U1</a>
English	English	<a href="#">ENG3C1</a> <a href="#">ENG3E1</a> <a href="#">ENG3U1</a>	<a href="#">NBE3C1</a> <a href="#">NBE3E1</a> <a href="#">NBE3U1</a>	<a href="#">ENG4C1</a> <a href="#">ENG4E1</a>	<a href="#">ENG4U1</a> <a href="#">OLC4O1</a>
<b>Mathematics</b> <ul style="list-style-type: none"> <li>• Minimum 1 (workplace pathway)</li> <li>• Minimum 2 (college &amp; university pathways)</li> </ul>	Mathematics	<a href="#">MBF3C1</a> <a href="#">MCF3M1</a>	<a href="#">MCR3U1</a> <a href="#">MEL3E1</a>	<a href="#">MAP4C1</a> <a href="#">MCT4C1</a> <a href="#">MCV4U1</a>	<a href="#">MDM4U1</a> <a href="#">MEL4E1</a> <a href="#">MHF4U1</a>
<b>Other*</b> <ul style="list-style-type: none"> <li>• Minimum 1 required</li> <li>• One Major Credit in bundle or one additional Cooperative Education credit may be utilized to fulfill this requirement</li> </ul>	Business Studies or Science	<a href="#">BAF3M1</a> <a href="#">BDI3C1</a> <a href="#">BDP3O1</a> <a href="#">BMI3C1</a> <a href="#">BMX3E1</a>	<a href="#">ICS3C1</a> <a href="#">ICS3U1</a> <a href="#">IDC3O1</a> <a href="#">SBI3C1</a> <a href="#">SBI3U1</a> <a href="#">SCH3U1</a> <a href="#">SVN3E1</a> <a href="#">SVN3M1</a>	<a href="#">BAT4M1</a> <a href="#">BBB4M1</a> <a href="#">BDV4C1</a> <a href="#">BOH4M1</a>	<a href="#">ICS4C1</a> <a href="#">ICS4U1</a> <a href="#">SBI4U1</a> <a href="#">SCH4C1</a> <a href="#">SCH4U1</a>
<b>Co-op</b> <ul style="list-style-type: none"> <li>• Minimum 2 credits required</li> </ul>	Cooperative Education <ul style="list-style-type: none"> <li>• Placement related to SHSM program</li> </ul>	<a href="#">GWL3O2</a> (2 credit) or <a href="#">GWL3O4</a> (4 credit)			

\* Note: Additional cooperative education credits may be substituted for a maximum of one Major credit and/or one business studies or science credit.

## **New! SHSM Pathway Chart – Health and Wellness**

This program is open to all senior students that may have an interest in any aspects of the Health & Wellness sector, from Child & Youth Worker to Firefighter. There is no cost involved for signing up in the Health & Wellness SHSM, and it will bring added value to your high school diploma and resume. As part of this program, students will receive specific certificate training courses which include, but are not limited to:

- CPR – Level C with AED
- Infection Control
- WHMIS
- Basic Health & Safety
- Leadership & Conflict Resolution
- Mental Health First Aid

All participants will benefit from industry-related tours, hear from guest speakers associated with the Health & Wellness sector, and participate in sector-partnered related events. Once the requirements of the SHSM program have been completed, students will receive an embossed seal on their diploma.

For more information on this program, please contact Amanda Bolen at [abolen@scdsb.on.ca](mailto:abolen@scdsb.on.ca), or Ted Wilson at [tawilson@scdsb.on.ca](mailto:tawilson@scdsb.on.ca)

Course Titles		Grade 11		Grade 12	
<b>Major Credits*</b> <ul style="list-style-type: none"> <li>• Minimum 4 required</li> <li>• At least 1 from each Grade level</li> <li>• Any combination of Gr.11 &amp; Gr. 12 credits within the Bundle</li> <li>• Up to 3 additional Cooperative Education credits may be utilized towards the Major Credit requirement</li> </ul>	Major Focus	<a href="#">HFC3E/HFC3M1</a> <a href="#">HLS3O</a> <a href="#">HSP3C/HSP3U1</a> <a href="#">HPW3C</a> <a href="#">IDC3O</a> <a href="#">PAD3O</a> <a href="#">PAF3O</a>	<a href="#">PAI3O</a> <a href="#">PPL3O</a> <a href="#">SBI3C/SBI3U1</a> <a href="#">SCH3U</a> <a href="#">SPH3U</a> <a href="#">SVN3E/SVN3M1</a> <a href="#">TPJ3C/TPJ3M1</a>	<a href="#">HFA4U</a> <a href="#">HFL4E</a> <a href="#">HIP4O</a> <a href="#">HPD4C</a> <a href="#">HSB4U</a> <a href="#">HZT4U</a> <a href="#">IDC4U</a> <a href="#">PAF4O</a>	<a href="#">PAI4O</a> <a href="#">PPL4O</a> <a href="#">PSK4U</a> <a href="#">SBI4U</a> <a href="#">SCH4C/SCH4U1</a> <a href="#">SPH4C/SPH4U1</a> <a href="#">TPJ4E/TPJ4M1</a>
English	English	<a href="#">ENG3C</a> <a href="#">ENG3E</a> <a href="#">ENG3U</a>	<a href="#">NBE3C</a> <a href="#">NBE3E</a> <a href="#">NBE3U</a>	<a href="#">ENG4C</a> <a href="#">ENG4E</a>	<a href="#">ENG4U</a> <a href="#">OLC4O</a>
<b>Mathematics</b> <ul style="list-style-type: none"> <li>• Minimum 1 (Workplace pathway)</li> <li>• Minimum 2 (College &amp; University pathway)</li> </ul>	Mathematics	<a href="#">MBF3C1</a> <a href="#">MCF3M1</a>	<a href="#">MCR3U1</a> <a href="#">MEL3E1</a>	<a href="#">MAP4C1</a> <a href="#">MCT4C1</a> <a href="#">MCV4U1</a>	<a href="#">MDM4U1</a> <a href="#">MEL4E1</a> <a href="#">MHF4U1</a>
<b>Other*</b> <ul style="list-style-type: none"> <li>• Minimum 1 required</li> <li>• One Major Credit in bundle or one additional Cooperative Education credit may be utilized to fulfill this requirement</li> </ul>	1 Additional Science or Social Science & Humanities				
<b>Co-op</b> <ul style="list-style-type: none"> <li>• Minimum 2 Credits Required</li> </ul>	Cooperative Education Placement related to SHSM program	<a href="#">GWL3O2</a> (2 credit) or <a href="#">GWL3O4</a> (4 credit)			

\* Note: Additional Cooperative Education credits may be substituted for a maximum of one "Major Credit" requirement and/or one "Other" requirement.

### Diploma and Certificate Requirements

## Definition of a Credit

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

### Requirements for the Ontario Secondary School Diploma

Students earn an OSSD when they:

1. successfully complete 30 credits: 18 compulsory and 12 electives
2. complete 40 hours of community involvement activities
3. successfully complete the literacy requirement through the Ontario Secondary School Literacy Test or the Ontario Secondary School Literacy Course

#### 1. Compulsory Credits (18)

- 4 credits in English (1 credit per grade)
  - The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement.
  - For English language learners the requirement may be met through earning a maximum of 3 credits in English as a second Language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.
  - 3 credits in Math (at least one in credit in grade 11 or 12)
  - 2 credits in science
  - 1 credit in Canadian history
  - 1 credit in Canadian geography
  - 1 credit in the arts
  - 1 credit in Health and Physical Education
  - 1 credit in French as a second language
  - 0.5 credit in Career studies
  - 0.5 credit in Civics
- Plus 1 credit from each of the following groups:
  - Group 1\*: One additional credit in English, or French as a second language, or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education
  - Group 2\*: One additional credit in health and physical education, or the arts, or business studies or French as a second language, or cooperative education
  - Group 3\*: One additional credit in science (Grade 11 or 12) or technological education (Grade 9-12) or French as a second language, or computer studies, or cooperative education.

\*Note:

- A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English. The fourth must be a credit earned for a Grade 12 compulsory English course (e.g., ESLAO, ESLBO, ESLCO, and any one of ENG4E, ENG4C or ENG4U).
- In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.
- A maximum of 2 credits in cooperative education can count as compulsory credits.
- The 12 optional credits may include up to 4 credits earned through approved external or dual credit courses.

#### 2. Community Service Hours

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

#### 3. Ontario Secondary School Literacy Test (OSSLT)

##### Ontario Secondary School Literacy Requirement

All students must successfully complete the Ontario Secondary School Literacy Requirement in order to earn a secondary school diploma. The Ontario Secondary School Literacy Test will be administered in Grade 10. The requirement may be earned by successful completion of the Literacy test, or the Literacy Course or through the Adjudication Process. More information on the OSSLT, can be found on the Ministry of Education's website under Student Resources or Parent Resources.



### Requirement for the Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma and who have earned a minimum of 14 credits, seven of which satisfy the compulsory credit requirements.

#### Compulsory Credits (total of 7)

- 2 credits in English
- 1 credit in Canadian Geography or history
- 1 credit in mathematics
- 1 credit in science
- 1 credit in health and physical education
- 1 credit in the arts, technological education or computer studies

#### Optional Credits (total of 7)

7 credits selected by the student from available courses

Note: Students earning the OSSC are not required to complete Community Involvement Hours or pass the OSST

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

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

### Courses Offered in Secondary School

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

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

- Common Curriculum 9 Core courses link to the Pillars of Diversity, Equity and Inclusion, and Excellence in Teaching and Learning with the goal of an equitable transition into high school academics for all students
- Academic courses lead to university/college (M) and university (U) courses in senior grades.
- Applied courses lead to college (C) and workplace (E) courses.
- Locally Developed courses may be offered for students who are working below grade level. These courses are intended to enable students to gain the necessary skills required to be successful in applied and workplace level courses. Locally developed courses are courses that meet educational needs not met by provincial curriculum policy documents. Students who need additional support in academic core subjects (English, mathematics, science and history) may count up to 7 Locally Developed courses as compulsory courses in grades 9 and 10.
- Open courses are designed to prepare students for further study in certain subjects and to enrich their education generally.

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

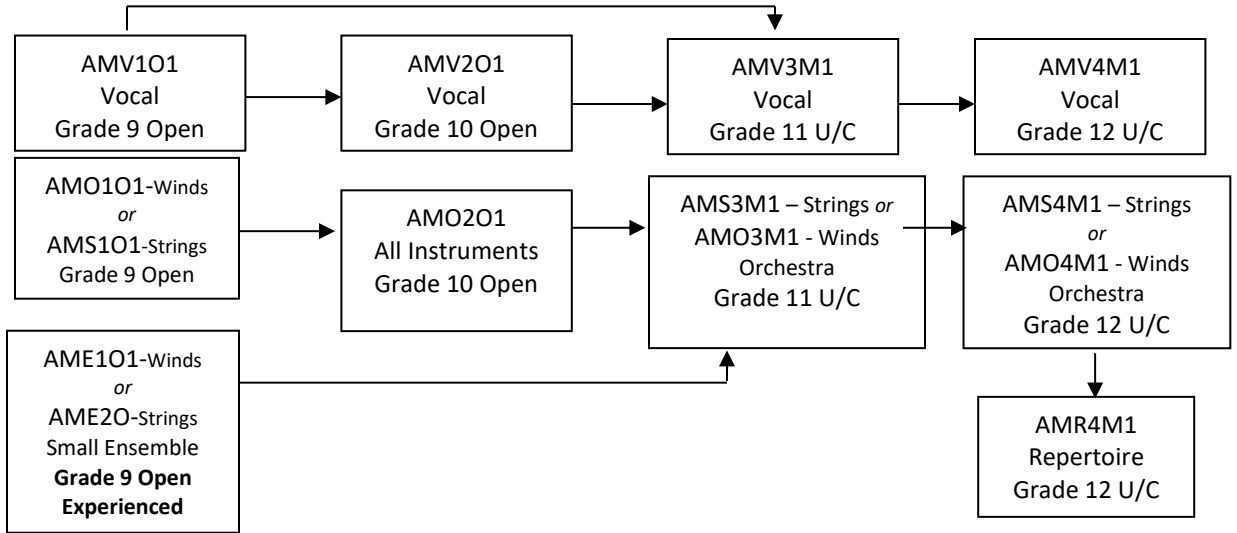
In Grade 11 and 12, courses are offered to prepare students for their post-secondary destinations:

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

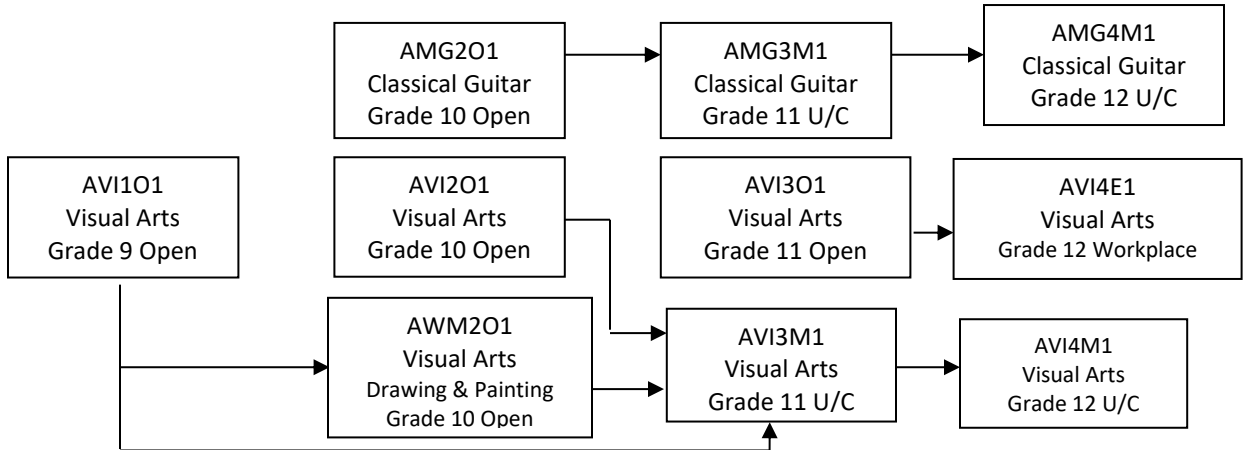
**Note:** Students must complete ENG4U plus 5 other '4U' or '4M' courses to be eligible to apply for university. Many university programs require specific 'M' or 'U' courses. Students are advised to carefully check university calendars (available online) for entrance requirements before grade 12 course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

# THE ARTS

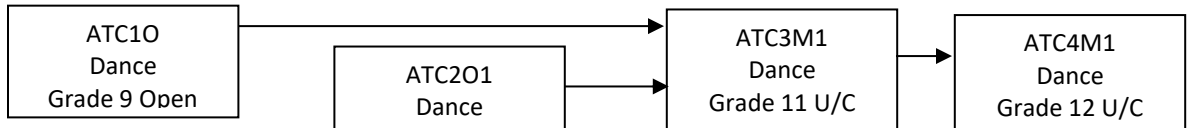
## Music



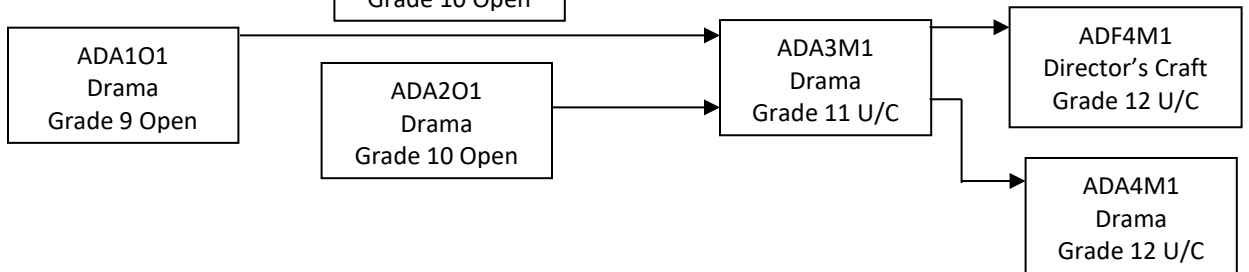
## Visual Arts



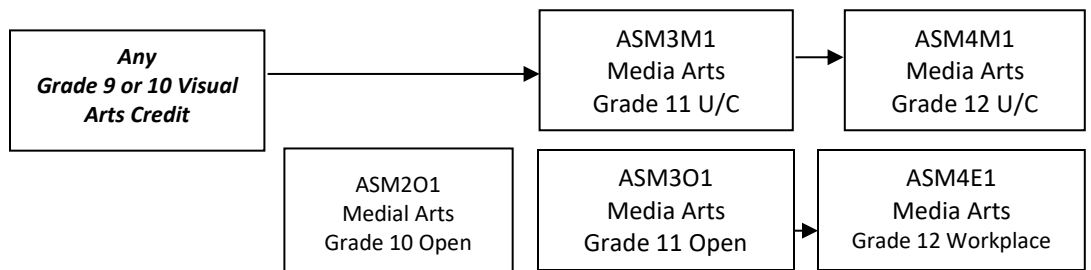
## Dance



## Drama



## Media Arts



## DANCE

### **ATC1O1 Dance, Grade 9, Open**

This course gives students the opportunity to explore their technical and compositional skills by applying the elements of dance and the tools of composition in a variety of performance situations. Students will generate movement through structured and unstructured improvisation, demonstrate an understanding of safe practices with regard to themselves and others in the dance environment, and identify the function and significance of dance within the global community.

### **ATC2O1 Dance, Grade 10, Open**

This course emphasizes the development of students' technique and creative skills relating to the elements of dance and the tools of composition in a variety of performance situations. Students will identify responsible personal and interpersonal practices related to dance processes and production, and will apply technologies and techniques throughout the process of creation to develop artistic scope in the dance arts.

**Prerequisite:** None

### **ATC3M1 Dance, Grade 11 University/College Preparation**

This course emphasizes the development of students' artistry, improvisational and compositional skills, and technical proficiency in global dance genres. Students will apply dance elements, techniques, and tools in a variety of ways, including performance situations; describe and model responsible practices related to the dance environment; and reflect on how the study of dance affects personal and artistic development.

**Prerequisite:** ATC1O1 or ATC2O1

### **ATC4M1 Dance, Grade 12 University/College Preparation**

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

**Prerequisite:** ATC3M1

## DRAMA

### **ADA1O1 Drama, Grade 9, Open**

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

### **ADA2O1 Drama, Grade 10, Open**

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.

**Prerequisite:** None

### **ADA3M1 Drama, Grade 11, University/ College Preparation**

This course requires students to create and 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:** ADA1O1 or ADA2O1

### **ADA4M1 Drama, Grade 12, University/College Preparation**

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

**Prerequisite:** ADA3M1 or ADB3O1

## MEDIA ARTS

### **ASM2O1 Media Arts, Grade 10 Open**

This course enables students to create media art works by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communications skills that are transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. Students will develop the skills necessary to create and interpret media art works.

**Prerequisite:** None

**ASM3M1 Media Arts, Grade 11, University/College Preparation**

This course focuses on the development of media arts skills through the production of art works involving traditional and emerging technologies, tools, and techniques such as new media, computer animation, and web environments. Students will explore the evolution of media arts as an extension of traditional art forms, use the creative process to produce effective media art works, and critically analyse the unique characteristics of this art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture, and community values.

**Prerequisite:** Media Arts, Grade 10, Open, or any Grade 9 or 10 Arts course

**ASM3O1 Media Arts, Grade 11, Open**

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

**Prerequisite:** None

**ASM4E1 Media Arts, Grade 12, Workplace**

This course focuses on a practical approach to a variety of media arts challenges related to the interests of the student and provides students with opportunities to examine media arts in relation to the world of work. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in post-secondary work experiences. Students will critically analyse the role of media artists in shaping audience perceptions of identity, culture, and community values, particularly within the context of the workplace.

**Prerequisite:** ASM3O1

**ASM4M1 Media Arts, Grade 12, University/College Preparation**

This course emphasizes the refinement of media arts skills through the creation of a thematic body of work by applying traditional and emerging technologies, tools, and techniques such as multimedia, computer animation, installation art, and performance art. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in either career or post-secondary education applications. Students will critically analyse the role of media artists in shaping audience perceptions of identity, culture, and community values.

**Prerequisite:** Media Arts, Grade 11, University/College Preparation

**MUSIC**

**AM01O1 Music - Orchestral, Grade 9 Open, Inexperienced, Woodwind, Brass or Percussion**

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. This course will **introduce** students to one of the following orchestral instruments: flute, oboe, clarinet, bassoon, trumpet, horn, trombone, tuba or percussion.

**AMS1O1 Music – Orchestral, Grade 9 Open, Inexperienced, Strings**

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. The course will **introduce** students to one of the following orchestral instruments: violin, viola, cello or double bass.

**AME1O1 Music – Orchestral, Small Ensemble, Grade 9 Open, Experienced, Woodwind or Brass**

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. In this course students **will continue to play** one of the following instruments: flute, oboe, clarinet, saxophone, bassoon, trumpet, horn, trombone or tuba.

**Note:** AME1O1 is designed for students who have formal training on their chosen orchestral instrument.

**AME2O1 Music – Orchestral, Small Ensemble, Grade 10 Open, Experienced, Strings**

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. In this course students **will continue to play** one of the following instruments: violin, viola, cello or double bass.

**Note:** AME2O1 is designed for Grade 9 students who have formal training on their chosen orchestral instrument.

### **AMV101 Music- Vocal, Grade 9 Open**

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

### **AMO201 Music – Orchestral, Grade 10 Open, All Instruments**

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. In this course, students **will continue to play** their chosen orchestral instrument: flute, oboe, clarinet, saxophone, bassoon, trumpet, horn, trombone, tuba or percussion, violin, viola, cello, or double bass.

**Prerequisite:** None

**Note:** Music, Grade 9, Open is *strongly* recommended.

### **AMG201 Music – Classical Guitar, Grade 10 Open - Beginner**

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. They will also learn correct musical terminology and its appropriate use (theory).

**Prerequisite:** None

**Note:** AMO101 or AMS101 or experience with another instrument is beneficial, but is not required.

### **AMV201 Music – Vocal, Grade 10 Open**

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis 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. Students will continue to refine breathing technique, dictation, intonation and musicality.

**Prerequisite:** None

**Note:** Music, Grade 9, Open is strongly recommended

### **AMO3M1 Music - Winds, brass, and percussion - Orchestral, Grade 11 University/ College Preparation**

#### **AMS3M1 Music - Strings - Orchestral, Grade 11 University/ College Preparation**

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and 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:** AMI201, AMO201 or AMS201

### **AMG3M1 Music – Classical Guitar, Grade 11 Open**

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:** AMG201

### **AMG4M1 Music – Classical Guitar, Grade 12 University/College Preparation**

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers. This course is the natural continuation of learning the classical guitar for students who have studied guitar at the grade 11 level (AMG3M1).

**Prerequisite:** AMG3M1

### **AMV3M1 Music - Vocal, Grade 11 University/ College Preparation**



This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and 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:** AMO1O1 or AME1O1, AMO2O1, AMV2O1, AME2O1 or AMI2O1

#### **AMO4M1 Music – Winds, brass, and percussion - Orchestral, Grade 12 University/ College Preparation**

#### **AMS4M1 Music - Strings - Orchestral, Grade 12 University/ College Preparation**

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

**Prerequisite:** AMO3M1 or AMS3M1

#### **AMR4M1 Music – Repertoire, Grade 12, University/College Preparation**

This course is offered **ONLY** to students who have already completed Grade 12 Orchestra AMO4M or AMS4M1. Students who study AMR4M1 must be self-motivated and self-directed in their study of orchestral and solo repertoire. 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:** AMO4M1 or AMS4M1

#### **AMV4M1 Music - Vocal, Grade 12 University/College Preparation**

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

**Prerequisite:** AMV3M1

#### **AMM3O1 Music - Music and Computers, Grade 11 Open *New!***

#### **AMM3M1 Music – Music and Computers, Grade 11 University/College Preparation *New!***

This course is designed for students interested in learning the art of creating and refining music of a variety of modern genres using state of the art computer technology. Through the use of Digital Audio Workstations (DAWs) and related software, students will learn compositional techniques that include the development of chord progressions, melodies, bass lines and drum patterns. Students will apply mastering techniques to refine raw tracks, and will study the evolution of popular music over the past century.

**Prerequisite:** None

#### **Eastview Choir Performances**

Vocal music performing ensembles include Eastview Singers (intermediate) and Eastview Concert Choir (senior). Both ensembles perform several times during the school year including performances at various school assemblies, area elementary and high schools and Georgian College Theatre. Choir activities include dinner shows, music festivals, and concert tours. The choir has traveled extensively throughout Canada and the United States. In order to be eligible for Concert Choir students must be enrolled in a music course.

#### **Eastview Orchestra Performances**

The Eastview Orchestra program includes a Senior, Intermediate and Junior Orchestra, Senior String Ensemble, Jazz Band and small ensembles. The Senior Orchestra performs at school assemblies, local elementary schools and Collier Street United Church. The Senior Orchestra is an auditioned group of musicians and is the main performance group of Simcoe County's only high school orchestra program. Members of the Orchestra have participated in Ontario Music Educators' Conference and performance tours to MusicFest regionals and nationals (earning gold and silver awards), Montreal, British Columbia, Disney World, New York City and California. The Orchestra has traveled throughout Canada and the United States. In order to be eligible for Senior Orchestra, students must be enrolled in a music course.

### **VISUAL ARTS**

#### **AVI1O1 Visual Arts, Grade 9 Open**

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

**Prerequisite:** None

**AVI201 Visual Arts, Grade 10 Open**

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

**Prerequisite:** None

**AWM201 – Visual Arts: Drawing and Painting, Grade 10 Open, Experienced**

This advanced course is designed for students who were successful in their study of visual arts at the grade 9 level (AVI101) and is designed to challenge students' creativity and expand their skills in drawing and painting. The course will develop skills in producing and presenting art at an intermediate level by exploring new ideas, materials, and processes for artistic exploration and experimentation. Students will continue to apply the elements and principles of design when exploring the creative process and will continue to use the critical analysis process to reflect on and interpret art within a personal, environmental, and historical context.

**Prerequisite:** None

**Recommendation:** For students who have demonstrated artistic success by having previously achieved the AVI101 credit

**AVI301 Visual Arts, Grade 11 Open**

This course focuses on studio activities in the visual arts, such as drawing, painting, sculpture, photography, printmaking, collage, and/or multimedia art. Students will use the creative process to create art works that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context.

**Prerequisite:** None

**AVI3M1 Visual Arts, Grade 11 University/College Preparation**

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

**Prerequisite:** AVI101 or AVI201 or AWM201

**AVI4E1 Visual Arts, Grade 12 Workplace Preparation**

This course focuses on a practical approach to a variety of art and design projects related to the workplace. Students will use the creative process to produce a traditional and/or digital portfolio of their work in a variety of media. Students may focus on various aspects of visual arts, including advertising, ceramics, fashion design, graphic arts, jewelry design, and /or web design. This "hands-on" course focuses on the refinement of students' skills and knowledge in the crafts of the artisan. Students will create original works in a variety of areas which may include folk art, ceramics, printmaking, stained-glass and textiles.

**Prerequisite:** AVI301

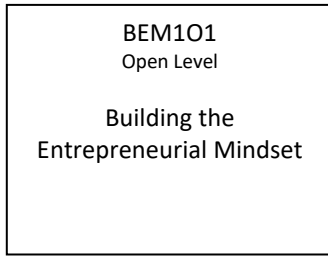
**AVI4M1 Visual Arts, Grade 12 University/College Preparation**

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

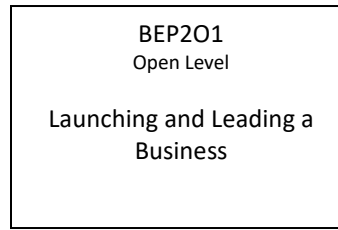
**Prerequisite:** AVI3M1

# BUSINESS STUDIES

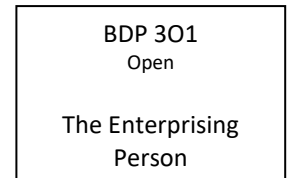
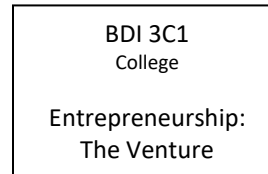
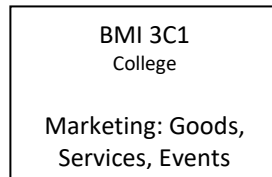
## Grade 9



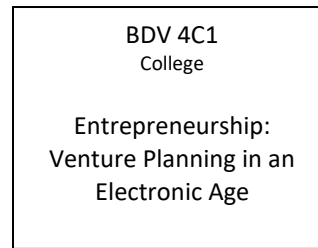
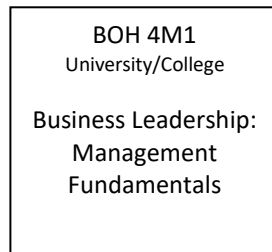
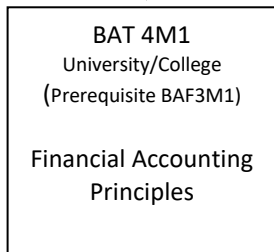
## Grade 10



## Grade 11 Courses



## Grade 12 Courses



## BUSINESS COURSES – GRADE 9 AND 10

### **BEM101 Building the Entrepreneurial Mindset, Grade 9, Open**

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

**Prerequisite:** None

### **BEP201 Launching and Leading a Business, Grade 10, Open**

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

**Prerequisite:** None

## ACCOUNTING

### **BAF3M1 Financial Accounting Fundamentals, Grade 11, University/College Preparation**

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

**Prerequisite:** None

### **BAT4M1 Principles of Financial Accounting, Grade 12, University/College Preparation**

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

**Prerequisite:** BAF3M1

## **ENTREPRENEURIAL STUDIES**

### **BDI3C1 Entrepreneurship: The Venture, Grade 11, College Preparation**

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

**Prerequisite:** None

### **BDP3O1: The Enterprising Person, Grade 11, Open**

This course examines the importance of enterprising employees in today's changing business environment. Students will learn about the skills and attributes of enterprising employees, the distinguishing features of their work environments, and the challenges and rewards of becoming an enterprising person. Students will also have an opportunity to demonstrate and develop enterprising skills by planning and organizing a school or community event.

**Prerequisite:** None

### **BDV4C1 Entrepreneurship: Venture Planning in an Electronic Age, Grade 12, College Preparation**

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

**Prerequisite:** None

## **MARKETING**

### **BMI3C1 Marketing: Goods, Services, Events, Grade 11, College Preparation**

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

**Prerequisite:** None

## **BUSINESS LEADERSHIP**

### **BOH4M1 Business Leadership: Management Fundamentals, Grade 12, University/College Preparation**

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business with a focus on decision-making skills, 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

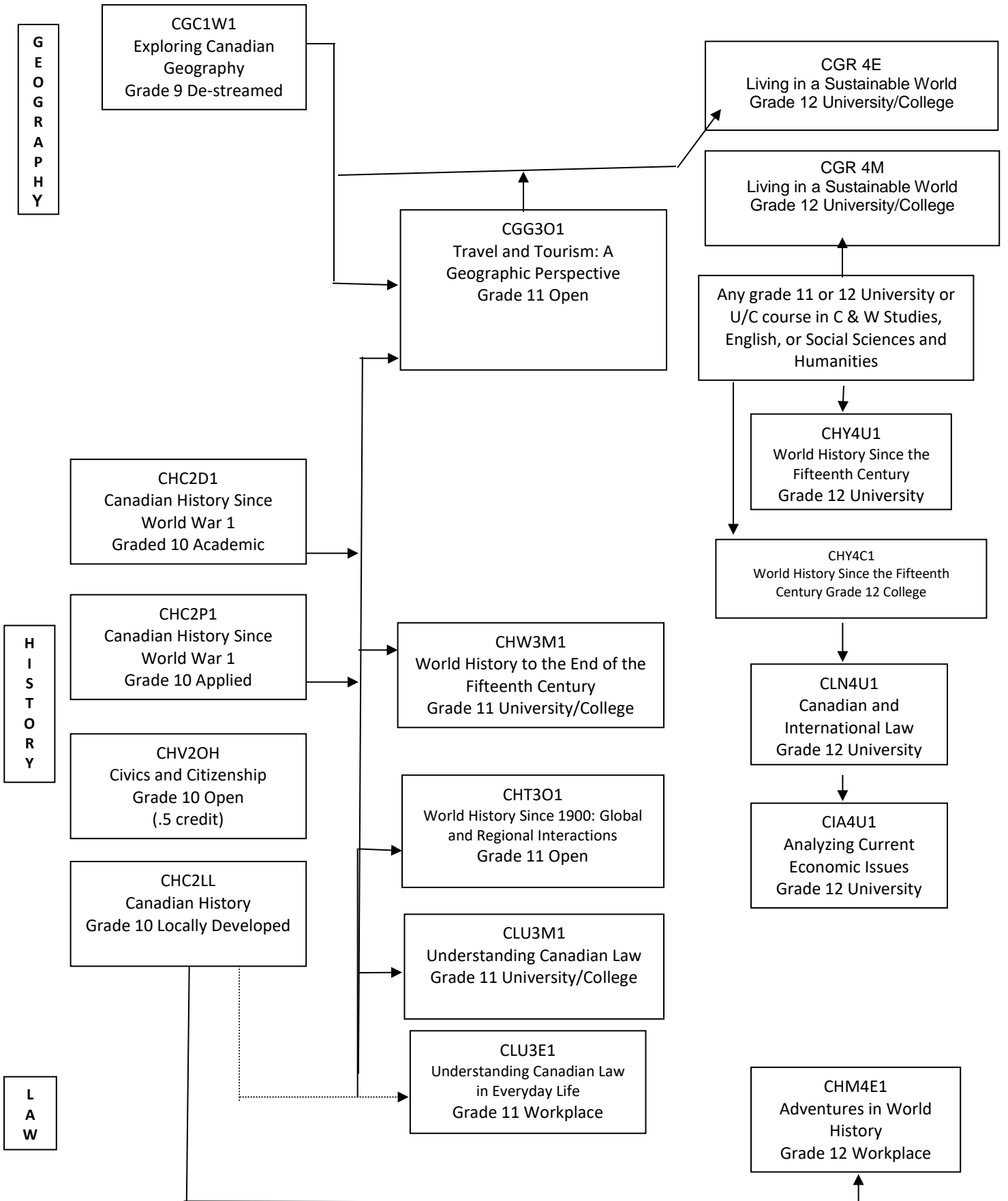
## **INTERNATIONAL BUSINESS**

### **BBB4M1 International Business Fundamentals, Grade 12, University/College Preparation**

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

**Prerequisite:** None

# CANADIAN AND WORLD STUDIES



## ECONOMICS

### **CIA4U1 Analysing Current Economic Issues, Grade 12 University Preparation**

This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.

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

## GEOGRAPHY

### **CGC1W1 Exploring Canadian Geography, Grade 9, De-streamed**

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

**Prerequisite:** None

### **CGG3O1 Travel and Tourism: A Geographic Perspective, Grade 11, Open**

This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends as well as tensions related to tourism, and will predict future tourism destinations. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate the impact of the travel industry on natural environments and human communities.

**Prerequisite:** CGC1D1

### **CGR4E1 Living in a Sustainable World, Grade 12, Workplace**

This course examines the impact of human activity on the natural environment. Students will explore the use of natural spaces and resources and the effects of planning decisions and consumer choices on natural systems. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate practical solutions to environmental issues, enabling them to make more sustainable decisions at home, in the workplace, and in the local community.

**Prerequisite:** Issues in Canadian Geography, Grade 9, Academic or Applied

## HISTORY

### **CHC2LL Canadian History, Grade 10, Locally Developed**

This course connects students with key people, events and themes in Canadian history from World War 1 to the present. Students extend their analytical, communication and mathematical literacy skills by making connections between the past and their lives. This course prepares students for Grades 11 and 12 Workplace Preparation history courses.

**Prerequisite:** None

### **CHC2P1 Canadian History Since WW1, Grade 10, Applied**

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity. Students will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

**Prerequisite:** None

### **CHC2D1 Canadian History Since WW1, Grade 10, Academic**

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

**Prerequisite:** None

### **CHV2OH Civics and Citizenship, Grade 10, Open (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 such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. *This compulsory course is worth a half (.5) credit. The*



*second half credit comes from the compulsory Grade 10 Career Studies. Students must be successful in both halves of this course to qualify for their compulsory credit.*

**Prerequisite:** None

**Note:** Students will select CIV2CA for Civics and Careers

### **CHW3M1 World History to the End of the Fifteenth Century, Grade 11, University/College**

This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.

**Prerequisite:** CHC2D1 or CHC2P1

### **CHT3O1 History since 1900: Global and Regional Interactions, Grade 11, Open**

This course focuses on major developments in world history from 1900 to the present. Students will explore the causes and consequences of global and regional conflicts, the impact of significant individuals and social movements, and the effects of social, economic, and political developments around the world. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating interactions within and between nations and other historical developments and events, including those that continue to affect people in various parts of the world.

**Prerequisite:** CHC2D1 or CHC2P1 or CHC2LL

### **CHY4U1 World History Since the Fifteenth Century, Grade 12, University**

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 (U) or University/College Preparation (M) course in Canadian and World Studies, English, or Social Sciences and Humanities.

### **CHY4C1 World History Since the Fifteenth Century, Grade 12, College**

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 College (C) or University/College Preparation (M) course in Canadian and World Studies, English, or Social Sciences and Humanities.

### **CHM4E1 Adventures in World History, Grade 12, Workplace**

This course examines significant developments and events in world history from earliest times to the present. Students will explore a variety of social, cultural, economic, and political developments in different regions of the world and during different periods. In addition to investigating how conflict, religion, work, and technology have helped shape people's lives, students will examine the contributions of some significant individuals to our global heritage. Students will apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating a variety of human experiences in world history.

**Prerequisite:** CHC2D1 or CHC2P1 or CHC2LL

## **LAW**

### **CLU3M1 Understanding Canadian Law, Grade 11, University/College**

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

**Prerequisite:** CHC2D1 or CHC2P1

### **CLU3E1 Understanding Canadian Law in Everyday Life, Grade 11, Workplace**

This course enables students to develop a practical understanding of laws that affect the everyday lives of people in Canada, including their own lives. Students will gain an understanding of the need for laws, and of their rights, freedoms, and responsibilities under Canadian law. Topics include laws relating to marriage, the workplace, cyberbullying, and criminal offences. Students will begin to develop legal reasoning skills and will apply the concepts of legal thinking and the inquiry process when investigating legal issues that are relevant to life in Canada today.

**Prerequisite:** CHC2P1 or CHC2LL

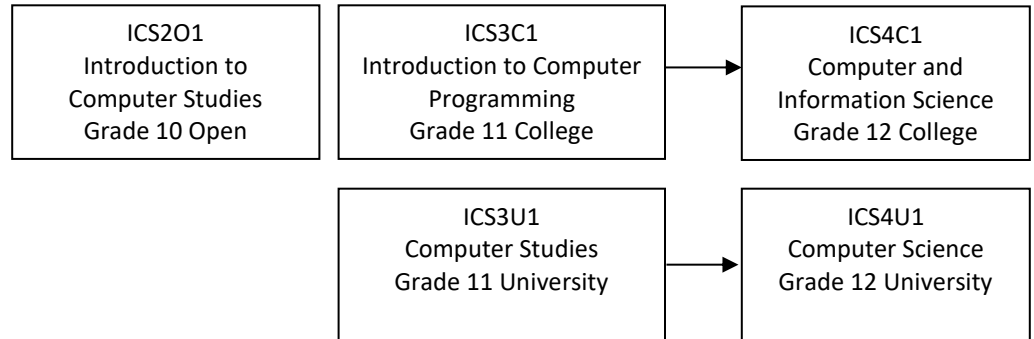
### **CLN4U1 Canadian and International Law, Grade 12, University**

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop their understanding of the principles of Canadian and international law when exploring rights and freedoms within the context of topics

such as religion, security, cyberspace, immigration, crimes against humanity, and environmental protection. Students will apply the concepts of legal thinking and the legal inquiry process when investigating these issues in both Canadian and international contexts, and they will develop legal reasoning skills and an understanding of conflict resolution in the area of international law.

**Prerequisite:** Any University (U) or University/College Preparation (M) course in Canadian and World Studies, English, or Social Sciences and Humanities

## COMPUTER STUDIES



### GRADE 10 COMPUTER STUDIES

Computer Engineering and Information Technology at Eastview Secondary School was developed to introduce students to the ideas of programming, designing and maintaining computer network systems. The Ministry of Education and Eastview have organized the Computer and Information Technology programs so that they give a broad general background in early courses. This “Broad based” approach gives students a well-rounded introduction that will enable them to make a more informed selection when choosing a specialized course in senior grades.

#### ICD201 Introduction to Computer Studies, Grade 10, Open

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

**Prerequisite:** None

### GRADE 11 AND 12 COMPUTER STUDIES / PROGRAMMING

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

#### ICS3C1 Introduction to Computer Programming, Grade 11, College

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

**Prerequisite:** None

#### ICS3U1 Computer Studies, Grade 11, University

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

**Prerequisite:** None

### **ICS4C1 Computer Programming, Grade 12, College**

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

**Prerequisite:** ICS3C1

### **ICS4U1 Computer Science, Grade 12, University**

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:** ICS3U1

## **CO-OPERATIVE EDUCATION**

Cooperative Education provides secondary school students with a series of unique opportunities to learn about the world of work, explore potential careers, and gain valuable work experience. These planned learning experiences assist all students, whether bound for college, apprenticeship, university or the workplace, in making informed career decisions, and in developing the knowledge, skills and attitudes that are essential in today's society.

- are very limited and/or competitive and therefore the first placement choice cannot be guaranteed.
- Transportation to and from placements is typically the responsibility of the student/family.

### **Why Take Co-op?**

- Co-op helps students make career decisions for workplace, apprenticeship, college and university pathways.
- Students gain valuable workplace skills and habits.
- The work placement will provide training for tasks that pertain to the related course.
- Students could be working in almost any type of business or community organization depending on the student's interest and placement availability.
- Co-operative Education enhances classroom learning and provides students with the opportunity to apply previously acquired skills.
- **Specialist High Skills Major** - Co-op education is a mandatory component.

### **How Does Co-op Work?**

- Morning, afternoon or full day placements are available in a 2, 3 and 4 credit configuration.
- Cooperative education credits are earned based on hours worked combined with the completion of assigned job related and curriculum tasks.
- Cooperative Education courses are at the open level and may be counted towards the 12 optional credits required for graduation OR for up to 2 of the 3 compulsory group 1, 2 or 3 credits required for graduation.
- Certain placements have conditions of work that must be accepted including security checks, safety apparel and proof of immunization and/or current TB test; costs related to these are the responsibility of the student and the parent/guardian.
- Placements in some fields of work are very limited and/or competitive and therefore the first placement choice cannot be guaranteed.
- Transportation to and from placements is typically the responsibility of the student/family.

### **Speciality Co-op Placements:**

#### **\*Application and formal interview process required for specialized placements**

WHERE	DESCRIPTION	INSTRUCTIONS
RVH - CLINICAL	Possible co-op placements may include: <ul style="list-style-type: none"><li>• Cancer &amp; Palliative Inpatient</li><li>• Cardiac &amp; Renal Inpatient</li><li>• Discharge Lounge</li><li>• Geriatrics Inpatient</li><li>• HELP</li><li>• Operating Room</li><li>• Pharmacy</li><li>• Imaging Services</li><li>• Laboratory Services</li><li>• Regional Cancer Program</li></ul>	<p><b>Extensive Application Process</b> must be completed in May/December of the previous academic semester.</p> <p>Upon acceptance students must complete a <b>valid criminal background check</b>.</p> <p>At the start of the placement the RVH will administer a <b>TB Test</b>.</p>
RVH – NON CLINICAL	Possible co-op placements may include: <ul style="list-style-type: none"><li>• Business Development</li></ul>	

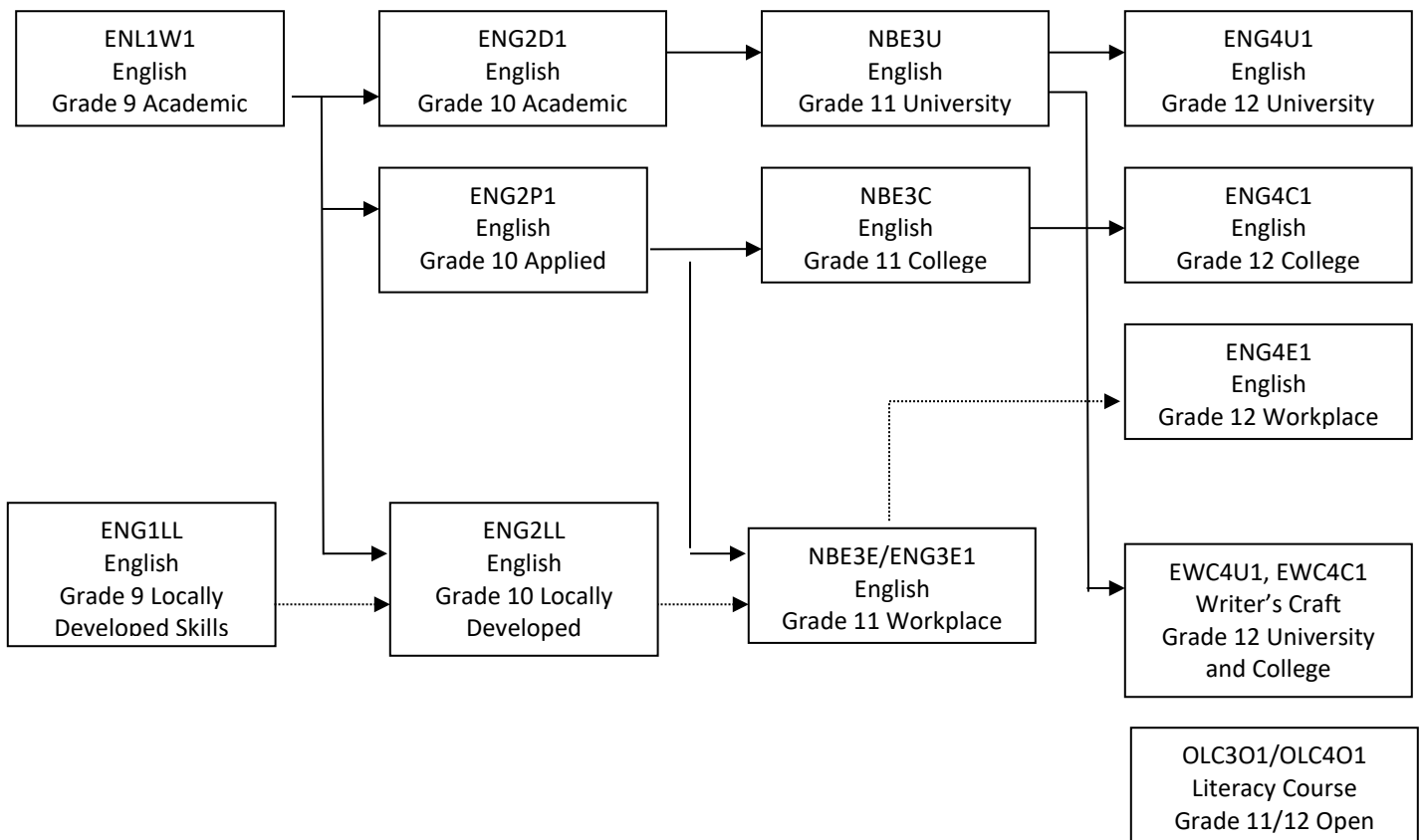
	<ul style="list-style-type: none"> <li>• Café Royale</li> <li>• Gift Shop</li> <li>• Decision Support</li> <li>• Facilities &amp; Building Operations</li> <li>• Finance</li> <li>• Informatics &amp; Technology Services</li> <li>• Human Resources</li> </ul>	
<b>32 CANADIAN BRIGADE GROUP (MILITARY)</b>	<ul style="list-style-type: none"> <li>• The 32 Canadian Brigade Group (CBG) Army Reserve Cooperative Education program is offered in 2nd semester. Interested students should first talk with the Cooperative Education teacher to assess their academic standing for the following year. Students who are interested in the program must contact the Primary Reserve Recruiting Detachment by emailing: <a href="mailto:32cbgrecurring@forces.gc.ca">32cbgrecurring@forces.gc.ca</a></li> <li>• NOTE: This Co-op is not offered every year. Extensive, early application (MAY/JUNE) is recommended for Semester 2 and you must be a full time 4 credit co-op.</li> </ul>	<p><b>Extensive Application Process</b> must be completed June – October.</p> <p>Interviews, aptitude testing, medical exam and physical test are all completed prior to the start of the following year.</p> <p>Upon acceptance a <b>valid criminal background check</b> will be completed</p>
<b>ROGERS COMMUNICATIONS</b>	<ul style="list-style-type: none"> <li>• Hands-on experience in the field of radio and television</li> <li>• Students must be flexible with their placement hours, as some evenings and weekend work may be necessary</li> </ul>	On-line Application must be completed prior to the start of each semester.
<b>OYAP</b> Ontario Youth Apprenticeship Program	<ul style="list-style-type: none"> <li>• <b>OYAP</b> is a School to Work program that opens the door for students to explore and work in apprenticeship occupations starting in Grade 11 or Grade 12 through the Cooperative Education program.</li> <li>• Students interested in apprenticeship are encouraged to begin their Co-op experiences in Grade 11 and continue in Grade 12 so that they have the best opportunity to expand and develop needed skills.</li> </ul>	<p>Students who are serious about obtaining an apprenticeship must begin by applying for Co-op on their option sheet.</p> <p>Co-op students MAY be officially “registered” as apprentices under OYAP at any time during the Co-op term, at the discretion of the employer and monitoring co-op teacher.</p>

### **GWL302 / GWL304 and GLN402 Cooperative Education, Grade 11 & 12, Open Level**

This course consists of a community-connected experience and a cooperative education curriculum that incorporates relevant expectations from the student’s related course (or courses). Students will develop skills, knowledge, and habits of mind that will support them in their learning at school and beyond, today and in the future, as well as in their education and career/life planning. Within the context of the community-connected experience, students will apply, extend, and refine skills and knowledge acquired in their related course or courses and will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being. They will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.

**Prerequisite:** None

# ENGLISH



## GRADE 9 AND 10 ENGLISH

### ENG1LL English, Grade 9, Locally Developed

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, ENG2LL. Students develop listening, talking, reading, viewing and writing skills in a variety of authentic contexts.

**Prerequisite:** None

### ENG2LL English, Grade 10, Locally Developed

In this course, students extend their literacy and communication skills to prepare for success in their daily lives, in the workplace and in the English Grade 11 Workplace Preparation course. Students build on their strategies and engage in the processes involved in talking, listening, reading, viewing, writing and thinking in a variety of authentic contexts.

**Prerequisite:** ENG1LL is recommended, ENL1W1

### ENL1W1 English, Grade 9, De-streamed

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.

**Prerequisite:** None

### ENG2P1 English, Grade 10, Applied

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

**Prerequisite:** ENL1W1

### ENG2D1 English, Grade 10, Academic

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication.

**Prerequisite:** ENG1P1 or ENL1W1

## GR. 11 ENGLISH

### **NBE3U (ENG3U equivalent) English: Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11, University**

This course explores the themes, forms, and stylistic elements of a variety of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also examines the perspectives and influence of texts that relate to those cultures. In order to fully understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will analyse the changing use of text forms by Indigenous authors/creators from various periods and cultures in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English university or college preparation course.

**Prerequisite:** ENG2D1

### **NBE3C (ENG3C equivalent) English: Understanding Contemporary First Nations, Metis, and Inuit Voices, Grade 11, College**

This course explores the themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also looks at the perspectives and influences of texts that relate to those cultures. In order to understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will study the use of text forms by Indigenous authors/creators from other periods in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English college preparation course.

**Prerequisite:** ENG2P or ENG2D

### **NBE3E (ENG3E equivalent) English: Understanding Contemporary First Nations, Metis, and Inuit Voices, Grade 11, Workplace**

This course explores themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media texts emerging from First Nations, Métis, and Inuit cultures in Canada, as well as some texts that relate to those cultures. In order to better understand contemporary texts, students will explore connections between traditional and contemporary text forms and cultural and community aspects of identity, relationships, and self-determination, sovereignty, or self-governance. Students will also create oral, written, and media texts focusing on the development of literacy, communication, and critical thinking skills necessary for success in the workplace and daily life. The course is intended to prepare students for the compulsory Grade 12 English workplace preparation course.

**Prerequisite:** ENG2L, ENGP or ENG2D

## GR. 12 ENGLISH

### **ENG4U1 English, Grade 12, University**

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

**Prerequisite:** NBE3U1 or ENG3U1

### **ENG4C1 English, Grade 12, College**

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

**Prerequisite:** NBE3C1 or NBE3U1

### **ENG4E1 English, Grade 12, Workplace**

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyse informational texts and literature related to workplace issues. Students will continue to study media forms. An important focus will be on using language related to the workplace.

**Prerequisite:** NBE3E1 or ENG3E1 or NBE3C1 or ENG3C1

### **OLC4O1 The Ontario Secondary School Literacy Course, Grade 12, Open (also offered as OLC3O1, Grade 11, Open)**

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test. Students who complete the course successfully will meet the provincial literacy requirements for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, informational, narrative, and graphic tests and will produce a variety of forms of writing.

**Prerequisite:** Students who have been eligible, but were unsuccessful on the Ontario Secondary Literacy Test.

**Note:** Passing this course allows students to obtain the literacy requirement for graduation.



**EWC4U1 The Writer's Craft, Grade 12, University**

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

**Prerequisite:** NBE3U/ENG3U (ENG4U is strongly recommended)

**Note:** This is an elective course and does not count as the Gr. 12 compulsory English credit for university admission

**EWC4C1 The Writer's Craft, Grade 12 College**

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

**Prerequisite:** NEB3C/ENG3C

**Note:** This is an elective course and does not count as the Gr. 12 compulsory English credit for college admission

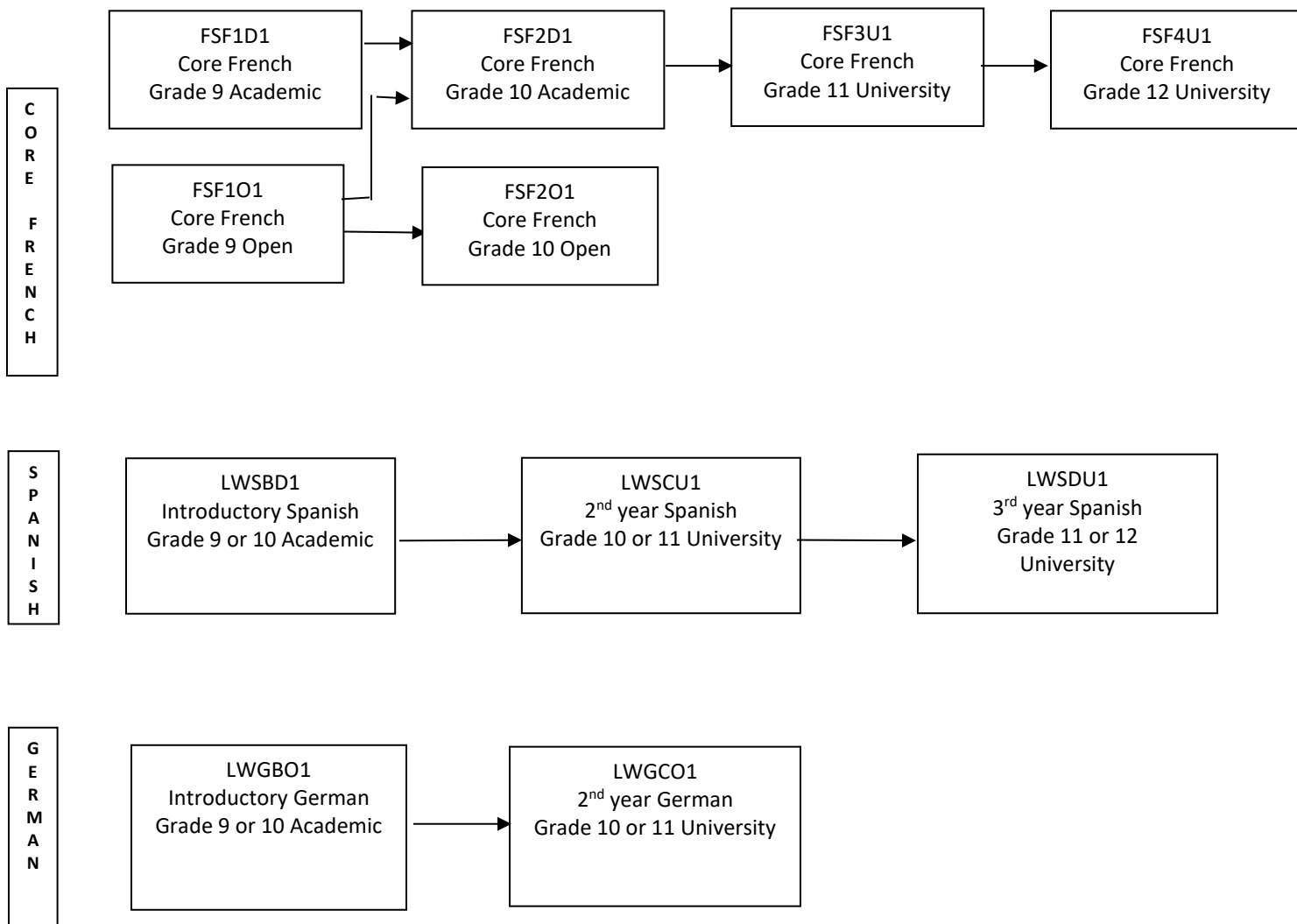
<b>ENGLISH AS A SECOND LANGUAGE</b>
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**English as a Second Language, 5 Levels, Open**

These courses are designed for English language learners who have had opportunities to develop language and literacy skills in their own language appropriate to their age or grade level. They can read and write in their own language within the expected range for students of their age in their own country. They can build on their existing first-language skills when learning English in an ESL program. The five ESL courses are based on levels of proficiency in English. Depending on learners' previous experience with English, students may be placed in ESL Level 1, 2, 3, 4, or 5.

ESL Level	Course Description
ESL A	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.
ESL B	This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.
ESL C	This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.
ESL D	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.
ESL E	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.

# FRENCH, SPANISH AND GERMAN



## CORE FRENCH

### FSF1O1 French, Grade 9, Open

This is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening, speaking, reading, and writing through discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary for lifelong language learning.

**Prerequisite:** None

### FSF1D1 Core French, Grade 9, Academic

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

**Prerequisite:** None

### FSF2D1 Core French, Grade 10, Academic

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will continue to develop their language knowledge and skills through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will continue to develop the skills necessary to become life-long language learners.

**Prerequisite:** FSF1D1

### **FSF3U1 Core French, Grade 11, University**

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their creative and critical thinking skills through responding to and exploring a variety of oral and written texts. They will continue to broaden their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary for life-long language learning.

**Prerequisite:** FSF2D1

### **FSF4U1 Core French, Grade 12, University**

This course provides extensive opportunities for students to speak and interact in French independently. Students will apply language-learning strategies in a wide variety of real-life situations, and will continue to develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. Students will also continue to enrich their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary for life-long language learning.

**Prerequisite:** FSF3U1

## **SPANISH**

**NOTE: A third language will qualify for the compulsory credit required under Additional Credit - Group 1.**

### **LWSBD1 Spanish International Languages, Grade 9 or 10, Academic**

This introductory course is designed to enable students to begin to develop competence in listening, speaking, reading and writing in the language of study. Student will participate in interactive activities in which they can apply and develop their language skills to communicate with native speakers of the language. They will explore aspects of culture in regions of the world where the language is spoken. Games, video clips, and visual aids are used for variety and enrichment. ¡Es fantástico!

**Prerequisite:** NONE

### **LWSCU1 Spanish International Languages, Grade 10 or 11, University**

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

**Prerequisite:** LWSBD1

### **LWSDU1 Spanish International Languages, Grade 11 or 12, University**

This course prepares students for postsecondary studies in the international language being studied. Students will continue to refine and enhance their listening, speaking, reading, and writing skills in the language, with the goal of using these communications skills in a variety of personal, academic, and professional contexts. Using a wide variety of sources, including original texts in the language, students will consolidate their language skills as they use increasingly complex linguistic elements and language conventions. Students will also have opportunities to enrich their knowledge of aspects of culture in regions where the language is spoken, including issues related to popular culture, linguistic communities in Canada, literature, history geography, and the arts. ¡Es estupendo!

**Prerequisite:** LWSCU1

## **GERMAN**

### **LWGB01 German International Languages, Grade 9 or 10 Open**

This course provides opportunities for students to begin to develop and apply fundamental skills in listening, speaking, reading, and writing in German. Students will communicate and interact in structured activities and practical situations, with a focus on matters of personal interest and familiar topics, and will read and write simple texts in the language. Throughout the course, students will acquire a general understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also develop skills necessary for lifelong language learning.

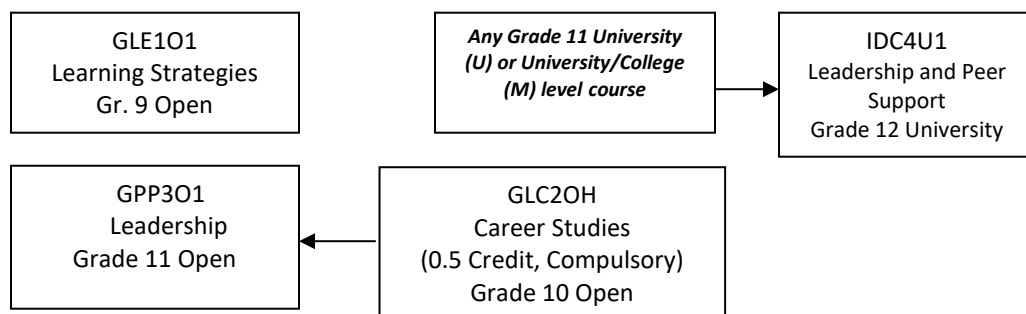
**Prerequisite:** None

### **LWGC01 German International Languages, Grade 10 or 11 Open *New!***

This course provides opportunities for students to develop competence and confidence in listening, speaking, reading, and writing in the language of study. Students will communicate about matters of personal interest and everyday topics in interactive settings that emphasize real-life applications, and will read and write a variety of texts of increasing complexity in the language. Students will continue to develop their understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also explore personal and professional contexts in which knowledge of the language is required, and develop skills necessary for lifelong language learning.

**Prerequisite:** LWGB01

## GUIDANCE & CAREER EDUCATION



### GR. 9 AND 10 GUIDANCE AND CAREER EDUCATION COURSES

#### **GLC2OH** Career Studies, Grade 10, Open (0.5 credit)

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

**Prerequisite:** None

**Note:** Students will select CIV2CA for Civics and Careers

### LEADERSHIP

#### **GPP301 - Leadership (focus on improving school culture), Grade 11, Open**

This course prepares students to act in a leadership role. Students will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, team work and conflict management and apply those skills in leadership and/or peer support roles. Students will examine group dynamics and learn the value of diversity within groups and communities. They will develop leadership and mentorship skills by organizing and implementing the transition program and help to increase Eastview's sense of community and improve school spirit, culture and atmosphere.

**Prerequisite:** GLC2OH Career Studies, Grade 10 Open

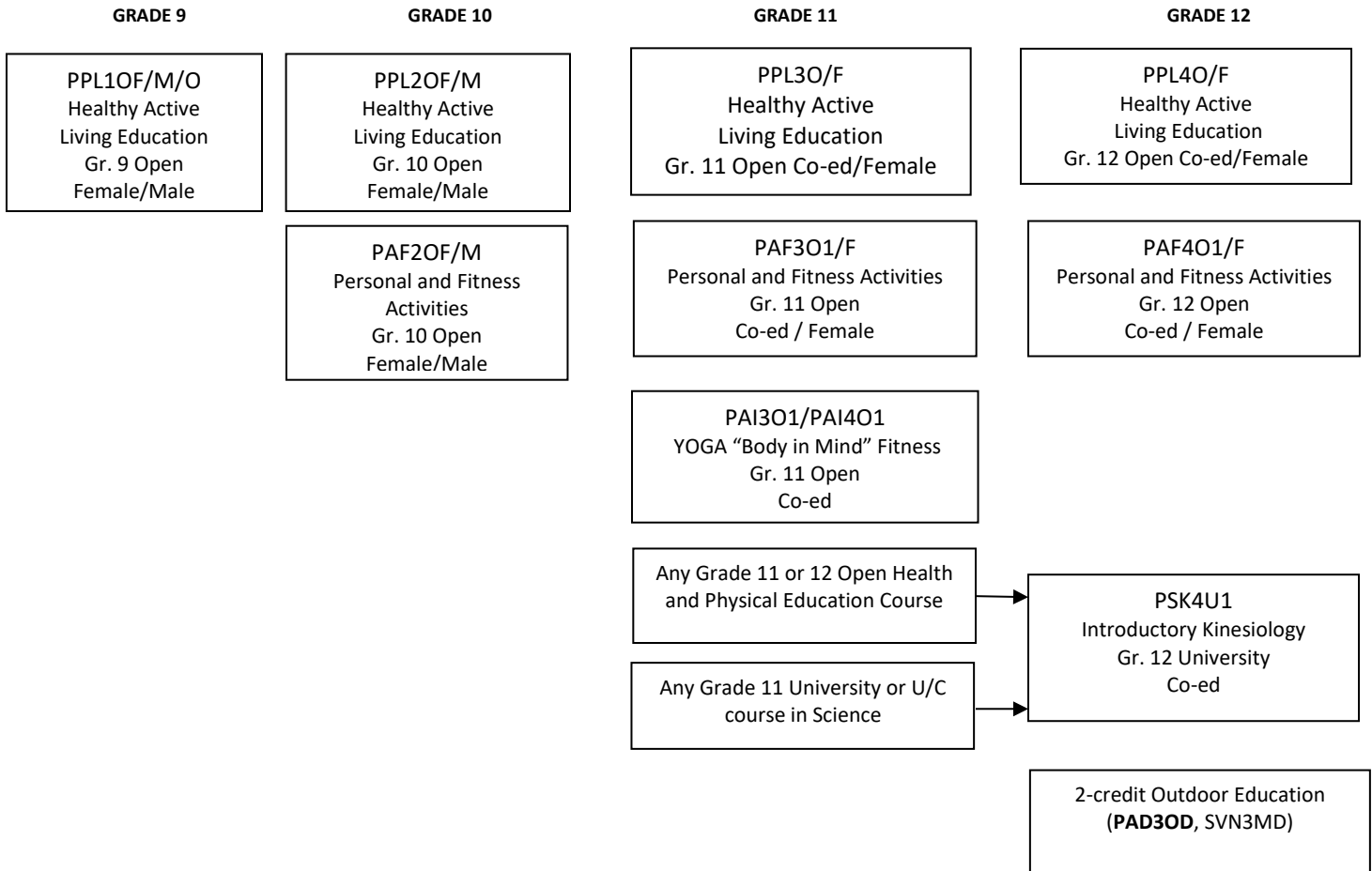
**Recommended:** Due to the extra time required both after and during school hours, students who have a strong desire to contribute to school life and improving their community should select this course.

#### **IDC4U1 Interdisciplinary Studies – Leadership and Peer Support - University**

This course develops information-based knowledge and skills that prepare students for leadership in society. Students will focus on the use of technological resources and applications to plan, implement, communicate and assess appropriate activities and programs in the local community. They will also learn to manage a wide range of school, community and global resources and will examine the social contexts and potential opportunities for providing leadership to diverse groups and ages. This course will help students develop and consolidate the skills and knowledge of different subjects and disciplines to: solve problems, make decisions, create personal meaning and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyse historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also access their own cognitive and effective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge. **Due to the extra time required both after school and during school, students who have a strong desire to contribute to school life, the desire to improve their community, and the drive to complete complementary University-level written assignments should select this course.**

**Prerequisite:** NBE3U1 or ENG3U1 - Grade 11 University Level English

# HEALTH AND PHYSICAL EDUCATION



## HEALTHY ACTIVE LIVING

**PPL1OF (female) Healthy Active Living Education, Grade 9, Open**

**PPL1OM (male) Healthy Active Living Education, Grade 9, Open**

**PPL1O1 (co-ed) Healthy Active Living Education, Grade 9 Open**

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future.

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

**Prerequisite:** None

**PPL2OF (female) Healthy Active Living Education, Grade 10, Open**

**PPL2OM (male) Healthy Active Living Education, Grade 10, Open**

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. The possible focus courses for Grade 10, along with their corresponding course codes, are as follows:

- Healthy Living and Personal and Fitness Activities – PAF2O

**Prerequisite:** None

**PPL3O1 (co-ed) Healthy Active Living Education, Grade 11, Open**

**PPL3OF (female) Healthy Active Living Education, Grade 11, Open** New!

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 possible focus courses for Grade 11, along with their corresponding course codes, are as follows:

- Healthy Living and Personal and Fitness Activities – PAF30
- Healthy Living and Individual and Small-Group Activities – PAI30

**Prerequisite:** None

**PPL4O1 (co-ed) Healthy Active Living Education, Grade 12, Open**

**PPL4OF (female) Healthy Active Living Education, Grade 11, Open *New!***

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. The possible focus courses for Grade 12, along with their corresponding course codes, are as follows:

- Healthy Living and Personal and Fitness Activities – PAF40

**Prerequisite:** None

## FITNESS

**PAF2OF (female), Healthy Active Living Education, Personal and Fitness Activities, Grade 10, Open**

This course provides various fun and fitness activities that promote lifetime fitness. Activities such as aerobic classes, step and weight training, skiing, skating, racquets, dance and body movement, and fitness games are all designed to make fitness enjoyable. Current health issues such as nutrition and weight control, personal style and care, and stress management are dealt with in this course. This introductory course for females is for you if you wish to develop a personalized fitness plan. A variety of field trip opportunities are provided to aid in your personal pursuit of a healthy lifestyle.

**Prerequisite:** None

**PAF2OM (male), Healthy Active Living Education, Personal and Fitness Activities, Grade 10, Open**

This introductory course for males focuses on improving one's strength and fitness levels using weight training principles and cardiovascular conditioning. Health topics include: healthy eating, substance use and abuse and healthy sexuality.

**Prerequisite:** None

**PAF3OF (female), Healthy Active Living Education, Personal and Fitness Activities, Grade 11, Open**

**PAF3O1 (co-ed), Healthy Active Living Education, Personal and Fitness Activities, Grade 11, Open**

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal-setting, decision-making, coping, social, and interpersonal skills. This course builds upon the introductory Personal Fitness course (PAF2O). There will be continued focus on the weight training principles with emphasis on design and implementation for a year round training program. A great course for individuals who desire to improve their strength and fitness levels along with a healthy lifestyle.

**Prerequisite:** None

**PAF4OF (female) Personal and Fitness Activities, Grade 12, Open**

**PAF4O1 (co-ed) Personal and Fitness Activities, Grade 12, Open**

This course builds upon the grade 11 Fitness Course, PAF3O. It focuses on the development of a personalized approach to healthy active living through participation in weight training and a variety of enjoyable fitness activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. Students will be in a balanced instructional program allowing them to demonstrate improved personal physical fitness, leadership skills, and personal competence in a variety of movement skills. This is a great course for individuals who desire to improve their strength and fitness levels along with a healthy lifestyle. In addition, they will be given opportunities to refine their decision-making, conflict resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others.

**Prerequisite:** None

## INDIVIDUAL/SMALL GROUP ACTIVITIES

**PAI3O1 (co-ed) Yoga: "Body in Mind" Fitness, Grade 11, Open**

This course will focus on improving personal wellness by emphasizing not only the physical component of wellness but also the emotional, spiritual, vocational, social, intellectual and environmental components. This course emphasizes regular participation in a variety of fitness activities aimed to improve cardiovascular fitness, reduce stress levels and improve flexibility and core strength. Activities may include yoga, aerobics, core strength training and mindfulness exercises. The aim will be for each participant to obtain and maintain an individual level of personal fitness for lifelong healthy active living. A fitness journal will be used to track goal setting, fitness improvements and individual progress. The health component will include mental and physical wellness, women's health issues, fitness appraisal and nutrition.



**Prerequisite:** None

**PAI4O1 (co-ed) Yoga: “Body in Mind” Fitness, Grade 12, Open**

This course will focus on improving personal wellness by emphasizing not only the physical component of wellness but also the emotional, spiritual, vocational, social, intellectual and environmental components. This course emphasizes regular participation in a variety of fitness activities aimed to improve cardiovascular fitness, reduce stress levels and improve flexibility and core strength. Activities may include yoga, aerobics, core strength training and mindfulness exercises. The aim will be for each participant to obtain and maintain an individual level of personal fitness for lifelong healthy active living. A fitness journal will be used to track goal setting, fitness improvements and individual progress. The health component will include mental and physical wellness, women’s health issues, fitness appraisal and nutrition.

**Prerequisite:** None

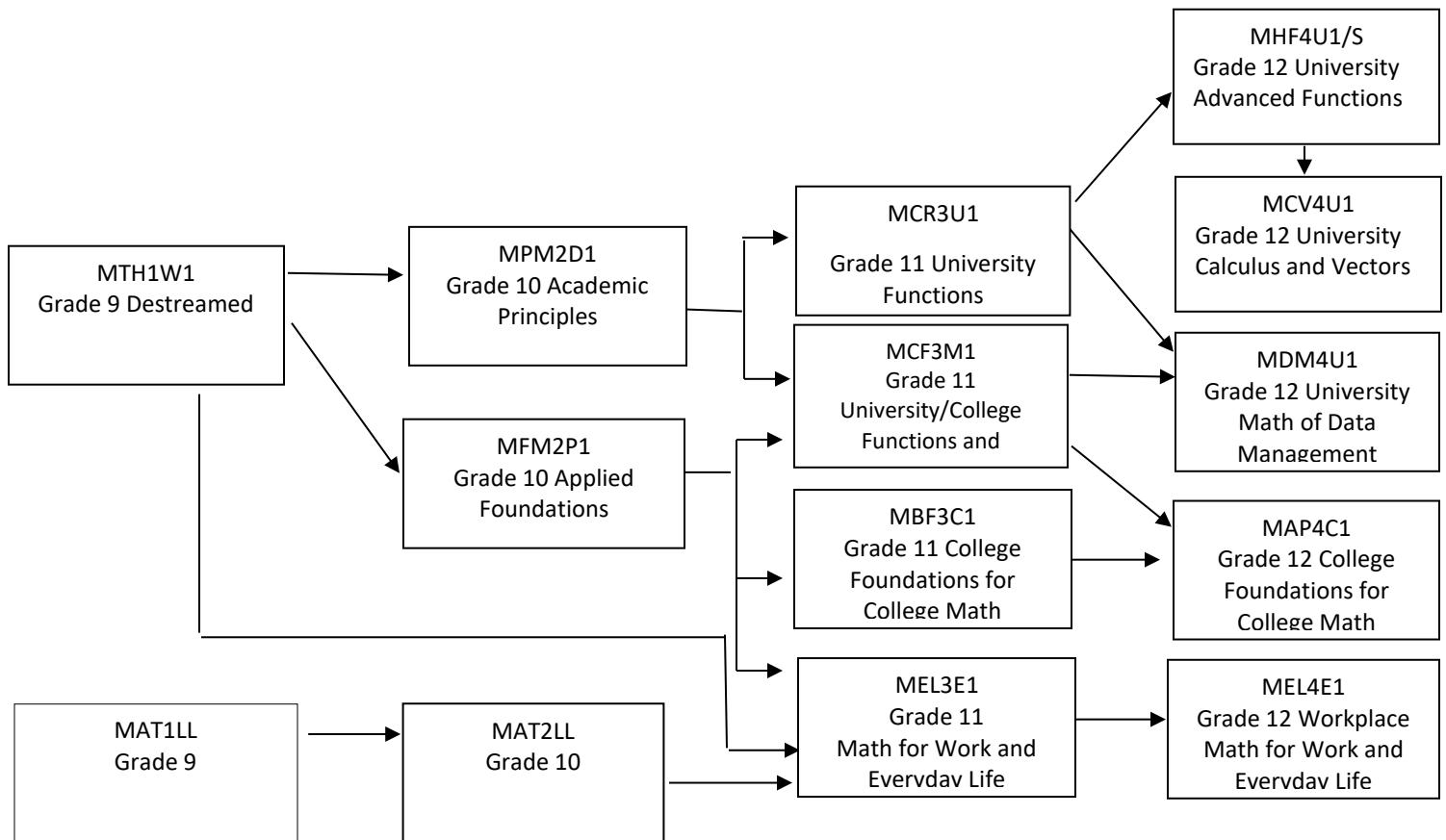
**KINESIOLOGY**

**PSK4U1 Introductory Kinesiology, Grade 12, University**

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

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

**MATHEMATICS**



**MAT1LL Mathematics, Grade 9, Locally Developed**

This course emphasizes the development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Grade 10 LDCC course, MAT2LL. Students develop mathematical literacy, problem-solving and communication skills related to money sense, measurement and proportional reasoning by completing practical, authentic activities. It is specifically for students whose IEP's support modified grade 8 expectations.

**Prerequisite:** None

**MTH1W1 Mathematics, Grade 9**

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

**MAT2LL Mathematics, Grade 10, Locally Developed**

This course extends students' mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace and in the Grade 11 Mathematics Workplace Preparation course. Students strengthen their mathematical literacy, problem-solving and communication skills related to money sense, measurement and proportional reasoning by completing practical, authentic activities.

**Prerequisite:** MAT1LL or MTH1W1

**MFM2P1 Foundation of Mathematics, Grade 10, Applied**

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

**Prerequisite:** MTH1W1

**MPM2D1 Principles of Mathematics, Grade 10, Academic**

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

**Prerequisite:** MTH1W1

**MEL3E1 Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation**

This course enables students to broaden their understanding of mathematics as it is applied in 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:** MTH1W1 or MAT2LL

**MBF3C1 Foundations for College Mathematics, Grade 11, College Preparation**

This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations, as well as of measurement and geometry; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; and develop their ability to reason by collecting, analysing, and evaluating data involving one and two variables. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**Prerequisite:** MFM2P1

**MCF3M1 Functions and Applications, Grade 11, University/College Preparation**

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

**Prerequisite:** MPM2D1 or MFM2P1

**Recommendation:** While achievement is not the sole determinant for students to consider when selecting course types, it is recommended that students selecting MCF3M1 have achieved Level 3 or 4 in MFM2P1 and wish to move to the University Pathway or eventually MCR3U1; or that they be students who have achieved Level 1 or 2 in MPM2D1 who are hoping to improve their math background before attempting MCR3U1.

**MCR3U1 Functions, Grade 11, University Preparation**

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

**Prerequisite:** MPM2D1

**MEL4E1 Mathematics for Work and Everyday Life, Grade 12, Workplace Preparation**

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

**Prerequisite:** MEL3E1

**MAP4C1 Foundations for College Mathematics, Grade 12, College Preparation**

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

**Prerequisite:** MBF3C1 or MCF3M1 or MCR3U1

**MHF4U1 and MHF4US Advanced Functions, Grade 12, University Preparation**

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

**Prerequisite:** MCR3U1 or MCT4C1

**NOTE:** Students who are planning to take Calculus and need Functions in semester **1** will select MHF4U1

Students who are not planning to take Calculus will select MHF4US

**MCV4U1 Calculus and Vectors, Grade 12, University Preparation**

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

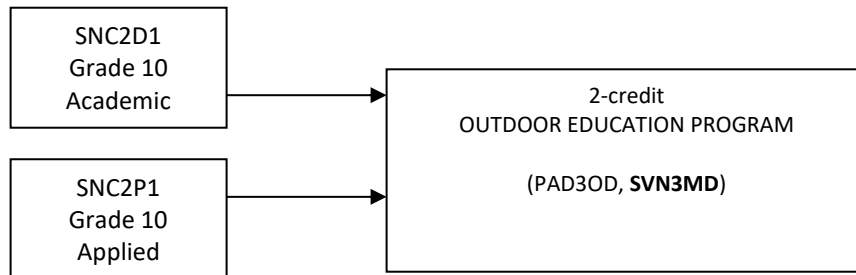
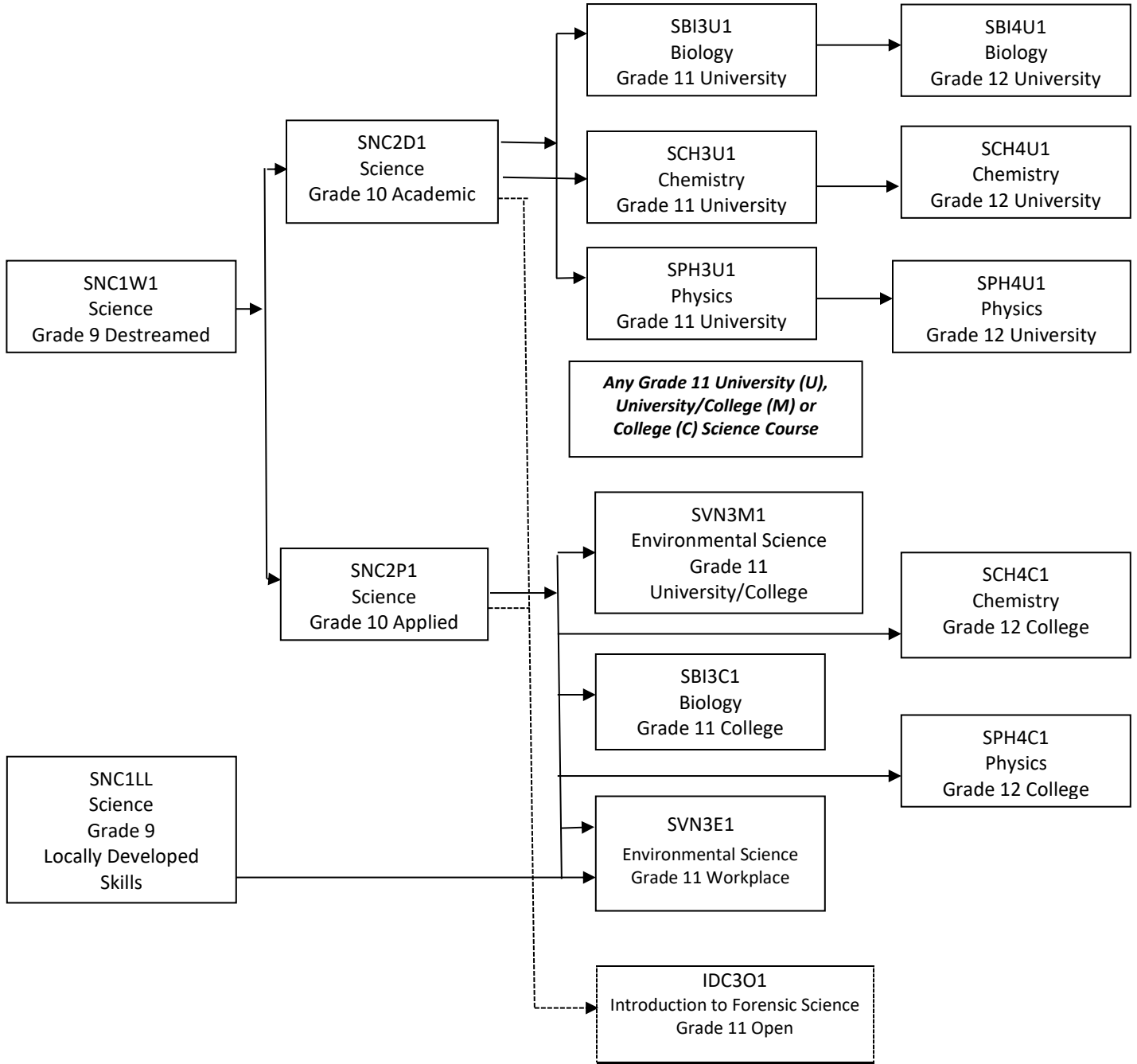
**Prerequisite:** MHF4U1

**MDM4U1 Mathematics of Data Management, Grade 12, University Preparation**

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

**Prerequisite:** MCF3M1 or MCR3U1

# SCIENCE



## SCIENCE

### **SNC1LL Science, Grade 9, Locally Developed**

This course develops science-related knowledge and skills to prepare students for success in everyday life, in the workplace and in the Science Grade 11 Workplace Preparation course. Students explore scientific topics that connect with their lives by engaging in practical science activities. It is specifically for students whose IEP's support modified grade 8 expectations.

**Prerequisite:** None

### **SNC1W1 Science, Grade 9, De-streamed**

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and earth and space science, and 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

### **SNC2P1 Science, Grade 10, Applied**

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

**Prerequisite:** SNC1W1

### **SNC2D1 Science, Grade 10, Academic**

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, 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:** SNC1W1

## ENVIRONMENTAL SCIENCE

### **SVN3E1 Environmental Science, Grade 11, Workplace**

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

**Prerequisite:** Any Gr. 9 or 10 Science

### **SVN3M1 Environmental Science, Grade 11, University/ College**

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

**Prerequisite:** SNC2D1 or SNC2P1

## BIOLOGY

### **SBI3C1 Biology, Grade 11, College**

This course focuses on the processes that occur in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, genetics, the anatomy of mammals and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in the various branches of life sciences and related fields.

**Prerequisite:** SNC2D1 or SNC2P1

### **SBI3U1 Biology, Grade 11, University**

This course furthers students' understanding of the processes involved in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic process; 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:** SNC2D1

### **SBI4U1 Biology, Grade 12, University**

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 the detailed knowledge and refinement of skills needed for further study in various branches of the life sciences and related fields. Successful completion of SCH3U1 is recommended. In the interest of student success, it is strongly recommended that students who take this course have achieved at least 65% in SBI3U1.

**Prerequisite:** SBI3U1

## **CHEMISTRY**

### **SCH3U1 Chemistry, Grade 11, University**

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

**Prerequisite:** SNC2D1

### **SCH4U1 Chemistry, Grade 12, University**

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigations 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. In the interest of student success, it is strongly recommended that students who take this course have achieved at least 65% in SCH3U1.

**Prerequisite:** SCH3U1

### **SCH4C1 Chemistry, Grade 12, College**

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

**Prerequisite:** SNC2D1 or SNC2P1

## **PHYSICS**

### **SPH3U1 Physics, Grade 11, University**

This course develops students' understanding of the basic concepts of physics. Students will explore kinetics, 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. Successful completion of grade 10 Academic Math is strongly recommended.

**Prerequisite:** SNC2D1

### **SPH4U1 Physics, Grade 12, University**

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

**Prerequisite:** SPH3U1 (65% or better strongly recommended though academic achievement should not be the sole determinant in selection of course types)

### **SPH4C1 Physics, Grade 12, College**

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

**Prerequisite:** SNC2D1 or SNC2P1

## FORENSIC SCIENCE

### **IDC301 – Introduction to Forensic Science, Grade 11, Open**

This course is an inquiry-based introduction to the fundamental skills required by forensic scientists. Students will practice using the scientific method, completing scientific research, critical thinking, making observations, analyzing facts, making predictions and drawing conclusions by completing lab investigations, and case studies in forensic science. This course will focus on providing students with an opportunity to gain knowledge, practice skills and demonstrate learning with a variety of practical and hands on experiences. Topics of study will include: Observation, Deduction and Logic Skills, Physical Evidence: Fingerprints, Hair, Fiber, Glass, Handwriting and Documents, Blood, DNA Fingerprinting, Impressions (tools, dentition, footprints), Forensic Anthropology, Canadian Law and Evidentiary Requirements. Students will also gain experience being an effective member of a collaborative team.

**Prerequisite:** SNC2D1 or SNC2P1

## OUTDOOR EDUCATION PROGRAM

This two-credit program is offered to senior students during the second semester only and involves an additional \$400 participation fee. This is the program for you if you enjoy the outdoors and adventure activities, you thrive in an experiential learning environment, and if you are interested in environmental issues. Students must have a *GREAT DESIRE* to work in the outdoors all semester, from the cold and snow of February to the heat and sunshine of June. Students must be willing to accept the challenges of working independently and in close cooperation with their classmates. Active participation in all aspects of the program will be required. Due to the nature of this specialized program, it may not be possible to offer it every year. Additional fees will be required for this course.

**Please Note: Students interested in Outdoor Education will select BLOCK20 in My Blueprint. This course will take up 2 periods on their timetable. Students will earn PAD3OD and SVN3MD.**

### **PAD3OD Healthy Living and Outdoor Activities, Grade 11, Open**

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

**Prerequisite:** None

### **SVN3MD Environmental Science, Grade 11, University/ College**

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

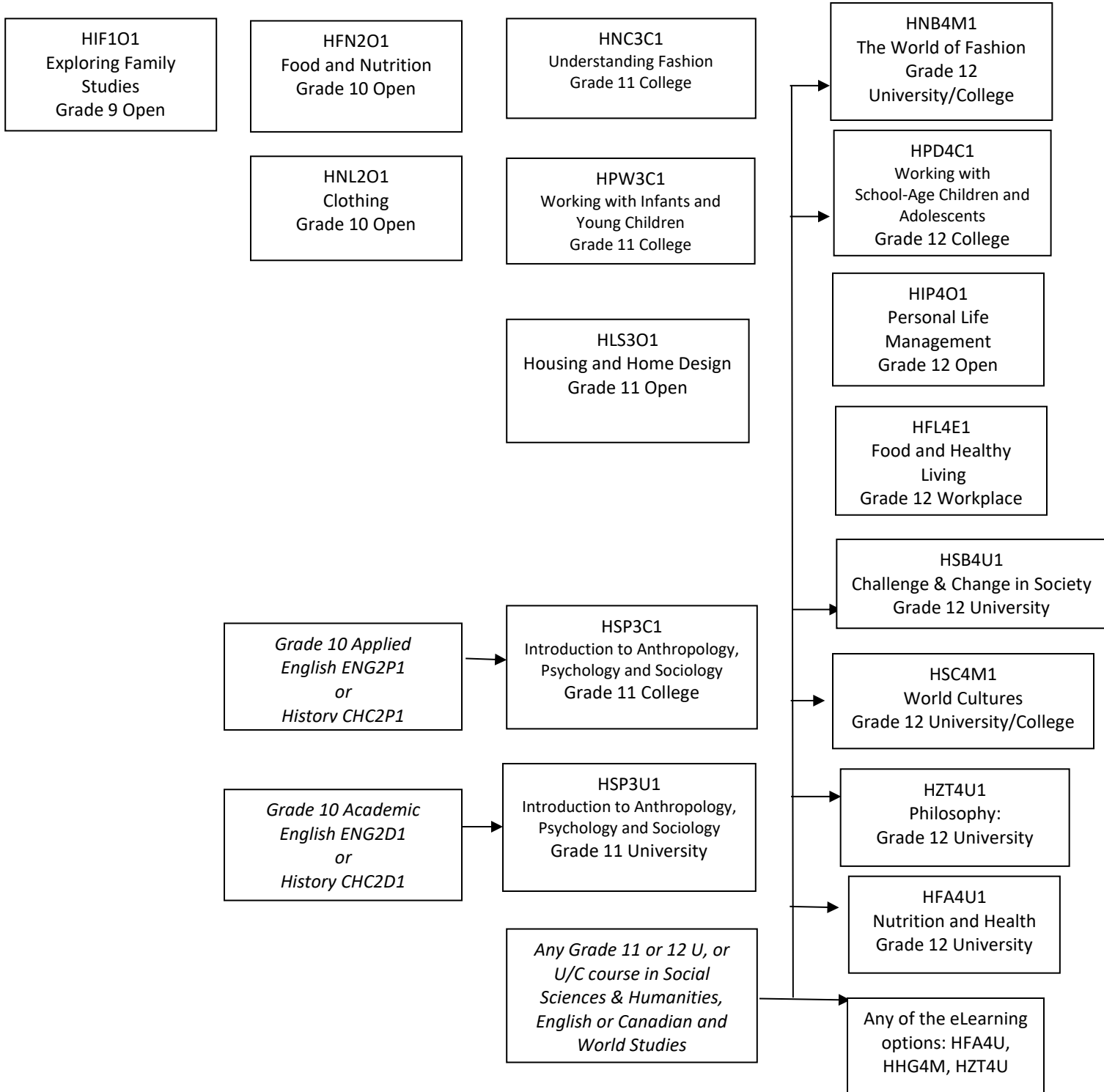
**Prerequisite:** SNC2D1 or SNC2P1

## OUTDOOR EDUCATION PROCEDURE

- **STUDENTS CAN CHOOSE OUTDOOR EDUCATION ON THEIR OPTION SHEET**
- **IF THIS COURSE PACKAGE IS TIMETABLED THEN A PAYMENT OF AN ADDITIONAL \$400 PARTICIPATION FEE IS REQUIRED.**



# SOCIAL SCIENCE & THE HUMANITIES



**HIF101 Social Science – Exploring Family Studies, Grade 9, Open**

This course explores, within the context of families, some of the fundamental challenges people face: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will explore adolescent development and will have opportunities to develop interpersonal, decision-making, and practical skills related to daily life. They will learn about the diverse ways in which families function in Canada and will use research skills as they explore topics related to individual and family needs and resources.

**Prerequisite:** None

**HFN201 Food and Nutrition, Grade 10, Open**

This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food preparation skills and introduces them to the use of social science research methods in the area of food and nutrition.

**Prerequisite:** None

**HNL201 Clothing, Grade 10, Open**

This course introduces students to the world of clothing. Students will gain knowledge about clothing and demonstrate basic skills associated with various techniques and technologies used to create garments and accessories. Students will learn about the functions of clothing and accessories and what clothing communicates about the wearer. They will learn how to enhance their personal wardrobe by assessing garment quality, developing shopping strategies, and developing an understanding of the advantages and disadvantages of various retail formats. Students will develop research skills as they investigate topics related to clothing.

**Prerequisite:** None

**HPW3C1 Working with Infants and Young Children, Grade 11, College**

This course prepares students for occupations involving children from birth to six years of age. Students will study theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with young children. Students will become familiar with occupational opportunities and requirements related to working with infants and young children. They will also have opportunities to develop research and critical-thinking skills as they investigate and evaluate current research about early childhood education.

**Prerequisite:** None

**HIP401 Personal Life Management, Grade 12, Open**

This course focuses on preparing students for living independently and working successfully with others. Students will learn to manage their personal resources to meet their basic needs for food, clothing, and housing. They will also learn about their personal, legal, and financial responsibilities and develop and apply interpersonal skills in order to make wise and responsible personal and occupational choices. Students will apply research and inquiry skills while investigating topics related to personal life management. The course emphasizes the achievement of expectations through practical experiences.

**Prerequisite:** None

**HLS301 Housing and Home Design, Grade 11, Open**

This course introduces students to a range of issues related to housing and home design. Students will learn about the needs that housing fulfills; housing options; home maintenance and safety; and environmental, economic, legal, and social considerations related to housing. They will use the elements and principles of design to analyse design and decorating decisions. Students will develop research skills as they investigate issues related to housing and home design.

**Prerequisite:** None

**HNC3C1 Understanding Fashion, Grade 11, College**

This course introduces students to the world of fashion. Students will gain an understanding of theories related to fashion trends and of how culture, media, fashion cycles, retailing, and social and environmental factors influence fashion trends and consumer behaviour. Students will use various tools, technologies, and techniques safely and correctly to create fashion items. They will apply knowledge of fibres, fabrics, and the elements and principles of design when creating and assessing fashion-related products. Students will develop research skills as they investigate topics related to fashion.

**Prerequisite:** None

**HFC3M1 Food and Culture, Grade 11, University/College**

This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food-related etiquette in many countries and cultures, and explain how Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigating foods and food practices from around the world.

**Prerequisite:** None

### **HFC3E1 Food and Culture, Grade 11, Workplace**

This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will demonstrate the ability to cook with ingredients and equipment from a range of cultures, describe food-related etiquette in a variety of countries and cultures, and explore ways in which Canadian food choices and traditions have been influenced by other cultures. Students will have opportunities to develop practical skills and apply research skills as they investigate foods and food practices from around the world.

**Prerequisite:** None

### **HFL4E1 Food and Healthy Living, Grade 12, Workplace**

This course focuses on the fundamental food needs of young adults. Students will learn how to stock a kitchen, make nutritious food choices, and accommodate the food needs of others. Through a range of practical experiences, they will develop skills needed in food preparation for personal use and for employment in the food industry. They will also learn about dining etiquette in different contexts and about responsible consumer practices. Students will use social science research methods to investigate issues related to food preparation and nutrition.

**Prerequisite:** None

### **HFA4U1 Nutrition and Health, Grade 12, University**

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 (U), or University/ College (M), course in Social Sciences and Humanities, English, or Canadian and World Studies.

### **HPD4C1 Working with School-Age Children and Adolescents, Grade 12, College**

This course prepares students for careers in child and adolescent care. Students will study a variety of theories about child behaviour and development, and apply these theories to understand the needs and experiences of older children and adolescents. Students will become familiar with occupational skills used in investigating child and adolescent behaviour and development.

Offered in 2025-2026

**Prerequisite:** Any University (U), University/College (M) or College (C), course in Social Sciences and Humanities, English, or Canadian and World Studies.

### **HNB4M1 The World of Fashion, Grade 12, University/College**

This course gives students the opportunity to explore the world of fashion. Students will learn how to create a fashion product using various tools, techniques and technologies while developing their practical skills. Students will learn about various factors that affect the global fashion industry, the needs of specialized markets, and the impact of fibre and fabric production and care. In addition, they will learn about social and historical influences on fashion. Students will apply research skills when investigating aspects of the fashion world.

**Prerequisite:** Any University (U), University/ College (M) or College (C), course in Social Sciences and Humanities, English, or Canadian and World Studies.

### **HSE4MV – Equity and Social Justice, Grade 12, University/College** *(This course is only offered through E-learning)*

This course enables students to develop an understanding of the theoretical, social, and historical underpinnings of various equity and social justice issues and to analyse strategies for bringing about positive social change. Students will learn about historical and contemporary equity and social justice issues in Canada and globally. They will explore power relations and the impact of a variety of factors on equity and social justice. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity or social justice issue.

**Prerequisite:** Any University (U), University/College (M) or College (C), course in Social Sciences and Humanities, English, or Canadian and World Studies

## **GENERAL SOCIAL SCIENCE**

### **HSP3C1 Introduction to Anthropology, Psychology, and Sociology, Grade 11, College**

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

**Prerequisite:** ENG2P1 or CHC2P1

### **HSP3U1 Introduction to Anthropology, Psychology, and Sociology, Grade 11, University**

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science, and to become familiar with current thinking on a range of issues within the three disciplines. This course is also available as part of the extended French program (HSP3UE). Students can, however, only earn a total of 1.0 credit for HSP3U.

**Prerequisite:** ENG2D1 or CHC2D1

### **HSB4U1 Challenge and Change in Society, Grade 12, University**

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

**Prerequisite:** Any University (U), or University/College (M) preparation course in social sciences and humanities, English or Canadian and World Studies.

### **HSC4M1 World Cultures, Grade 12, University/College**

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

**Prerequisite:** Any University (U), College (C), or University/College (M) preparation course in social sciences and humanities, English, or Canadian and World Studies

## **PHILOSOPHY**

### **HZT4U1 Philosophy: Questions and Theories, Grade 12, University**

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

**Prerequisite:** Any University (U) or University/ College (M) course in Social Sciences and Humanities, English, or Canadian and World Studies.

# TECHNOLOGICAL EDUCATION

TAS1O1  
Technology and the  
Skilled Trades  
Grade 9 Open

TCJ2O1  
Construction Technology  
Grade 10 Open

TCJ3C1  
Construction Engineering  
Technology  
Grade 11 College

TCJ3E1  
Construction Technology  
Grade 11 Workplace

TWJ3E1  
Custom Woodworking  
Grade 11 Workplace

TDJ3M1  
Technological Design  
Grade 11 University/College

TCJ4C1  
Construction Technology  
Grade 12 College

TCJ4E1  
Construction Technology  
Grade 12 Workplace

TWJ4E1  
Custom Woodworking  
Grade 12, Workplace

TDJ4M1  
Technological Design  
Grade 12 University/College

TEJ2O1  
Computer Technology  
Grade 10  
Open

TGJ2O1  
Communications Technology  
Grade 10 Open

TEJ3M1  
Computer Engineering  
Grade 11 University/College

TGJ3O1  
Communications Technology:  
Broadcast and Print Production  
Grade 11 Open

TGJ3M1  
Communications Technology  
Grade 11 University/College

TGP3M1  
Communications Tech Yearbook  
Photography and Digital Imaging  
Grade 11 University/College

TEJ4M1  
Computer Engineering  
Grade 12 University/College

TGJ4O1  
Communications Technology:  
Digital Imagery and Web Design  
Grade 12 Open

TGJ4M1  
Communications Technology  
Grade 12 University/College

TPJ2O1  
Health Care Technology  
Grade 10 Open

TTJ2O1  
Transportation Technology  
Grade 10 Open

TPJ3M1  
Health Care Technology  
Grade 11 University/College

TTS3C  
Transportation Technology  
Small Engine Focus  
Recreational Vehicle  
Grade 11 College

TTJ3C/O  
Transportation Technology  
Grade 11 College

TPJ4M1  
Health Care Technology  
Grade 11 University/College

TTJ4C1  
Transportation Technology  
Grade 12 College

TTJ4E1  
Transportation Technology:  
Vehicle Maintenance  
Grade 12 Workplace



## TECHNOLOGICAL STUDIES

“The advancement of any society is dependent upon its trained skilled workers and the ‘know how’ of its industrial technology.” The technology programs at Eastview are organized so that a broad general background in technology is given in early courses. This “Broad-based” approach provides students with a well-rounded introduction, which will enable them to make more informed selections when choosing specialized courses in the senior grades. In this way, the program provides an effective path beyond high school to college or university, apprenticeship or job training and will give knowledgeable insight into today’s technological society.

### Technological Education Overview

Technological education encompasses both broad-based technology and computer studies each involving a unique approach to curriculum content and delivery. The technological education program in Grades 9 and 10 offers courses in all areas.

**Broad-based Technology:** The philosophy that underlines the teaching of broad-based technology is that students learn best by doing. The curriculum takes an activity based, project-driven approach to learning that provides students with knowledge, skills and experiences in communication, construction, manufacturing, and transportation technology. Each area of study is based on a broad, systematic framework of concepts that describes the different types of technological knowledge and skills. It is important for students to understand and use these concepts, which can assist them in analyzing and classifying technological problems and in identifying the most effective ways of solving those problems.

## GRADE 9 and 10 TECHNOLOGICAL STUDIES

### TAS101 Technology and the Skilled Trades, Grade 9, Open

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

**Prerequisite:** None

## GRADE 10 BROAD-BASED COURSES

### TEJ201 Computer Technology, Grade 10, Open

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

**Prerequisite:** None

### TGJ201 Communications, Grade 10, Open

This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology and explore secondary and post-secondary education and training pathways and career opportunities in the various communications technology fields. **Projects may include: Portrait & still life photography, voice over animations, music videos, poster design, 2D/3D character animation and portfolio web design.**

**Prerequisite:** None

### TCJ201 Construction Technology, Grade 10, Open

This course introduces students to building materials and processes through opportunities to design and build various construction projects. Students will learn to create and read working drawings; become familiar with common construction materials, components, and processes; and perform a variety of fabrication, assembly, and finishing operations. They will use a variety of hand and power tools and apply knowledge of imperial and metric systems of measurement, as appropriate. Students will develop an awareness of environmental and societal issues related to construction technology, and will explore secondary and post-secondary pathways leading to careers in the industry. **Note:** Working with wood as a material, other than in building construction, can be one of the areas of application in the manufacturing courses.

**Prerequisite:** None

### TTJ201 Transportation Technology, Grade 10, Open

This course introduces students to the service and maintenance of vehicles, aircraft, and/or watercraft. Students will develop knowledge and skills related to the construction and operation of vehicle/craft systems and learn maintenance and repair techniques. Student projects may include the construction of a self-propelled vehicle or craft, engine service, tire/wheel service, electrical/battery service, and proper body care. Students will develop an awareness of related environmental and societal issues and will explore secondary and post-secondary pathways leading to careers in the transportation industry.

**Prerequisite:** None

## HEALTH CARE TECHNOLOGY

### **TPJ201 Health Care Technology, Grade 10, Open**

This course introduces students to personal health promotion, child and adolescent health concerns, and a variety of medical services, treatments, and technologies. Students will become familiar with various instruments and equipment and will learn about human anatomy, organs, and body chemistry, as well as the effects that lifestyle choices can have on personal well-being. They will plan recreational activities for youth, perform a dietary analysis, and evaluate health care practices. Students will develop an awareness of environmental and societal issues related to health care, and will explore secondary and postsecondary pathways leading to careers in the field.

**Prerequisite:** None

### **TPJ3M1 Health Care Technology, Grade 11, University/College**

This course enables students to develop their understanding of basic health care procedures, including the safe use of appropriate instruments, equipment, and materials. Students will focus on health care fundamentals, including the anatomical features and physiology of the major body systems and the factors that affect homeostasis in the human body. Students will develop an awareness of health and safety issues in the health care field, analyse environmental and societal issues related to health care, and learn about professional practice standards and career opportunities in the field.

**Prerequisite:** None

### **TPJ4M1 Health Care Technology, Grade 12, University/College**

This course focuses on the development of a range of skills needed to analyse and interpret clinical findings. Students will learn about accepted health care practices and demonstrate an understanding of basic procedures and the use of appropriate instruments and equipment. They will acquire an understanding of basic concepts related to the function of the human immune system and explore the relationship between pathology and disease prevention and treatment. Students will expand their awareness of workers' health and safety issues, analyse environmental and societal issues related to health care, and further explore professional practice standards and postsecondary destinations in the field.

**Prerequisite:** TPJ3M1

## COMMUNICATIONS TECHNOLOGY

Communications technology affects all aspects of our lives, from work to leisure. It extends our ability to communicate and is an important part of being technologically literate. These courses will provide students with opportunities to acquire the knowledge and skills required to design, use, and manage electronic, live, recorded, and graphic communications systems. They will help students understand the role of communications technology in our economy; its relationship with other economic sectors and its effect on people, society and the environment. Students will also examine standards and regulations, health and safety issues, careers, and the importance of lifelong learning.

### **TGJ301 Communications Technology: Broadcast and Print Production, Grade 11, Open**

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

**Prerequisite:** None

### **TGJ401 Communications Technology: Digital Imagery and Web Design, Grade 12, Open**

This course enables students to develop knowledge and skills in the areas of photography, digital imaging, animation, 3D modelling, and web design. Students will work both independently and as part of a production team to design and produce media products in a project-driven environment. Practical projects may include photo galleries, digital images, animations, 3D models, and websites. Students will also expand their awareness of environmental and societal issues related to communications technology and explore post-secondary education, training, and career opportunities. **Students will have an opportunity to specialize in one of the following subjects: Photography, Photo Editing, Animation or Web Design.**

**Prerequisite:** None

### **TGJ3M1 Communications Technology, Grade 11, University/College**

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive news media. Students will also develop an awareness of related environmental and societal issues and explore college and university programs and career opportunities in the various communications technology fields. **Students will have an opportunity to specialize in one of the following subjects: Broadcasting, Radio, Graphic Design, TV Production, Movie Production or Photography.**

**Prerequisite:** None



### **TGJ4M1 Communications Technology, Grade 12, University/College**

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology and will investigate career opportunities and challenges in a rapidly changing technological environment. **Students will have an opportunity to specialize in one of the following subjects: Broadcasting, Radio, Graphic Design, TV Production, Movie Production or Photography.**

**Prerequisite:** TGJ3M1

## **COMMUNICATIONS TECHNOLOGY: PHOTOGRAPHY**

### **TGP3M1 Communications Technology: Photography and Digital Imaging, Grade 11, University/College**

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

**Prerequisite:** None

## **COMPUTER ENGINEERING**

Computer engineering is an expanding branch of engineering with roots in both electrical engineering and computer science. It includes the design, operation, and maintenance of computer hardware and peripherals (printers, scanners, multimedia devices, robotics and so on). Computer engineers work in every sector of society and industry designing new products and services. Within the field of computer engineering there are also a number of areas of specialization including communications, control systems, and software engineering.

Computer engineering education provides a hands-on understanding of the technology involved in many consumer products and industrial processes. It also teaches generically useful skills, including communication, time management, organization, and teamwork.

Ontario High School students can now interact directly with computer hardware and peripherals and gain a better understanding of the opportunities that this field presents. A foundation in this discipline will provide students with an introduction to the excitement and opportunity offered by computer engineering and will begin to prepare them for careers in computer hardware and networking.

### **TEJ3M1 Computer Engineering, Grade 11, University/ College**

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

**Prerequisite:** None

### **TEJ4M1 Computer Engineering, Grade 12, University/ College**

This course extends students' understanding of computer systems and computer interfacing with external devices. Students will assemble computer systems by installing and configuring appropriate hardware and software, and will learn more about fundamental concepts of electronics, robotics, programming, and networks. Students will examine environmental and societal issues related to the use of computers, and explore post-secondary pathways leading to careers in computer engineering and related fields. **Students will create a project based on their interest and that encapsulates the fundamental concepts listed above.**

**Prerequisite:** TEJ3M1

## **CONSTRUCTION TECHNOLOGY**

Construction technology has always played a central role in society. It is a multifaceted industry in which projects can result in products, systems, processes, or services and encompass various aspects of production, repair, and maintenance. In construction technology courses, students will learn about designing, constructing, and maintaining a variety of buildings and structures. They will gain experience with the tools, equipment, and processes commonly used in the field. Students will also learn about health and safety standards in the construction industry, building codes and regulations, and employment opportunities and careers in the various sectors of the industry, including electricity, carpentry, masonry, heating and cooling, and plumbing. The construction technology courses initially focus on residential and light construction systems related to residential buildings and structures, and progress to more advanced residential and light commercial construction. The woodworking courses allow students to concentrate on furniture building or cabinet making.

### **TCJ3C1 Construction Engineering Technology, Grade 11, Building, College**

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

**Prerequisite:** None

### **TCJ3E1 Construction Technology, Grade 11, Building Construction, Workplace**

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

**Prerequisite:** None

### **TCJ4C1 Construction Technology, Grade 12, College**

This course focuses on advanced residential construction, more complex construction systems and the introduction of heavy construction related to commercial, industrial, and/or recreational construction. Students will learn about the tools, materials, equipment, and methods used in the light and heavy construction industries; structural analysis and design; presentation and working drawings; and auxiliary systems. They will also estimate materials and labour costs; study industry standards and building codes; consider health and safety issues; and explore energy conservation, careers and the impact of construction technology on society and the environment.

**Prerequisite:** TCJ3C1

### **TCJ4E1 Construction Technology, Grade 12, Workplace**

This course enables students to further develop technical knowledge and skills related to residential construction and to explore light commercial construction. Students will continue to gain hands on experience using a variety of materials, processes, tools, and equipment; create and interpret construction drawings; and learn more about building design and project planning. They will expand their knowledge of terminology, codes and regulations, and health and safety standards related to residential and light commercial construction. Students will also expand their awareness of environmental and societal issues related to construction technology and explore entrepreneurship and career opportunities in the industry that may be pursued directly after graduation.

**Prerequisite:** TCJ3E1

### **TWJ3E1 Custom Woodworking, Grade 11, Workplace**

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

**Prerequisite:** None

### **TWJ4E1 Custom Woodworking, Grade 12 Workplace**

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

**Prerequisite:** TWJ3E1

## **TECHNOLOGICAL DESIGN**

To look at a skyscraper, a large graphic design, a powerful automobile, a robotic assembly line, or a bridge linking two shores is to see the work of a technical designer. A designer's role is to apply knowledge of materials, design, trends, and fabrication methods to formulate or innovate: products, services, and methods. The technologies and processes used to create design solutions may include both traditional and computer-based drawing methods and models, animations and simulations, and display. Technological design education focuses on the practical application of the principles of design engineering, and architecture to promote solutions to challenges in architecture, communications, manufacturing, electronics, and transportation. Students will develop analytical skills required to determine user needs, to generate solutions, and to select the most suitable one. They will also acquire the communication skills needed to present the solution in the form of technical drawings, models, reports, and displays; the technical skills required to perform product testing and analyses; and the evaluation skills needed to compare solutions.

### **TDJ3M1 Technological Design, Grade 11 University/College**

This course examines how technological design is influenced by human, environmental, financial, and material requirements and resources. Students will research, design, build, and assess solutions that meet specific human needs, using working drawings and other communication methods to present their design ideas. They will develop an awareness of environmental, societal, and cultural issues related to technological design, and will explore career opportunities in the field, as well as the college and/or university program requirements for them. **Students will have the opportunity to specialize in 3D architecture, wood and mechanical design for projects to be produced by large colour printers, CNC routers, 3D printer, realistic foam core or wood.**

**Prerequisite:** None

### **TDJ4M1 Technological Design, Grade 12 University/College**

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

**Students will have the opportunity to specialize in 3D architecture, wood and mechanical design for projects to be produced by large colour printers, CNC routers, 3D printer, realistic foam core or wood. Students will focus on proposals, presentation drawings and models for commercial buildings and products.**

**Prerequisite:** TDJ3M1

## **TRANSPORTATION TECHNOLOGY**

Transportation affects our lives in a multitude of ways. We use cars for everyday purposes, mass transit to commute to work, and flights and cruises for holidays. Transportation systems move raw materials to manufacturers and finished products to consumers locally, nationally, and globally. Transportation technology courses provide students with opportunities to acquire the knowledge and skills needed to service, repair, and modify vehicles and vehicle systems. Students will also learn about the organization and management of transportation services and mass-transit systems.

### **TTS3C1 Transportation Technology: Small Engines Focus (Recreational Vehicle), Grade 11, College**

This course enables students to develop technical knowledge and skills as they study, test, service, and repair; engine, electrical, suspension, brake, and steering systems on recreational vehicles, watercraft and/or small engines. Students will develop communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will develop an awareness of environmental and societal issues related to recreational transportation and will learn about apprenticeship and college programs leading to careers in recreational vehicle maintenance and repair.

**Prerequisite:** None

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

This course enables students to develop technical knowledge and skills as they study, test, service, and repair engine, electrical, suspension, brake, and steering systems on vehicles, aircraft, and/or watercraft. Students will develop communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will develop an awareness of environmental and societal issues related to transportation and will learn about apprenticeship and college programs leading to careers in the transportation industry.

**Prerequisite:** None

### **TTJ3O1 Transportation Technology, Vehicle Ownership, Grade 11, Open**

This general interest course enables students to become familiar with the options and features of various vehicles, issues of registration, and the legal requirements affecting vehicle owners. Students will also learn about vehicle financing and insurance, vehicle maintenance, emergency procedures, and the responsibilities of being a vehicle owner. Students will develop an awareness of environmental and societal issues related to vehicle ownership and use, and will explore career opportunities in the transportation industry.

**Prerequisite:** None

### **TTJ4C1 Transportation Technology, Grade 12, College**

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

**Prerequisite:** TTJ3C1

### **TTJ4E1 Transportation Technology, Grade 12, Workplace**

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

**Prerequisite:** None

# Summary of Specialized Programs at Eastview

## **Cooperative Education**

Cooperative Education allows students to learn from experience in a work placement in the community.

The knowledge and skills acquired in the classroom are applied to out-of-school experiences at a monitored placement following an individualized learning plan. All students will be involved in pre-placement workshops and regularly scheduled in-class sessions.

Students are placed in roles that provide challenging responsibilities, where they learn by doing, and have opportunities to reflect on their experiences with their peers. Cooperative Education enhances learning and helps both students bound for university or college, as well as those directly entering the work place, make decisions regarding careers. Cooperative education courses are offered in a variety of subject areas and at all levels of difficulty. Students could be working in almost any type of business or community organization depending on the area chosen, and are evaluated by both an employer-supervisor and a teacher-monitor.

\*To take Cooperative Education students should select one of the Coop courses on their option sheet and submit the electronic application to Co-op.

## **Leadership**

a) IDC4U1 –This course is intended for the student with an interest in the theory and philosophy of leadership as well as the hands-on applications in a leadership role. It is highly recommended that potential candidates have successfully completed high school courses at the university level, specifically English (ENG3U1). The students chosen for this course will be responsible for planning, coordinating and implementing several events throughout the year. You must be prepared to take extra responsibilities and will be required to commit additional time at events during regular school hours and after school.

b) GPP3O1 -This course is designed for students with an interest in the practical aspects of leadership and who wish to assist in a leadership role. Students participating in this course will be required to assist with the implementation of school and community events and may be required to commit additional hours during and after school.

\*To take Leadership students should select either IDC4U1 or GPP3O1 on their option sheet.

## **Ontario Youth Apprenticeship Program (OYAP)**

The mandate of OYAP is to promote the skilled trades and apprenticeship with students, parents, teachers and industry partners. Another component of OYAP is the registration of Cooperative Education students as apprentices while they are still in high school. Last year Simcoe County registered over 60 students as apprentices! These young people were between 16-18 years old and have started their apprenticeship while they are working toward their high school diploma! OYAP has provided these 60 young people with a considerable head start in their apprenticeship. Our former students have finished their apprenticeship and are writing their certification exam when they are 20 or 21 years old.

### OYAP Admission Requirements

- ✓ Have completed 16 credits towards OSSD prior to starting the program
- ✓ Have an acceptable attendance record
- ✓ Be enrolled as full-time student during the program
- ✓ Be working towards the completion of all OSSD requirements

\* To participate in OYAP, students should select Cooperative Education on their option sheet. Students who have selected Cooperative Education should advise their Coop teacher early in the course that they are interested in OYAP. Next steps will be provided at that time.

## **Outdoor Education Program**

This two-credit program is offered to senior students during the second semester only and involves an additional \$400 participation fee. This is the program for you if you enjoy the outdoors and adventure activities, you thrive in an experiential learning environment, and if you are interested in environmental issues. Students must have a *GREAT DESIRE* to work in the outdoors all semester, from the cold and snow of February to the heat and sunshine of June. Students must be willing to accept the challenges of working independently and in close cooperation with their classmates. Active participation in all aspects of the program will be required. Due to the nature of this specialized program, it may not be possible to offer it every year. Additional fees will be required for this course.

## **Specialist High Skills Major (SHSM) - Offered in Arts and Culture, Business, Construction and Health and Wellness**

A Specialist High Skills Major (SHSM) enables students to gain sector-specific skills and knowledge in the context of engaging, career-related learning. It “customizes” your high school program based on your interests and helps you to focus on your career goal and on graduating.

The program involves a defined bundle of courses as well as:

- industry-recognized training and certification
- experiential learning activities
- reach-ahead activities in the area of your post-secondary destination
- To participate in the SHSM program students should complete the paper application form and return it to Guidance; they will be contacted by a Guidance Counsellor for follow-up.