

TWIN LAKES



# Twin Lakes

Secondary School

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

# Twin Lakes Secondary School

## About us

Twin Lakes was established in 1972 and continues to provide quality education that will service each student's personal needs. Through a positive and caring atmosphere, students have the opportunity to prepare themselves for graduation and for their life beyond high school. With strong work ethic, dedication to both instructional and co-instructional programs and positive relationships between students, staff and the community, we believe all students can achieve the highest level of personal success.

We provide a comprehensive academic program with a wide breadth of courses that engage our entire school population. To provide holistic services to our students, we operate under a Student Services Model. Special Education, Guidance, Co-operative Education and Student Success collaborate so students are fully supported in all facets of student life.

While at Twin Lakes, our students experience not only academic growth but also extensive opportunities in leadership, athletic, arts, humanitarian and governance activities. The combination of these and the development of a multi-year graduation plan, ensure that every learner reaches his or her full potential. With great pride, our graduates have been very successful in post-secondary and employment pursuits and have become responsible and contributing members of our ever-changing global society.

## Specialty programs

- Partners in Education, Adventure and Community (PEAC) (Grade 9 and 10 program)
- French Immersion
- Specialist High Skills Majors in Arts & Culture (pending Ministry of Education approval), Construction, Health and Wellness, Hospitality and Tourism and Transportation
- Gifted Congregated Cluster Program (grades 11&12)

## Course selection information

Guidance counsellors will be assisting students with course options. **All selections are due Friday, February 23, 2024.**

## SCDSB Program Information

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](#)

# TWIN LAKES SS - CONDENSED CALENDAR

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>ARTS</b>				
Drama (Open)	<a href="#">ADA1O1</a>	<a href="#">ADA2O1</a>		
Drama (Univ./College)			<a href="#">ADA3M1</a>	<a href="#">ADA4M1</a>
Media Arts (Open)			<a href="#">ASM3O1</a>	
Music – Guitar (Open/Workplace)		<a href="#">AMG2O1</a>	<a href="#">AMG3O1</a>	<a href="#">AMU4E1</a>
Music – Instrumental-Band (Open)	<a href="#">AMI1O1</a>	<a href="#">AMI2O1</a>		
Music – Instrumental-Band (Univ./College)			<a href="#">AMI3M1</a>	<a href="#">AMI4M1</a>
Music – Repertoire (Open)		<a href="#">AMR2O1</a>		
Music – Repertoire (Univ./College)			<a href="#">AMR3M1</a>	<a href="#">AMR4M1</a>
Music – Vocal (Univ./College)			<a href="#">AMV3M1</a>	<a href="#">AMV4M1</a>
Visual Arts (Open)	<a href="#">AVI1O1</a>	<a href="#">AVI2O1</a> <a href="#">NAC2O1</a>		
Visual Arts (Univ./College)			<a href="#">AVI3M1</a>	<a href="#">AVI4M1</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>BUSINESS</b>				
Building the Entrepreneurial Mindset (Open)	<a href="#">BEM1O1</a>			
Launching and Leading a Business (Open)		<a href="#">BEP2O1</a>		
Entrepreneurship (College)			<a href="#">BDI3C1</a>	
Marketing (College)			<a href="#">BMI3C1</a>	
Marketing (Workplace)			<a href="#">BMX3E1</a>	

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>CANADIAN &amp; WORLD STUDIES</b>				
Exploring Canadian Geography – Grade 9	<a href="#">CGC1W1</a>			
Travel and Tourism: A Geographic Perspective (Open)			<a href="#">CGG3O1</a>	
World Issues: A Geographic Analysis (College)				<a href="#">CGW4C1#</a>
World Issues: A Geographic Analysis (University)				<a href="#">CGW4U1#</a>
Canadian History since World War I (Locally developed)		<a href="#">CHC2LL</a>		
Canadian History since World War I (Applied)		<a href="#">CHC2P1</a>		
Canadian History since World War I (Academic)		<a href="#">CHC2D1</a>		
Civics and Citizenship (half credit taken with the half Career Studies credit) (Open)		<a href="#">CIV2CA</a>		
World History since 1900 (Open)			<a href="#">CHT3O1</a>	
World History to the End of the Fifteenth Century (Univ./College)			<a href="#">CHW3M1</a>	
World History since the Fifteenth Century (College)				<a href="#">CHY4C1#</a>
World History since the Fifteenth Century (University)				<a href="#">CHY4U1#</a>
Understanding Law (Univ./College)			<a href="#">CLU3M1</a>	

# indicates course will be offered in alternate years. See the chart at the end of the course descriptions for a complete listing and scheduled years for offerings.

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>COMPUTER STUDIES</b>				
Digital Technology and Innovations in the Changing World (Open)		<a href="#">ICD2O1</a>		
Introduction to Computer Programming (College)			<a href="#">ICS3C1</a>	
Introduction to Computer Science (University)			<a href="#">ICS3U1</a>	

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>CO-OPERATIVE EDUCATION</b>				
Navigating the Workplace (2 credits)			<a href="#">GLN4O2</a>	<a href="#">GLN4O2</a>
Navigating the Workplace (4 credits)			<a href="#">GLN4O4</a>	<a href="#">GLN4O4</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>ENGLISH</b>				
English – Grade 9 English (Locally Developed) English (Applied) English (Academic)	<a href="#">ENL1W1</a> <a href="#">ENG1LL</a>	<a href="#">ENG2LL</a> <a href="#">ENG2P1</a> <a href="#">ENG2D1</a>		
English: Understanding Contemporary First Nations, Metis and Inuit Voices (Workplace) (used as Grade 11 compulsory English credit) English (Workplace)			<a href="#">NBE3E1</a>	<a href="#">ENG4E1</a>
English: Understanding Contemporary First Nations, Metis and Inuit Voices (College) (used as Grade 11 compulsory English credit) English (College)			<a href="#">NBE3C1</a>	<a href="#">ENG4C1</a>
English: Understanding Contemporary First Nations, Metis and Inuit Voices (University) (used as Grade 11 compulsory English credit) English (University)			<a href="#">NBE3U1</a>	<a href="#">ENG4U1</a>
Literacy Course (Open)				<a href="#">OLC4O1</a>
Writer’s Craft (College)				<a href="#">EWC4C1</a>
Writer’s Craft (University)				<a href="#">EWC4U1</a>
English as a Second Language – Level Dependent Upon Step Assessment	<a href="#">ESLAO1</a>			
Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>FIRST NATIONS, METIS AND INUIT STUDIES</b>				
First Nations, Metis, and Inuit Peoples in Canada (visual arts focus) (Open)		<a href="#">NAC2O1</a>		
English: Understanding Contemporary First Nations, Metis and Inuit Voices (Workplace) (used as Grade 11 compulsory English credit) English: Understanding Contemporary First Nations, Metis and Inuit Voices (College) (used as Grade 11 compulsory English credit) English: Understanding Contemporary First Nations, Metis and Inuit Voices (University) (used as Grade 11 compulsory English credit)			<a href="#">NBE3E1</a> <a href="#">NBE3C1</a> <a href="#">NBE3U1</a>	
World Views and Aspirations of First Nations, Metis, and Inuit Communities in Canada (Workplace) World Views and Aspirations of First Nations, Metis, and Inuit Communities in Canada (College) Contemporary First Nations, Metis, and Inuit Issues and Perspectives (University/College)			<a href="#">NBV3E1</a> <a href="#">NBV3C1</a> <a href="#">NDA3M1</a>	
Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>FRENCH AND INTERNATIONAL LANGUAGES</b>				
Core French – Grade 9 Core French – Grade 9 (Open ) Core French (Academic/University)	<a href="#">FSF1D1</a> <a href="#">FSF1O1</a>	<a href="#">FSF2D1</a>	<a href="#">FSF3U1</a>	<a href="#">FSF4U1</a>
Arts Intégrés (Grade 9 – French Immersion) Enjeux Géographiques du Canada (Grade 9 – French Immersion) Immersion Française (Grade 9 – French Immersion) Active et Santé (Grade 9 – French Immersion) Histoire du Canada depuis la Première Guerre mondiale (Applied – French Immersion) Histoire du Canada depuis la Première Guerre mondiale (Academic – French Immersion) Civisme et Citoyennete (Open – French Immersion) (half credit taken with the half Career Studies credit) Exploration de Carriere (Open – French Immersion) (half credit taken with the half Civics credit) Immersion Française (Applied) Immersion Française (Academic) Arts Visuels: Histoire de l’art et Cultures Mondiales (Open – French Immersion) Immersion Française (Open) Immersion Française (University)	<a href="#">ALC1OU</a> <a href="#">CGC1WU</a> <a href="#">FIF1DU</a> <a href="#">PPL1OU</a>	<a href="#">CHC2PU</a> <a href="#">CHC2DU</a> <a href="#">CIV2CU</a> <a href="#">CIV2CU</a> <a href="#">FIF2PU</a> <a href="#">FIF2DU</a>	<a href="#">AWU3MU</a> <a href="#">FIF3OU</a> <a href="#">FIF3UU</a>	<a href="#">AWU4MU</a> <a href="#">FIF4OU</a> <a href="#">FIF4UU</a>
Ojibwe (Open)	<a href="#">LNOAO1</a>	<a href="#">LNOBO1</a>		
Spanish (Open)		<a href="#">LWSBD1</a>	<a href="#">LWSCU1</a>	
Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>GUIDANCE AND CAREER STUDIES</b>				
Learning Strategies: Skills for Success In Secondary School (Open) Career Studies (half credit taken with the half Civics & Citizenship credit) (Open)	<a href="#">GLE1O1</a>	<a href="#">GLE2O1</a> <a href="#">CIV2CA</a>	<a href="#">GLE3O1</a>	<a href="#">GLE4O1</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>INTERDISCIPLINARY STUDIES</b>				
PEAC Interdisciplinary (Open)			<a href="#">IDC30A</a>	
Peer Leadership (Peer Assisting) (Open)				<a href="#">IDC401</a>
Peer Leadership (Peer Tutoring) (University)				<a href="#">IDC4U1</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>MATHEMATICS</b>				
Mathematics – Grade 9	<a href="#">MTH1W</a>			
Mathematics (Locally Developed)	<a href="#">MAT1LL</a>	<a href="#">MAT2LL</a>		
Foundations of Mathematics (Applied)		<a href="#">MFM2P1</a>		
Principles of Mathematics (Academic)		<a href="#">MPM2D1</a>		
Mathematics for Work and Everyday Life (Workplace)			<a href="#">MEL3E1</a>	<a href="#">MEL4E1</a>
Foundations for College Mathematics (College)			<a href="#">MBF3C1</a>	<a href="#">MAP4C1</a>
Functions and Applications (Univ./College)			<a href="#">MCF3M1</a>	
Functions (University)			<a href="#">MCR3U</a>	
Advanced Functions (University)				<a href="#">MHF4U1</a>
Calculus and Vectors (University)				<a href="#">MCV4U1</a>
Mathematics of Data Management (University)				<a href="#">MDM4U1</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>PHYSICAL AND HEALTH EDUCATION</b>				
Health Active Living Education (Open) (F=female, M=male)	<a href="#">PPL1OF</a> <a href="#">PPL1OM</a>	<a href="#">PPL2OF</a> <a href="#">PPL2OM</a>	<a href="#">PPL3OF</a> <a href="#">PPL3O1</a>	<a href="#">PPL4O1</a>
Individual and Small Group Activities (Open)	<a href="#">PAI1O1</a>		<a href="#">PAI3O1#</a>	<a href="#">PAI4O1#</a>
Kinesiology (University)				<a href="#">PSK4U1</a>
Large Group Activities (Basketball and volleyball Court Focus) (Open)		<a href="#">PAL2O1</a>	<a href="#">PAL3O1</a>	
Large Group Activities (Basketball Focus) (Open)				<a href="#">PAL4O1</a>
Personal and Fitness Activities (Open) (F=female, M=male)		<a href="#">PAF2OF</a> <a href="#">PAF2OM</a>	<a href="#">PAF3O1</a>	<a href="#">PAF4O1</a>

# indicates course will be offered in alternate years. See the chart at the end of the course descriptions for a complete listing and scheduled years for offerings.

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>SCIENCE</b>				
Science – Grade 9	<a href="#">SNC1W1</a>			
Science (Locally Developed)	<a href="#">SNC1LL</a>	<a href="#">SNC2LL</a>		
Science (Applied)		<a href="#">SNC2P1</a>		
Science (Academic)		<a href="#">SNC2D1</a>		
Science (Workplace)				<a href="#">SNC4E1#</a>
Science – Health Science (Univ./College)				<a href="#">SNC4M1</a>
Biology (College)			<a href="#">SBI3C1</a>	
Biology (University)			<a href="#">SBI3U1</a>	<a href="#">SBI4U1</a>
Chemistry (College)				<a href="#">SCH4C1</a>
Chemistry (University)			<a href="#">SCH3U1</a>	<a href="#">SCH4U1</a>
Chemistry (University) – Advanced Placement				<a href="#">SCH4UP</a>
Physics (College)				<a href="#">SPH4C1</a>
Physics (University)			<a href="#">SPH3U1</a>	<a href="#">SPH4U1</a>
Earth and Space Science (University)				<a href="#">SES4U1</a>

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Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>SOCIAL SCIENCE AND THE HUMANITIES</b>				
Exploring Family Studies(Open)	<a href="#">HIF1O1</a>			
Food and Nutrition (Open)		<a href="#">HFN2O1</a>		
Clothing (Open)		<a href="#">HNL2O1</a>		
Food and Culture (Workplace)			<a href="#">HFC3E1</a>	
Food and Culture (Univ./College)			<a href="#">HFC3M1</a>	
Introduction to Anthropology, Psychology and Sociology (College)			<a href="#">HSP3C1</a>	
Introduction to Anthropology, Psychology and Sociology (University)			<a href="#">HSP3U1</a>	
Understanding Fashion (College)			<a href="#">HNC3C1</a>	
Raising Healthy Children (Open)			<a href="#">HPC3O1</a>	

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>SOCIAL SCIENCE AND THE HUMANITIES</b>				
Equity Studies (Workplace)			<a href="#">HSE3E1</a>	
Nutrition and Health (College)				<a href="#">HFA4C1</a>
Nutrition and Health (University)				<a href="#">HFA4U1</a>
Human Development through the Lifespan (Univ./College)				<a href="#">HHG4M1</a>
Personal Life Management (Open)				<a href="#">HIP4O1#</a>
Challenge and Change in Society (University)				<a href="#">HSB4U1</a>
Equity and Social Justice: From Theory to Practice (Univ./College)				<a href="#">HSE4M1</a>

# indicates course will be offered in alternate years. See the chart at the end of the course descriptions for a complete listing and scheduled years for offerings.

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>TECHNOLOGICAL EDUCATION</b>				
Technology and the Skilled Trades (Open)	<a href="#">TAS1O1</a>	<a href="#">TAS2O1</a>		
Communications Technology (Open)		<a href="#">TGJ2O1</a>		
Communications Technology (Univ./College)			<a href="#">TGJ3M1</a>	<a href="#">TGJ4M1</a>
Communications Technology (Univ./College) (2 Credit Package)			<a href="#">TGJ3M2</a>	<a href="#">TGJ4M2</a>
Communications Technology: Yearbook –Print and Graphic Communication (Univ./College)			<a href="#">TGG3M1</a>	<a href="#">TGG4M1</a>
Communications Technology: Yearbook –Print and Graphic Communication (Univ./College) (2 Credit Package)			<a href="#">TGG3M2</a>	<a href="#">TGG4M2</a>
Communications Technology: Photography and Digital Imaging (Univ./College)			<a href="#">TGP3M1</a>	
Construction Technology (F = females) (Open)		<a href="#">TCJ2O1</a> <a href="#">TCJ2OF</a>		
Construction Engineering Technology (College)			<a href="#">TCJ3C1</a>	<a href="#">TCJ4C1</a>
Construction Engineering Technology (College) (2 Credit Package)			<a href="#">TCJ3C2</a>	<a href="#">TCJ4C2</a>
Custom Woodworking (Workplace)			<a href="#">TJW3E1</a>	<a href="#">TJW4E1</a>
Custom Woodworking (Workplace) (2 Credit Package)			<a href="#">TJW3E2</a>	<a href="#">TJW4E2</a>
Hairstyling and Aesthetic(Open)s		<a href="#">TXJ2O1</a>		
Hairstyling and Aesthetics (Workplace)			<a href="#">TXJ3E1</a>	<a href="#">TXJ4E1</a>
Hairstyling and Aesthetics (Workplace) (2 Credit Package)			<a href="#">TXJ3E2</a>	<a href="#">TXJ4E2</a>
Hairstyling and Aesthetics: Aesthetics (Workplace)			<a href="#">TXA3E1</a>	
Hospitality and Tourism (Open)		<a href="#">TFJ2O1</a>		
Hospitality and Tourism – (Workplace)			<a href="#">TFJ3E1</a>	<a href="#">TFJ4E1</a>
Hospitality and Tourism – (Workplace) (2 Credit Package)			<a href="#">TFJ3E2</a>	<a href="#">TFJ4E2</a>
Hospitality and Tourism – (College)			<a href="#">TFJ3C1</a>	<a href="#">TFJ4C1</a>
Hospitality and Tourism – (College) (2 Credit Package)			<a href="#">TFJ3C2</a>	<a href="#">TFJ4C2</a>
Hospitality and Tourism-Culinary Arts & Management (College)			<a href="#">TFR3C1</a>	
Technological Design (Open)		<a href="#">TDJ2O1</a>	<a href="#">TDJ3O1</a>	<a href="#">TDJ4O1</a>
Transportation Technology (F = females) (Open)		<a href="#">TTJ2O1</a> <a href="#">TTJ2OF</a>		
Transportation Technology (College)			<a href="#">TTJ3C1</a>	<a href="#">TTJ4C1</a>
Transportation Technology – (College) (2 Credit Package)			<a href="#">TTJ3C2</a>	<a href="#">TTJ4C2</a>
Transportation Technology: Vehicle Ownership			<a href="#">TTJ3O1</a>	
Transportation Technology: Vehicle Maintenance (Workplace)				<a href="#">TTJ4E1</a>
Transportation Technology: Vehicle Maintenance (Workplace) (2 Credit Package)				<a href="#">TTJ4E2</a>

# SCDSB eLearning

The Simcoe County District School Board partners with school boards throughout Ontario to offer many courses in an online format. For SCDSB courses that are offered through eLearning, please see the following chart. To view the potential offerings from across the province, visit 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”).

**Note:** course codes ending in ‘V’ signify an eLearning course and are offered online. Students will select these courses in myBlueprint at the time of course selection.

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>	
	Canadian and International Law (University)				<a href="#">CLN4UV</a>
<b>CANADIAN AND WORLD STUDIES</b>	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>		
	Civics (Open) <b>FRENCH</b>		<a href="#">CHV2OUV</a>		
	Exploring Canadian Geography (Destreamed)	<a href="#">CGC1WV</a>			
	Exploring Canadian Geography (Destreamed) <b>FRENCH</b>	<a href="#">CGC1WUV</a>			
	English (University)				<a href="#">ENG4UV</a>
<b>ENGLISH</b>	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>	
	Career Studies (Open)		<a href="#">GLC2OV</a>		
	Career Studies (Open) <b>FRENCH</b>		<a href="#">GLC2OUV</a>		
<b>GUIDANCE AND CAREER EDUCATION</b>	Designing Your Future (Open)			<a href="#">GWL3OV</a>	
	Data Management (University)				<a href="#">MDM4UV</a>
	Advanced Functions (University)				<a href="#">MHF4UV</a>
<b>MATH</b>	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="#">HFC3MUV</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>

SCDSB eLearning details can be found here: [https://www.scdsb.on.ca/secondary/e\\_learning](https://www.scdsb.on.ca/secondary/e_learning)

**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 taking eLearning courses must have access to a computer (laptop or desktop) and a reliable internet connection. Smartphones and tablets are not sufficient
- Students with online courses are not always directly supervised. It is expected that they work independently and with their teacher
- Attendance is taken weekly in eLearning courses and students will be marked absent if they do not engage with the course in any given week
- Students will be removed from courses for non-attendance
- Courses are hosted through Brightspace (D2L) and teachers may also communicate with students through their SCDSB email
- Correspondence regarding eLearning courses will be sent to the student's SCDSB email. It is the student's responsibility to check this regularly.
- Discussions must be had with your guidance counsellor to add or drop an eLearning course

## SCDSB Student Fees

Students are not charged fees to participate in the regular day-school program. Students enrolled in the Simcoe County District School Board (SCDSB) are provided with any basic classroom learning resources required to complete course expectations. Fees may be charged where the student chooses to upgrade program material or where purchase of program material is optional. Further, there may be optional resources/opportunities that students may pay for that will enhance their program (e.g. field trips, workbooks, upgrading materials in courses such as construction technology and visual arts). Certain optional courses that provide enhanced/enriched programs may require additional fees. Please consult the school's course calendar for further information. Students are expected to come to school ready and willing to participate actively in their own learning. To that end, students are expected to bring materials with them for their own personal notetaking (e.g. pencils, pens, paper, binders). Students are encouraged to purchase their school's student card by paying the student activity fee. The student card includes, but is not limited to, the benefit of participating in extra-curricular programs such as clubs, teams, and dances. The fee may also be used by schools to reduce the total cost of a student's yearbook. Students involved in extra-curricular opportunities will be made aware of any additional fundraising obligations or participation fees prior to making a commitment to participate. Secondary schools will support students and their families when there is a situation of financial need.



# Specialty Opportunities at Twin Lakes

## ONLY AT TWIN LAKES

### PEAC Program

The *Partners in Education, Adventure and Community* (PEAC) Program provides motivated, collaborative and community-minded students entering grade nine with a dynamic set of learning opportunities based on 21<sup>st</sup> century skills and experiential activities. Throughout the two-year PEAC program (grade 9 & 10), students will experience in-class components and out-of-class adventures. Students will be timetabled together for one compulsory course per semester to integrate the experiential opportunities with the enhanced curriculum. PEAC students will embark on a high school venture that will bolster the skills, opportunities and fellowships to memorably prepare them for life after high school! The application for the TLSS PEAC program will be submitted digitally through a Google Classroom. Interested students should email Ms. Holdsworth at [sholdsworth@scdsb.on.ca](mailto:sholdsworth@scdsb.on.ca) from your SCDSB email account and indicate your intention to apply. When your email is received, the Google Classroom code will be emailed to you so you can access the Classroom and the instructions on how to submit the components of your application. The application will be due on March 22, 2024, at 3:00p.m. Contact Sally Holdsworth at [sholdsworth@scdsb.on.ca](mailto:sholdsworth@scdsb.on.ca) or Chris Lowery at [clowery@scdsb.on.ca](mailto:clowery@scdsb.on.ca) for further information.

## ONLY SCDSB PROGRAMS IN ORILLIA

### French Immersion

French Immersion (FI) is offered for students who have completed a FI program in elementary school. At the high school level, students take four consecutive French language courses and six additional courses taught in French. Students who graduate from the program receive a Certificate of Bilingual Studies in French Immersion.

Contact Elizabeth Rolston at (705)325-1318 ext. 43174 or at [erolston@scdsb.on.ca](mailto:erolston@scdsb.on.ca) for further information.

### Gifted Congregated Cluster Program (GCCP)

Students can enrol in this program providing they have the 'gifted' identification through the IPRC process. The program, for grade 11 and 12 students, is designed to meet the academic and social needs of gifted students through clustered, but not segregated, courses and enrichment opportunities beyond the classroom. Students at Twin Lakes will be grouped together as best as possible for: English (grades 11&12) and mathematics (grade 11).

Contact Jenelle Lapointe at (705)325-1318 ext. 43180 or at [jlapointe@scdsb.on.ca](mailto:jlapointe@scdsb.on.ca) for further information.

## CUSTOMIZED SCDSB PROGRAMS FOR TWIN LAKES

### SHSM (Specialized High Skills Major) Program

A SHSM is a specialized program approved by the Ministry of Education that provides students with courses and activities that focus on a specific work-related sector. A SHSM enables students to customize their high school experience to suit their interests and talents and prepare for a successful post-secondary transition to apprenticeship training, college, university, or employment, while meeting the requirements of the OSSD. The major enables students to gain the sector-identified preparatory credits, skills and knowledge, and make informed career decisions. This makes the learning environment more engaging for students, focuses them on graduation and prepares them to pursue their career goals. At Twin Lakes we offer:

\* **Arts & Culture** (pending Ministry of Education approval) – Christina Bosco at [cbosco@scdsb.on.ca](mailto:cbosco@scdsb.on.ca) or Sally Holdsworth at [sholdsworth@scdsb.on.ca](mailto:sholdsworth@scdsb.on.ca)

\* **Construction** – Matt Burton at [maburton@scdsb.on.ca](mailto:maburton@scdsb.on.ca)

\* **Health & Wellness** – Jamie Bell at [jbelle@scdsb.on.ca](mailto:jbelle@scdsb.on.ca) or Megan MacDonald at [mnmacdonald@scdsb.on.ca](mailto:mnmacdonald@scdsb.on.ca)

\* **Hospitality & Tourism** – Tanner Griffin at [tgriffin@scdsb.on.ca](mailto:tgriffin@scdsb.on.ca)

\* **Transportation** – Ryan Smyth at [rdsmyth@scdsb.on.ca](mailto:rdsmyth@scdsb.on.ca)

For specific course requirements for each SHSM, click [HERE](#)

Contact the lead teacher for the program that interests you.

## SCDSB PROGRAMS OFFERED AT TWIN LAKES

### Advanced Placement

AP provides secondary students with an opportunity for learning that goes beyond the Ontario Curriculum, allowing them to experience university level programming while still in high school. AP courses offer enriched, intensive study in one or more subjects. Students develop content mastery and critical thinking skills expected of university students, and AP courses facilitate the acquisition of knowledge and skills that are equivalent to a first year university course. Some Canadian and International universities recognize AP standing for first year study in specific courses. AP exams are developed and administered by the College Board in New Jersey and are written in May of each year.

Contact your guidance counsellor for further information.

### Cooperative Education Program

Cooperative education is a program that allows students to earn secondary school credits while completing a work placement in the community. The cooperative education course consists of classroom and placement components. The classroom component includes 15 to 20 hours of pre-placement instruction, which prepares students for the workplace, and classroom sessions held during and after the placement to provide opportunities for students to reflect on and reinforce their learning in the workplace. A suitable workplace learning environment is selected by the teacher and the student, according to the student's career interest and the related courses they have studied. Students can choose 2-credit (half day) or 4-credit (full day) and may take unlimited coop credits.

Contact Jodi Kerr at [jkerr@scdsb.on.ca](mailto:jkerr@scdsb.on.ca) or Robyn LaChapelle at [rlachapelle@scdsb.on.ca](mailto:rlachapelle@scdsb.on.ca) for further information.

### Courses run in Alternate Years

To ensure optimal programming, some courses will be offered in alternate years and students must plan accordingly. Check these courses, [HERE](#)

### Dual Credit Programs

Dual credits give selected senior students the opportunity to sample post-secondary education, work in college labs, experience the college environment and build self-confidence. Students take a college level credit delivered by Georgian College. If successful, they are granted both a college credit and a secondary school credit. Students may earn up to four dual credits to count towards optional credits for their OSSD. School-Within-A-College (SWAC) programs is available at the Barrie campus of Georgian College.

Contact your guidance counsellor for further information.

### eLearning

The SCDSB offers a variety of senior level courses through eLearning. Online eLearning courses meet the Ministry of Education standards, are taught by certified Ontario teachers and count as credits towards the OSSD. Students wishing to take eLearning courses are expected to work collaboratively with our Guidance department to learn about course availability, online learning requirements and registration. The entire description of courses SCDSB proposes for the 2024-25 year are listed in this link: <https://docs.google.com/document/d/1HsTkoizSW4r03sca4PyPmeyuYq5yJJU8/edit>

There are also many courses offered through other school boards in Ontario. For a list of potential provincial course offerings, please consult this website: <https://prism.elearningstudents.ca/>

Contact your guidance counsellor for further information and registration.

### Guidance

The guidance department works collaboratively with all departments in the school to ensure a holistic approach to student needs. Each student is assigned a guidance counsellor and they may seek assistance with: course selection, timetable preparation, graduation and career plans, alternative learning, post-secondary pathways, community referrals, personal support etc.

Contact Kerrie Pellarin at (705)325-1318 ext. 43161 or at [kpellarin@scdsb.on.ca](mailto:kpellarin@scdsb.on.ca) for further information

### Night School and Summer School

Students may earn credits at night school and/or summer school and will select these options on-line with their guidance counsellor. The majority of the courses are via the eLearning method. *It is the student's responsibility to inform their guidance counsellor if they do not complete a compulsory course, registered for at night or summer school, and instead need to register for it at Twin Lakes.*

Contact your guidance counsellor or student success teacher for further information.

Link to Summer School offerings: [https://www.thelearningcentres.com/programs/summer\\_school](https://www.thelearningcentres.com/programs/summer_school)

Link to Night School offerings: <https://www.thelearningcentres.com/cms/one.aspx?portalId=13527320&pageId=28162034>

### OYAP (Ontario Youth Apprenticeship Program)

For secondary school students who are considering a future in an apprenticeship trade, a number of opportunities are available that allow them not only to "test drive" their occupation of choice, but also to complete their apprenticeship in less time than required for those who follow the traditional route. OYAP is a school-to-work transition program which promotes student success by opening the door for students to explore and work in apprenticeship occupations. OYAP, which is available at Twin Lakes through the Cooperative Education program, provides students with the opportunity to become registered apprentices and work towards becoming certified journeypersons in a skilled trade while completing the requirements for their OSSD. To be eligible for OYAP, students must: be enrolled full-time in a secondary school, be working towards an OSSD (with at least 16 credits), be in a cooperative education program, have a placement in a trade with an employer who is willing to provide apprenticeship training and be at least 16 years of age.

Contact Jodi Kerr at [jkerr@scdsb.on.ca](mailto:jkerr@scdsb.on.ca) or Robyn LaChapelle at [rlachapelle@scdsb.on.ca](mailto:rlachapelle@scdsb.on.ca) for further information

### Special Education

Students with Individual Education Plans (IEPs) will be accommodated in the classroom by regular classroom teachers. Special Education Resource Teachers (SERTs) will provide support to classroom teachers by generating ideas and suggestions in regard to modified expectations, alternative programs or accommodations for students with IEPs. SERTs will support with development of the IEP through consultations with parents/guardians, the individual student, and classroom teachers. Efforts will be made to cluster students with a gifted identification into core courses as part of their IEP accommodations.

Contact Jenelle Lapointe at (705)325-1318 ext. 43180 or at [jlapointe@scdsb.on.ca](mailto:jlapointe@scdsb.on.ca) for further information.

### Student Success Initiatives

The Ministry of Education Student Success/Learning to 18 initiative ensures support for all students in our schools. The focus of the support is to improve students' literacy and numeracy skills, and to ensure a smooth transition from Grade 8 to 9 and then from secondary school to the workplace directly or via apprenticeship, university, or college. All secondary schools in the SCDSB have a teacher dedicated to ensuring student success. The student success teacher, in co-ordination with the school student success team, made up of school administrators, guidance, co-operative education and special education representatives, works with school staff, parents and the community to ensure that students have every opportunity to earn the necessary credits to graduate, and have an individualized pathway plan to meet their initial post-secondary destination goals.

Contact Jennifer Pinney-Rodger at (705)325-1318 ext. 43303 or at [jpinneyrodger@scdsb.on.ca](mailto:jpinneyrodger@scdsb.on.ca) for further information.

# 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.

## Certification options include:

### Requirements for the Ontario Secondary School Diploma (OSSD)

Students earn an OSSD when they:

1. successfully complete 30 credits
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
4. successful completion of two on-line credits (opt-out is available; see notation in #4 below)

### 1. Compulsory Credits (18 for students entering secondary school before September 2024; 19 for students entering grade 9 in September 2024 and beyond)

- 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
- 1 credit in grade 9 or 10 Technology (only for students entering grade 9 in September 2024 and beyond)
- 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. Information on a list of eligible and ineligible activities can be found on the Twin Lakes' website.

### 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.

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

The OSSLT is based on the expectations for reading and writing across subjects in the Ontario Curriculum up to the end of Grade 9. The test will determine who has attained the provincial expectations for literacy. It will identify areas for remediation for students who are unsuccessful in completing the test. School boards are required to provide remedial assistance following the test for students who require it. The literacy test may not be retaken once it has been successfully completed.

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

The Ontario Secondary School Literacy Course has been developed to provide students who have been unsuccessful on the OSSLT with intensive support and an alternative means of demonstrating the required reading and writing competencies. Students who have had the opportunity to write the OSSLT at least once and who have been unsuccessful are eligible to take the OSSLC.

Successful completion of this course at either the Grade 11 level (OLC 3O) or Grade 12 level (OLC 4O) will enable students to satisfy the literacy requirement for graduation and may be used to meet the compulsory requirement for English at that grade level (as well as the Group 1 requirement). Course expectations cannot be modified but accommodations may be made for students who have an IEP to strengthen students' reading and writing skills. Students who are receiving special education programs or services and have an IEP documenting required accommodations when taking the OSSLT, may be eligible to enroll directly in the OSSLC without having failed the OSSLT at least once if, owing to unforeseen circumstances, these accommodations were not available on the day the OSSLT is administered. In such cases, the student must have been present to take the test, but the required accommodations, or a reasonable alternative to them, were unavailable to the student during the whole test or part of the test.

#### 4. 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. There is one exception: Up to one secondary school credit that was completed by students who were in Grade 9 during the school closures (from April 2021 to June 2021) may be counted towards the graduation requirement, in recognition of the extraordinary circumstances of the COVID-19 pandemic.

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.

The opt-out form is here: [https://www.scdsb.on.ca/secondary/planning\\_for\\_high\\_school/online\\_learning\\_graduation\\_requirement](https://www.scdsb.on.ca/secondary/planning_for_high_school/online_learning_graduation_requirement)

#### Requirements 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)	Optional Credits (total of 7)
<ul style="list-style-type: none"> <li>▪ 2 credits in English</li> <li>▪ 1 credit in Canadian Geography <i>or</i> history</li> <li>▪ 1 credit in mathematics</li> <li>▪ 1 credit in science</li> <li>▪ 1 credit in health and physical education</li> <li>▪ 1 credit in the arts, technological education or computer studies</li> </ul>	7 credits selected by the student from available courses

Note: Students are not required to complete Community Involvement Hours or pass the OSSLT.

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

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.

# Course Descriptions

The following section is the Course Descriptions for all courses offered for 2024-2025 at Twin Lakes Secondary School. The courses have been developed according to the requirements of the Ministry of Education. The Simcoe County District School Board's public website, *Secondary Page*, provides parents 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)

Depending on demand, some courses may be cancelled due to lack of enrolment. In this case, the student's alternate choice will be scheduled. Read each course description carefully and make your choices based on diploma requirements, personal interest and post-secondary goals. Consult with parents/guardians, teachers and your guidance counsellor to make educated choices that will lead to your OSSD and career aspirations beyond high school.

## THE ARTS

*Students can apply for the ARTS & CULTURE SHSM (pending Ministry of Education approval) to further supplement their career advancement in this career sector. See the 'Specialty Programs' page at the beginning and chart at the back of this calendar for more information.*

### 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](#)

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](#)

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

### GUITAR MUSIC

#### [AMG2O1 Guitar Music, 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. **Come and learn how to play the guitar!** *Students do not need their own guitar to register for this course.*

**Prerequisite:** None

#### [AMG3O1 Guitar Music, Grade 11, Open](#)

This course develops students' musical literacy through performance and the preparation and presentation of music productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyse music from various genres and periods, and they will develop skills transferable to other aspects of their life and their careers. **Wanna be a real guitar hero - this course is a continuation of the grade 10 guitar music course, with more emphasis on performance techniques and styles that will focus on various modern styles of guitar, and allow students to explore particular artists and sections of modern music history.** *Students do not need their own guitar to register for this course.*

**Prerequisite:** None

### AMU4E1 Guitar Music, Grade 12, Workplace

This course provides students with the fundamental knowledge and skills needed to succeed in the music workplace. Students will, at a level consistent with previous experience, perform appropriate musical works. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, and market music presentations that reflect a broad spectrum of workplace contexts. In addition, students will explore ethical and safe practices related to music. **This course will solely focus on guitar music so let's rock out like *Slash!* Students do not need their own guitar to register for this course.**

**Prerequisite:** AMG3O1

## **INSTRUMENTAL MUSIC**

### AMI1O1 Instrumental Music - Band, 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.

### AMI2O1 Instrumental Music - Band, 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.

**Prerequisite:** None

### AMI3M1 Instrumental Music - Band, Grade 11, University/College

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

**Prerequisite:** AMI1O1 or AMI2O1

### AMI4M1 Instrumental Music - Band, Grade 12, University/College

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

**Prerequisite:** AMI3M1

## **MEDIA ARTS**

### 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, 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. **Let's use creative skills to learn about the arts in media and social forums – it's a fast-growing job market and fun along the way!**

**Prerequisite:** None

## **REPertoire MUSIC**

### AMR2O1 Repertoire, 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. **This course will take place during after-school hours from September to June including mandatory participation in school bands and performances.**

**Prerequisite:** None

### AMR3M1 Repertoire, Grade 11, University/College

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analyzing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers. **This course will take place during after-school hours from September to June including mandatory participation in school bands and performances.**

**Prerequisite:** AMI1O1 or AMI2O1

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#### AMR4M1 Repertoire, Grade 12, University/College

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers. **This course will take place during after-school hours from September to June including mandatory participation in school bands and performances.**

**Prerequisite:** AMI3M1

## VOCAL MUSIC

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

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

**Prerequisite:** AMI1O1 or AMI2O1

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

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers. **SING it one more time and let's step it up a notch!**

**Prerequisite:** AMV3M1

## 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.

#### AVI2O1 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

#### NAC2O1 First Nations, Metis, and Inuit in Canada , Grade 10, Open

This course explores the histories of First Nations and Inuit in Canada from precontact, as well as Métis from their beginnings, to the present day. Students will examine the continuing impact of past social, cultural, economic, political, and legal trends and developments on First Nations, Métis and Inuit individuals and communities. Students will apply the concepts of historical thinking and the historical inquiry process to investigate a range of issues, events, and interactions that have affected First Nations, Métis, and Inuit individuals and communities, including those that continue to affect relations between Indigenous and non-Indigenous peoples in Canada.

**Geared towards serious artists, this Visual Arts course focuses on the creation of traditional and current Indigenous arts and crafts, a look at Indigenous artists, and the historical and contemporary issues that affect the relationship between Indigenous peoples and Canadian governments.**

**Prerequisite:** None

#### AVI3M1 Visual Arts, Grade 11, University/College

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using 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:** AVI1O1 or AVI2O1

#### AVI4M1 Visual Arts, Grade 12, University/College

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

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# BUSINESS

## BUSINESS STUDIES

### [BEM1O1 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.

### [BEP2O1 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

## ENTREPRENEURSHIP

### [BDI3C1 Entrepreneurship: The Venture, Grade 11, College](#)

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

**Prerequisite:** None

## MARKETING

### [BMX3E1 Marketing: Retail and Service, Grade 11, Workplace](#)

This course focuses on marketing activities in the retail and service sectors. Students will examine trends and global influences on marketing decisions, and will learn about the importance of customer service in developing a customer base and maintaining customer loyalty. Through hands-on learning, students will develop personal selling and information technology skills that will prepare them for a variety of marketing-related positions in the workplace. **Develop employability skills for the service industry through hands-on real life experiences!**

**Prerequisite:** None

### [BMI3C1 Marketing: Goods, Services, Events, Grade 11, College](#)

This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice. **Develop employability skills for the service industry through hands-on real life experiences!**

**Prerequisite:** None

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# CANADIAN AND WORLD STUDIES

## CIVICS AND CITIZENSHIP

### [CIV2CA Civics and Citizenship, Grade 10, Open](#)

**This is a half credit course taken in conjunction with Career Studies and will combine for the one credit compulsory Civics/Career credit (CHV2OH/GLC2OH)**

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.

**Prerequisite:** None

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## GEOGRAPHY

### CGC1W1 Exploring Canadian Geography, Grade 9

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

### 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. **Explore the sights, sounds, beaches, sun, culture and the billions of dollars the travel industry accumulates yearly across the globe.**

**Prerequisite:** CGC1D1 or CGC1DU

### CGW4C1 World Issues: A Geographic Analysis, Grade 12, College

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

**\*this course will be run in alternating years and will not be offered in 2025-2026**

**Prerequisite:** CGC1D or CGC1DU

### CGW4U1 World Issues: A Geographic Analysis, Grade 12, University

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

**\*this course will be run in alternating years and will not be offered in 2025-2026**

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

## HISTORY

### CHC2LL Canadian History since World War I, 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 explore a variety of topics highlighting individuals and events that have contributed to the story of Canada. The major themes of Canadian identity, internal and external relationships and changes since 1914 are explored.

**Prerequisite:** None

### CHC2P1 Canadian History since World War I, Grade 10, Applied

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities, since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to heritage and identities in Canada. Students will develop an understanding of some key political developments and government policies that have had an impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

**Prerequisite:** None

### CHC2D1 Canadian History since World War I, Grade 10, Academic

**Prerequisite:** None

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

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### [CHT3O1 World 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, CHC2DU, CHC2P1, CHC2PU or CHC2LL

### [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, CHC2DU, CHC2P1 or CHC2PU

### [CHY4C1 World History since the Fifteenth Century, Grade 12, College](#)

This course explores key developments and events in world history since approximately 1450, with a focus on interactions within and between various regions. Students will examine social, economic, and political developments and how they have affected different peoples. 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 key turning points in world history and historical forces that have shaped our world.

**\*this course will be run in alternating years and will not be offered in 2025-2026**

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

### [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.

**\*this course will be run in alternating years and will not be offered in 2025-2026**

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

## 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, CHC2DU, CHC2P1 or CHC2PU

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## COMPUTER STUDIES

### [ICD2O1 Digital Technology and Innovations in the Changing World, Grade 10, Open](#)

This course helps students develop cutting-edge digital technology and computer programming skills that will support them in contributing to and leading the global economic, scientific and societal innovations of tomorrow. Students will learn and apply coding concepts and skills to build hands-on projects and investigate artificial intelligence, cybersecurity, and other emerging digital technologies that connect to a wide range of fields and careers. Using critical thinking skills with a focus on digital citizenship, students will investigate the appropriate use and development of the digital technologies that they encounter every day, as well as the benefits and limitations of these technologies.

### [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 environmental issues related to computers, safe computing practices, emerging technologies, and postsecondary opportunities in computer-related fields.

**Prerequisite:** None

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### ICS3U1 Introduction to Computer Science, 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

## COOPERATIVE EDUCATION

### GLN4O2 / GLN4O4 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. Participation in some placements may involve costs to students or parents (e.g. safety boots or public transportation). Two periods of cooperative education in either the morning or afternoon are worth two credits and four periods (full day) are worth four credits.

**Prerequisite:** None

***The Cooperative Education teachers will meet with students individually prior to beginning the program in order to gain information about the students' career plans and placement options.***

***Students will select one of the following in the course selection process:***

- ◆ Select **GLN4O2** for 2 credit Cooperative Education
- ◆ Select **GLN4O4** for 4 credit ALL DAY package

Refer to the 'Specialty Programs at Twin Lakes' page for specific information about the OYAP and SHSM programs which include Cooperative Education components.

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## ENGLISH

**Students must select one course coded *ENG* or *ENL*, in each of grade 9, 10 and 12, to meet OSSD requirements**

**\*Exception: *NBE3E, NBE3C* or *NBE3U* will be used for the grade 11 English requirement**

### ENL1W1 English, Grade 9

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.

### 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, the Grade 10 Locally Developed English and in the English Grade 11 Workplace Preparation course. Students develop listening, speaking, reading, writing and thinking skills in a variety of authentic contexts.

### 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, and reflect regularly upon their growth in these areas.

**Prerequisite:** ENL1W1 or ENG1LL

### 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. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course.

**Prerequisite:** ENL1W1

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### 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. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

**Prerequisite:** ENL1W1

### NBE3E1 English: Understanding Contemporary First Nations, Metis and Inuit Voices, Grade 11, Workplace

**The course is intended to prepare students for the compulsory Grade 12 workplace English preparation course and will count as the Grade 11 compulsory English credit.**

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:** ENG2D, ENG2P1 or ENG2LL

### NBE3C1 English: Understanding Contemporary First Nations, Metis and Inuit Voices, Grade 11, College

**The course is intended to prepare students for the compulsory Grade 12 college English preparation course and will count as the Grade 11 compulsory English credit.**

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:** ENG2D1 or ENG2P1

### NBE3U1 English: Understanding Contemporary First Nations and Inuit Voices, Grade 11 University

**The course is intended to prepare students for the compulsory Grade 12 university English preparation course and will count as the Grade 11 compulsory English credit.**

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.

*This course is part of the grade 11 Gifted Cluster Program. Students with a gifted identification IEP will be registered by guidance into NBE3UG*

**Prerequisite:** ENG2D1

### ENG4E1 English, Grade 12, Workplace

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

**Prerequisite:** NBE3E1

### 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. The course is intended to prepare students for college or the workplace.

**Prerequisite:** NBE3C1

### 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. The course is intended to prepare students for university, college, or the workplace.

*This course is part of the grade 12 Gifted Cluster Program. Students with a gifted identification IEP will be registered by guidance into ENG4UG.*

**Prerequisite:** NBE3U1

## WRITER'S CRAFT

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

This course emphasizes knowledge and skills related to the craft of writing. Students will investigate models of effective writing; use a workshop approach to write a variety of works; and make considered decisions for improving the quality of their writing. They will also complete a creative or analytical independent study project and investigate opportunities for publication and for writing careers. *This English course may count as a compulsory only in additional credit Group 1. It will not count as one of the 4 compulsory English credits required for the OSSD.*

**Prerequisite:** NBE3C1

### 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 part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers. *This English course may count as a compulsory only in additional credit Group 1. It will not count as one of the 4 compulsory English credits required for the OSSD.*

**Prerequisite:** NBE3U1

## LITERACY COURSE

### OLC4O1 Ontario Secondary School Literacy Course, Grade 12, Open

**Eligibility Requirement:** *Students who have been eligible to write the OSSLT at least once and who have been unsuccessful at least once may take this course.*

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

## ENGLISH AS A SECOND LANGUAGE

### ESLA01 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.

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## First Nations, Métis and Inuit Studies

*For Ojibwe language courses (LNOA01/LNOB01), please click [HERE](#)*

*For English: Understanding Contemporary First Nations, Metis and Inuit Voices courses, see the English section [HERE](#)*

### NAC201 First Nations, Metis, and Inuit in Canada , Grade 10, Open

This course explores the histories of First Nations and Inuit in Canada from precontact, as well as Métis from their beginnings, to the present day. Students will examine the continuing impact of past social, cultural, economic, political, and legal trends and developments on First Nations, Métis and Inuit individuals and communities. Students will apply the concepts of historical thinking and the historical inquiry process to investigate a range of issues, events, and interactions that have affected First Nations, Métis, and Inuit individuals and communities, including those that continue to affect relations between Indigenous and non-Indigenous peoples in Canada.

**Geared towards serious artists, this [Visual Arts course](#) focuses on the creation of traditional and current Indigenous arts and crafts, a look at Indigenous artists, and the historical and contemporary issues that affect the relationship between Indigenous peoples and Canadian governments.**

**Prerequisite:** None

### **NBV3E1 World Views and Aspirations of First Nations, Metis, and Inuit Communities in Canada, Grade 11, Workplace**

This course explores diverse knowledge, world views, and aspirations that shape the actions of First Nations, Métis, and Inuit individuals and communities in Canada. Students will examine issues of identity facing First Nations, Métis, and Inuit individuals and communities with respect to changing relationships with the land, nature, one another, and Canada. Students will explore their own and others' world views, and the factors that shape world views over time, to develop an understanding of how traditional and contemporary beliefs and values influence the aspirations and practices of First Nations, Métis, and Inuit communities. Students are given the opportunity to develop further understanding about the impacts of colonization and how reconciling diverse knowledge, world views, and aspirations contributes to a call for societal understanding.

**Prerequisite:** NAC2O, CHC2LL, CHC2P1/U or CHC2D1/U

### **NBV3C1 World Views and Aspirations of First Nations, Metis, and Inuit Communities in Canada, Grade 11, College**

This course explores the diverse knowledge, world views, and aspirations that shape the actions of First Nations, Métis, and Inuit individuals and communities in Canada. Students will examine the historical and contemporary context of those beliefs, values, aspirations, and actions, including the impact of colonization and decolonization. Students will explore the factors that shape world views to develop an understanding of how acknowledging diverse cultures, values, and ways of knowing contributes to truth, reconciliation, and renewed nation-to-nation relationships. Students are also given the opportunity to develop their own problem-solving strategies to build mutual understanding related to First Nations, Métis, and Inuit world views and aspirations.

**Prerequisite:** NAC2O, CHC2P1/U or CHC2D1/U

### **NDA3M1 Contemporary First Nations, Metis, and Inuit Issues and Perspectives, Grade 11, University/College**

This course explores existing and emerging issues of local, regional, and national importance to [First Nations](#), [Métis](#), and [Inuit](#) in Canada. Students will analyse diverse perspectives on issues and events related to land, community, governance, identity, culture, and global trends. Using the concepts of political thinking and the tools of political inquiry, students will explore their own and others' ideas and investigate issues to determine what needs to change and why. Students are also given the opportunity to develop their own problem-solving strategies to address an issue of their choice.

**Prerequisite:** NAC2O, CHC2P1/U or CHC2D1/U

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## **FRENCH AND OTHER LANGUAGES**

### **CORE FRENCH**

#### **FSF1O1 Core 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**

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

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

#### **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 develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** 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 listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** FSF2D1

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### [FSF4U1 Core French, Grade 12, University](#)

This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.  
**Prerequisite:** FSF3U1

## **FRENCH IMMERSION**

**Students enrolled in the FI program must take 10 FI courses to earn the Certificate of Bilingual Studies in French Immersion. See the 'Specialty Programs' page at the beginning of this calendar for more information. These are the compulsory courses:**

### **Grade 9**

#### [ALC1OU Arts Intégrés, \(Integrated Arts\), Grade 9, French Immersion](#)

This course integrates two or more of the arts (dance, drama, media arts, music, and visual arts), giving students the opportunity to produce and present integrated art works created individually or collaboratively. Students will demonstrate innovation as they learn and apply concepts, styles, and conventions unique to the various arts and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges.

#### [CGC1WU Enjeux géographiques du Canada, \(Exploring Canadian Geography\), Grade 9, French Immersion](#)

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

#### [FIF1DU Immersion Française, Grade 9 - French Immersion](#)

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

#### [PPL1OU Vie Active et Santé, \(Healthy Active Living\), Grade 9, French Immersion](#)

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.

### **Grade 10**

#### [CHC2PU Histoire du Canada depuis la Première Guerre mondiale, \(Canadian History since World War I\), Grade 10, Applied, French Immersion](#)

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities, since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to heritage and identities in Canada. Students will develop an understanding of some key political developments and government policies that have had an impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

**Prerequisite:** None

#### [CHC2DU Histoire du Canada depuis la Première Guerre mondiale, \(Canadian History since World War I\), Grade 10, Academic, French Immersion](#)

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

**Prerequisite:** None

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### CIV2CU Civisme et Citoyennete, (Civics and Citizenship), Grade 10, Open, French Immersion

This is a half credit course taken in conjunction with Career Studies and will combine for the one credit compulsory Civics/Career credit (CHV2OU/GLC2OU)

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.

**Prerequisite:** None

### CIV2CU Exploration de Carriere, (Career Studies), Grade 10, Open, French Immersion

This is a half credit course taken in conjunction with Civics and Citizenship and will combine for the one credit compulsory Civics/Careers credit (CHV2OU/GLC2OU)

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their **transferable** skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

**Prerequisite:** None

### FIF2PU Immersion Française, French Immersion, Grade 10, Applied

This course emphasizes the development and use of skills and strategies in communication and interaction in French. Students will acquire literacy skills by using creative and critical analysis processes in listening, speaking, reading, and writing in real-life contexts. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** FIF1DU

### FIF2DU Immersion Française, French Immersion, Grade 10, Academic

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

**Prerequisite:** FIF1DU

## Grade 11

**FI students may take either AWU3MU or AWU4MU in either grade 11 or 12. The completion of only one of these courses is required to earn FI certification.**

### AWU3MU Arts Visuels: Histoire de l'art et Cultures Mondiales, Grade 11, University/College, French Immersion

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). **This changemaker course is designed to introduce students to the understanding and enjoyment of works of art in our community through the exploration of non-traditional art mediums, individual artists, natural spaces, the United Nations Sustainable Development goals, and specific local and global trends; no prior knowledge of studio-based art courses is required.**

**Prerequisite:** FIF2PU or FIF2DU

OR

### AWU4MU Arts Visuels: Histoire de l'art et Cultures Mondiales, Grade 12, University/College, French Immersion

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts. **This changemaker course is designed to introduce students to the understanding and enjoyment of works of art in our community through the exploration of non-traditional art mediums, individual artists, natural spaces, the United Nations Sustainable Development goals, and specific local and global trends; no prior knowledge of studio-based art courses is required.**

**Prerequisite:** FIF3UU

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### FIF3OU Immersion Française, French Immersion, Grade 11, Open

This course provides opportunities for students to speak and interact in French in real-life situations for practical purposes. Students will develop their skills in listening, speaking, reading, and writing, and will explore and create a variety of texts, with a particular focus on using skills related to the study of French that can be applied in the workplace and beyond. Students will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** FIF2PU or FIF2DU

### FIF3UU Immersion Française, French Immersion, Grade 11, University

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

**Prerequisite:** FIF2DU

## Grade 12

### FIF4OU Immersion Française, French Immersion, Grade 12, Open

This course provides opportunities for students to consolidate communication and critical and creative thinking skills related to the study of French that can be applied in the work-place and beyond. Students will develop collaborative skills and self-confidence through hands-on activities in listening, speaking, reading, and writing, using French in real-life contexts and new and familiar situations. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** FIF3OU or FIF3UU

### FIF4UU Immersion Française, French Immersion, Grade 12, University

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

**Prerequisite:** FIF3UU

## **NATIVE LANGUAGE- OJIBWE**

### LNOAO1 Native Languages, Ojibwe, Level 1, Open

This course is open to the entire student body and will allow students who have no prior Native language experience to develop an appreciation for a Native language and culture, to explore and experience a unique world view, and to learn to speak a Native language. Students will use the language being studied for greetings and daily routines, become familiar with its writing and sound system, and practice basic vocabulary and phrases. Students will also use information technology during course-related activities.

**Prerequisite:** None

### LNOB01 Native Languages, Ojibwe, Level 2, Open

This course will enable students to experience the unique respect of life that permeates Native languages and cultures. Students will expand their vocabulary and knowledge of phrases and expressions, using them in simple dialogues, narrative writing, grammatical constructions, and reading, and to exchange information electronically.

**Prerequisite:** At least four years of study of a Native language in elementary school, successful completion of LNOAO1 or demonstrated proficiency.

## **SPANISH**

### LWSBD1 Spanish, Introductory Level 1, Academic

This course provides opportunities for students to begin to develop and apply skills in listening, speaking, reading, and writing in the language of study. Students will communicate and interact in structured activities, 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 an understanding and appreciation of diverse communities in the world where the language is spoken. They will develop skills necessary for lifelong language learning.

**Prerequisite:** None

### LWSCU1 Spanish, Level 2, University

This course provides opportunities for students to increase their competence and confidence in listening, speaking, reading, and writing in the language of study. Students will communicate about academic and personally relevant topics in increasingly spontaneous spoken interactions and will develop their creative and critical thinking skills through exploring and responding to a variety of oral and written texts. Students will continue to enrich their understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also investigate personal and professional contexts in which knowledge of the language is required, and develop skills necessary for lifelong language learning.

**Prerequisite:** LWSBD1

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# GUIDANCE AND CAREER EDUCATION

## CAREER STUDIES

### [CIV2CA Career Studies, Grade 10, Open](#)

This is a half credit course taken in conjunction with Civics and Citizenship and will combine for the one credit compulsory Civics/Careers credit (CHV2OH/GLC2OH)

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends and seek opportunities within the school and community to expand and strengthen their **transferable** skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

**Prerequisite:** None

## LEARNING STRATEGIES

### [GLE101 Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open](#)

and

### [GLE201 Learning Strategies 2: Skills for Success in Secondary School, Grade 10, Open](#)

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal-management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

**Prerequisite:** Recommendation of the Principal

### [GLE301 Advanced Learning Strategies: Skills for Success After Secondary School, Grade 11, Open](#)

and

### [GLE401 Advanced Learning Strategies: Skills for Success After Secondary School, Grade 12, Open](#)

This course improves students' learning and personal-management skills, preparing them to make successful transitions to work, training, and/or postsecondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal-management techniques to maximize their learning. Students will investigate trends and resources to support their postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.

**Prerequisite:** Recommendation of the Principal

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# INTERDISCIPLINARY STUDIES

## PEER LEADERSHIP

### [IDC3OA PEAC Interdisciplinary Course, Grade 11, Open \(for PEAC students only\)](#)

This course will help students combine the skills required for 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. Through individual and collaborative inquiry and research, students will analyse the connections among diverse subjects and disciplines; develop information literacy skills in analysing, selecting, evaluating, and communicating information; and become aware of a variety of resources and viewpoints on contemporary issues. They will also examine their own learning styles, relate their inquiries and research to real-life situations, and investigate career opportunities in new disciplines. **This is the PEAC Capstone course that puts the student at the center of their learning and prepares students with a project development and management focus that leverages 'design thinking' methodology built on our PEAC values - putting empathy into action.**

**Prerequisite:** Enrolment in PEAC program

### [IDC401 Peer Assisting and Leadership, Grade 12, Open](#)

This course is customized for Twin Lakes Secondary School but will follow the following curriculum guideline as established by the Ontario Ministry of Education:

This course emphasizes the development of practical skills and knowledge to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Through individual and collaborative inquiry and research into contemporary issues, real-life situations, and careers, students will apply the principles and skills derived from the complementary subjects and disciplines studied, evaluate the reliability of information, and examine how information technology can be used safely, effectively, and legally. They will also learn how to select strategies to define problems, research alternative solutions, assess their thinking in reaching decisions, and adapt to change as they acquire new knowledge. **In this course students will be prepared to act in leadership and peer support roles by designing and implementing a plan for contributing to their school and/or community; developing skills in communication, interpersonal relations, teamwork, and conflict management; and applying those skills in leadership and/or peer support roles while assisting in Grade 9 or other classes. Students must complete an application form and attend an interview for selection purposes.**

**Prerequisite:** Application

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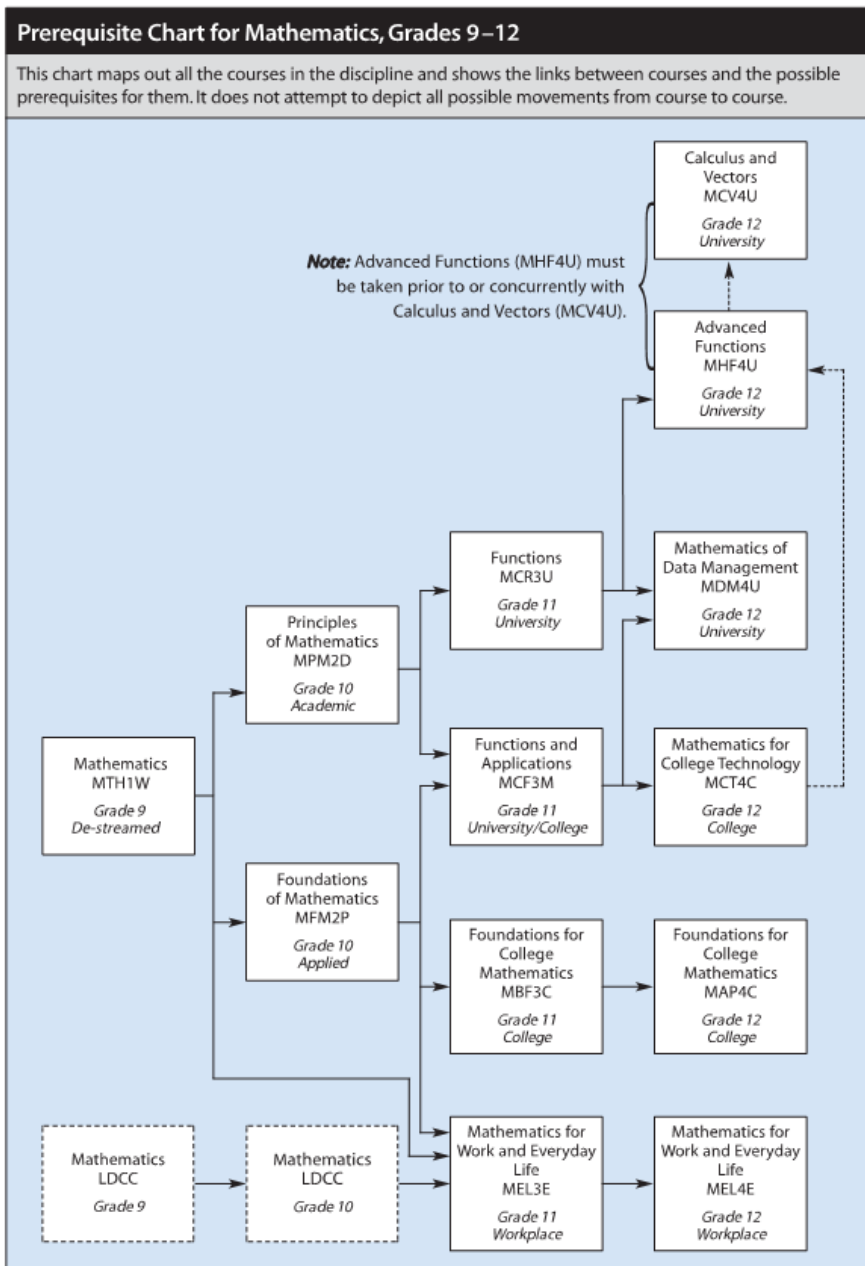
## IDC4U1 Peer Tutoring and Leadership, Grade 12, University

This course is customized for Twin Lakes Secondary School but will follow the following curriculum guideline as established by the Ontario Ministry of Education:

This course will help students develop and consolidate the skills required for 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 assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge. **In this course students will develop and design individual tutoring plans to assist junior students in understanding the curriculum of a particular course and will spend part of the course working one on one with Grade 9 or 10 students in an individualized tutoring setting and/or assisting with entire classes and they will also undertake a leadership role in organizing a school-wide event or other individually assigned activity. Students must complete an application form and attend an interview for selection purposes.**

**Prerequisite:** Any university or university/college preparation course and application

# MATHEMATICS



Note: LDCC – locally developed compulsory credit course (LDCC courses are not outlined in this curriculum.)

### [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.

### [MAT1LL Mathematics, Grade 9, Locally Developed](#)

This course emphasizes development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, in the Grade 10 Locally Developed, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. Students develop their mathematical literacy, problem-solving and communication skills related to money sense, measurement, and proportional reasoning by doing practical math activities.

### [MAT2LL Mathematics, Grade 10, Locally Developed](#)

This course extends mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. Students strengthen their mathematical literacy and problem solving and communication skills related to money sense, measurement, and proportional reasoning by doing practical math activities.

**Prerequisite:** MTH1W1 or MAT1LL

### [MFM2P1 Foundations of Mathematics, Grade 10, Applied](#)

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

**Prerequisite:** 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 relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

**Prerequisite:** MTH1W1

### [MEL3E1 Mathematics for Work and Everyday Life, Grade 11, Workplace](#)

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

**Prerequisite:** MTH1W1 or MAT2LL

### [MBF3C1 Foundations for College Mathematics, Grade 11, College](#)

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

**Prerequisite:** MPM2D1 or MFM2P1

### [MCF3M1 Functions and Applications, Grade 11, University/College](#)

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

**Prerequisite:** MPM2D1 or MFM2P1

### [MCR3U1 Functions, Grade 11, University](#)

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

*This course is part of the grade 11 Gifted Cluster Program. Students with a gifted identification IEP will be registered by guidance into MCR3UG*

**Prerequisite:** MPM2D1

### [MEL4E1 Mathematics for Work and Everyday Life, Grade 12, Workplace](#)

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

**Prerequisite:** MEL3E1

### [MAP4C1 Foundations for College Mathematics, Grade 12, College](#)

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

**Prerequisite:** MBF3C1

### [MDM4U1 Mathematics of Data Management, Grade 12, University](#)

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:** MCR3U1 or MCF3M1

### [MHF4U1 Advanced Functions, Grade 12, University](#)

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

**Prerequisite:** MCR3U1 or MCT4C1

### [MCV4U1 Calculus and Vectors, Grade 12, University](#)

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

**Prerequisite or Co-requisite:** MHF4U1

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## PHYSICAL AND HEALTH EDUCATION

*Students can apply for the HEALTH & WELLNESS SHSM to further supplement their career advancement in this career sector. See the 'Specialty Programs' page at the beginning and chart at the back of this calendar for more information.*

### HEALTHY ACTIVE LIVING

#### [PPL1OF \(Females\) PPL1OM \(Males\), Healthy Active Living, Grade 9, 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.

#### [PPL2OF \(Females\) PPL2OM \(Males\), Healthy Active Living, 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. **This course is designed for grade 10 girls (PPL2OF) and boys (PPL2OM), who enjoy a variety of competitive and recreational sports and games.**

**Prerequisite:** None

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### PPL301 Healthy Active Living, 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

### PPL30F (Females) Healthy Active Living, 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. **This course is designed for grade 11 girls who enjoy a variety of competitive and recreational sports and games.**

**Prerequisite:** None

### PPL401 Healthy Active Living, Grade 12, Open

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

**Prerequisite:** None

## **INDIVIDUAL AND SMALL GROUP ACTIVITIES**

### PAI101 (gender inclusive), Healthy Living and Individual and Small Group Activities, 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. **This NEW individual activities, gender inclusive health and physical education course, is ideal for non-competitive students who enjoy light physical activity, fun games, recreation, and individual fitness.**

### PAI301 Student Lead Physical Activity Programming, 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. **In this NEW course, students will have the opportunity to design the semester based on their physical activity and health interests that may include: team and individual sport units, field trips, fitness challenges (fun runs) and special guests.**

***\*this course will be run in alternating years and will not be offered in 2025-2026***

**Prerequisite:** None

### PAI401 Student Lead Physical Activity Programming, Grade 12, Open

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. **In this NEW course, students will have the opportunity to design the semester based on their physical activity and health interests that may include: team and individual sport units, field trips, fitness challenges (fun runs) and special guests.**

***\*this course will be run in alternating years and will not be offered in 2025-2026***

**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 or 12 Physical Education Credit or SBI3U1, SCH3U1 or SPH3U1

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## LARGE GROUP ACTIVITIES

### [PAL201 Basketball and Volleyball Court Focus, 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. **This course focuses on developing and enhancing skills in basketball and volleyball as well as implementing team strategies in a competitive court focused environment with activities that may include: field trips to collegiate or professional games and guest speakers (current and former collegiate and professional players and coaches).**

*Prerequisite:* None

### [PAL301 Basketball and Volleyball Court Focus, 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. **This course focuses on developing and enhancing skills in basketball and volleyball as well as implementing team strategies in a competitive court focused environment with activities that may include: field trips to collegiate or professional games and guest speakers (current and former collegiate and professional players and coaches).**

*Prerequisite:* None

### [PAL401 Basketball Focus, Grade 12, Open](#)

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

*Prerequisite:* None

## PERSONAL AND FITNESS ACTIVITIES

### [PAF2OF \(Females\) PAF2OM \(Males\) Personal and Functional Fitness \(Weight Training\), 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. **Students will participate in a variety of fitness programs and specialized activities such as Cross Fit and HIIT workouts.**

*Prerequisite:* None

### [PAF301 Personal and Functional Fitness \(Weight Lifting and Cross Training\), 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. **Students will participate in a variety of fitness programs and specialized activities such as Cross Fit and HIIT workouts.**

*Prerequisite:* None

### [PAF401 Personal and Functional Fitness \(Individual Fitness Programs\) , Grade 12, Open](#)

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

*Prerequisite:* None

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# SCIENCE

## SNC1W1 Science, Grade 9

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.

## 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 10 Locally Developed course. Students explore scientific topics that connect with their lives by engaging in practical science activities.

## SNC2LL Science, Grade 10, Locally Developed

This course strengthens science-related knowledge and skills to prepare students for success in everyday life, in the workplace and in the Science Grade 11 or 12 Workplace Preparation courses. Students explore science in the media, interactions of common materials, organisms, and electrical energy through science related activities.

**Prerequisite:** SNC1W1 or SNC1LL

## 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 physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid-base reactions; forces that affect climate and climate change; and the interaction of light and matter.

**Prerequisite:** SNC1W1

## SNC4E1 Science, Grade 12, Workplace

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

***\*this course will be run in alternating years and will not be offered in 2025-2026***

**Prerequisite:** SNC2D1, SNC1W1 or SNC2LL

## SNC4M1 Science, Grade 12, University/College

This course enables students, including those pursuing postsecondary programs outside the sciences, to increase their understanding of science and contemporary social and environmental issues in health-related fields. Students will explore a variety of medical technologies, pathogens and disease, nutritional science, public health issues, and biotechnology. The course focuses on the theoretical aspects of the topics under study and helps refine students' scientific investigation skills. *This course will be recognized by universities as one of the six grade 12 U or M level courses but may not be accepted as a science requirement for admission to specific programs.*

**Prerequisite:** SNC2D1 or any Grade 11 university, university/college, or college preparation course in science

# 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 various branches of the life sciences and related fields.

**Prerequisite:** SNC2D1 or SNC2P1

## SBI3U1 Biology, Grade 11, University

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

**Prerequisite:** SNC2D1

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### 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 detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.

**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 and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

**Prerequisite:** SNC2D1

### 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, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment.

**Prerequisite:** SNC2D1 or SNC2P1

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

**Prerequisite:** SCH3U1

### SCH4UP Chemistry, Grade 12, Advanced Placement, University

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment. **The Advanced Placement (AP) Chemistry (SCH4UP) course is an accelerated and advanced level program designed to meet the rigorous requirements of the American College Board examination in May, allowing students to experience university level programming while still in high school. The teacher will inform students how and when this training will occur.**

**Prerequisite:** SCH3U1

## EARTH AND SPACE SCIENCE

### SES4U1 Earth and Space Science, Grade 12, University

This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence. *This course will be recognized by universities as one of the six grade 12 U or M level courses but may not be accepted as a science requirement for admission to specific programs.*

**Prerequisite:** SNC2D1

## PHYSICS

### SPH3U1 Physics, Grade 11, University

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

**Prerequisite:** SNC2D1

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### [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

### [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

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## SOCIAL SCIENCES AND HUMANITIES

***Social Sciences are the study of people as individuals and as members of groups, such as families, tribes and communities.***

### EQUITY STUDIES

#### [HSE3E1 Equity, Diversity, and Social Justice, Grade 11, Workplace](#)

This course enables students to develop an understanding of historical and contemporary issues relating to equity, diversity, and social justice in a variety of contexts. Students will explore the nature of diversity and power relations in Canada and how social norms shape individual identity. They will learn about social activism and how to address situations that involve discrimination, harassment, and denial of rights. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity, diversity, or social justice issue. **If you are interested in learning about social issues, and have a passion for making social change, then this course is for you.**

**Prerequisite:** None

#### [HSE4M1 Equity, Diversity, and Social Justice: From Theory to Practice, Grade 12, University/College](#)

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. **If you are interested in learning about social issues, and have a passion for making social change, then this course is for you.**

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

### FAMILY STUDIES

#### [HIF1O1 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. **Much of the course expectations will be demonstrated through hands on learning experiences such as group activities, individual projects, cooking, and sewing.**

#### [HPC3O1 Raising Healthy Children, Grade 11, Open](#)

This course focuses on the skills and knowledge parents, guardians, and caregivers need, with particular emphasis on maternal health, pregnancy, birth, and the early years of human development (birth to six years old). Through study and practical experience, students will learn how to meet the developmental needs of young children, communicate with them, and effectively guide their early behaviour. Students will develop their research skills through investigations related to caregiving and child rearing. **Students will also demonstrate their understanding through our "Real Baby" at home experience with a simulation doll.**

**Prerequisite:** None

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#### HIP4O1 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. **This course provides excellent preparation for students planning to live on their own after high school.**

***\*this course will be run in alternating years and will not be offered in 2025-2026***

**Prerequisite:** None

#### HHG4M1 Human Development through the Lifespan, Grade 12, University/College

This course offers a multidisciplinary approach to the study of human development throughout the lifespan. Students will learn about a range of theoretical perspectives on human development. They will examine threats to healthy development as well as protective factors that promote resilience. Students will learn about physical, cognitive, and social-emotional development from the prenatal period through old age and will develop their research and inquiry skills by investigating issues related to human development. **This course is a great choice for students planning to further their education or career in social work, DSW, ECE or nursing.**

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

## **FASHION**

#### HNL2O1 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. **Shopping and Fashion - if you ever wondered *Who Wore it Better, What Not to Wear*, or how your favourite actors always look so put together and fashionable than this is the course for you and much of the course expectations will be demonstrated through “hands on” sewing projects.**

**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 behavior. Students will use various tools, technologies, and techniques safely and correctly to create fashion items. In addition, students 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. **Much of the course expectations will be demonstrated through “hands on” sewing projects.**

**Prerequisite:** None

## **FOOD AND NUTRITION**

#### HFN2O1 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. **Students will get a “hands on” experience in our kitchens to demonstrate the skills they are learning.**

**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. **If you like food travel shows and want to try to make different cultural foods, this course is for you.**

**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. **If you like food travel shows and want to try to make different cultural foods, this course is for you.**

**Prerequisite:** None

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#### HFA4C1 Nutrition and Health, Grade 12, College

This course focuses on the relationship between nutrition and health at different stages of life and on global issues related to food production. Students will investigate the role of nutrition in health and disease and assess strategies for promoting food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and refine their ability to use social science research and inquiry methods to investigate topics related to nutrition and health. **Some expectations of the course will be demonstrated in our family studies' kitchens through planning, creating, and eating food!**

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

#### 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. **Some expectations of the course will be demonstrated in our family studies' kitchens through planning, creating, and eating food!**

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

## 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. Students will be given opportunities to apply theories from a variety of perspectives, to conduct social science research, and to become familiar with current issues within the three disciplines. **If questions about human behaviour and why people do what they do keep you up at night, then this is the course for you!**

**Prerequisite:** None

#### 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. **If questions about human behaviour and why people do what they do keep you up at night, then this is the course for you!**

**Prerequisite:** CHC2D1 or ENG2D1

#### 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. **Students work toward being a social changemaker throughout the course.**

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

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## TECHNOLOGICAL EDUCATION

#### TAS1O1 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. **The fields of exploration may be some of the following: Hospitality and Tourism, Communication Technology, Technological Design, Hairstyling and Aesthetics, Transportation Technology or Construction Technology.**

#### TAS2O1 Technology and the Skilled Trades, Grade 10, 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. **Students will rotate through different technology sectors to experience various vocational opportunities.**

**Prerequisite:** None

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## TGJ201 Communications Technology, Grade 10, Open

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

**Prerequisite:** None

## TGG3M1 Communications Technology: Yearbook Print and Graphic Communications, 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 will explore college and university programs and career opportunities in the various communications technology fields. **The main emphasis of this course will be graphic design and print production; students will contribute to the production of the Twin Lakes 2024-25 Yearbook.**

**Prerequisite:** None

- TGG3M2 (2 credit package)

Students may select the 2 credit package for further development of the skills learned in TGG3M1.

## 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; 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

- TGJ3M2 (2 credit package)

Students may select the 2 credit package for further development of the skills learned in TGJ3M1.

## 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; 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. **Emphasis will be placed on digital photography and photo re-imaging.**

**Prerequisite:** None

## TGG4M1 Communications Technology: Yearbook Print and Graphic Communications

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. **The main emphasis of this course will be graphic design and print production; students will contribute to the production of the Twin Lakes 2024-25 Yearbook.**

**Prerequisite:** TGG3M1, TGJ3M1 or TGP3M1

- TGG4M2 (2 credit package)

Students may select the 2 credit package for further development of the skills learned in TGG4M1. *Please note that only one credit of TGG4M will be counted for university (OUAC) admission.*

## 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 may specialize in one of four areas: animation, graphic arts, video and audio.**

**Prerequisite:** TGG3M1, TGJ3M1 or TGP3M1

- TGJ4M2 (2 credit package)

Students may select the 2 credit package for further development of the skills learned in TGJ4M1. *Please note that only one credit of TGJ4M will be counted for university (OUAC) admission.*

## CONSTRUCTION

Students can apply for the CONSTRUCTION SHSM to further supplement their career advancement in this career sector. See the 'Specialty Programs' page at the beginning and chart at the back of this calendar for more information.

### TCJ2O1 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 postsecondary pathways leading to careers in the industry.

**Prerequisite:** None

### TCJ2OF (Females) 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 postsecondary pathways leading to careers in the industry. **The focus of this course is to help promote equal opportunity in the construction industry, allowing a safe comfortable working environment.**

**Prerequisite:** None

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

A practical application of building methods as related to living and play, i.e. residential and recreational construction. 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

- TCJ3C2 (2 credit package)

Students may select the 2 credit package for further development of the skills learned in TCJ3C1. *Students in the Specialized High Skills Major should select the 2 credit package.*

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

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

**Prerequisite:** TCJ3C1

- TCJ4C2 (2 credit package)

Students may select the 2 credit package for further development of the skills learned in TCJ4C1. *Students in the Specialized High Skills Major should select the 2 credit package.*

### 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 will explore apprenticeships, postsecondary training, and career opportunities in the field that may be pursued directly after graduation.

**Prerequisite:** None

- TWJ3E2 (2 credit package)

Students may select the 2 credit package for further development of the skills learned in TWJ3C1. *Students in the Specialized High Skills Major should select the 2 credit package.*

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### [TWJ4E1 Custom Woodworking, Grade 12, Workplace](#)

This course enables students to further develop knowledge and skills related to the planning, design, and construction of residential and/or commercial cabinets and furniture. 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

- [TWJ4E2 \(2 credit package\)](#)

Students may select the 2 credit package for further development of the skills learned in TWJ4C1. *Students in the Specialized High Skills Major should select the 2 credit package.*

## **HAIRSTYLING AND AESTHETICS**

**Students can apply for the HEALTH & WELLNESS SHSM to further supplement their career advancement in this career sector. See the 'Specialty Programs' page at the beginning and chart at the back of this calendar for more information.**

### [TXJ2O1 Hairstyling and Aesthetics, Grade 10, Open](#)

This course presents hairstyling, make-up, and nail care techniques from a salon/spa perspective. Through a variety of school and community-based activities, students learn fundamental skills in hairstyling, giving manicures and facials and providing hair/scalp analyses, and treatments. Students also consider related environmental and societal issues and explore secondary and postsecondary pathways leading to careers in the field of hairstyling and aesthetics.

**Prerequisite:** None

### [TXA3E1 Hairstyling and Aesthetics: Aesthetics only, Grade 11, Workplace](#)

This course enables students to develop knowledge and skills in cosmetology and offers a variety of applications that will equip students to provide services for a diverse clientele. Students will identify trends in the hairstyling and aesthetics industry, learn about related health and safety laws, and expand their communication and interpersonal skills through interactions with peers and clients. Students will also consider environmental and societal issues related to the industry, and will acquire a more detailed knowledge of apprenticeships and direct-entry work positions. **Students will focus on aesthetics (little emphasis on hairstyling) and develop practical knowledge and skills in a variety of options such as facials, manicures, pedicures and waxing.**

**Prerequisite:** None

### [TXJ3E1 Hairstyling and Aesthetics, Grade 11, Workplace](#)

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

**Prerequisite:** None

- [TXJ3E2 \(2 credit package\)](#)

Students may select the 2 credit package for further development of the skills learned in TXJ3E1. *Students in the Specialized High Skills Major should select the 2 credit package.*

### [TXJ4E1 Hairstyling and Aesthetics, Grade 12, Workplace](#)

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

**Prerequisite:** TXJ3E1

- [TXJ4E2 \(2 credit package\)](#)

Students may select the 2 credit package for further development of the skills learned in TXJ4E1. *Students in the Specialized High Skills Major should select the 2 credit package.*

## **HOSPITALITY AND TOURISM**

**Students can apply for the HOSPITALITY SHSM to further supplement their career advancement in the Hospitality sector. See the 'Specialty Programs' page at the beginning and chart at the back of this calendar for more information.**

### [TFJ2O1 Hospitality and Tourism, Grade 10, Open](#)

This course provides students with opportunities to explore different areas of hospitality and tourism, as reflected in the various sectors of the tourism industry, with an emphasis on food service. Students will study culinary techniques of food handling and preparation, health and safety standards, the use of tools and equipment, the origins of foods, and event planning and will learn about tourism attractions across Ontario. Students will develop an awareness of related environmental and societal issues and will explore secondary and postsecondary pathways leading to careers in the tourism industry. **The program is delivered in a well-equipped commercial kitchen and focuses on the foundational skills required to operate in a professional kitchen environment.**

**Prerequisite:** None

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### TFJ3E1 Hospitality and Tourism, Grade 11, Workplace

This course enables students to acquire knowledge and skills related to the food and beverage services sector of the tourism industry. Students will learn how to prepare, present, and serve food using a variety of tools and equipment, and will develop an understanding of the fundamentals of providing high-quality and the components of running a successful event or activity. Students will develop an awareness of health and safety practices, environmental and societal issues, and career opportunities in the food and beverage services sector. **This course focuses on development of short order/line cooking skills and basic baking skills.**

**Prerequisite:** None

- TFJ3E2 (2 credit package)

In the double credit program, students will further develop and refine their practical hospitality skills. *Students in the Specialized High Skills Major should select the 2 credit package.*

### TFJ3C1 Hospitality and Tourism, Grade 11, College

This course enables students to develop or expand knowledge and skills related to hospitality and tourism, as reflected in the various sectors of the tourism industry. Students will learn about preparing and presenting food, evaluating facilities, controlling inventory and marketing and managing events and activities, and will investigate customer service principles and the cultural and economic forces that drive tourism trends. Students will develop an awareness of health and safety standards, environmental and societal issues, and career opportunities in the tourism industry. **This course focuses on development of short order/line cooking and basic baking skills as well as an introduction into kitchen management.**

**Prerequisite:** None

- TFJ3C2 (2 credit package)

In the double credit program, students will further develop and refine their practical hospitality skills. *Students in the Specialized High Skills Major should select the 2 credit package.*

### TFR3C1 Hospitality and Tourism: Culinary Arts and Management, Grade 11, College

This course enables students to develop or expand knowledge and skills related to hospitality and tourism, as reflected in the various sectors of the tourism industry. Students will learn about preparing and presenting food, evaluating facilities, controlling inventory and marketing and managing events and activities, and will investigate customer service principles and the cultural and economic forces that drive tourism trends. Students will develop an awareness of health and safety standards, environmental and societal issues, and career opportunities in the tourism industry. **This is a full year one credit course that runs during part of every lunch period in the cafeteria for both semesters.**

**Prerequisite:** None

### TFJ4E1 Hospitality and Tourism, Grade 12, Workplace

This course enables students to further develop knowledge and skills related to the food and beverage services sector of the tourism industry. Students will demonstrate proficiency in using food preparation and presentation tools and equipment; plan nutritious menus, create recipes, and prepare and present finished food products; develop customer service skills; and explore event and activity planning. Students will expand their awareness of health and safety practices, environmental and societal issues, and career opportunities in the food and beverage services sector. **This course continues to develop students cooking and baking skills as well as preparing them for the possibility of an apprenticeship.**

**Prerequisite:** TFJ3E1 or TFJ3E2

- TFJ4E2 (2 credit package)

In the double credit program, students will further develop and refine their practical hospitality skills. *Students in the Specialized High Skills Major should select the 2 credit package.*

### TFJ4C1 Hospitality and Tourism, Grade 12, College

This course enables students to further develop knowledge and skills related to the various sectors of the tourism industry. Students will demonstrate advanced food preparation and presentation skills; increase health and wellness knowledge; develop tourism administration and management skills; design and implement a variety of events or activities; and investigate principles and procedures that contribute to high-quality customer service. Students will expand their awareness of health and safety issues, environmental and societal issues, and career opportunities in the tourism industry. **This course continues to develop students cooking and baking skills as well as preparing them for the possibility of an apprenticeship and also has many opportunities for specialist certifications.**

**Prerequisite:** TFJ3C1 or TFJ3C2

- TFJ4C2 (2 credit package)

In the double credit program, students will further develop and refine their practical hospitality skills. *Students in the Specialized High Skills Major should select the 2 credit package.*

## **TECHNOLOGICAL DESIGN**

### TDJ2O1 Technological Design, Grade 10 Open

This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotics, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design, and will learn about secondary and postsecondary education and training leading to careers in the field. **Students will have the opportunity to use to use high tech equipment, such as 3D printers and a CNC router for the design and development of their projects.**

**Prerequisite:** None



### [TDJ3O1 Technological Design and the Environment, Grade 11 Open](#)

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

**Prerequisite:** None

### [TDJ4O1 Technological Design in the Twenty-first Century, Grade 12 Open](#)

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

**Prerequisite:** None

## **TRANSPORTATION TECHNOLOGY**

**Students can apply for the TRANSPORTATION SHSM to further supplement their career advancement in the Transportation sector. See the 'Specialty Programs' page at the beginning and chart at the back of this calendar for more information.**

### [TTJ2O1 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 postsecondary pathways leading to careers in the transportation industry.

**Prerequisite:** None

### [TTJ2OF \(Females\) 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 postsecondary pathways leading to careers in the transportation industry. **Students learn how to fix and maintain their vehicle!**

**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

### [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

- [TTJ3C2 \(2 credit package\)](#)

The 2-credit course also includes school to work transition experiences such as, trade workshops, industry presentations, and additional certification programs. *Students in the Specialized High Skills Major should select the 2 credit package.*

### [TTJ4E1 Transportation Technology Vehicle Maintenance, 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

- [TTJ4E2 \(2 credit package\)](#)

The 2-credit course also includes school to work transition experiences such as trade workshops, industry presentations, and additional certification program. *Students in the Specialized High Skills Major should select the 2 credit package.*

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

**Prerequisite:** TTJ3C1

- **TTJ4C2 (2 credit package)**

The 2-credit course also includes school to work transition experiences such as, trade workshops, industry presentations, and additional certification programs. *Students in the Specialized High Skills Major should select the 2 credit package.*

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## **ALTERNATE YEAR COURSE OFFERINGS**

Course	Offered in 2024-2025	Offered in 2025-2026	Offered in 2026-2027
CGW4C1	✓		✓
CGW4U1	✓		✓
CHY4C1	✓		✓
CHY4U1	✓		✓
HIP4O1	✓		✓
PAI3O1/4O1	✓		✓
SNC4E1	✓		✓
CLN4U1		✓	
CPW4U1		✓	
HFL4E1		✓	
PAQ3O1/4O1		✓	
SVN3E1		✓	

# SPECIALIST HIGH SKILLS MAJOR (SHSM) PROGRAMS

Specialist High Skills Majors (SHSM) are bundles of 8-10 courses that allow Grade 11 and 12 students to focus their learning on a specific economic sector while getting their high school diploma. SHSMs provide students with an opportunity to focus their learning and gain valuable experience for all post-secondary opportunities. The SHSM program has a number of required components, designed to give students a “leg-up” to pursue post-secondary opportunities in a variety of employment sectors. Students will also earn industry recognized certifications, which builds confidence in their skills and links their studies with the world beyond high school and future careers.

## ARTS & CULTURE (pending Ministry of Education approval)

The Arts and Culture SHSM is a specialized program designed to provide students with opportunities to explore the performing arts sector. This program is open to students in any pathway who may be interested in pursuing careers related to the Arts Industry. Through this program, students will build a foundation of arts-based knowledge and skills, gain valuable work experience, and receive employer-recognized certifications and/or training. Experiences may include:

- Lights and Sound design and maintenance
- Lights and Sound operation
- Event Planning
- Lift/Ladder Training
- Audition Preparation
- Musical Instrument Repair

*Sample occupations include: teaching/education, performer, actor, musician, light and sound designer, costume designer, museum/art gallery curator, broadcasting, film/motion picture (artistic and/or technical)*

For more information please contact Ms. Bosco ([cbosco@scdsb.on.ca](mailto:cbosco@scdsb.on.ca)), Ms. Holdsworth ([sholdsworth@scdsb.on.ca](mailto:sholdsworth@scdsb.on.ca)) or Guidance

Course Titles	Grade 11	Grade 12
<b>SHSM Major Credits</b> <ul style="list-style-type: none"> <li>• minimum 4 required</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>	AMG30, ASM30, ADA3M, AMI3M, AMV3M, AMR3M, AWU3MU, AMV3M, AVI3M, TGJ3M, TGG3M, TGP3M,	AMU4E, IDC4O, EWC4C, ADA4M, AMI4M, AMV4M, IDC4O, AVI4M, IDC4U, TGJ4M, TGG4M,
<b>English</b> <ul style="list-style-type: none"> <li>• 2 Required</li> </ul>	ENG3E1, ENG3C1, ENG3U1, OLC3O1 NBE3E1, NBE3C1, NBE3U1	ENG4E1, ENG4C1, ENG4U1, OLC4O1
<b>Other (Business Studies or Canadian &amp; World Studies)</b> <ul style="list-style-type: none"> <li>• minimum 1 required</li> <li>• one Major Credit in the Bundle or one additional Cooperative Education credit may be utilized to fulfill this requirement</li> </ul>	BMI3C1, BDI3C1, BMX3E1, GCC3O, CHT3O, CHW3M, CLU3M,	CGW4C, CGW4U, CLN4U, CPW4U, CHY4U,
<b>Cooperative Education</b> <ul style="list-style-type: none"> <li>• minimum 2 credits required</li> </ul>	Placement related to SHSM program	

## CONSTRUCTION

The Construction SHSM is a specialized program designed to provide students with opportunities to explore the construction sector. This program is open to students in any pathway who may be interested in pursuing careers related to the construction industry. Through this program students will build a foundation of construction focused knowledge and skills, gain valuable work experience, and receive employer recognized certifications and/or training. Experiences may include:

- Working at Heights
- WHMIS
- Standard first aid
- basic health and safety
- basic electrical skills
- Skilled Trades shows
- Tours of local industries

*Sample occupations: carpenter, mason, renovator, site manager, engineer, architect etc.*

For more information please contact Mr. Burton ([maburton@scdsb.on.ca](mailto:maburton@scdsb.on.ca)) or Guidance

Course Titles	Grade 11	Grade 12
<b>SHSM Major Credits</b> <ul style="list-style-type: none"> <li>• minimum 4 required</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>	TWJ3E1, TCJ3C1, TCC3E1 TDJ3O1 SPH3U1	TCJ4C1, TWJ4E1, TCC4E1 TDJ4O1 SPH4C1, SPH4U1  <u>Dual Credit:</u> Count as a Gr. 12 major credit and Reach Ahead experience
<b>English</b> <ul style="list-style-type: none"> <li>• 2 Required</li> </ul>	ENG3E1, ENG3C1, ENG3U1, OLC3O1 NBE3E1, NBE3C1, NBE3U1	ENG4E1, ENG4C1, ENG4U1, OLC4O1
<b>Mathematics</b> <ul style="list-style-type: none"> <li>• <i>Construction SHSM-specific: Minimum 1 or 2 required depending on post-secondary pathway</i></li> </ul>	MBF3C1, MEL3E1, MCF3M1, MCR3U1	MEL4E1, MAP4C1, MCT4C1, MHF4U1, MDM4U1
<b>Other</b> (Business Studies or Science) <ul style="list-style-type: none"> <li>• minimum 1 required</li> <li>• one Major Credit in the Bundle or one additional Cooperative Education credit may be utilized to fulfill this requirement</li> </ul>	BMI3C1, BDI3C1, BMX3E1 ICS3C1, ICS3U1 MEL3E1, OLC3O1 SPH3U1, SVN3E1	ICS4C1, ICS4U1 MEL4E1, GLS4O1, GLE4O1, OLC4O1 SPH4C1, SPH4U1
<b>Co-op</b> <ul style="list-style-type: none"> <li>• minimum 2 credits required</li> </ul>	Placement related to SHSM program	

## HEALTH & WELLNESS

The Health and Wellness SHSM program at Twin Lakes is a cost-free program that allows students to build their community awareness and gain real work experience helping them make responsible career choices. Students will build portfolio's giving them the opportunity to be at the top of college/university and workplace application cue. This program focuses on Health and Wellness industries. Experiences will Include:

- Co-op, (a semester long work experience in their field of interest)
- Industry standard certifications including CPR, First Aid, Infection Control, Customer Service, Concussion Awareness, Taping and Wrapping, Hair extensions, Airbrushing, Client consultation, Portfolio Building, Product Creation and Fitness testing.
- Industry Partner Activities including: Natural Product Creation @cleanse4care, community events and involvement in the Health and Wellness industry
- Industry talent competitions ie. Skills Ontario
- enrolment in a career specific high-school pathway. (I.E. Event planning, Massage Therapy, Medical Aesthetics, Hairstylist, Makeup artist and Aesthetician)
- Visits to potential post-secondary institutions (e.g. Brock University, Georgian College, George Brown, Niagara College and Lakehead University).
- Workplace visits for example to Banks, Salons, Yoga Studios, Wellness Centres, Seniors Homes, Spas, Resorts and Fitness Centres

*Sample occupations: physiotherapist, kinesiologist, massage therapist, personal trainer, athletic therapist, hairstylist, aesthetician etc.*

Course Titles	Grade 11	Grade 12	
For more information please contact Mrs. MacDonald ( <a href="mailto:mnmacdonald@scdsb.on.ca">mnmacdonald@scdsb.on.ca</a> ) , Mr. Bell ( <a href="mailto:jebell@scdsb.on.ca">jebell@scdsb.on.ca</a> )			
<b>Major Credits</b> <ul style="list-style-type: none"> <li>• minimum 4 required</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>	Technology	TXA3E1 TXA3E2 TXJ3E1 TXJ3E2	TXJ4E1 TXJ4E2 TXA4E1 TXI4E2
	Interdisciplinary Studies		IDC4O1 IDC4U1
	Physical Education	PPL3O PAF3O PAI3O PAL3O	PSK4U PPL4O PAL4O PAI4O PAF4O
	Interdisciplinary Studies		IDC4O IDC4U
	Science	SBI3C SBI3U SCH3U	SBI4U1 SNC4M1 SCH4C1 HFA4U1 SCH4U1 HFA4C1 SPH4U1
	First Nations, Métis and Inuit Studies	NBV3E NBV3C	
English • 2 Required	English	ENG3C ENG3E NBE3C OLC3O ENG3U	ENG4C ENG4E ENG4U OLC4O
Mathematics • 1 Required	Mathematics	MBF3C MEL3E MCR3U MCF3M	MAP4C MCV4U MHF4U MDM4U MEL4E
Other (Social Science or Science) • minimum 1 required • one Major Credit in the Bundle or one additional Cooperative Education credit may be utilized to fulfill this requirement	Social Science	HSP3U HPC3O	HFL4E HHG4M HFA4U HFA4C
	Science	SBI3C SCH3U SBI3U SPH3U	SBI4U SCH4C SNC4E SCH4U SNC4M SPH4C SPH4U
Co-op • minimum 2 credits required	Cooperative Education • Placement related to SHSM program	GLN4O2 (2 credit) GLN4O4 (4 credit)	GLN4O2 (2 credit) GLN4O4 (4 credit)

## HOSPITALITY & TOURISM

Are you interested in cooking? Getting some sought after certifications? Getting real world industry experience? If so the Hospitality and Tourism SHSM program might be for you.

Hospitality and Tourism SHSM program at Twin Lakes is a cost-free program that allows students to build their community awareness and gain real work experience helping them make responsible career choices. Students will:

- build portfolios giving them the opportunity to be at the top of college/university and workplace application cue. This program focuses on the Culinary Arts
- Experience a Co-op, (a semester long work experience in their field of interest)
- Earn certifications including: CPR, First Aid, Customer Service, Safe Food Handling, Line Cook Training, and Smart Serve
- Engage in Industry Partner Activities, community caterings and Involvement in the restaurant industry. Industry talent competitions ie. Skills Ontario, Royal Winter Fair and the Georgian College Competition
- visit potential post-secondary institutions (e.g. Brock University, Georgian College, George Brown, Niagara College and Lakehead University).
- Have workplace opportunities that could include visits to restaurants, event centers, catering facilities etc.

*Sample occupations: chef, cook, pastry chef, restaurant manager, baker, hairstylist, event planner etc.*

For more information please contact Mr. Griffin ([tgriffin@scdsb.on.ca](mailto:tgriffin@scdsb.on.ca)) or guidance.

Course Titles		Grade 11		Grade 12	
<b>Major Credits</b> <ul style="list-style-type: none"> <li>• minimum 4 required</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>	Canadian and World Studies	CGG30			
	Interdisciplinary Studies			IDC40	IDC4U
	Technological Education	TFJ3E1 TFJ3E2 TFJ3C1 TFJ3C2	TXA3E1 TXJ3E1 TXJ3E2 TXH3E1	TFJ4E1 TFJ4E2 TFJ4C1 TFJ4C2	TXJ4E1 TXJ4E2 TXH4E1
<b>English</b> <ul style="list-style-type: none"> <li>• 2 Required</li> </ul>	English	ENG3C1 NBE3C1 ENG3U1	ENG3E1 OLC3O1	ENG4C1 ENG4U1	ENG4E1 OLC4O1
<b>Mathematics</b> <ul style="list-style-type: none"> <li>• 1 Required</li> </ul>	Mathematics	MBF3C1 MCR3U1	MEL3E1 MCF3M1	MAP4C1 MCT4C1 MEL4E1 MHF4U1	MCV4U1 MDM4U1
<b>Other</b> (Business Studies or Science) <ul style="list-style-type: none"> <li>• minimum 1 required</li> <li>• one Major Credit in the Bundle or one additional Cooperative Education credit may be utilized to fulfill this requirement</li> </ul>	Business Studies	BDI3C1	BMX3E1		
	Science	SBI3C1 SBI3U1	SCH3U1 SVN3E1	SBI4U1 SNC4E1	SCH4C1 SCH4U1
<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>	GLN4O2 (2 credit) GLN4O4 (4 credit)		GLN4O2 (2 credit) GLN4O4 (4 credit)	

## TRANSPORTATION

Ever want to see what a working auto shop looks like in the professional world? How about participating in workshops in the county's most successful performance shop? If so, you should keep reading.

Welcome to the TLSS, Transportation Specialist High Skills Major (SHSM). This is an opportunity for enrolled students to gain experiences outside the walls of the classroom. This is the entire philosophy of the SHSM program.

Our Transportation SHSM has an evolving set of relevant certifications and opportunities that take your education to the next level including:

- ceramic coating workshops - work on brand new AMG Mercedes Benz vehicles in industry leading aftermarket shops
- Electric vehicle (EV) discovery training - e students create electrical circuits and compare those to EV vehicles, plan charging routes and get a ride in an EV vehicle
- Forced induction (turbo and supercharger) training with local performance engine builders
- BoatSmart certification training where students leave with their boating license
- Snap-On diagnostic training, from leading industry professionals with cutting edge scanners and tooling.

These trainings and certifications along with a double credit co-op placement are required components to the program and will result in achieving your SHSM red seal designation, on your high school diploma. SHSM programs prepare students with industry expectations and realities and give students a first hand look at what these careers look like. Additionally, the SHSM programs are recognized by post-secondary facilities.

*Sample occupations: automotive service technician, marine mechanic, small engine mechanic etc.*

Course Titles		Grade 11	Grade 12
<b>Major Credits</b> • <i>minimum 4 required</i> • <i>any combination of Gr. 11 &amp; Gr. 12 credits within the Bundle</i> <i>up to 3 additional Cooperative Education credits may be utilized towards the Major Credit requirement</i>	<i>Science</i>	<i>SPH3U1</i>	<i>SPH4U1</i>
	<i>Technological Education</i>	<i>TTJ3O1</i> <i>TTJ3C1</i> <i>ICS3O1</i>	<i>TTJ4E1</i> <i>TTJ4C1</i> <i>ICS4U1</i>
<b>English</b> • <i>2 Required</i> • <i>1 CLA Required</i>	<i>English</i>	<i>ENG3E1</i> <i>ENG3U1</i> <i>ENG3C1</i> <i>OLC3O1</i>	<i>ENG4E1</i> <i>ENG4U1</i> <i>ENG4C1</i> <i>OLC4O1</i>
	<i>Mathematics</i>	<i>MBF3C1</i> <i>MCF3M1</i>	<i>NBE3C1</i> <i>MCR3U1</i> <i>MEL3E1</i>
<b>Mathematics</b> • <i>1 Required</i> • <i>CLA Required</i>	<i>Mathematics</i>	<i>MAP4C1</i> <i>MEL4E1</i> <i>MCV4U1</i>	<i>MCT4CV1</i> <i>MHF4U1</i> <i>MDM4U1</i>
	<i>Business Studies</i>	<i>BDI3C1, BME3C1, BMX3E1</i>	<i>BBB4M1</i>
<b>Other</b> <i>(Business Studies or Science)</i> • <i>minimum 1 required</i> • <i>one Major Credit in the Bundle or one additional Cooperative Education credit may be utilized to fulfill this requirement</i>	<i>Science</i>	<i>SBI3C1</i> <i>SCH3U1</i>	<i>SBI3U1</i> <i>SPH3U1</i>
	<i>Science</i>	<i>SCH4C1</i> <i>SPH4C1</i> <i>SPH4U1</i> <i>SES4U1</i>	<i>SCH4U1</i> <i>SNC4M1</i> <i>SNC4E1</i> <i>SBI4U1</i>
<b>Co-op</b> • <i>minimum 2 credits required</i>	<i>Cooperative Education</i> • <i>Placement related to SHSM program</i>	<i>GLN4O2 (2 credit)</i> <i>GLN4O4 (4 credit)</i>	<i>GLN4O2 (2 credit)</i> <i>GLN4O4 (4 credit)</i>

If this all sounds interesting to you, speak with Mr. Smyth ([rdsmyth@scdsb.on.ca](mailto:rdsmyth@scdsb.on.ca)) or guidance for more details and application.

# DIPLOMA CREDIT REQUIREMENTS

Compulsory Courses	My Tentative Educational Plan			Optional Courses
Grade 9	Grade 10	Grade 11	Grade 12	
<b>English</b>	<b>English</b>	<b>English</b>	<b>English</b>	
<b>Math</b>	<b>Math</b>	<b>Math</b>		
<b>Science</b>	<b>Science</b>			
<b>Geography</b>	<b>History</b>			
<b>French</b>	<b>Civics/Career Studies</b>			
<b>Total Credits</b> _____	<b>Total Credits</b> _____	<b>Total Credits</b> _____	<b>Total Credits</b> _____	

Check diploma requirements on page 10 to ensure that all compulsory and option courses are covered. Remember, you require a total of 30 credits to qualify for your OSSD, *plus* 40 hours of community involvement, and completion of the Literacy and on-line requirements+.

## Additional Compulsory Credits to be earned Grade 9 to Grade 12 (\*except Technology):

<b>1 Arts Credit</b> (can be taken in any grade)	<ul style="list-style-type: none"> <li>• <b>Group 2:</b> One additional credit in health and physical education, or the arts, or business studies, or French as a second language, or cooperative education</li> </ul>
<b>1 Physical Education Credit</b> (can be taken in any grade)	
<b>1 Technology Credit</b> (must be taken in grade 9 or 10) *only for students entering grade 9 in September 2024 & beyond	
<ul style="list-style-type: none"> <li>• <b>Group 1:</b> One additional credit in English, or French as a secondary 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</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Group 3:</b> One additional credit in science (Grade 11 or 12) or technological education, or French as a second language, or computer studies, or cooperative education</li> </ul>

**Notes:**

- A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course (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 optional credits may include up to 4 credits earned through approved dual credit courses.
- +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. 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. School boards must also allow for students and parents/guardians to opt back into the online learning graduation requirement should their decision change. Information about the process and form can be found here: [https://www.scdsb.on.ca/secondary/planning\\_for\\_high\\_school/online\\_learning\\_graduation\\_requirement](https://www.scdsb.on.ca/secondary/planning_for_high_school/online_learning_graduation_requirement)