COURSE SELECTION GUIDE 2021-22

Thames Valley District School Board

www.tvdsb.ca/guidance
Every subject is identified by a common course code designated by the Ministry of Education. The code consists of 5 mandated characters and a 6th character for school use.

\[ \text{ENG1D1} \]

**Making sense of course codes**

The sixth character is school-specific. Used to distinguish course characteristics and specialized programs. e.g.

1: Regular Course/1 Credit
D: Double Cooperative Education
M: Male
F: Female

The fifth character identifies types of courses:

C: College
D: Academic
E: Workplace
L: Locally Developed
M: University/College
O: Open
P: Applied
U: University

The fourth character identifies:

1: Grade 9
2: Grade 10
3: Grade 11
4: Grade 12

The first three characters identify the subject. The first letter identifies the department:

A: Arts
B: Business
C: Canadian & World Studies
E: English
F: French
G: Guidance
H: Humanities & Social Languages
L: International Languages
M: Mathematics
P: Physical Education
S: Science
T: Technology

**Types of Courses**

You may choose a variety of course types, based on your interests, strengths and goals.

**Grades 9 and 10**

- **Academic Courses (D)**: Focus on the essential concepts of the discipline and explore related concepts.

- **Applied Courses (P)**: Focus on the essential concepts of the discipline

- **Locally Developed Compulsory Credit Courses (L)**: Focus on the essentials

- **Open (O)**: Grades 9 to 12

**Grades 11 and 12**

- **University Preparation (U)**: Developed with universities.

- **University/College Preparation (M)**: Developed with both colleges and universities.

- **College Preparation (C)**: Developed with colleges to emphasize the development of critical thinking and problem-solving skills.

- **Workplace Preparation (E)**: Developed with representatives from a variety of workplaces.

- **Open (O)**: Grades 9 to 12

*Ask your Guidance Counsellor about potential options.*
What do you need to graduate? Ontario Secondary School Diploma (OSSD)

30 CREDITS in TOTAL
18 Compulsory + 12 Elective

40 HOURS of COMMUNITY INVOLVEMENT

12 Elective Credits
Elective credits may be earned in all subjects, including those named in the compulsory credit list, provided that such electives are additional to the compulsory credits. The elective credits allow for concentration in a curriculum area of special interest.

18 Compulsory Credits

To earn a OSSD students must earn the 15 credits listed below, plus an additional 3 credits

<table>
<thead>
<tr>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>credits in English* (1 per grade)</td>
</tr>
<tr>
<td>3</td>
<td>credits in mathematics (1 Senior)</td>
</tr>
<tr>
<td>2</td>
<td>credits in science</td>
</tr>
<tr>
<td>1</td>
<td>credit in Canadian history</td>
</tr>
<tr>
<td>1</td>
<td>credit in Canadian geography</td>
</tr>
<tr>
<td>1</td>
<td>credit in the arts</td>
</tr>
<tr>
<td>1</td>
<td>credit in health and physical education</td>
</tr>
<tr>
<td>1</td>
<td>credit in French as a second language</td>
</tr>
<tr>
<td>0.5</td>
<td>credit in career studies</td>
</tr>
<tr>
<td>0.5</td>
<td>credit in civics</td>
</tr>
</tbody>
</table>

Plus an additional 3 credits (1 from each of the following groups):

<table>
<thead>
<tr>
<th>Group</th>
<th>Credit Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Group 1</td>
<td>an 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 First Nations, Métis and Inuit Studies, or guidance and career education, or cooperative education**</td>
</tr>
<tr>
<td>1 Group 2</td>
<td>an additional credit in health and physical education, or the arts, or business studies, or French as a second language, or cooperative education**</td>
</tr>
<tr>
<td>1 Group 3</td>
<td>an additional credit in science (Senior), or technological education, or French as a second language, or Native languages, computer studies, or cooperative education**</td>
</tr>
</tbody>
</table>

40 Hours Community Involvement
Forty hours of Community Involvement is a requirement for graduation. Community Involvement is a set of self-directed activities in the community for which a student is not paid and that do not replace a paid worker. A pamphlet entitled “Information on Community Involvement for Students and Parents” is available from the guidance office which will provide all the details concerning the Community Involvement requirement. Students may begin accumulating hours in the summer before Grade 9.

Completion of the LITERACY REQUIREMENT

Graduation Literacy Requirement
In Grade 10, all students must take the Ontario Secondary School Literacy Test (OSSLT) which will be administered through the Education Quality and Accountability Office (EQAO). Unsuccessful candidates will be given the opportunity to rewrite the test the following school year. There are EQAO permitted accommodations for students with an IEP. Students not working towards an OSSD may be exempted from writing the test.

Students who have been eligible to write the OSSLT and have been unsuccessful at least once may take the Ontario Secondary School Literacy Course (OCLC4O). Students who successfully complete this course will have met the graduation literacy requirement.

Elective credits may be earned in all subjects, including those named in the compulsory credit list, provided that such electives are additional to the compulsory credits. The elective credits allow for concentration in a curriculum area of special interest.

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

<table>
<thead>
<tr>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>elective credits***</td>
</tr>
<tr>
<td>40</td>
<td>hours of community involvement activities</td>
</tr>
</tbody>
</table>

Ontario Literacy Requirement (OSSLT or OSSLC)

* A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

** A maximum of 2 credits in cooperative education can count as compulsory credits.

*** May include up to four credits achieved through approved Dual Credit courses.

Certificate of Accomplishment
Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. This certificate may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving secondary school.

Ontario Secondary School Certificate (OSSC)
On request, students will be granted the OSSC when they leave school before earning the OSSD, provided that they have earned a minimum of 14 credits.

7 Compulsory Credits:
2 English, 1 Canadian geography or Canadian history, 1 mathematics, 1 health and physical education, 1 science, 1 arts or technological education

7 Elective Credits:
Selected by the student from available courses

Don’t forget
You are responsible! Choose your courses with your aspirations in mind. Don’t know yet?
Check it out at...
tvdsb.ca/guidance
In the know... **PATHWAY**

Steps for All

YOUR **EDUCATION** OFFERS MULTIPLE **PATHWAYS** TO MANY DIFFERENT DESTINATIONS. FIND THE ONE THAT IS RIGHT FOR YOU, AND **FOCUS** ON THE JOURNEY.

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**High School and Beyond:**

APPRENTICESHIP, COLLEGE, UNIVERSITY AND THE WORLD OF WORK

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The Ontario Ministry of Education's *Creating Pathways to Success* document grounds our belief that: all students can be successful, success comes in many forms and there are many pathways to success.

*Ask your Guidance Counsellor about potential options.*
myBlueprint Education Planner is an online tool available to all TVDSB students (Grades 7-12), teachers and parent/guardian to: investigate and research educational options for all pathways (apprenticeship, work, college and university), discover learning styles, explore career interest surveys, plan secondary school courses, set short-term and long-term goals, build resumes and much more. For more information visit www.myblueprint.ca/tvdsb.

French Immersion
Students are taught French as a subject, and French serves as the language of instruction in two or more other subjects. At the secondary level, there are academic and applied courses in French Immersion in Grades 9 and 10, and university preparation and open courses in Grades 11 and 12. In the French Immersion program, students accumulate ten credits in French: four are for FSL courses; six are for other subjects in which French is the language of instruction. Schools may grant a certificate in French Immersion if the student fulfills these requirements.

Generally, the program a student selects at the secondary school level is determined by the total number of hours of French instruction accumulated by the end of Grade 8 (a minimum of 600 for Core French, a minimum of 1260 for Extended French, and a minimum of 3800 for French Immersion).

One FSL credit (110 hours) from any of the three programs is compulsory for secondary school graduation.

For subjects other than FSL that are taught in French in an Extended French or French Immersion program, the expectations in each course are those outlined in the English-language curriculum policy documents. It is recognized that expectations in these subjects may need to be adapted to meet the needs of students who are studying the subjects in French instead of in English. (Excerpt from: The Ontario Curriculum, Grades 9 to 12: French as a Second Language -- Core, Extended, and Immersion, 2014.)

Special Education
Our primary goal is to meet students’ needs in their own classrooms in their home school. Occasionally, some students need the support of specialized programs and services which are offered at another location. Information for parents, such as the Parent’s Guide to the Identification Placement and Review Process and the Individual Education Plan can be obtained at the school, or by calling the Special Education Department or at www.tvdsb.ca

Special Education Advisory Committee (SEAC)
By regulation, each school board has a Special Education Advisory Committee (SEAC), whose mandate it is to provide advice and recommendations on all issues related to Special Education. The list of members and the agencies they represent can be found on www.tvdsb.ca

Prior Learning Assessment and Recognition (PLAR)
Students enrolled in Ontario secondary schools may have their skills and knowledge outside the classroom evaluated against provincial curriculum policy documents in order to earn credits towards the secondary school diploma. PLAR procedures are carried out by the system and the school under the direction of the school principal.

eLearning
Students have the option to obtain a variety of credits online through the Virtual Academy. For more information, visit www.tvdsb.ca/elearning

Ontario Student Record (OSR)
Each student’s record (OSR) is kept at the student’s home school and follows the student when that student changes schools. The OSR contains the Ontario Student Transcript (OST) and other notes, assessment, evaluations and records made while the student attends elementary and secondary school. The OSR is available for adult students, parent/guardian of minor students, teaching staff and administration.

Full Disclosure
If a student withdraws from a Grade 11 or 12 course after 5 instructional days following the issue of the first provincial report card (mid-term), the withdrawal and percentage grade must be recorded on the OST.

Course Outline
Course outlines are provided to students during the first week of classes. Copies of course outlines are available through the main office at each school.

Stay Informed
Curriculum Policy Documents
All curriculum policy documents are available at the Ontario Ministry of Education website www.edu.gov.on.ca or through the school principal.

Prerequisite/Corequisite
A prerequisite is a course that students must complete prior to attempting a course of the next year level. A corequisite is a course that must be taken at the same time as another course.

Substitution of Compulsory Credits
In unique circumstances, the principal of a school may replace up to three of the compulsory credit requirements in order to meet an individual student’s need.

English as a Second Language (ESL) and English Literacy Development (ELD)
These programs meet the needs of English language learners (ELLs) whose first language is not English, or is a form of English significantly different from the English taught in Ontario schools. For more information, follow the link under Program at www.tvdsb.ca
SPECIALIST HIGH SKILLS MAJOR PROGRAM (SHSM)
The SHSM is a ministry-approved specialized program that allows students to focus their learning on a specific sector while meeting the requirements for the Ontario Secondary School Diploma (OSSD). The SHSM enables students to customize their secondary school experience to suit their interests and talents, and prepare for a successful post-secondary transition to apprenticeship, college, university or the workforce, while meeting the requirements of the Ontario Secondary School Diploma.

Why Pursue A Specialist High Skills Major?
Through the SHSM, Ontario secondary school students are given more opportunities to earn industry recognized certifications, participate in reach ahead activities and cooperative education to match their individual goals and interests. Students are recognized as having achieved a SHSM in a specific area with a RED seal on their OSSD and a special transcript listing certifications and skills to which they have been exposed.

Go to TVDSB.ca/SHSM to see which schools offer SHSM.

To learn more about these exciting opportunities see your Guidance department.

SCHOOL COLLEGE TO WORK PROGRAMS/DUAL CREDITS

What is it?
Students can participate in post-secondary courses and/or apprenticeship training, earning dual credits that count towards both their high school diploma and their post-secondary diploma, degree or apprenticeship certification.

Who’s it for?
Students who need learning opportunities outside of high school and who would benefit from a college or apprenticeship experience.

How it helps
Students have the opportunity to:
- Earn high school credits while studying at a local college or taking apprenticeship training
- Gain experience that will help them with their post-secondary education or apprenticeship
- Get a head start on learning and training for their future careers

DAY AWAY DUAL CREDITS

Day Away Dual Credits allow students to attend college one day a week to earn college credits in addition to high school credits. Each successfully completed college credit also results in the awarding of a high school credit which can be used toward completion of the OSSD. Currently, TVDSB has day away programs at Fanshawe, Lambton and Conestoga colleges.

SCHOOL WITHIN A COLLEGE (SWAC)
The School Within A College program allows students to complete high school by attending school on campus at college. These students also enroll in college dual credits. Each successfully completed college credit also results in the awarding of a high school credit which can be used toward completion of the OSSD. Currently, TVDSB has a SWAC program at Fanshawe College, London, St. Thomas, and Woodstock, as well as Lambton College.

*First Nations, Métis, Inuit SWAC programs also available.

MORE INFORMATION
Visit www.ontario.ca/morestudentsuccess and click on Dual Credit Program or talk to your school’s Student Success Team.

ONTARIO YOUTH APPRENTICESHIP PROGRAM

What is the Ontario Youth Apprenticeship Program (OYAP)?
The Ontario Youth Apprenticeship Program (OYAP) is a School to Work program that opens the door for students to explore and work in apprenticeship occupations starting in Grade 11 or Grade 12 through the Cooperative Education program.

The goals of OYAP are to:
- Provide students with the opportunity to start training in a skilled trade while completing the requirements for an Ontario Secondary School Diploma
- Enable students to make the school to work transition by direct entry into apprenticeship training
- Provide employers with the opportunity to train the skilled workers they require
- Provide a viable solution to address the problem of skilled tradespeople shortages in general, and specifically the lack of young people joining the trades

Why Apply?
Applying for the Ontario Youth Apprenticeship Program could be the first step in beginning a rewarding career in the skilled trades.
- OYAP is both a demanding and smart choice if you wish to jump-start your career. Jobs in the skilled trades pay well and challenge your intellect and creativity.
- Apprenticeships are often the first step in a career path that can lead to supervisory, administrative or management positions, or to a self-employed business career.
- Students who participate in OYAP will be trained in a specific set of skills leading to a registered apprenticeship program and will be able to obtain apprenticeship hours and high school credits at the same time.

More Information:
Visit www.tvdsb.ca/oyap or contact the Technological Education, Cooperative Education or Guidance Department.
COOPERATIVE EDUCATION (COOP)

• Cooperative Education is a planned learning experience through which students can earn credits.
• Classroom theory and workplace experiences allow students to apply and refine the knowledge and skills acquired in a related course.
• The classroom component is comprised of preplacement and integration activities.
• The personalized placement component takes place in the workplace where students get hands-on experience exploring an occupation.
• Cooperative Education is appropriate for all students who are heading to university, college, apprenticeship or the workplace. It is offered in all subject areas and course types.

OTHER FORMS OF EXPERIENTIAL LEARNING

• Job Shadowing — a one-on-one observation of a worker at a place of employment for up to three days
• Job Twinning — a one-on-one observation of a cooperative education student at a place of employment for up to three days
• Work Experience — a planned learning opportunity within a course which allows students a relatively short-term work experience, usually of one or two weeks at a time, for a total of up to four weeks
• Work Internship — combines workplace training with a school-based program to prepare students for direct entry into the workforce. Ask about the Thames Valley District School Board Destinations programs.

SCHOOL WITHIN A UNIVERSITY (SWAU)

The School Within A University program allows students experiencing changes and challenges in life to complete secondary school by attending school on campus at Western University in London, Ontario. These students also enroll tuition free in one first year university course.

...Student Success

Reaching Every Student

Each teenager has their own unique interests, goals and strengths. Every student should have the same opportunity to succeed and graduate from secondary school. TVDSB schools are working with you to improve the learning experience for all students.

We share a common goal to help all students build a promising future for themselves. We are responding by focusing on:

• Quality course options and programs inside and outside of the classroom, leading to all destinations (apprenticeship, college, community, employment, and university)
• Literacy and numeracy skills in all subject areas
• One-on-one support when students need extra help
• Building community, diversity, culture, safety, and caring in all schools

There is a Student Success Team in every secondary school. Members of this team include the Principal, the Head of Guidance, the Head of Special Education, the Student Success Teacher, and other staff members as appropriate to the school (e.g. Cooperative Education Teacher, Credit Recovery Teacher, etc.). The Student Success Teams ensure a smooth and successful transition from Grade 8 to Grade 9 for all students.

The Grade 8/9 Transition Program may include:

• Assigning a teacher or other educator to provide support during the transition years
• Creating a student profile that highlights the student’s strengths, needs and interests
• Developing customized Grade 9 timetables
• Tailoring strategies and interventions based on each school’s unique advantages

Student Success Teams continue to monitor the progress of students throughout their time at secondary school, setting and revisiting career life goals with students and providing support as needed to maximize student opportunities and achievement.
1. **Start Early.** It is never too soon to start talking to children about their goals for secondary school and beyond.
   - Use the TVDSB pathway planning resources together
   - Start planning for high school and post-secondary at [www.myblueprint.ca/tvdsb](http://www.myblueprint.ca/tvdsb)

2. **Help Your Teens Know Their Goals and Interests.** Encourage them to understand who they are and connect their interests and abilities to careers.
   - Choose courses wisely and explore a variety of courses and experiences
   - Do the self-assessments at [www.myblueprint.ca/tvdsb](http://www.myblueprint.ca/tvdsb)

3. **Understand the New Realities of Work.** Remember your child will likely have 6-10 occupations and some of those jobs do not exist yet.
   - Transferable skills are the key to success

4. **Encourage Your Teen to Explore All Pathways.** Talk equally about all possibilities.

5. **Investigate the Specifics of Career Choices.** Attend information sessions about all five destinations available in your school.
   - Encourage experiential learning such as Coop, Dual Credits, SHSM and Volunteer Opportunities

6. **Community Involvement (40 hours).** It is important to start early, and you can begin in the summer before grade 9.

7. **Research Financial Responsibilities.**
   - Plan ahead.
   - Investigate support options available such as loans, scholarships and bursaries
   - Check out the Financial Planner at [www.myblueprint.ca](http://www.myblueprint.ca)

**Tips for planning Post-secondary PATHWAYS**

**ALL ABOUT ME**

**Who am I?**
- How would I describe myself right now (strengths, interests, values)?
- How can I connect who I am to the choices I make?

**What are my opportunities?**
- What opportunities should I try while I’m in school?

**Who do I want to become?**
- What are my goals now and for the near future?
- Where can I find information about my initial post-secondary destination?

**What is my plan for achieving my goals?**
- How do I develop and review my plan?
- Who can support me in achieving my goals?

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**Is apprenticeship for you?**
Check out the websites below to learn more about the apprenticeship pathway.
- www.oyap.com
- www.careersintrades.ca
- www.earnwhileyoulearn.ca
- www.edu.gov.on.ca

**Is college for you?**
Check out the websites below to learn more about the college pathway.
- www.ontariocolleges.ca
- www.gotocollege.ca
- www.edu.gov.on.ca

**Is community training for you?**
Check out the websites below to learn more about the community training pathway.
- www.tvdsb.ca
  - Programs
  - Special Education
- www.edu.gov.on.ca

**Is on-the-job training for you?**
Check out the websites below to learn more about the on-the-job training and employment pathway.
- www.servicecanada.gc.ca
- www.jobfutures.ca
- www.edu.gov.on.ca

**Is university for you?**
Check out the websites below to learn more about the university pathway.
- www.ouac.ca
- www.electronicinfo.ca
- www.edu.gov.on.ca

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Adapted from Halton District School Board: Pathways > Education and Career/Life Planning
A Message from the Administration

Dear Parents and Guardians,

Since 1959, Oakridge Secondary School has maintained a tradition of academic excellence for students in all pathways. Whether students plan to attend university, college, apprenticeships, community living or a workplace, they are supported to achieve their very best. The Oakridge learning community takes pride in offering students many options to join all types of clubs, teams and music ensembles. These academic and extra-curricular opportunities are planned to meet students’ needs within a diverse, multi-cultural community.

This year, we continue to adapt quickly to COVID-19 safety protocols as we focus on creating a safer place to learn, where student wellness and inclusion are our priorities.

We are excited to be a verified World International Baccalaureate School that offers the Diploma Programme. Oakridge offers a preparatory IB pathway for grade 9 and 10 students. These students transition into the Diploma Programme for their grade 11 and 12 school years. The DP is recognized around the world as an exceptional learning experience, preparing students to excel at university.

The 2021-2022 Course Calendar compiles all course offerings for grades 9 through to 12 at Oakridge. Please use this booklet as an aid to select courses for your future years in school. To be successful, students are strongly encouraged to work collaboratively with their parents, teachers, Learning Support Teachers and Guidance Counselors to select courses that reflect their readiness and desire to learn through a specific pathway during and after secondary school. Students are encouraged to meet with parents and staff members to inform their decisions.

Please understand that sometimes courses do not run during the following year even if they appear in the Course Calendar. It is the goal to run all courses offered in the Course Calendar, but sometimes due to low enrolment, a course does not run. When this happens, students are supported to select an alternate course to complete their timetable.

All the best as you work through the course selection process for next school year and as you progress through your years here at Oakridge! Go Oaks!

Mike Phillips  
Principal – Oakridge Secondary School

Maggie Hanan  
Vice Principal – Oakridge Secondary School

We create a caring, equitable community that engages and develops globally competent students who demonstrate excellence in learning, achievement, and well-being.

We build each student’s tomorrow, every day.
EQUAL EDUCATION OPPORTUNITY

The Ministry of Education states that one of its purposes is to provide equal educational opportunity for all students. As stated in *Ontario Secondary Schools, Grades 9 to 12,* “all students in the province have an equal opportunity to achieve their full potential” and “the education system must be free from discrimination and must provide all students with a safe and secure environment.” Oakridge Secondary School is committed to providing a learning environment that values equity among its students, and the opportunity to learn in a safe and engaging environment.

OAKRIDGE SCHOOL CULTURE

Oakridge is a professional learning community in which we work collaboratively to help all students learn.

At Oakridge we believe that:

- A school is a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment.
- All students, parents, teachers, and staff have the right to be safe, and feel safe, in the school community. With this right comes the responsibility to be law-abiding citizens, and to be accountable for actions which put the safety of others or oneself at risk.
- The Code of Conduct specifies that the standards of behaviour apply at all school-authorized events or activities.

At Oakridge we treat each other with dignity, respect and kindness.

CODE OF CONDUCT

The Code of Conduct at Oakridge Secondary School is designed to be positive for every student and it is based on the expectation that all students, staff and visitors will conduct themselves in a courteous and respectful manner. Every student has a right to an education without disruption and every student also has the responsibility not to deny this right to any other student. A safe and secure learning and working environment will be achieved through proactive prevention and intervention strategies where all students and staff understand, value and respect the diversity of others and the importance of self-worth.

The school Code of Conduct serves as a guide to help students develop as persons and avoid problems related to misconduct. The Code of Conduct summarizes the behaviour expected of students and describes the procedures which will be used by school administrators, teachers and other staff for responding to student behaviour problems. The code is in keeping with the obligation of the school, board and Ministry of Education to exercise their authority under the Education Act to maintain order and discipline in the school. Parents are encouraged to review the code of conduct with their sons and daughters.

CONSEQUENCES FOR INFRACTIONS OF THE CODE OF CONDUCT

Clear and fair consequences for inappropriate behaviour will be applied. Logical and natural consequences will involve the offender, the victim, school administration, teachers, parents, police and other community agencies, where appropriate.

The Code of Conduct covers the most obvious types of inappropriate behaviour and is not to be considered “all inclusive” nor is it a limitation upon the authority of school officials to deal appropriately with any other types of behaviours which interfere with the safety and learning of students in the school.
<table>
<thead>
<tr>
<th>Expectation</th>
<th>Linkage to Success</th>
<th>Possible Consequences of Inappropriate Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATTENDANCE</td>
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<tr>
<td>• Students are expected to attend classes daily unless prevented by illness or other emergency</td>
<td>• Regular attendance is essential for a student’s success</td>
<td>• Detention(s) from teacher</td>
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<tr>
<td>• Under ordinary circumstances, the school does not approve of absences for such things as haircuts, studying for other courses, early vacation, part-time jobs, etc.</td>
<td>• NOTE: Under the Education Act, the Principal determines the legitimacy of a student’s absence. The only acceptable reasons for absence are illness or unavoidable cause (as approved by the principal). It is the duty of the parent/guardian or independent student to ensure regular school attendance as per the Education Act, Section 21</td>
<td>• Parent or guardian is informed</td>
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<tr>
<td>• Any unexplained absence is considered to be truancy on the attendance report. It is the parent and student’s responsibility to verify to the teacher and to the office legitimate absences immediately upon returning to school</td>
<td></td>
<td>• Attendance counsellor becomes involved if student is under 18</td>
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<tr>
<td>• If a student has to leave during the school day or if he/she feels ill, he/she is to report to the office. A note or phone call from a parent/guardian is required to excuse the student from school</td>
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<td>• Vice principal becomes involved</td>
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<td>• Students will be considered truant if they leave the school or classroom without permission</td>
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<td>• Suspension for persistent truancy</td>
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<td>• Removal from class</td>
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<td>• Removal from the school roll</td>
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<td>• Missed evaluations will be completed immediately upon return</td>
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<td>• Truancy on a day of a sporting event or dance will make the student ineligible to participate</td>
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<td>• 15 consecutive absences from any class will result in a removal from that class unless medical documentation is provided to the school</td>
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<td>• The administration, in consultation with the teacher, will make all decisions about the dress code</td>
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<td>AUDITORIUMS, GUEST SPEAKERS OR PRESENTATIONS</td>
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<tr>
<td>• Students are expected to be courteous and respectful towards presenters and guest speakers during auditoriums or presentations. Hats and electronic devices are not permitted during presentations</td>
<td>• Auditoriums and presentations are a wonderful opportunity for students to learn from others with different viewpoints, experiences and specialities. The presenters’ views may not be the same as a student’s, but students must respect their right to speak in a safe and respectful environment</td>
<td>• Students will be removed from the auditorium or presentation and will be required to write a letter of apology to the presenter and organizers. Further consequences can include detentions, suspensions, a behavioural contract, or removal of auditorium privileges</td>
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<tr>
<td>DRESS CODE</td>
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<tr>
<td>• Students are expected to dress in a manner which reflects the educational nature of the Oakridge community. Clothes with offensive or inflammatory language or graphics are unacceptable. Personal property such as clothes, backpacks, or car bumper stickers must comply with the school expectations. Revealing or suggestive clothing is inappropriate in a learning community.</td>
<td>• School is not a place for revealing or suggestive clothing. Appearance and behaviour reflect good judgement and respect for self and others. All head gear, with the exception of hats (bandanas, hoods, etc.), must be removed when inside the school, except where required for religious or medical reasons</td>
<td>• Students will be asked to change into more appropriate clothes</td>
</tr>
<tr>
<td>• Backpacks are not permitted in the classroom. Students must bring only the material they require to class</td>
<td>• No headgear is permitted during an auditorium</td>
<td>• Persistent noncompliance with the dress code</td>
</tr>
<tr>
<td></td>
<td>• Headgear within the classroom or library is at the discretion of the teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Backpacks are a health and safety issue and restrict the flow of pedestrian traffic</td>
<td>• The administration, in consultation with the teacher, will make all decisions about the dress code</td>
</tr>
<tr>
<td>DRUGS, ALCOHOL &amp; SMOKING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The possession, distribution, and/or use of alcohol or illicit drugs are NOT permitted on school property, regardless of age</td>
<td>• Students under the age of 19 are forbidden by law to use alcohol and tobacco products</td>
<td>• Being under the influence of illicit drugs or alcohol will result in a mandatory suspension. Possession of alcohol or illegal drugs will result in mandatory suspensions</td>
</tr>
<tr>
<td>• Smoking, including vaping, is not permitted on school property, on the school bus, or at school sponsored activities</td>
<td>• The illegal use of drugs and alcohol is dangerous to health and can lead to behaviour which is detrimental to the tone and safety of the school</td>
<td>• Providing minors with alcohol and/or trafficking in illegal drugs will result in a mandatory expulsion</td>
</tr>
<tr>
<td>• The use of e-cigarettes and/or any tobacco products is completely prohibited on school property</td>
<td>• To enhance student learning, Oakridge strongly discourages all behaviour that is detrimental to the healthy growth and development of its students</td>
<td>• Students who smoke on school property are subject to a range of consequences such as warnings, in-school disciplinary action, possible suspension, and/or fines levied as per the Ontario Tobacco Control Act and the Compliance Officer</td>
</tr>
</tbody>
</table>

*Note: The table above outlines the Oakridge Community Expectations of Behaviour Code of Conduct.*
| FIGHTING AND/OR THE POSSESSION OF WEAPONS | • Fighting and/or the possession of weapons will not be tolerated  
• Weapon replicas will be treated in the same manner as real weapons  
• Objects used to inflict damage or injury will be treated as weapons | • Society expects that conflicts be resolved by peaceful means. This protects the physical and mental well-being of each individual and promotes a positive and safe school environment  
• Possession of weapons is restricted by law. Inflicting injury constitutes assault and police will become involved. Criminal charges may be laid | • All fights will result in suspension. The police may be contacted depending on the nature of the altercation  
• Committing physical assault that causes bodily harm will result in a mandatory expulsion  
• Police will be called upon to investigate all incidents involving weapons or suspected possession of weapons  
• Possessing a weapon will lead to a mandatory expulsion. Using a weapon to cause or threaten bodily harm will result in a mandatory expulsion |
| --- | --- | --- | --- |
| HALLS | • Students who have a study period/spar are must be in the library, atrium, or cafeteria. Students are not permitted to visit or disrupt other classes | • Noise and activity in the hallways are distracting to students in the classroom  
• The wise use of study periods leads to academic success | • Persistent non-compliance to requests to vacate the halls will result in detentions and/or loss of privileges |
| INTERACTIONS | • Students are expected to be courteous and considerate in dealings with other students. The following behaviours are not acceptable:  
- physical, verbal, written, electronic, sexual, or psychological abuse  
- bullying or intimidation  
- swearing or other inappropriate language  
- discrimination on the basis of race, culture, language, religion, gender, disability, sexual orientation, or any other personal attribute  
- “horseplay” in the halls, classes, and school property; throwing snowballs  
• Electronic harassment (social media) on or off site is prohibited | • Every student has the right to a safe and peaceful school environment and has a corresponding responsibility to refrain from any behaviour which threatens the mental and/or physical well-being of other students at Oakridge  
• Harassment is illegal and will not be tolerated. Uninvited remarks, gestures, sounds or actions that make one feel unsafe, degraded or uncomfortable are unacceptable at all times  
• Respectful behaviour and appropriate language are essential in the resolution of conflicts with others | • Threats to inflict serious bodily harm will result in a mandatory suspension and police involvement  
• Parents of students under 18 will be involved in all such cases  
• Sexual harassment is illegal and will not be condoned at Oakridge. Suspension can result and police will be involved. Sexual assault will result in a mandatory expulsion  
• Shoving, poking, pushing, throwing snowballs, and other such horseplay can result in detention or suspension  
• Swearing or objectionable language on school property or at scheduled school activities can result in detention or suspension  
• Any harassment may result in suspension and police involvement |
| PERSONAL ELECTRONIC DEVICES | • Electronic devices such as, but not restricted to, cell phones, pagers, digital cameras, and video devices are not to be used during class time and/or scheduled school activities. These devices must be turned off during all school-related activities. Audio electronic playing devices may be allowed in the classroom, at the discretion of the teacher, but are prohibited during tests and exams.  
• Cell phones may not be used as a calculator  
• Cell phones are to be off and not visible during class time  
• All electronic devices are prohibited in the auditorium | • Electronic devices compete for students’ attention. To enhance student learning, the use of these devices is restricted to appropriate times  
• It is disrespectful not to give a presenter your complete attention  
• Some electronic devices interfere with the electronic devices being used for presentations  
• Notes can be recorded and/or stored on electronic devices | • Possible removal of the device to be returned at a later time  
• Referral to the vice principal  
• Detentions |
INTERNET & COMPUTER USE
Your use of the Internet must be in support of education and educational research as it pertains to course assignments. Unacceptable use includes, but is not limited to the following:

- Transmission of any material in violation of any Federal or Provincial regulation such as copyrighted material, threatening or obscene material, or hateful, racist or discriminatory material
- Breach of security on local and remote sites including use or attempted use of another user’s account, unlawful entry or attempted entry into any network system, connecting or attempting to connect laptops, PDAs or other portable communication devices, any attempt to alter and/or destroy data, creation and/or willful transmission of computer viruses, moving, unplugging, or re-connecting computers and equipment without teacher permission
- Other illegal and costly activities such as downloading any type of music, video, game or other software files and streaming audio/video, including online radio and music video stations

The wise use of computers and the Internet will lead to academic success. Students are expected to be polite, use appropriate language, and use on-line time wisely. The use of the internet is a privilege, not a right, and inappropriate use will be dealt with and may result in cancellation of those privileges, and other school penalties.

PUNCTUALITY
- Students are expected to be in class and ready to work by the second bell

Punctuality shows respect for other people’s learning. When students are late for class, they disrupt the right of others to an education

- Progressive discipline approaches will occur should lates become habitual
- Should lates continue to be an issue, a suspension may occur following consultation with student, parent(s), teacher(s), and the vice-principal

RESPECT FOR PROPERTY
- Students are expected to treat school property with care and respect. This includes: school grounds, buildings, equipment, textbooks, lockers, transportation vehicles, and the possessions of others
- All students are to abide by the regulations established by the school for conduct on school buses and on school field trips
- Lockers are the property of the school. The school has the right to enter/inspect lockers when the safety or welfare of the school is involved. Use only your assigned locker and secure it with a Dudley lock. Any other type of lock will be removed. The lock combination must be filed with the office. Lockers must be kept clean and free of graffiti and offensive material. You are responsible for the contents of your locker

Every student has the right to learn in a clean, orderly school environment and has the responsibility to treat school property with care and respect. The school building and its contents are private property supported by tax dollars. The exorbitant cost of vandalism is often assumed by the taxpayer
- School custodians are hired to maintain the school building. They are not responsible for cleaning up messes deliberately made by others. By working together with the custodial and cafeteria staff, you can maintain a pleasant environment in which to eat lunch
- The use of the school bus is a privilege, not a right. Students are responsible to the principal for their conduct while on the school bus. Unruly behaviour on the bus presents a danger to all passengers. The school bus driver has the same authority as a teacher to control the behaviour of students

Students who destroy school property will be required to pay the cost of repair or replacement. Destruction of school property will result in a mandatory suspension and police action
- Deliberate littering will result in detentions, assigned clean-up duty, or loss of privileges
- Offensive material must be removed at the request of a teacher or administrator. Students will be required to remove graffiti from their lockers or desks
- The school cannot guarantee safe keeping of student items of significant value. Students are encouraged not to bring items such as CD players, cameras, jewellery, or cash to school. Theft, robbery, assault and extortion will be dealt with by the police. Committing a serious crime will result in a mandatory expulsion
- Consequences will range from warnings to temporary or permanent removal of bus privileges to detentions or suspensions
RESPECT FOR STAFF
- Students are expected to follow the rules of the school and the directions of the staff. When asked to do something by a staff member, students are expected to do it courteously and co-operatively
- Students are expected to give their name in a courteous manner when asked by staff members
- When asked to leave the classroom by a teacher, students are to report to the office directly or wait by the classroom door for further instructions

VISITORS
- All non-student visitors are expected to report to the main office
- Parents are visitors

The Oakridge community is made up of custodians, cafeteria staff, administrators, secretaries, teachers, educational assistants, students, parents, and volunteers
- Teachers and other school staff have been granted authority under the Education Act to promote academic diligence and proper behaviour among students
- The Oakridge staff work diligently to make the students’ high school years enjoyable. They deserve courtesy and respect

The school must be a safe community for students, staff, parents and guests
- All visitors must be approved by the office

The student is responsible for the behaviour of his/her guest
- Visitors that are not approved are considered trespassers and can be charged

ASSESSMENT, EVALUATION, EXAMINATION POLICIES, AND REPORTING

All courses at Oakridge Secondary School will take place in a semester system. In a school that has a semester system, the 110 hours required to complete each course credit are completed in five months. Four courses are timetabled each semester. Students in grades 9 through 11 take eight courses each year. Repertoire music courses run for the entire school year.

Within the first days of both semesters, students will receive information on the evaluation procedures for each of the courses. The assessment and evaluation activities are varied; and meet the different needs of student learning styles. Our assessment and evaluation policy is aligned with the Thames Valley District School Board’s Assessment and Evaluation Policy. It is important to remember that assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The PRIMARY PURPOSE of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “assessment for learning” and “assessment as learning”. As part of assessment for learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment as learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning. Teachers will obtain assessment information through a variety of means, which may include formal and informal observations, discussions, learning conversations, questioning, conferences, homework, tasks done in groups, demonstrations, projects, portfolios, performances, peer and self-assessments, self-reflections, essays, and tests.

Please note that all MAJOR assignments are subject to the deduction of late marks. The first day late is subject to a 10% penalty, followed by 5% per day for the next four days, for a maximum of a 30% overall deduction. After the 5th day late, the assignment may receive a mark of zero. Final evaluations reflect no more than 30% of the final mark. Each course will have a summative evaluation and there may be other activities included as part of the final evaluation. All students are expected to write their final exams as scheduled by the school. The passing grade for each course is 50%.

Teachers update student marks frequently and may be in contact with parents throughout the semester as the need arises. Since some courses build to having the majority of the evaluations in the second half of the semester, teachers and parents need to remain in contact.

Students will receive two additional report cards, one at midterm and one at the end of the semester. All three sets of marks will be posted on the student and parent portals. To access the parent portal, please complete the application form available in the main office.
Examinations

Examinations are administered during the weeks identified on the Thames Valley District School Board calendar. In some subjects, final evaluation activities are also completed prior to the examination period. It is expected that all students write the final examinations and evaluations in the times scheduled by the school. **Absence due to medical reasons must be explained by a note from a medical doctor.** Exams missed for other reasons will be reviewed by the administration.

Attendance

The Education Act requires students to attend school punctually and regularly. Regular attendance is a significant contributing factor to academic success. Parents play an important role in students’ attendance and are encouraged to access the Parent Portal on a regular basis. We support our students in their efforts to be successful. If absence becomes a concern, the following supports and interventions will occur:

- Teachers will follow up with students for unexplained absences and contact parents when class absence exceeds a reasonable number of missed classes.
- The vice principal will meet with students to address situations where absences begin to impact academic success.
- The vice principal will request a meeting with parent and student to create a strategy to improve attendance.
- A student may be removed from a course when the student is absent for 15 consecutive classes.

A student may be referred to our attendance counsellor.

Individual Pathway Plan (IPP) & myBlueprint

All students in grades 7-12 are now required by the Ministry of Education to complete an electronic Individual pathway Plan (IPP). The new career development policy in Ontario involves the implementation of an “education and career/life planning program” to help students become confident, independent, and effective education and career life planners. Students use the Individual Pathway Plan to document their ongoing inquiry focusing on the four questions: Who am I?; What are my opportunities?; Who do I want to become?; and What is my plan for achieving my goals? Students gather evidence related to these four questions in all of their subject areas at school as well as various activities at home and in the community. The IPP increases students’ awareness of their strengths and interests and of the related opportunities for learning and work. (Creating Pathways to Success, 2013).

The Thames Valley District School Board has selected myBlueprint (myBlueprint.ca/tvdsb) as the electronic web-based program to use for completion of the student’s IPP. Students and parents are both able to create an account to explore and utilize the program. Within myBlueprint students are able to set goals, highlight extra-curricular or volunteer experiences, plan secondary courses, as well as explore potential post-secondary programs and occupations.
STUDENT SERVICES (GUIDANCE; LEARNING SERVICES, AND STUDENT SUCCESS) AND PROGRAM SERVICES

GUIDANCE

The Guidance department at Oakridge offers a variety of services to students including:

- assistance with academic planning
- limited personal counselling
- this Course Selection Guide and a grade 11 and 12 Grad Guide for parent and student use
- guidance counsellors are available by appointment (made via the Oakridge homepage)

LEARNING SERVICES

Programming for Exceptional Students

Oakridge Secondary School offers support for those students on an Individual Education Plan (IEP) through the Learning Services Program. The level of support may vary based upon individual student needs. Students are placed on an IEP based on the results from Identification Placement and Review Committee (IPRC) meetings.

Learning Services Counsellors

The teachers in Learning Services are available to support students on IEPs throughout the school day; including test writing, use of technology, and providing a quiet place to work. The Learning Services area is open to all Oakridge students during the lunch hour.

Gifted Programming

There are many opportunities for students to participate in Extended Learning Opportunities Through Progressive Enrichment (ELOPE) Workshops which take place throughout the year. Students are encouraged to register in the Enriched Academic courses offered at the Grade 9 and 10 levels. Oakridge Secondary School is also a site for students writing Advanced Placement Exams. In addition, there are many extra-curricular activities for students to explore specific areas of interest.

Developmental Education (DE)

Oakridge Secondary School offers a program for those students who are identified as developmentally challenged. The identification and selection process takes place through a regional Identification Placement and Review Committee (IPRC). The curriculum focuses on life skills and academic skills. These courses are non-credit. Opportunities for integration into the school community and the community at large are available for these students.

STUDENT SUCCESS

Student Success Teacher

The Ministry of Education requires each secondary school to have a Student Success Teacher who knows and tracks the progress of students at risk of not graduating; who supports school-wide efforts to
improve outcomes for students struggling with the secondary curriculum; who provides direct support/instruction to these students in order to improve student achievement, retention, and transitions; and who works with parents and the community to support student success. The Student Success Teacher at Oakridge provides academic support to allow your son/daughter to have a positive high school experience.

Credit Recovery Program

The credit recovery program is one possible option for a student who has failed a credit course. This failed course must have been taken within two years of being offered the credit recovery program. Access to credit recovery must be through a recommendation by the principal and agreed to by the student and where appropriate (e.g., students under the age of majority), the parent(s)/guardian(s) who must share some responsibility for the learning.

Credit Recovery Team

The Credit Recovery Team is a sub-set of the school’s Student Success Team, comprised of the Principal or designate, the Student Success Teacher and the Guidance Department Head or designate, and other members as appropriate. The Credit Recovery Team convenes periodically to determine the credit recovery placement of a student who has failed a credit course, after the Principal has recommended the student for placement in the credit recovery program.

Learning Services Classroom

The Learning Services Classroom is home to the Peer Tutoring program, where students who have been paired with a peer tutor have the opportunity to receive support in an academic subject. The room is also used by students for monthly lunch and learn opportunities.

Subject Specific Remediation

Students are able to book appointments with their subject teachers for remedial assistance. Teachers may be available at lunch, before or after school.

Prior Learning Assessment and Recognition (PLAR)

Students may receive a credit for taking a course if they can demonstrate that they have the skills and knowledge from prior learning to meet the expectations for the course set out in the provincial curriculum. Students will be assessed through the Prior Learning Assessment and Recognition (PLAR) process. Assessment instruments must include formal tests and other methods of evaluation appropriate to the subject. Students may obtain a maximum of four (4) credits for grades 10, 11, and 12 courses through the process, with no more than two in one subject area. Through the PLAR process, students may also be granted equivalent credits for course work completed outside Ontario or inspected private schools in Ontario.

Ontario Secondary School Literacy Test (OSSLT)

All grade 10 students must successfully complete the Ontario Secondary School Literacy Test as one of the requirements to earn an OSSD. The OSSLT assesses a minimum standard of literacy across all subjects up to the end of Grade 9. Accommodations will be made for students receiving special education programs and services as outlined in the Individual Education Plan (IEP) of a student. A student whose Individual Education Plan (IEP) indicates that he or she is not working towards an OSSD may, with the consent of a parent and approval of the principal, be exempt from participating in the test.
English as Second Language (ESL) students may be eligible, with approval of the principal, to defer the test until a level of proficiency in English has been reached. Students, who are not successful in Grade 10, may write the test again in Grade 11. Students, who are not successful after two attempts, are eligible to take the Ontario Secondary School Literacy Course (OLC).

School Counselling and Social Work Services

The Social Worker, who also is responsible for school attendance matters, provides consultation to school administration, guidance services, student success teacher, and teachers regarding social, emotional, and familial issues influencing student performance.

The Social Worker also assists with coordination of referrals to Board and community programs such as, SALEP, Reconnect, outpatient, day, and residential treatment and is available on an “as needed” basis. The attendance counsellor is responsible for attendance issues for those students who are under 18 years of age. The attendance counsellor is available on an “as needed” basis.

Psychological Services

A psychological services staff member is available by appointment to consult on issues related to student learning, behaviour, and emotional concerns. School administration, learning services, student success, and guidance staff may make referrals. Parental consent is required for students under the age of 18 years and student consent is also required for students 16 years and older. Psychological services are not usually long term and often the purpose is for consultation, assessment, intervention, and to assist individuals in finding appropriate community services.

Public Health Nurse

A public health nurse from the Middlesex London Health Unit is assigned to Oakridge Secondary School. Julie Goverde is available weekly. Check with the main office for her schedule. Students can book appointments with her to discuss health and personal matters.

Secondary School Resource Officer Program

The London Police Service provides the Secondary School Resource Officer Program. This program has assigned a police officer to each of the secondary schools in the city of London. There are five officers detailed to this program, and each officer is assigned four secondary schools. Currently, the assigned constable is with us one day a week. Along with enforcing the law, duties include teaching the Drug and Alcohol Awareness Program (DAP) to our grade 11 students, as well as, facilitating any class discussion as per the teacher’s request. The Secondary School Resource Officer Program has taken on a large role as a resource to our teachers, students, parents and community. Please feel free to contact the officer at Oakridge concerning any queries.

LIBRARY Learning Commons

The Oakridge Library Learning Commons is a welcoming space at the center of the school which provides a vibrant, information-rich, and networked facility to support students and teachers in collaborative and individual learning. The library program is designed to complement the core curriculum in teaching students to be able to read, write, and interact across a range of platforms, tools, media, and cultures, that is, to become transliterate. The library is a place for independent study, small group work, whole class instruction, and recreational reading and is open before and after school, according to the needs of students.

Web: bit.ly/oakridgelibrary
Twitter: @OakridgeLibrary
Collection
Our collection includes nearly 9,000 items, including over 2,500 fiction and 5,500 non-fiction books, all tailored to support the Ontario curriculum and students’ interests. Additionally, our students have access to electronic databases which provide a wide range of archived and current full-text articles from newspapers, magazines, journals, and reference books.

Information Technology
The library houses 30 desktop computers and 10 netbooks which provide Internet access as well as software to support student learning. Additionally, wireless access is available for students’ personal devices and ChromeBooks are available for work in the gotvdsb.ca Google environment.

Video Production Center
Our Video Production Center (Seminar Room 2) provides students with video production equipment including a green screen, tripods, and iPads and presentation technology including a computer, a DVD player, and a digital projector. The room has been designed with theatre-style seating to facilitate presentations.

Computer Facilities
Oakridge students have more than 300 computers available to them in six (6) labs. In addition to those computers in lab settings, there are also computers accessible to students in the library and various other classrooms including geography, math and science.

English Language Learners (ELL)
For students who are English language learners at Oakridge S.S., there are supports available through a English Language Learning (ELL) Lead Teacher to help students be successful in all classes. This teacher works closely with classroom teachers to help support students in courses so student continue to develop their English language skills. The ELL Lead Teacher can also offer individual student support as needed, depending on the needs of each student.

English as a Second Language (ESL)
Oakridge also offers English as a Second Language (ESL) programming at the C, D and E level. Students living in the Oakridge catchment area have the opportunity to enrol in an ESL course during both semesters. Students earn credits for these courses as they work to complete their Ontario Secondary School Diploma.

REGISTRATION, COURSE SELECTION & TIMETABLE CHANGE INFORMATION
The responsibility for correct registration rests with the student and his/her parent(s)/guardian(s) in consultation with Oakridge guidance counsellors and teachers.

Current Oakridge students in grades 9 through 12 will be registering through the Course Selection Module (CSM) of the myBlueprint Education Planner to select their secondary courses for next year. This will also be the process for all of the grade 8 students who will be attending Oakridge as their designated home school, which is based entirely on school boundaries outlined by the location of a student’s home address. Visit the following website address to determine your child’s home school: https://www.tvdhsb.ca/en/schools/find-my-local-school.aspx?_mid_=332

Even those students who are not planning to return the following year must indicate their intent by checking off the appropriate box in the Course Selection Module in the myBlueprint Education Planner. Students who are unsure about returning should register to ensure course selections and will be able to delete their courses through guidance later in the process when they are more certain of their plans.
All grade 9 (currently grade 8 students) wishing to attend Oakridge S.S. next year MUST register on or before the deadline outlined by the Thames Valley District School Board (TVDSB).

All out of area grade 9 (currently grade 8 students) students MUST have their registration packages returned to Oakridge no later than the deadline outlined by TVDSB.

All out of area grade 10, 11, and 12 students wishing to register at Oakridge for next year MUST have their completed registration packages returned to Oakridge no later than prescribed deadline outlined by TVDSB. Students attending Oakridge will be required to provide their own transportation. Students in grades 9, 10, and 11 must choose eight (8) courses, plus an additional two (2) alternate courses to be used if any of the original eight (8) courses cannot fit into the student's desired timetable. Students are not permitted a spare period until they have earned at least eighteen (18) credits. Courses will be dropped only under exceptional circumstances and in consultation with the guidance counsellor, classroom teacher, parents, and school administration.

A graduating student must earn thirty (30) credits in order to graduate. If he/she prefers to take the minimum of six (6) courses in grade 12, he/she must have already earned twenty-four (24) credits. In addition, all grade 12 students must select two (2) alternate courses to be used if any of the original six-eight (6-8) courses can't fit into the student's desired timetable. A full-time student takes a minimum of three (3) courses each semester. The principal's approval is required for any exceptions to this rule. Courses selected at registration time are verified. The student is required to print out his/her registration request and have a parent or guardian sign the registration form. It is the student's responsibility to ensure the accuracy of his/her selections. These forms are kept on file for two years and are the student's annual education plan. Grade 8 students will receive verifications at their schools. Verification of course selection does not ensure the student will receive courses. Insufficient numbers may result in course cancellations. The master schedule of courses in the school may result in students with conflicting courses. This is why all students MUST select two alternative course selections for their timetable. Students or parents/guardians who have any questions about the course selection process are welcome to contact their son's/daughter's guidance counsellor.

Students in Grade 9 at Oakridge Secondary School will take the following five (5) core subjects among their total of eight (8) courses:

- English
- French
- Geography
- Mathematics
- Science

It is recommended that students take physical education in grade 9. However, if a student chooses to take dance, for example, in place of physical education in grade 9, the student must still take one physical education course by the end of grade 12 in order to graduate.

Students in grade 10 at Oakridge Secondary School will take the following five (5) core subjects among their total of eight (8) courses:

- Civics (.5) and Career studies (.5)
- English
- History
- Mathematics
- Science

Students in grades 11 or 12, who are allowed to drop a course more than five (5) days after the mid-semester report, will have a permanent record of this on their transcript. This Ministry of Education policy is called “full disclosure”. It states that a current mark will be recorded along with the notation “W”, for withdrawn, which indicates that a credit has not been earned.
Course Changes

Choose courses very carefully. The master schedule for the school is created from the courses the students select in February. Consequently, once the schedule is set, course changes will be very difficult to accommodate. Until the end of the first week of classes, changes will be made as space is available for the following reasons:

- students who fail a prerequisite for a course in their timetable
- students who need a course to graduate
- students who have made a career/academic change in their plans
- extenuating circumstances
- unbalanced timetable
- students who have completed a course at summer school or online

Students wishing to change courses should contact their Student Services counsellor for an appointment. Until all of the paperwork has been completed, students are required to attend all classes as they appear on their timetable.

Courses of Study

The courses offered at Oakridge Secondary School are based on the curriculum expectations set out in the Ministry of Education policy documents. The descriptions for the courses are Ministry approved. The principal retains on file, up-to-date copies of course outlines for all courses of study at our school, and a copy of each Ministry of Education course policy document. These outlines are available for community members to examine. Curriculum information is also available through the Ministry of Education website at edu.gov.on.ca

Course Codes

The course codes are translated as follows:

- first three characters indicate the subject course code as indicated in the Ministry of Education Common Course Codes e.g. MFM = Foundations of Mathematics
- fourth character indicates the grade e.g. 1 = grade 9, 2 = grade 10, 3 = grade 11, 4 = grade 12
- fifth character indicates the course type
  - C College destination courses (grades 11 & 12)
  - D Academic (grades 9 & 10)
  - E Workplace (grades 11 & 12)
  - L Locally developed course (grade 9 & 10)
  - M University/college courses (grades 11 & 12)
  - O Open courses (grades 9 - 12)
  - P Applied (grades 9 & 10)
  - U University destination courses (grades 11 & 12)
- sixth character indicates the credit value (5 = ½ credit, 1 = 1 credit). Examples of some exceptions of the sixth character could be: CHC2DK where the K designates that the course is part of a course bundle package; MFM1PU where the U indicates the credit has been earned through the credit recovery process; ENG2DE where the E indicates the credit has some components of enrichment activities or FSF1D6 where the 6 indicates that the course is part of our International Bachelorette (IB) extended program in grades 9 and 10 or the actual IB diploma programme in grades 11 and 12.

Course Prerequisites and Recommended Background

Where the word “prerequisite” is listed in the course calendar, the Ministry of Education has mandated that the course noted must be successfully completed before beginning the requested course. The principal, in consultation with the subject department head, may take into consideration exceptional circumstances and waive a specific course prerequisite enabling an individual student to take the desired
course. In some instances, the word “recommended” may be used. The use of this word indicates that some prior knowledge from another course may enhance the student’s success in the course described. Students who choose a course without having the recommended background should be aware that there is a chance their success may be hindered.

Types of Courses

Grades 9 and 10

**Academic** (D) courses focus on essential concepts with greater emphasis is placed on theory than on practical applications. Students in grade 9 who successfully complete these courses will be prepared for either the academic or applied course in the same subject in grade 10.

**Applied** (P) courses focus on essential concepts, but greater emphasis is placed on practical applications than on theory. Students in grade 9 who successfully complete these courses may be prepared for either the applied or the academic course in the same subject in grade 10. The shift from applied to academic level is not recommended for all students. Consultation with subject teachers and guidance is strongly recommended.

**Enriched Grade 9** (E) courses are selected based on the Grade 8 Teacher and/or Learning Support Teacher’s recommendation from the student’s elementary school. Students may register for one, some, or the entire grade 9 enriched courses (English; Geography; Math; Science). Space is limited. In the event that more students register than there are spaces, priority will be given to identified gifted students and from the achievement/comments from the student’s final grade 8 report card.

**Enriched Grade 10** (E) courses are selected based on grade 9 students indicating their interest in the grade 10 enriched program. Students may register for one, some or the entire grade 10 enriched courses (English; History; Math; Science). Space is limited and demand is often quite high for these enriched courses. Priority will be given to identified gifted students; however, additional criteria will be used to determine who is most likely to meet with success in these courses. These criteria include: special interest and passion for the discipline (as determined through grade 9 teacher recommendation in the spring), achievement (as measured by semester one final marks and/or semester two mid-term marks in grade 9) and a math diagnostic tool which all students interested in the grade 10 enriched math course must write. Following this process, students will receive confirmation of their registration in the grade 10 enriched program.

**Extended** (6) courses meet all Ontario Curriculum expectations for the Academic (D) grade 9 and 10 core courses (English; French; Geography; History; Math; and Science). In addition, they provide greater detailed extensions of these core subject topics to include the background knowledge and skill development required for success in a holistic program of study, such as the International Baccalaureate Diploma Program (IBDP) starting in a student’s grade 11 year.

**Locally developed** (L) courses are those courses that are approved by the Ministry of Education and written locally. The function of these courses is to meet the needs of those students for whom the development of practical skills and the knowledge learned can be applied to everyday situations. Students in grade 9 and 10 who successfully complete these courses will be prepared for other essential and workplace courses.

**Open** (O) courses are appropriate for all students.

Grades 11 and 12: Destination-Related Course Types

**College** (C) preparation courses are designed to give students the knowledge and skills they need to meet college entrance requirements. Courses focus on concrete applications of theoretical material and the development of critical-thinking and problem-solving skills.
IB (6) courses meet the credit equivalencies of the Ontario Curriculum expectations for the University (U) and University/College (M) grade 11 and 12 courses (Biology; English; French; Global Politics; History or Chemistry and Math) that comprise the six subject areas of the IB diploma programme offered at Oakridge.

Open (O) courses are appropriate for all students by providing opportunities to broaden the knowledge and skills related to the subject.

University (U) courses are designed to give students the knowledge and skills they need to meet university entrance requirements. Courses focus on theory and will include concrete applications.

University/College (M) courses are designed to give students the knowledge and skills they need to meet university and college entrance requirements. Courses will focus on both theory and related concrete applications.

Note: The course requirements for university include a combination of six grade 12 university (U) and/or college/university (M) courses. **English 4U is a mandatory course for most university applicants.** Each post-secondary institution requires specific prerequisite courses for each program. Consult [http://www.electronicinfo.ca](http://www.electronicinfo.ca), [www.ouac.ca](http://www.ouac.ca) or [www.osca.ca](http://www.osca.ca) for more information on each unique university program.

The requirements for college are the completion of the OSSD and the college program prerequisites. Consult [http://www.electronicinfo.ca](http://www.electronicinfo.ca), [www.ontariocolleges.ca](http://www.ontariocolleges.ca) or [www.osca.ca](http://www.osca.ca) for specific details.

Workplace (E) courses are designed to give students the knowledge and skills they need for the workplace or for admission into apprenticeship programs and other community training programs.

**OTHER COURSES**

Co-operative Education

Courses of all types and in all subject areas may be delivered through the co-operative education mode. It provides students with work experiences and is enhanced through classroom activities. This is a two (2) credit course. For more information contact the co-operative education teachers and co-operative education department head.

**Music Certificates Accepted for Credits**

A maximum of one Grade 11 university/college music credit may be awarded towards the OSSD for the successful completion of one of the following:

- Grade VII Practical and Intermediate Rudiments (formerly Grade 1 Rudiments) of the Royal Conservatory of Music, Toronto
- Grade VII Practical and Grade III Theory of Conservatory Canada, London, Ontario
- Collegial I Practical and Collegial I Theory of any conservatory of music in the province of Quebec
- Grade V Practical and Collegial III Theory of Trinity College London, England
- Grade VII Practical and Grade VI Theory of the Royal Schools of Music, London England

A maximum of one grade 12 university/college preparation music credit may be awarded towards the OSSD for the successful completion of one of the following:

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

The term Practical refers to any musical instrument on which performance is examined. It includes voice (i.e., singing) but not speech arts.

The mark credited to the student is calculated by averaging the marks that the student has earned in the practical component and in rudiments or theory, as the case may be.

For more information about earning music credits through external agencies access www.edu.gov.on.ca Program Policy Memorandum 133.

Music Repertoire Courses

Music repertoire courses are available to students in grades nine to twelve at Oakridge Secondary School. A repertoire course allows students to maintain performance-based skills throughout the year through participation in the school music program. Each repertoire course consists of a minimum of fifty-five (55) hours and is classified as a half credit. Repertoire courses will be scheduled either after school and/or before school hours.

Repertoire courses could be taken concurrently with a grade nine, ten, eleven, or twelve music course. For example, if you take AMI3M1, the corresponding repertoire code is AMR3MB. See the chart below for all linkages between music courses and repertoire courses available at Oakridge.

<table>
<thead>
<tr>
<th>Music Course Code</th>
<th>Repertoire Code</th>
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<tr>
<td>AMI1O1 &amp; AMV1O1</td>
<td>AMR2OB &amp; AMR2OV</td>
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<td>AMI2O1 &amp; AMV2O1</td>
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<td>AMR3MB &amp; AMR3MV</td>
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<tr>
<td>AMI4M1 &amp; AMV4M1</td>
<td>AMR3MC &amp; AMR3MW</td>
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Note: This half credit is not recognized for university entrance but does count towards graduation requirements.

Destinations

Destinations is part of Thames Valley’s Student Pathways for Success initiative and focuses on all specialized programs and pathways for students who will enter the workplace directly after high school. These programs and pathways develop the essential and employability skills that students will need to succeed in their chosen field.

Destinations, school-work programs and pathways, help students who want to:

- gain work experience
- learn by doing
- build community connections
- learn both inside and outside the classroom
- focus on skill development to achieve future goals
- go to work after high school

Destinations programs may include job shadowing, work experience, co-operative education, Work Internship, Ontario Youth Apprenticeship Program (OYAP), and Youth Employability Skills (YES).

Students can earn school; district; and industry recognized certifications in addition to the Ontario Secondary School Diploma or the Ontario Secondary School Certificate.
Experiential Learning assists students who are bound for the workplace by helping them develop essential knowledge and skills through job shadowing, job twinning, work experience, and virtual work experience.

Ontario Youth Apprenticeship Program (OYAP) allows students to train as apprentices while attending school. OYAP students accumulate hours and master the skills necessary for a Certificate of Qualification in a skilled profession while they earn their diploma. Students interested in OYAP must:
• be 16 years of age and have successfully completed 16 credits
• be enrolled as a full time student
• demonstrate competency in the trade-related subject(s)
• demonstrate a serious attitude and commitment to their apprenticeship goal
  plan their courses carefully so that all graduation requirements are met

Specialist High Skills Major (SHSM) – Business sector
Oakridge’s new SHSM-Business program provides our students with opportunities to focus their learning, make more relevant connections to the world of business (Marketing, Accounting, Management, Finance, Entrepreneurship, International Business and Computer Studies), and allow them to gain specific knowledge and skills to become better prepared in a world increasingly influenced by the many facets of business. Throughout the program students earn sector-recognized certifications that can be put on your resume today, tour post-secondary institutions and participate in a variety of experiential learning activities. SHSM programs are open to any grade 11-12 student with options available for each post-secondary pathway. Contact Mr. Scarpelli (a.scarpelli@tvdsb.ca) for more information.

Specialist High Skills Major (SHSM) – Health & Wellness sector
Oakridge is proud to be continuing the Specialist High Skills Major (SHSM) program in Health and Wellness. This SHSM program in Health and Wellness gives students an opportunity to specialize, gain qualifications, and plan a career pathway in various areas of the Health and Wellness sector while still in high school. This program has a number of required components, designed to give students a “leg-up” to pursue post-secondary opportunities in fitness or health care fields. The Health and Wellness SHSM is designed to fit into any grade 11 and/or 12 student’s timetable, regardless of the chosen pathway (apprenticeship, college, university, or workplace). Contact Mr. Naisbitt (d.naisbitt@tvdsb.ca) for more information.

International Baccalaureate (IB) Diploma Programme

Background Information: Oakridge Secondary School officially became an IB World school (International Baccalaureate Diploma Programme) as of January 2020. Our 1st cohort of IB students will graduate in June 2022. The IB Diploma Programme (DP) focuses on rigorous academic study within a broad and balanced curriculum for grade 11 and 12 students. Students in this DP programme will work toward their Ontario Secondary School Diploma (OSSD), as well as earning credit toward their International Baccalaureate Diploma. Recognized around the world and offered at more than 3000 schools internationally, the IB Diploma Programme has at its core the education of the whole student, challenging them to expand their horizons in the classroom, in their community, and the world. Oakridge currently provides an extended and enriched pathway of core subjects (English, French, Geography – grade 9, History - grade 10, Math and Science) for a group of preparatory grade 9 and 10 IB students. These preparatory IB students will be better prepared to be educated in the IB Diploma Programme in grades 11 and 12 at Oakridge Secondary School.
International Certificate Program

The International Certificate Program provides high school students with the opportunity to become engaged global citizens, learn about the world, and develop inter-cultural competency skills to prepare for the future. There are 5 components to the program. Students earn the certificate by:

* studying an international language,
* participating in various intercultural workshops,
* exploring global issues in classes that have an international focus,
* participating in international engagement either locally or abroad, and
* presenting their reflection portfolio.

A teacher advisor at the school helps to support the ICP students and track their progress in their program as they engage in workshops, and international learning opportunities. Students will receive the TVDSB International Certificate Program certification in grade 12 upon successful completion of the required components.

Contact the Oakridge teacher advisor, Mrs. Basso, for more information and to register for 2021-2022.

Virtual Academy (e-Learning) provides a rich, interactive environment for self-directed learners through on-line curriculum and resources. Virtual students participate in on-line discussions, guided tutorials, group work, on-line chats and instant messaging with teachers and other students. Visit the website at www.elearningstudents.ca for course offerings and registration information. Students should contact their guidance counsellor for clarification on course eligibility.

Alternative Education (Alt Ed) programs provide students who are not benefiting from the mainstream school environment with opportunities to learn at their own pace through individualized programming to suit their needs. These programs are offered at specific Alt Ed TVDSB sites. Students learn in a smaller classroom environment with the potential for more one-to-one support from staff.

Services Technologies Schools such B. Davison S.S. provide a wide variety of technological and academic programs that are delivered at the applied and essential levels in order to prepare students for post-secondary opportunities with an emphasis on school-to-work programming.

Wheable Adult Education Centre

Wheable Adult Education Centre (www.tvdsb.ca/wheable) serves the city and surrounding communities. The school offers credit courses to adult learners (age 18 and older) at the grade 10, 11, and 12 levels. It also offers credits through a night school program. For information check the website for Adult and Continuing Education or ask your guidance counsellor for clarification on course eligibility.
Independent Learning Centre

Under certain circumstances, a student may be eligible to take courses through the Independent Learning Centre (ILC). Some conditions for student enrolment include:

- being over 18 years of age
- living in Ontario
- not attending a regular secondary school in the daytime

**Specialized Co-op** provides students who are no longer enrolled in secondary school with the opportunity to earn credits towards their diploma. The program combines workplace training with a flexible, on-line delivery of the co-op curriculum. This program is exclusively for students who have earned their 18 compulsory credits in addition to at least 6 optional credits.

**Reconnect to Your Future** targets former students who have left school without first graduating, and then help them to get back on track. Teachers and support staff work to create a unique plan for each individual so that every student is aware of the school, work, and community options that are available.

Check out the details of these programs at [www.tvdsb.ca/geared](http://www.tvdsb.ca/geared) or call your guidance counsellor.
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<td>SOCIAL SCIENCES &amp; HUMANITIES (including Family Studies)</td>
<td>HIF1O1</td>
<td>HFN2O1</td>
<td>HNL2O1</td>
<td>HFC3M1</td>
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<td>TECHNOLOGY</td>
<td>TIJ1O1</td>
<td>TDJ2O1</td>
<td>TGJ2O1</td>
<td>TDJ3M1</td>
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</tbody>
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* Prerequisite required: See details in course calendar descriptions.
** Antirequisites: Students may not take both courses.
*** Cooperative education opportunities are available through all subject areas for students in grades 11 and 12.
**** Corequisite course criteria: see details in course calendar descriptions.
OAKRIDGE SECONDARY SCHOOL
COURSE CALENDAR
2021-2022

ART

ARMA1O – Bundled Course, Visual Arts and Math, Grade 9
Open

ARMA1O (AVI1OK + MAT1OK): Students who register for the Grade 9 Art of Math bundle will earn their mandatory grade 9 Math credit, while also achieving their mandatory Arts credit requirement, all in one collaborative bundle. Students will spend two full periods working towards these credits. Assessment and evaluation of some concepts will be similar to the un-bundled courses. However, each unit will also include a project that involves both art and math. Through exploration and experimentation with traditional materials (ex. paint, clay, drawing, pencil crayon, graphite and collage) and digital arts (ex. photography, video) students will gain a deeper understanding of mathematical concepts (measurement, algebra, linear relations and geometry). No art experience is required to be successful in this program; however, if you have a creative background and are looking to apply and expand your Art and Math skills this is the course for you! For specific course descriptions, please see AVI1O1 and MAT1O1 within this course selection guide.

Prerequisite: None
Optional Course Enhancement Fee: $25.00 (Personal Art of Math Kit)
Special Note: Students may only take one of AVI1O1 or AVI1OK.

AVI1O1 - Visual Arts, Grade 9
Open

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

Prerequisite: None
Note: An optional material fee may be offered to students who wish to enhance their program delivery.
Special Note: One section of this course will be offered in a bundled (combined) package with MAT1OK. Students may only take one of AVI1O1 or AVI1OK. See above for more information.

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 processes. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

Prerequisite: None (no previous Art experience required)
Note: An optional material fee may be offered to students who wish to enhance their program delivery.

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 emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focussed on a particular art form (eg. photography, video, computer graphics, and information design).

Prerequisite: Visual Arts, Grade 9 or 10, Open
Note: An optional material fee may be offered to students who wish to enhance their program delivery.
AWE3M1 - Visual Arts, Information/Consumer Design, Grade 11
University/College
Students will explore the world of design and how to create projects that are purposeful and impactful, while further strengthening their skills as an artist with traditional materials such as paint and printmaking. Through ongoing discussion and engaging projects, we will explore various professions within the field of design such as graphic design, graphic illustration, toy design, industrial design and interior design. Students will learn to use industry standard software such as Adobe Photoshop. In addition, they will work to strengthen their ability to apply the elements and principles of art and design as well as colour theory to their designs. Students should leave this course with a strengthened understanding of how to think constructively and critically about design and how it impacts our world.

Prerequisite: Visual Arts, Grade 9 or 10, Open

Note: An optional material fee may be offered to students who wish to enhance their program delivery.

AWE3O1 - Visual Arts, Information/Consumer Design, Grade 11
Open
No art experience required. Students will explore the world of design and how to create projects that are purposeful and impactful. Through ongoing discussion and engaging projects, we will explore various professions within the field of design such as graphic design, graphic illustration, toy design, industrial design and interior design. Students will learn to use industry standard software such as Adobe Photoshop, learn to apply the elements and principles of art and design and colour theory to their designs and strengthen their abilities to think constructively and critically about how design can impact our world.

Prerequisite: None

Note: An optional material fee may be offered to students who wish to enhance their program delivery.

AWR3M1 - Visual Arts, Film/Video, Grade 11
University/College
This course is a project-based video course. It provides students with opportunities to further develop their skills and knowledge in visual arts. Students will focus on the art of film from pre-production through to marketing. Students will analyze films and study aspects of the history and development of film, lighting, sound and camera angles. This course focuses on the study, analysis and interpretation of film. Digital video, cameras, and video editing computer software will be utilized in creating student work.

Prerequisite: Visual Arts, grade 9 or 10, Open

Note: An optional material fee may be offered to students who wish to enhance their program delivery.

AWR3O1 - Visual Arts, Film/Video, Grade 11
Open
This course is a project-based video course. It provides students with technical skills to produce videos. Students will create videos that explore a wide range of subject matter. They will examine historical and cultural contexts of film history, film in contemporary society, lighting, sound and angles. This course is an introduction to the elements and principles of visual arts, including the study, analysis and interpretation of films. Digital video, cameras, and video editing computer software will be utilized in creating student work.

Prerequisite: None

Note: An optional material fee may be offered to students who wish to enhance their program delivery.

AVI4M1 - Visual Arts, Grade 12
University/College
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 personal exhibitions. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts, as they create a portfolio suitable for post-secondary applications.

Prerequisite: Visual Arts, Grade 11, University/College

Note: An optional material fee may be offered to students who wish to enhance their program delivery.
AWK4M1 - Visual Arts, Illustration & Cartooning, Grade 12
University/College
In this course, students learn about the techniques of illustration and cartooning while focusing on a variety of styles and approaches. The course includes freehand drawing, layout, and the use of basic drawing tools and various materials for the reproduction of cartoon images. Students study basic story and character development, visual effects, zines, and political and social cartoons in historical and contemporary times. Careers in cartooning, animation and interactive gaming will be discussed.
Prerequisite: Visual Arts, Grade 11, University/College
Note: An optional material fee may be offered to students who wish to enhance their program delivery.

AWR4M1 - Visual Arts, Film/Video, Grade 12
University/College
This is a project-based studio course. The program enables students to refine their creative skills established in Grade 11. Students will work collaboratively to develop script writing, direct, film and edit a major video. Students will use critical analysis to critique major films and explore connections to their own video projects.
Prerequisite: Visual Arts, Grade 11, University/College
Note: An optional material fee may be offered to students who wish to enhance their program delivery.
Bring Your Own Device is an option for this course.

BUSINESS

BTT1O1 - Information and Communication Technology in Business, Grade 9
Open
This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology.
Prerequisite: None

BBI2O1 - Introduction to Business, Grade 10
Open
This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.
Prerequisite: None

BAF3M1 - Financial Accounting Fundamentals, Grade 11
University/College
This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and ethics and current issues in accounting.
Prerequisite: None

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
IDC3O1 - Interdisciplinary Studies - Sports and Entertainment Marketing, Grade 11
Open
This course combines the expectations for Interdisciplinary Studies, Grade 11 Marketing: Goods, Services, Events, Grade 11 Recreation and Fitness Leadership and Grade 11 Travel and Tourism. This course will provide an opportunity to learn about and apply marketing principles and processes, research real-life situations, and investigate career opportunities in the sports and entertainment industry. Emphasis is on following principles as they apply to industry: branding, licensing, and naming rights; business foundations; concessions and on-site merchandising; legal issue; economic foundations; promotion; safety and security; and human relations. Skills in communications, human relations, psychology and mathematics are reinforced in this course as they apply to professional and amateur sports, recreation marketing including resorts and theme parks, and the entertainment industry.
Prerequisite: None

BAT4M1 - Financial Accounting Principles, Grade 12
University/College
This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students’ knowledge of sources of financing, further develops accounting methods for assets and introduces accounting for partnerships, and corporations.
Prerequisite: Financial Accounting Fundamentals, Grade 11, University/College

BBB4M1 - International Business Fundamentals, Grade 12
University/College
This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing an international business effectively. This course prepares students for post-secondary programs in business, including international business, marketing, and management.
Prerequisite: None
Note: Credit in any university, university/college, or college course in business studies, English, or Canadian and world studies is recommended.

BOH4M1 - Business Leadership: Management Fundamentals, Grade 12
University/College
This course focuses on the development of leadership skills used in managing a successful business. Students will analyze the role of a leader in business with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.
Prerequisite: None
Note: Credit in any university, university/college, or college course in business studies, English, or Canadian and world studies is recommended.
Note: This is the mandatory Specialist High Skills Major (SHSM) course in which students will acquire all of the necessary certifications and awareness to go towards the completion of our SHSM (Business) program.

IDC4U1 - Interdisciplinary Studies - Personal Investment Finance, Grade 12
University
This course combines the expectations for Interdisciplinary Studies, Grade 12, University with selected expectations from Financial Accounting Principles, Grade 12, University/College; Challenge and Change in Society, Grade 12, University/College, and International Business Fundamentals, Grade 12, University/College. This course will provide an opportunity to learn about investing and financial management for both individuals and corporations. The course will investigate capital markets with a focus on North American stock markets and other financial securities (fixed income, derivatives, and mutual funds) and how they affect both the individual investor and corporations. Various research tools will be studied that assist in making wise investment decisions. Personal finance topics include: the time value of money, present value concepts, savings, RRSP’s, RESP’s, mortgages and stock market transactions. Corporate finance topics include: financing alternatives (debt vs equity), asset valuation and risk management. The course incorporates both quantitative and qualitative forms of analysis.
Prerequisite: Any university or university/college course
COMPUTER STUDIES

ICS2O1 - Introduction to Computer Studies, Grade 10
Open
This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies and develop an understanding of environmental and ethical issues related to the use of computers.
Prerequisite: None

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 sub-programs 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

ICS4U1- Computer Science, Grade 12
University
This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.
Prerequisite: Introduction to Computer Science, Grade 11, University

COOPERATIVE EDUCATION

GWL3OD – Cooperative Education
Open
Co-op is a two-credit course which helps students apply their classroom knowledge to new experiences in the workplace. Co-op students spend the first two weeks of the semester in class, and then go out to workplaces in the community. Teachers will facilitate the process of finding each student a suitable placement. This process starts in the spring after you sign up for Co-op, with an interview to determine each student’s strengths and goals. Placements may be available in many areas of the employment sector, such as Arts, Business, Communications Technology, Construction, Culinary, Engineering, Education, Automotive, Law, Manufacturing, Marketing, Sales, Navy, Police, Armed Forces, Retail, Health Care, and Fitness. Students can explore their interests and possible career paths, and network with community partners. Successful Co-op students are often offered part-time jobs at the end of their placements. Students enrolled in Oakridge’s Special High Skills Majors programs (Health and Wellness, Business) are required to take a two-credit Co-op course in Grade 11 or Grade 12. Students who get placed in the Trades and are 16 years or older may be eligible to register as OYAP apprentices under the Ontario Youth Apprenticeship program. Students interested in medical research may be accepted into the Partners-in-Experiential Learning program, which works through London Health Sciences Centre, UWO, Robarts Research and Lawson Research.
Prerequisite: None

Note: When applying for Co-op, you sign up for two courses on your schedule, as Co-op is scheduled as a morning or afternoon package. There is no restriction on the total number of Cooperative Education credits you may earn, and two Co-op credits can be counted toward your Group 1, 2, or 3 compulsory credit. A four credit, all-day Co-op, may be available to previously successful Co-op students.
DANCE

ATC1O1 - Dance, Grade 9
Open
This course gives students the opportunity to explore their technical and compositional skills by applying the elements of dance and the tools of composition in a variety of performance situations. Students will generate movement through structured and unstructured improvisation, demonstrate an understanding of safe practices with regard to themselves and others in the dance environment, and identify the function and significance of dance within the global community.
Prerequisite: None

ATC2O1 - Dance, Grade 10
Open
This course emphasizes the development of students’ technique and creative skills relating to the elements of dance and the tools of composition in a variety of performance situations. Students will identify responsible personal and interpersonal practices related to dance processes and production and will apply technologies and techniques throughout the process of creation to develop artistic scope in the dance arts.
Prerequisite: None

ATC3M1 - Dance, Grade 11
University/College
This course emphasizes the development of students’ artistry, improvisational and compositional skills, and technical proficiency in dance genres from around the world. Students will apply dance elements, techniques, and tools in a variety of ways, including performance situations; describe and model responsible practices related to the dance environment; and reflect on how the study of dance affects personal and artistic development.
Prerequisite: Dance, Grade 9 or 10, Open

ATC4M1 - Dance, Grade 12
University/College
This course emphasizes the development of students’ technical proficiency, fluency in the language of movement in the dance genres from around the world and understanding of dance science. Students will explain the social, cultural, and historical contexts of dance; apply the creative process through the art of dance in a variety of ways; and exhibit an understanding of the purpose and possibilities of continuing engagement in the arts as a lifelong learner.
Prerequisite: Dance, Grade 11, University/College

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.
Prerequisite: None

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 to perform dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences.
**Prerequisite:** Drama, Grade 9 or 10, Open

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

ADF4M1 – Director’s Craft, 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. In this course, students will learn about theatre practice and stagecraft by directing theatre pieces. Students will also interpret dramatic literature, media sources, and other texts while exploring various theories of directing. 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 development, social awareness, and long-term goals.
**Prerequisite:** Drama, Grade 11, University/College

**ENGLISH**

ENG1D1 - English, Grade 9
Academic
This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.
**Prerequisite:** None
**Special Note:** Students may ONLY take one of ENG1D1; ENG1D6; or ENG1DE

ENG1D6 - English, Grade 9
Extended
This course meets all Ontario Curriculum expectations for the ENG1D1 course. In addition, it provides a more detailed extension of literary and language topics to include the background knowledge and skill development required for success in a holistic program of study, such as the International Baccalaureate Diploma Program and the Grade 10 extended course. This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.
**Prerequisite:** None…however, **ONLY** students who were successful with their preparatory IB application may select this particular course.
**Note:** The ENG1D6 course is part of a five-credit extended and enriched, grade 9, preparatory International Baccalaureate program of study intended for highly self-motivated students who are interested in applying for placement in the International Baccalaureate Diploma Program starting in Grade 11.
Special Note: Students may ONLY take one of ENG1D1; ENG1D6; or ENG1DE

ENG1DE - English, Grade 9
Enriched
This course covers the same curriculum expectations as ENG1D1.
Prerequisite: Recommendation of the grade 8 teacher and/or LST
Note: Although the curriculum will be covered at a slightly accelerated rate to allow for additional enrichment activities, the same Ministry expectations for ENG1D1 will be covered and evaluations will be equitable. Additional information about the selection process for this course is available in the Types of Courses section of this Course Selection Guide.
Special Note: Students may ONLY take one of ENG1D1; ENG1D6; or ENG1DE

ENG1L1 – Essential English, Grade 9
Locally Developed
This locally developed course provides students who have experienced significant difficulties in previous English courses. The key reading, writing, oral communication and thinking skills students require for success in secondary school and in their daily lives will be studied. In particular, the program works toward preparing students to complete the reading and writing test successfully. Students read a variety of narrative and expository forms, poetry, and drama and practice the skills necessary for clear and accurate spoken and written language. In particular, course activities will help develop confidence and self-esteem and provide motivation to succeed in school and life.
Prerequisite: None

ENG1P1 - English, Grade 9
Applied
This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students’ comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 applied English course, which leads to college or workplace preparation courses in Grades 11 and 12.
Prerequisite: None

2DENHI – Bundled Course, English and History, Grade 10
Academic
2DENHI (ENG2DK + CHC2DK): This course bundles Grade 10 Academic English (ENG2D1) and Grade 10 Academic Canadian History (CHC2D1) to examine the history and culture of Canada from World War I to the present day. The course provides students the opportunity to concurrently learn about Canadian history, literature, and culture. Course content and assignments will meet the expectations for both required grade 10 credits.
Prerequisite: Grade 9 English, Academic or Applied
Special Note: Students may ONLY take one of ENG2D1; ENG2D6; or ENG2DE

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: Grade 9 English, Academic or Applied
Special Note: One section of this course will be offered in a bundled (combined) package with CHC2DK. See above for more information.
Special Note: Students may ONLY take one of ENG2D1; ENG2D6; or ENG2DE
ENG2D6 - English, Grade 10
Extended
This course meets all Ontario Curriculum expectations for the ENG2D1 course. In addition, it provides a more detailed extension of literary and language topics to include the background knowledge and skill development required for success in a holistic program of study, such as the International Baccalaureate Diploma Program. 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: Grade 9 English, Academic or Applied …however, ONLY students who were successful with their preparatory IB application may select this particular course.
Note: The ENG2D6 course is part of a five-credit extended and enriched, grade 10, preparatory International Baccalaureate program of study intended for highly self-motivated students who are interested in applying for placement in the International Baccalaureate Diploma Program starting in Grade 11.
Special Note: Students may ONLY take one of ENG2DK; ENG2D1; ENG2D6; or ENG2DE

ENG2DE - English, Grade 10
Enriched
This course covers the same curriculum expectations as ENG2D1.
Prerequisite: Grade 9 English, Academic
Note: Although the curriculum will be covered at a slightly accelerated rate to allow for additional enrichment activities, the same Ministry expectations for ENG2D1 will be covered and evaluations will be equitable. Additional information about the selection process for this course is available in the Types of Courses section of this Course Selection Guide.
Special Note: Students may ONLY take one of ENG2DK; ENG2D1; ENG2D6; or ENG2DE

ENG2L1 – Essential English, Grade 10
Locally Developed
In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace and in the English, Grade 11, Workplace course. The course is organized by strands that extend listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on refining foundational literacy skills and on using language clearly and accurately in a variety of authentic contexts. Students build on their strategies and engage in the processes involved in talking, listening, reading, viewing, writing, and thinking. Students reflect regularly upon their growth in these areas.
Prerequisite: English, Grade 9, Applied or Locally Developed

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: English, Grade 9, Academic or Applied

ENG3C1 - English, Grade 11
College
This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course.
Prerequisite: English, Grade 10, Applied
ENG3E1 - English, Grade 11
Workplace
This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will study the content, form, and style of a variety of contemporary informational, graphic, and literary texts; and create oral, written, and media texts in a variety of forms for practical purposes. An important focus will be on using language clearly and accurately in a variety of formal and informal contexts. The course is intended to prepare students for the compulsory Grade 12 workplace preparation course.
Prerequisite: English, Grade 10, Applied or Locally Developed

ENG3U1 - English, Grade 11
University
This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.
Prerequisite: English, Grade 10, Academic
Special Note: Students may ONLY take one of ENG3U1 or ENG3U6

ENG3U6 - English, Grade 11
University
This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.
Prerequisite: English, Grade 10, Academic
Note: The ENG3U6 course is part of the International Baccalaureate (IB) program of study intended for highly self-motivated students. These students MUST have formally applied and been accepted for placement in the International Baccalaureate Diploma Program at Oakridge starting in Grade 11.
Special Note: Students may ONLY take one of ENG3U1 or ENG3U6

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: English, Grade 11, College

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: English, Grade 11, Workplace

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.

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

**Special Note:** Students may ONLY take one of ENG4U1 or ENG4U6

**ENG4U6 - 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.

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

**Note:** The ENG4U6 course is part of the International Baccalaureate (IB) program of study intended for highly self-motivated students. These students MUST have formally applied and been accepted for placement in the International Baccalaureate Diploma Program at Oakridge starting in Grade 11.

**Special Note:** Students may ONLY take one of ENG4U1 or ENG4U6

**ETS4U1 - English, Studies in Literature, Grade 12**

**University**

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

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

**Note:** This course does NOT meet compulsory English requirements for the OSSD.

**Special Note:** Students may ONLY take one of ETS4U1 or ETS4U6

**ETS4U6 - English, Studies in Literature, Grade 12**

**University**

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

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

**Note:** The ETS4U6 course is part of the International Baccalaureate (IB) program of study intended for highly self-motivated students. These students MUST have formally applied and been accepted for placement in the International Baccalaureate Diploma Program at Oakridge starting in Grade 11.

**Special Note:** Students may ONLY take one of ETS4U1 or ETS4U6

**Note:** This course does NOT meet compulsory English requirements for the OSSD.

**EWC4U1 - English, The Writer’s Craft, Grade 12**

**University**

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

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

**Note:** This course does NOT meet compulsory English requirements for the OSSD.
OLC4O1 - English, Ontario Secondary School Literacy Course, Grade 12

Open

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

Prerequisite: Eligibility requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.)

Note: This course does meet compulsory English requirements for the OSSD.

ENGLISH AS A SECOND LANGUAGE

ESLCO1 – English as a Second Language, Level 3

Open

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

Prerequisite: ESLBO1 (level 2) or equivalent

ESLDO1 – English as a Second Language, Level 4

Open

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

Prerequisite: ESLCO1 (level 3) or equivalent

ESLEO1 – English as a Second Language, Level 5

Open

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

Prerequisite: ESLDO1 (level 4) or equivalent
CGC1D1 – Issues in Canadian Geography, Grade 9

**Academic**

This course examines interrelationships within and between Canada’s natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.

**Prerequisite:** None

**Special Note:** Students may ONLY take one of CGC1D1; CGC1D6; or CGC1DE

CGC1D6 – Issues in Canadian Geography, Grade 9

**Extended**

This course meets all Ontario Curriculum expectations for the CGC1D1 course. In addition, it provides a more detailed extension of geographical topics to include the background knowledge and skill development required for success in a holistic program of study, such as the International Baccalaureate Diploma Program. This course investigates examines interrelationships within and between Canada’s natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.

**Prerequisite:** None...however, **ONLY** students who were successful with their preparatory IB application may select this particular course.

**Note:** The CGC1D6 course is part of a five-credit extended and enriched, grade 9, preparatory International Baccalaureate program of study intended for highly self-motivated students who are interested in applying for placement in the International Baccalaureate Diploma Program starting in Grade 11.

**Special Note:** Students may ONLY take one of CGC1D1; CGC1D6; or CGC1DE

CGC1DE – Issues in Canadian Geography, Grade 9

**Enriched**

This course covers the same curriculum expectations as CGC1D1.

**Prerequisite:** Recommendation of the grade 8 teacher and/or LST.

**Note:** Although the curriculum will be covered at a slightly accelerated rate to allow for additional enrichment activities, the same Ministry expectations for CGC1D1 will be covered and evaluations will be equitable. Additional information about the selection process for this course is available in the Types of Courses section of this Course Selection Guide.

**Special Note:** Students may ONLY take one of CGC1D1; CGC1D6; or CGC1DE

CGC1P1 – Issues in Canadian Geography, Grade 9

**Applied**

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

**Prerequisite:** None

CGD3M6 – Regional Geography, Grade 11

**University/College**

This course explores interrelationships between the land and people in a selected region as well as interconnections between this region and the rest of the world. Students will explore the region’s environmental, socio-economic, and cultural characteristics and will investigate issues related to natural resources, economic development and sustainability, population change, globalization, and quality of life. Students will apply the
concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate a range of geographic issues in the region. Note: This course is developed and delivered with a focus, to be determined by the school, on the geography of a selected region of the world.

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

Note: The CGD3M6 course is part of the International Baccalaureate (IB) program of study intended for highly self-motivated students. These students MUST have formally applied and been accepted for placement in the International Baccalaureate Diploma Program at Oakridge starting in Grade 11.

CGF3M1 – Forces of Nature: Physical Processes and Disasters, Grade 11
University/College
This course examines Earth’s physical patterns and processes and how they create natural disasters and can contribute to human disasters. Students will explore how physical processes related to Earth’s water, land, and air, as well as interactions between these systems, can affect the planet and its people. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate Earth’s natural processes, to make predictions related to natural disasters, and to create plans to prepare for and/or respond to them.

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

CGG3O1 - Travel and Tourism: A Geographic Perspective, Grade 11
Open
This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends as well as tensions related to tourism, and will predict future tourism destinations. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate the impact of the travel industry on natural environments and human communities.

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

Note: Local and regional field trips outline many of the themes in this course.

CGR4M1 - The Environment and Resource Management, Grade 12
University/College
This course explores interactions between the natural and human environment, with a particular focus on the impact of human activity on various ecosystems. Students will explore resource management and sustainability practices, as well as related government policy and international protocols. Applying the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, students will investigate the relationship between people and the natural environment and will propose approaches for developing more sustainable relationships, including environmentally responsible actions that support stewardship.

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

Note: Local and regional field trips outline many of the themes in this course.

Special Note: Students may ONLY take one of CGR4M1 or CGR4M6

CGR4M6 - The Environment and Resource Management, Grade 12
University/College
This course explores interactions between the natural and human environment, with a particular focus on the impact of human activity on various ecosystems. Students will explore resource management and sustainability practices, as well as related government policy and international protocols. Applying the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, students will investigate the relationship between people and the natural environment and will propose approaches for developing more sustainable relationships, including environmentally responsible actions that support stewardship.

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

Note: The CGR4M6 course is part of the International Baccalaureate (IB) program of study intended for highly self-motivated students. These students MUST have formally applied and been accepted for placement in the International Baccalaureate Diploma Program at Oakridge starting in Grade 11.

Special Note: Students may ONLY take one of CGR4M1 or CGR4M6
CGW4U1 - World Issues: A Geographic Analysis, Grade 12

University

This course looks at the global challenge of creating a more sustainable and equitable world. Students will explore a range of issues involving environmental, economic, social, and geopolitical interrelationships, and will examine governmental policies related to these issues. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate these complex issues, including their impact on natural and human communities around the world.

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

Special Note: Students may ONLY take one of CGW4U1 or CGW4U6

CGW4U6 - World Issues: A Geographic Analysis, Grade 12

University

This course looks at the global challenge of creating a more sustainable and equitable world. Students will explore a range of issues involving environmental, economic, social, and geopolitical interrelationships, and will examine governmental policies related to these issues. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate these complex issues, including their impact on natural and human communities around the world.

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

Note: The CGW4U6 course is part of the International Baccalaureate (IB) program of study intended for highly self-motivated students. These students MUST have formally applied and been accepted for placement in the International Baccalaureate Diploma Program at Oakridge starting in Grade 11.

Special Note: Students may ONLY take one of CGW4U1 or CGW4U6

GUIDANCE & CAREER EDUCATION

GLC2O5 - Career Studies, Grade 10

Open

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

Prerequisite: None

Note: This is a compulsory .5 credit course taken in combination with Civics (CHV2O5) which is an additional .5 credit.

GPP3O1 - Leadership and Peer Support, Grade 11

Open

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

Prerequisite: None
2DENHI – Bundled Course, English and History, Grade 10
Academic
2DENHI (ENG2DK + CHC2DK): This course bundles Grade 10 Academic English (ENG2D1) and Grade 10 Academic Canadian History (CHC2D1) to examine the history and culture of Canada from World War I to the present day. The course provides students the opportunity to concurrently learn about Canadian history, literature, and culture. Course content and assignments will meet the expectations for both required grade 10 credits.
Prerequisite: Grade 9 English, Academic or Applied
Special Note: Students may ONLY take one of CHC2DK; CHC2D1; CHC2D6; or CHC2DE

CHC2D1 - Canadian History since World War I, Grade 10
Academic
This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada’s evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.
Prerequisite: None
Special Note: One section of this course will be offered in a bundled (combined) package with ENG2DK. See above for more information.
Special Note: Students may ONLY take one of CHC2DK; CHC2D1; CHC2D6; or CHC2DE

CHC2D6 – Canadian History since World War I, Grade 10
Extended
This course meets all Ontario Curriculum expectations for the CHC2D1 course. In addition, it provides a more detailed extension of historical topics to include the background knowledge and skill development required for success in a holistic program of study, such as the International Baccalaureate Diploma Program. This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada’s evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.
Prerequisite: None…however, ONLY students who were successful with their preparatory IB application may select this particular course.
Note: The CHC2D6 course is part of a five-credit extended and enriched, grade 10, preparatory International Baccalaureate program of study intended for highly self-motivated students who are interested in applying for placement in the International Baccalaureate Diploma Program starting in Grade 11.
Special Note: Students may ONLY take one of CHC2D1; CHC2DE; CHC2DK; or CHC2D6

CHC2DE - Canadian History since World War I, Grade 10
Enriched
This course covers the same curriculum expectations as CHC2D1.
Prerequisite: None
Note: Although the curriculum will be covered at a slightly accelerated rate to allow for additional enrichment activities, the same Ministry expectations for CHC2D1 will be covered and evaluations will be equitable. Additional information about the selection process for this course is available in the Types of Courses section of this Course Selection Guide.
Special Note: Students may ONLY take one of CHC2DK; CHC2D1; CHC2D6; or CHC2DE
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 since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity. Students will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.
Prerequisite: None

CHV2O5 - Civics and Citizenship, Grade 10,
Open
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
Note: This is a compulsory .5 credit course taken in combination with Career Studies (GLC2O5) which is an additional .5 credit.

CHT3O6 – World History Since 1900: Global and regional Perspectives, Grade 11
Open
This course focuses on the major events and issues in world history from 1900 to the present. Students will investigate the causes and effects of global and regional conflicts and the responses of individuals and governments to social, economic, and political changes. Students will use critical-thinking and communication skills to formulate and test points of view, draw conclusions, and present their findings about the challenges that have faced and continue to face people in various parts of the world.
Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied
Note: The CHT3O6 course is part of the International Baccalaureate (IB) program of study intended for highly self-motivated students. These students MUST have formally applied and been accepted for placement in the International Baccalaureate Diploma Program at Oakridge starting in Grade 11.

CHW3M1 - World History to the End of the Fifteenth Century, Grade 11
University/College
This course explores the history of various societies around the world, from earliest times to around 1500 CE. Students will examine life in and the legacy of various ancient and pre-modern societies throughout the world, including those in, Africa, Asia, Europe, and the Americas. 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: Canadian History since World War I, Grade 10, Academic or Applied

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 rights and freedoms in Canada, our legal system, and family, contract, employment, tort, and criminal law. Students will use case studies and apply the concepts of legal thinking and the legal inquiry process to develop legal reasoning skills and to formulate and communicate informed interpretations of legal issues, and they will develop the ability to advocate for new laws.
Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

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 assess societal progress or decline in world history.

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

**Special Note:** Students may ONLY take one of CHY4U1 or CHY4U6

**CHY4U6 - 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 assess societal progress or decline in world history.

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

**Note:** The CHY4U6 course is part of the International Baccalaureate (IB) program of study intended for highly self-motivated students. These students MUST have formally applied and been accepted for placement in the International Baccalaureate Diploma Program at Oakridge starting in Grade 11.

**Special Note:** Students may ONLY take one of CHY4U1 or CHY4U6

**CIA4U1 – Analysing Current Economic Issues, Grade 12**  
**University**  
This course investigates the nature of the competitive global economy and explores how individuals and societies can gain the information they need to make appropriate economic decisions. Students will learn about the principles of microeconomics and macroeconomics, apply economic models and concepts to interpret economic information, assess the validity of statistics, and investigate marketplace dynamics. Students will use economic inquiry and communication skills to analyse current economic issues, make informed judgements, and present their findings.

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

**CLN4C1 - Canadian and International Law, Grade 12**  
**College**  
This course provides a foundation for students who wish to pursue a career that requires an understanding of law. Students will explore the importance of law, analysing contemporary legal issues and their relevance to daily life. They will investigate the requirements for various law-related careers as well as legal responsibilities in the workplace. Students will apply the concepts of legal thinking and the legal studies inquiry process to investigate their rights and responsibilities, legal processes and structures, and the role of law in a changing society.  

**Prerequisite:** Civics and Citizenship, Grade 10, Open

**CLN4U1 - Canadian and International Law, Grade 12**  
**University**  
This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop their understanding of the principles of Canadian and international law when exploring rights and freedoms within the context of topics such as religion, security, cyberspace, immigration, crimes against humanity, and environmental protection. Students will apply the concepts of legal thinking and the legal inquiry process when investigating these issues in both Canadian and international contexts, and they will develop legal reasoning skills and an understanding of conflict resolution in the area of international law.

**Prerequisite:** Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities
GLE1O1 - Learning Strategies 1: Skills for Success in Secondary School, Grade 9
Open
These courses focus 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. These courses help students build confidence and motivation to pursue opportunities for success in secondary school and beyond.
Prerequisite: Recommendation of the principal.
Note: This course is ONLY for students on an Individual Education Plan (IEP)

GLS1O1 - Learning Strategies 1: Skills for Success in Secondary School, Grade 9
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. This course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.
Prerequisite: None
Note: This course is for students NOT on an Individual Education Plan (IEP)

GLE2O1 - Learning Strategies 1: Skills for Success in Secondary School, Grade 10
Open
These courses focus 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. These courses help students build confidence and motivation to pursue opportunities for success in secondary school and beyond.
Prerequisite: Recommendation of the principal.
Note: This course is ONLY for students on an Individual Education Plan (IEP)

GLS4O1 – 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: None
Note: This course is for students NOT on an Individual Education Plan (IEP)
Note: This course is OPEN for students in grades 10, 11, or 12.

MATHEMATICS

ARMA1O – Bundled Course, Visual Arts and Math, Grade 9
Open
ARMA1O (AVI1OK + MAT1OK): Students who register for the Grade 9 Art of Math bundle will earn their mandatory grade 9 Math credit, while also achieving their mandatory Arts credit requirement, all in one collaborative bundle. Students will spend two full periods working towards these credits. Assessment and evaluation of some concepts will be similar to the un-bundled courses. However, each unit will also include a project that involves both art and math. Through exploration and experimentation with traditional materials (ex. paint, clay, drawing, pencil crayon, graphite and collage) and digital arts (ex. photography, video) students will gain a deeper understanding of mathematical concepts (measurement, algebra, linear relations and geometry). No art experience is required to be successful in this program; however, if you have a creative background and are looking to apply and expand your Art and Math skills this is the course for you! For specific course
descriptions, please see AVI1O1 and MAT1O1 within this course selection guide.

Prerequisite: None

Optional Course Enhancement Fee: $25.00 (Personal Art of Math Kit)

Special Note: Students may ONLY take one of MAT1OK; MAT1O1 or MAT1O6

MAT1L1 - Essential Mathematics, Grade 9
Locally Developed
This course prepares students for the Grade 11 and 12 Workplace courses. Students will investigate examples from everyday life to develop problem solving skills needed in the workplace. Ideas will be presented in a realistic context, providing students with the opportunity to explore, organize, interpret, and use mathematical models to solve problems. Technology and manipulative materials will be used to guide the students learning process.

Prerequisite: None

MAT1O1 – Foundations and Principles of Mathematics, Grade 9
Open
In the 2021-2022 school year the new MAT1O1 course will replace the previous Grade 9 Applied (MFM1P1) and Grade 9 Academic (MPM1D1) math class, based on direction from the Ministry of Education. This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: None

Note: One section of this course will be offered in a bundled (combined) package with AVI1O1. See above for more information.

Special Note: Students may ONLY take one of MAT1OK; MAT1O1 or MAT1O6

MAT1O6 – Foundations and Principles of Mathematics, Grade 9
Open
In the 2021-2022 school year the new MAT1O1 course will replace the previous Grade 9 Applied (MFM1P1) and Grade 9 Academic (MPM1D1) math class, based on direction from the Ministry of Education. This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: None…however, ONLY students who were successful with their preparatory IB application may select this particular course.

Note: The MAT1O6 course is part of a five-credit extended and enriched, grade 9, preparatory International Baccalaureate program of study intended for highly self-motivated students who are interested in applying for placement in the International Baccalaureate Diploma Program starting in Grade 11.

Special Note: Students may ONLY take one of MAT1OK; MAT1O1 or MAT1O6

MAT2L1 - Essential Mathematics, Grade 10
Locally Developed
This course emphasizes the extension of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Grade 11 and Grade 12 Mathematics Workplace Preparation courses. The course is organized by three major strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on strengthening and extending key foundational mathematical concepts and skills by solving authentic, everyday problems.

Prerequisite: Mathematics, Grade 9, Locally Developed

Note: Students have opportunities to extend their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

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:** Mathematics, Grade 9, Academic or Applied or Foundations and Principles of Mathematics, Grade 9, Open

**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:** Principles of Mathematics, Grade 9, Academic or Foundations and Principles of Mathematics, Grade 9, Open

**Special Note:** Students may ONLY take one of MPM2D1; MPM2D6; or MPM2DE

**MPM2D6 - Principles of Mathematics, Grade 10**

**Extended**

This course meets all Ontario Curriculum expectations for the MPM2D1 course. In addition, it provides greater detailed extension of Mathematical topics to include the background knowledge and skill development required for success in a holistic program of study, such as the International Baccalaureate Diploma Program. 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:** Principles of Mathematics, Grade 9, Academic or Foundations and Principles of Mathematics, Grade 9, Open...however, ONLY students who were successful with their preparatory IB application may select this particular course.

**Note:** The MPM2D6 course is part of a five-credit extended and enriched, grade 10, preparatory International Baccalaureate program of study intended for highly self-motivated students who are interested in applying for placement in the International Baccalaureate Diploma Program starting in Grade 11.

**Special Note:** Students may ONLY take one of MPM2D1; MPM2D6; or MPM2DE

**MPM2DE - Principles of Mathematics, Grade 10**

**Enriched**

This course covers the same curriculum expectations as MPM2D1.

**Prerequisite:** Principles of Mathematics, Grade 9, Academic or Foundations and Principles of Mathematics, Grade 9, Open

**Note:** Although the curriculum will be covered at a slightly accelerated rate to allow for additional enrichment activities, the same Ministry expectations for MPM2D1 will be covered and evaluations will be equitable. Additional information about the selection process for this course is available in the Types of Courses section of this Course Selection Guide.

**Special Note:** Students may ONLY take one of MPM2D1; MPM2D6; or MPM2DE

**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; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analyzing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**Prerequisite:** Foundations of Mathematics, Grade 10, Applied.
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 modeling 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: Principals of Mathematics, Grade 10, Academic or Foundations of Mathematics, Grade 10, Applied

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; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.
Prerequisite: Principles of Mathematics, Grade 10, Academic
Special Note: Students may ONLY take one of MCR3U1 or MCR3U6

MCR3U6 - Functions, Grade 11
University
This course meets all Ontario Curriculum expectations for the MCR3U1 course. In addition, it provides greater detailed extension of Mathematical topics to include the background knowledge and skill development required for success in a holistic program of study, such as the International Baccalaureate Diploma Program. This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.
Prerequisite: Principles of Mathematics, Grade 10, Academic
Note: The MCR3U6 course is part of the preparatory International Baccalaureate program of study intended for highly self-motivated students who are interested in applying for placement in the International Baccalaureate Diploma Program starting in Grade 11.
Special Note: Students may ONLY take one of MCR3U1 or MCR3U6

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: Principles of Mathematics, Grade 9, Academic or Foundations of Mathematics, Grade 9, Applied, or Grade 10 Mathematics LDCC (locally developed compulsory credit) course

MAP4C1 - Foundations for College Mathematics, Grade 12
College
This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyze data using statistical methods; solve problems involving applications of geometry and trigonometry; solve financial problems connected with annuities, budgets, and renting or owning accommodations; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades.
Prerequisite: Foundations for College Mathematics, Grade 11, College, or Functions and Applications, Grade 11, University/College
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 (Co-requisite): Advanced Functions, Grade 12, University
Note: Advanced Functions can be taken concurrently with or can precede Calculus and Vectors.
Special Note: Students may ONLY take one of MCV4U1 or MCV4U6

MCV4U6 - 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 (Co-requisite): Advanced Functions, Grade 12, University
Note: The MCV4U6 course is part of the International Baccalaureate (IB) program of study intended for highly self-motivated students. These students MUST have formally applied and been accepted for placement in the International Baccalaureate Diploma Program at Oakridge starting in Grade 11.
Special Note: Students may ONLY take one of MCV4U1 or MCV4U6

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

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: Mathematics for Everyday Life, Grade 11 Workplace

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

**Special Note**: Students may ONLY take one of MHF4U1 or MHF4U6

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**MHF4U6 - 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**: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College

**Note**: The MHF4U6 course is part of the International Baccalaureate (IB) program of study intended for highly self-motivated students. These students MUST have formally applied and been accepted for placement in the International Baccalaureate Diploma Program at Oakridge starting in Grade 11.

**Special Note**: Students may ONLY take one of MHF4U1 or MHF4U6

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**MODERNS**

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**FRENCH**

**FSF1D1 - French, Grade 9**

**Academic**

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

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

**Special Note**: Students may ONLY take one of FSF1D1; FSF1D6; or FSF1D9

**FSF1D6 - French, Grade 9**

**Extended**

This course meets all Ontario Curriculum expectations for the FSF1D1 course. In addition, it provides a more detailed extension of French language and culture topics to include the background knowledge and skill development required for success in a holistic program of study, such as the International Baccalaureate Diploma Program and the Grade 10 extended course. 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...however, ONLY students who were successful with their preparatory IB application may select this particular course.

**Note**: The FSF1D6 course is part of a five-credit extended and enriched, grade 9, preparatory International Baccalaureate program of study intended for highly self-motivated students who are interested in applying for placement in the International Baccalaureate Diploma Program starting in Grade 11.

**Special Note**: Students may ONLY take one of FSF1D1; FSF1D6; or FSF1D9
FSF1D9 - French, Grade 9 & 10
Academic - Compacted
This course meets all Ontario Curriculum expectations for both the FSF1D1 course and the FSF2D1 course. As per the vision of TVDSB secondary gifted programming, this compacted version of FSF1D1 and FSF2D1 (2.0 credit value) provides an accommodation of acceleration and enrichment for Extended, French Immersion or French First Language students.
Prerequisite: Students must have studied in a French Immersion or French First Language program to a minimum of grade 7 or an Extended French Immersion program for grades 7 and 8.
Note: This compacted course is designed for very capable Extended, Fi, or FFL students who wish to complete both credits in one year. 2.0 credits will be earned for successful completion of these two courses compacted into a one period block.
Special Note: Students may ONLY take one of FSF1D1; FSF1D6; or FSF1D9

FSF1P1 - French, Grade 9
Applied
This course provides opportunities for students to communicate and interact in French in structured situations on everyday topics and to apply their knowledge of French in everyday situations. Students will continue to develop language knowledge and skills introduced in the elementary Core French program, through practical applications and concrete examples, and will use creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities and will develop the skills necessary to become life-long language learners.
Prerequisite: Minimum of 600 hours of elementary Core French instruction, or equivalent

FSF141 - French, Grade 9
Open - Locally Developed
This course builds on students’ previous education and language knowledge to introduce French. Students will develop the ability to use oral and written French for daily needs, acquire basic conversation skills and vocabulary, and use simple sentence patterns orally and in writing. The thematic approach will focus on fundamental social skills.
Prerequisite: Enrolment by Learning Support Teacher and/or principal recommendation ONLY
This course is intended for students with little or no previous French instruction, or those who struggle significantly with French curriculum.

FSF2D1 - French, Grade 10
Academic
This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will continue to develop their language knowledge and skills through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities and will continue to develop the skills necessary to become life-long language learners.
Prerequisite: Core French, Grade 9, Academic or Applied
Note: It is STRONGLY recommended that all students take the academic grade 9 French course (FSF1D1) before taking the academic grade 10 French course (FSF2D1).
Special Note: Students may ONLY take one of FSF2D1 or FSF2D6

FSF2D6 - French, Grade 10
Extended
This course meets all Ontario Curriculum expectations for the FSF2D1 course. In addition, it provides a more detailed extension of French language and culture topics to include the background knowledge and skill development required for success in a holistic program of study, such as the International Baccalaureate Diploma Program. This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will continue to develop their language knowledge and skills through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities and will continue to develop the skills necessary to become life-long language learners.
Prerequisite: Core French, Grade 9 Academic or Applied…however, ONLY students who were successful with
their preparatory IB application may select this particular course.

**Note:** The FSF2D6 course is part of a five-credit extended and enriched, grade 10, preparatory International Baccalaureate program of study intended for highly self-motivated students who are interested in applying for placement in the International Baccalaureate Diploma Program starting in Grade 11.

**Special Note:** Students may ONLY take one of FSF2D1 or FSF2D6

**FSF3U1 - French, Grade 11**

*University*

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

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

**Special Note:** Students may ONLY take one of FSF3U1 or FSF3U6

**FSF3U6 - French, Grade 11**

*University*

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

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

**Note:** The FSF3U6 course is part of the International Baccalaureate (IB) program of study intended for highly self-motivated students. These students MUST have formally applied and been accepted for placement in the International Baccalaureate Diploma Program at Oakridge starting in Grade 11.

**Special Note:** Students may ONLY take one of FSF3U1 or FSF3U6

**FSF4U1 - French, Grade 12**

*University*

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

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

**Special Note:** Students may ONLY take one of FSF4U1 or FSF4U6

**FSF4U6 - French, Grade 12**

*University*

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

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

**Note:** The FSF4U6 course is part of the International Baccalaureate (IB) program of study intended for highly self-motivated students. These students MUST have formally applied and been accepted for placement in the International Baccalaureate Diploma Program at Oakridge starting in Grade 11.

**Special Note:** Students may ONLY take one of FSF4U1 or FSF4U6

**SPANISH**

**LWSBD1 – Spanish, Grade 10**

*Academic*

This course enables students to develop competence in listening, speaking, reading, and writing in the language of study. Students will continue to participate in interactive activities in which they can apply and develop their language skills to communicate with native speakers of the language. They will explore aspects of culture in
regions of the world where the language is spoken, including social customs, food, sports and leisure activities, popular festivals, and music. Although students will expand their vocabulary and knowledge of linguistic elements, the language they will use at this level will still be simple.

**Prerequisite:** Determined by school boards, depending on the structure of their international languages program

**LWSCU1- Spanish, Grade 11**
**University**
This course offers students’ opportunities to further develop competence and confidence in listening, speaking, reading, and writing in the language of study. Students will participate in interactive activities (e.g., discussions about literature, travel, shopping) in which they will further develop their knowledge of linguistic elements. They will continue to explore aspects of culture in regions of the world where the language is spoken, including fashion, historical figures, art, and architecture. Students will enhance their critical and creative thinking skills through reading diverse materials, including original literature, and will explore a variety of personal and professional contexts in which knowledge of the international language is required.

**Prerequisite:** International Languages, Level 2, Academic

**Special Note:** This course will NOT be offered in 2021-2022, but it will be offered in 2022-2023.

**LWSDU1- Spanish, Grade 12**
**University**
This course prepares students for postsecondary studies in the international language being studied. Students will continue to refine and enhance their listening, speaking, reading, and writing skills in the language, with the goal of using these communication skills in a variety of personal, academic, and professional contexts. Using a wide variety of sources, including original texts in the language, students will consolidate their language skills as they use increasingly complex linguistic elements and language conventions. Students will also have opportunities to enrich their knowledge of aspects of culture in regions where the language is spoken, including issues related to popular culture, linguistic communities in Canada, literature, history, geography, and the arts.

**Prerequisite:** International Languages, Level 3, University

**Special Note:** This course will NOT be offered in 2021-2022, but it will be offered in 2022-2023.

**MUSIC**

**MUSIC - 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.

**Prerequisite:** None

**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 a society with reference to the self, communities, and cultures.

**Prerequisite:** None

**MUSIC - 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.
Prerequisite: Music, Grade 9 or 10, Open

MUSIC - 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: Music, Grade 11, University/College

INSTRUMENTAL

AMI1O1 - Music - Instrumental, Grade 9
Open
This course will focus on the continual development of performance-based skills through the study of grade appropriate technique and performance repertoire for the student's specific instrument. Students will also expand their reading skills, listening skills and creativity through solo and group performances and will be provided with an introductory overview of music technology.
Prerequisite: None

AMI2O1 - Music - Instrumental, Grade 10
Open
This course is a continuation of AMI1O1 and will build upon the continual development of performance-based skills through the study of grade appropriate technique and performance repertoire. Students will also expand their reading skills, listening skills, and creativity through solo and group performances and will continue to expand their understanding of music technology.
Prerequisite: None
Note: Completing AMI1O1 prior to this course is STRONGLY recommended.

AMI3M1 - Music - Instrumental, Grade 11
University/College
This course is a continuation of AMI2O1 which introduces and develops advanced performance skills, including the interpretation of various styles of music and ensemble settings. Students will also learn about areas of harmony and form through performance and theory related activities and will continue to expand their knowledge of music technology.
Prerequisite: Grade 9 or 10 Music, Open
Note: Completing AMI2O1 prior to this course is STRONGLY recommended.

AMI4M1 - Music - Instrumental, Grade 12
University/College
This course is a continuation of AMI3M1 and further develops advanced technical skills with an emphasis on the interpretation of music through solo and small ensemble performances. Students will also study and analyze different musical concepts such as advanced harmonies, analysis of forms and scores, and will increase their creative abilities through composition and arrangements which will include advanced knowledge of music technology.
Prerequisite: Grade 11 Music, University/College
Note: Completing AMI3M1 prior to this course is STRONGLY recommended.

REPERTOIRE BAND

AMR2OB/2OC/3MB/3MC
Students who select instrumental (AMI) can also be registered in the repertoire band credit. The repertoire band credit is an additional 1/2 credit that runs the full school year. We strongly encourage students to take the instrumental course (AMI) as well as the corresponding 1/2 repertoire credit (AMR). However, students may choose to take just the repertoire band credit that is specific to their current grade.
(Note: The repertoire ½ band credit does NOT count as one of the eight courses that students in grades 9 – 11 MUST register for each year nor does it count towards one of the minimum six courses that grade 12 students
MUST register for each year. Repertoire Band is ‘in addition to’ the necessary number of courses required at each grade level.

**VOCAL**

**AMV101 - Music - Vocal, Grade 9**  
Open  
This course will focus on the continual development of the fundamentals of good choral and solo singing such as tone production, balance, blend and diction through the study of grade appropriate technique and performance repertoire for both solo and ensemble voice. Students will also expand their reading skills, listening skills, and creativity through solo and group performances and will be provided with an introductory overview of music technology.  
**Prerequisite:** None

**AMV201 - Music - Vocal, Grade 10**  
Open  
This course is a continuation of AMV101 and will build upon the fundamentals of good choral and solo singing such as tone production, balance, blend and diction through the study of grade appropriate technique and performance repertoire. Students will also expand their reading skills, listening skills, and creativity through solo and group performances and will continue to expand their understanding of music technology.  
**Prerequisite:** None

**AMV3M1 - Music - Vocal, Grade 11**  
University/College  
This course is a continuation of AMV201 which introduces and develops advanced performance skills, including the interpretation of various styles of music and ensemble settings. Students will also learn about areas of harmony and form through performance and theory related activities and will continue to expand their knowledge of music technology.  
**Prerequisite:** Grade 9 or 10 Music, Open  
**Note:** Completing AMV101 prior to this course is STRONGLY recommended.

**AMV4M1 - Music - Vocal, Grade 12**  
University/College  
This course is a continuation of AMV3M1 and further develops advanced technical skills with an emphasis on the interpretation of music through solo and small ensemble performances. Students will also study and analyze different musical concepts such as advanced harmonies, analysis of forms and scores, and will increase their creative abilities through composition and arrangements which will include advanced knowledge of technology.  
**Prerequisite:** Grade 11 Music, University/College  
**Note:** Completing AMV3M1 prior to this course is STRONGLY recommended.

**REPERTOIRE CHOIR**

**AMR2OV/2OW/3MV/3MW**  
Students who select vocal (AMV) can also be registered in the repertoire choral credit. The repertoire choral credit is an additional 1/2 credit that runs the full school year. We strongly encourage students to take the vocal course (AMV) as well as the corresponding ½ repertoire credit (AMR). However, students may choose to take just the repertoire choral credit that is specific for their current grade (Note: The repertoire ½ choral credit does NOT count as one of the eight courses that students in grades 9 – 11 MUST register for each year nor does it count towards one of the minimum six courses that grade 12 students MUST register for each year. Repertoire Choral is ‘in addition to’ the necessary number of courses required at each grade level).
GUITAR

AMG2O1 - Music - Guitar, Grade 10
Open
This course is an introduction to guitar and guitar techniques. Students will learn both classical and pop techniques including proper positions, melodic note reading in first and second position, common chords in first and second position, theory and solo and small ensemble performances. Students will also learn about song writing and will be provided with an introductory overview of music technology.

Prerequisite: None

AMG3M1 - Music - Guitar, Grade 11
University/College
This course is a continuation of AMG2O1. Students will continue to expand their skills in both classical and pop techniques including more challenging melodic note reading, minor and 7th chords in first and second position, theory, and solo and small ensemble performances. Students will continue to expand their understanding of music technology through more advanced writing, recording and editing of student compositions using music technology.

Prerequisite: Grade 9 or 10 Music, Open

Note: Completing AMG2O1 prior to this course is STRONGLY recommended.

AMG4M1 - Music - Guitar, Grade 12
University/College
This course is a continuation of AMG3M1. Students will learn more advanced skills in both classical and pop techniques including advanced melodic note reading, different styles of playing such as Spanish and jazz techniques, diminished and complex chords in first and second position, theory, and solo and small ensemble performances. Students will continue to expand their understanding of music technology through more advanced writing, recording and editing of student compositions using music technology.

Prerequisite: Grade 11 Music, University/College

Note: Completing AMG3M1 prior to this course is STRONGLY recommended.

JAZZ

AMH3M1 - Music - Jazz Improvisation, Grade 11
University/College
This course is designed for students who have taken AMI2O1 who are interested in exploring jazz. This course will develop an understanding and proficiency in improvising and includes an interpretation of various styles of music such as rock, jazz, funk and Latin. Students will focus on jazz harmony, modes and jazz related scales, improvisation, arranging, ensemble and solo playing, instrument technique and jazz history.

Prerequisite: Grade 9 or 10 Music, Open

Note: Completing AMI2O1 prior to this course is STRONGLY recommended.

AMH4M1 - Music - Jazz Improvisation, Grade 12
University/College
This course is a continuation of AMH3M1 and will help students to continue to develop their understanding and proficiency in improvisation and interpretation of various styles of music such as rock, jazz, funk and Latin. Students will focus on jazz harmony, modes and jazz related scales, improvisation, arranging, ensemble and solo playing, instrument technique and jazz history.

Prerequisite: Grade 11 Music, University/College

Note: Completing AMH3M1 prior to this course is STRONGLY recommended.
PHYSICAL EDUCATION

PPL1OF - Healthy Active Living Education, FEMALE, Grade 9
Open
PPL1OM - Healthy Active Living Education, MALE, Grade 9
Open
This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None
Note: Students may NOT receive a credit for both PPL1OF and PPL1OM.

PPL2OF - Healthy Active Living Education, FEMALE, Grade 10
Open
PPL2OM - Healthy Active Living Education, MALE, 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.

Prerequisite: None
Note: Students may NOT receive a credit for both PPL2OF and PPL2OM.

PAF3OF - Healthy Living and Personal and Fitness Activities, FEMALE, Grade 11
Open
PAF3OM - Healthy Living and Personal and Fitness Activities, MALE, Grade 11
Open
This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage student’s interest throughout their lives. This course helps the students develop a personalized approach to healthy living. The program will provide the student with the opportunity to acquire a range of skills, attain a broad area of knowledge and develop a set of attitudes to lead a healthy active life as an adult. Throughout the course the students will have the opportunity to work out at a community health club and participate in cardio and leadership activities. They are encouraged to develop leadership skills and are given opportunities to practice goal setting, decision making, social, and interpersonal skills.

Prerequisite: None
Note: Students may NOT receive a credit for both PAF3OF and PAF3OM.

PPL3OC - Healthy Active Living Education, Co-ed, 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
PLF4M1 - Recreation and Healthy Active Living Leadership, Grade 12
University/College
This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.

Prerequisite: Any health and physical education course
Note: This is the mandatory Specialist High Skills Major (SHSM) course in which students will acquire all of the necessary certifications and awareness to go towards the completion of our SHSM (Health & Wellness) program.

PPL4OC - Healthy Active Living Education, Co-ed, 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

PSK4U1 – Introductory Kinesiology, Grade 12
University
This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual’s participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.

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

SCIENCE

SNC1D1 - Science, Grade 9
Academic
This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

Prerequisite: None

Special Note: Students may ONLY take one of SNC1D1; SNC1D6; or SNC1DE

SNC1D6 - Science, Grade 9
Extended
This course meets all Ontario Curriculum expectations for the SNC1D1 course. In addition, it provides a more detailed extension of scientific topics to include the background knowledge and skill development required for success in a holistic program of study, such as the International Baccalaureate Diploma Program and the Grade 10 extended course. This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the
environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

**Prerequisite:** None...however, **ONLY** students who were successful with their preparatory IB application may select this particular course.

**Note:** The SNC1D6 course is part of a five-credit extended and enriched, grade 9, preparatory International Baccalaureate program of study intended for highly self-motivated students who are interested in applying for placement in the International Baccalaureate Diploma Program starting in Grade 11.

**Special Note:** Students may ONLY take one of SNC1D1; SNC1D6; or SNC1DE

**SNC1DE - Science, Grade 9**

**Enriched**

This course covers the same curriculum expectations as SNC1D1.

**Prerequisite:** Recommendation of the grade 8 teacher and/or LST

**Note:** Although the material will be covered at a slightly accelerated rate to allow for additional enrichment activities, the same Ministry expectations for SNC1D1 will be covered and evaluations will be equitable. Additional information about the selection process for this course is available in the Types of Courses section of this Course Selection Guide

**Special Note:** Students may ONLY take one of SNC1D1; SNC1D6; or SNC1DE

**SNC1L1 - Essential Science, Grade 9**

**Locally Developed**

This locally developed course enables students who have experienced significant difficulties in previous science courses to deepen their knowledge and understanding of the basic concepts in biology, chemistry, earth and space science, and physics; to develop practical skills in science investigation; and to apply their knowledge and skills to everyday situations. Students conduct investigations into practical problems and issues related to cells and reproduction, the structure and properties of elements and compounds, static and current electricity, and astronomy and space exploration. A variety of hands-on activities assist students to acquire concepts. Students will use different reporting strategies to facilitate the development of communication skill.

**Prerequisite:** None

**SNC1P1 - Science, Grade 9**

**Applied**

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

**Prerequisite:** None

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

**Special Note:** Students may ONLY take one of SNC2D1; SNC2D6; or SNC2DE
SNC2D6 - Science, Grade 10
Extended
This course meets all Ontario Curriculum expectations for the SNC2D1 course. In addition, it provides a more detailed extension of scientific topics to include the background knowledge and skill development required for success in a holistic program of study, such as the International Baccalaureate Diploma Program. This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid-base reactions; forces that affect climate and climate change; and the interaction of light and matter.
Prerequisite: Science, Grade 9, Academic or Applied ...however, ONLY students who were successful with their preparatory IB application may select this particular course.
Note: The SNC2D6 course is part of a five-credit extended and enriched, grade 10, preparatory International Baccalaureate program of study intended for highly self-motivated students who are interested in applying for placement in the International Baccalaureate Diploma Program starting in Grade 11.
Special Note: Students may ONLY take one of SNC2D1; SNC2D6; or SNC2DE

SNC2DE - Science, Grade 10
Enriched
This course covers the same curriculum expectations as SNC2D1.
Prerequisite: Science, Grade 9, Academic
Note: Although the material will be covered at a slightly accelerated rate to allow for additional enrichment activities, the same Ministry expectations for SNC2D1 will be covered and evaluations will be equitable. Additional information about the selection process for this course is available in the Types of Courses section of this Course Selection Guide
Special Note: Students may ONLY take one of SNC2D1; SNC2D6; or SNC2DE

SNC2L1 – Essential Science, Grade 10
Locally Developed
This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking, and the environmental impact of science and technology, to prepare students for success in everyday life, in the workplace, and in the Grade 11 Science Workplace Preparation course. Students explore a range of topics, including science in media, interactions of common materials, interdependence of organisms in communities, and using electrical energy. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.
Prerequisite: Science, Grade 9, Essential Science

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: Science, Grade 9, Academic or Applied

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.
Prerequisite: Grade 10 Science, Applied, or a Grade 10 locally developed compulsory credit (LDCC) course in science
SNC4M6 - 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.
Prerequisite: Grade 10 Science, Academic, or any Grade 11 university, university/college, or college preparation course in science
Note: The SNC4M6 course is part of the International Baccalaureate (IB) program of study intended for highly self-motivated students. These students MUST have formally applied and been accepted for placement in the International Baccalaureate Diploma Program at Oakridge starting in Grade 11.

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: Science, Grade 10, Academic or Applied

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 functions of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.
Prerequisite: Science, Grade 10, Academic
Special Note: Students may ONLY take one of SBI3U1 or SBI3U6

SBI3U6 - 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 functions of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.
Prerequisite: Science, Grade 10, Academic
Note: The SBI3U6 course is part of the International Baccalaureate (IB) program of study intended for highly self-motivated students. These students MUST have formally applied and been accepted for placement in the International Baccalaureate Diploma Program at Oakridge starting in Grade 11.
Special Note: Students may ONLY take one of SBI3U1 or SBI3U6

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, evolution, and population dynamics. Emphasis will be placed on achievement of the detailed knowledge and refinement of skills needed for further study in various branches of the life sciences and related fields.
Prerequisite: Biology, Grade 11, University
Special Note: Students may ONLY take one of SBI4U1, SBI4U6 or SBI4UE
SBI4U6 - 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, evolution, and population dynamics. Emphasis will be placed on achievement of the detailed knowledge and refinement of skills needed for further study in various branches of the life sciences and related fields.
Prerequisite: Biology, Grade 11, University
Note: The SBI4U6 course is part of the International Baccalaureate (IB) program of study intended for highly self-motivated students. These students MUST have formally applied and been accepted for placement in the International Baccalaureate Diploma Program at Oakridge starting in Grade 11.
Special Note: Students may ONLY take one of SBI4U1, SBI4U6 or SBI4UE

SBI4UE - Biology, Grade 12, University
Enriched
This course covers the exact same curriculum expectations as SBI4U1. This course is considered enriched to support students intending to write the comparable Advanced Placement exam, an internationally recognized program delivered by College Board. Students who are successful with this exam are eligible for a credit at university. Check out ap.ca for AP Policies at Canadian universities.
Prerequisite: Biology, Grade 11, University
Note: A cost will be involved to write the AP exam.
Special Note: Students may ONLY take one of SBI4U1, SBI4U6 or SBI4UE

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: Science, Grade 10, Academic
Note: Success in grade 10 academic math is recommended for students taking this course.
Special Note: Students may ONLY take one of SCH3U1 or SCH3U6

SCH3U6 - 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: Science, Grade 10, Academic
Note: The SCH3U6 course is part of the International Baccalaureate (IB) program of study intended for highly self-motivated students. These students MUST have formally applied and been accepted for placement in the International Baccalaureate Diploma Program at Oakridge starting in Grade 11.
Special Note: Students may ONLY take one of SCH3U1 or SCH3U6

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: Science, Grade 10, Academic or Applied
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 problem-solving and investigation skills as they investigate chemical processes and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.
Prerequisite: Chemistry, Grade 11, University
Special Note: Students may ONLY take one of SCH4U1; SCH4U6; or SCH4UE

SCH4U6 - 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 problem-solving and investigation skills as they investigate chemical processes and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.
Prerequisite: Chemistry, Grade 11, University
Note: The SCH4U6 course is part of the International Baccalaureate (IB) program of study intended for highly self-motivated students. These students MUST have formally applied and been accepted for placement in the International Baccalaureate Diploma Program at Oakridge starting in Grade 11.
Special Note: Students may ONLY take one of SCH4U1; SCH4U6; or SCH4UE

SCH4UE - Chemistry, Grade 12, University
Enriched
This course covers the exact same curriculum expectations as SCH4U1. This course is considered enriched to support students intending to write the comparable Advanced Placement exam, an internationally recognized program delivered by College Board. Students who are successful with this exam are eligible for a credit at university. Check out ap.ca for AP Policies at Canadian universities.
Prerequisite: Chemistry, Grade 11, University
Note: A cost will be involved to write the AP exam. Special Note:
Students may ONLY take one of SCH4U1; SCH4U6; or SCH4UE

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: Science, Grade 10, Academic

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: Science, Grade 10, Academic or Applied
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 analyze, qualitatively and quantitatively, data related to a variety of physics, concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

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

**Special Note:** Students may ONLY take one of SPH4U1 or SPH4UE

**SPH4UE - Physics, Grade 12, University Enriched**

This course covers the exact same curriculum expectations as SPH4U1. This course is considered enriched to support students intending to write the comparable Advanced Placement exam, an internationally recognized program delivered by College Board. Students who are successful with this exam are eligible for a credit at university. Check out ap.ca for AP Policies at Canadian universities.

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

**Note:** A cost will be involved to write the AP exam.

**Special Note:** Students may ONLY take one of SPH4U1 or SPH4UE

**SOCIAL SCIENCES & HUMANITIES**

**HIF1O1 - Exploring Family Studies, Grade 9**

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

**Prerequisite:** None

**Note:** An optional material fee may be offered to students who wish to enhance their program delivery.

**HFN2O1 – Food and Nutrition, Grade 10**

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

**Prerequisite:** None

**Note:** An optional material fee may be offered to students who wish to enhance their program delivery.

**HNL2O1 - Clothing, Grade 10**

This course introduces students to the world of clothing. Students will gain knowledge about clothing and will demonstrate basic skills associated with 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 and will develop shopping strategies and an understanding of various retail formats. Students will develop research skills as they investigate topics related to clothing.

**Prerequisite:** None

**Note:** An optional material fee may be offered to students who wish to enhance their program delivery.
HFC3M1 - Food and Culture, Grade 11
University/College
This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food-related etiquette in many countries and cultures, and explain how Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigating foods and food practices from around the world.
Prerequisite: None
Note: An optional material fee may be offered to students who wish to enhance their program delivery.

HNC3C1 - Understanding Fashion, Grade 11
College
This course introduces students to the world of fashion. Students will gain an understanding of theories related to fashion trends and of how culture, media, fashion cycles, retailing, and social and environmental factors influence fashion trends and consumer behaviour. Students will use various tools, technologies, and techniques safely and correctly to create fashion items. They will apply knowledge of fibres, fabrics, and the elements and principles of design when creating and assessing fashion-related products. Students will develop research skills as they investigate topics related to fashion.
Prerequisite: None
Note: An optional material fee may be offered to students who wish to enhance their program delivery.

HPW3C1 - Working with Infants and Young Children, Grade 11
College
This course prepares students for occupations involving children from birth to six years of age. Students will study theories about child behaviour and development and will have opportunities for research and observation and for practical experiences with young children. Students will become familiar with occupational opportunities and requirements related to working with infants and young children. They will also have opportunities to develop research and critical-thinking skills as they investigate and evaluate current research about early childhood education.
Prerequisite: None

HRT3M1 – World Religions and Belief Traditions: Perspectives, Issues, and Challenges, Grade 11
University/College
This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human expressions of belief.
Prerequisite: None

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.
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.
Prerequisite: The Grade 10 academic course in English or the Grade 10 academic history course (Canadian and world studies)
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.
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.
Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies
Note: An optional material fee may be offered to students who wish to enhance their program delivery.

HHG4M1 - Human Development Throughout 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.
Prerequisite: Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

HNB4M1 - The World of Fashion, Grade 12
University/College
This course gives students the opportunity to explore the world of fashion. Students will learn how to create a fashion product using various tools, techniques and technologies while developing their practical skills. Students will learn about various factors that affect the global fashion industry, the needs of specialized markets, and the impact of fibre and fabric production and care. In addition, they will learn about social and historical influences on fashion. Students will apply research skills when investigating aspects of the fashion world.
Prerequisite: Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies
Note: An optional material fee may be offered to students who wish to enhance their program delivery.

HPD4C1 - Working with School-Age Children and Adolescents, Grade 12
College
This course prepares students for occupations involving school-age children and adolescents. Students will study a variety of theories about child behaviour and development and will have opportunities for research and observation and for practical experiences with older children. Students will become familiar with occupational opportunities and requirements related to working with older children and adolescents. They will develop research skills used in investigating child and adolescent behaviour and development.
Prerequisite: Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

HSB4U1 - Challenge and Change in Society, Grade 12
University
This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological
change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

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

**HZT4U1 – Philosophy: Questions and Theories, Grade 12**  
**University**  
This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.  
**Prerequisite:** Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

**Special Note:** Students may ONLY take one of HZT4U1 or HZT4U6

**HZT4U6 – Philosophy: Questions and Theories, Grade 12**  
**University**  
This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.  
**Prerequisite:** Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

**Note:** The HZT4U6 course is part of the International Baccalaureate (IB) program of study intended for highly self-motivated students. These students MUST have formally applied and been accepted for placement in the International Baccalaureate Diploma Program at Oakridge starting in Grade 11.

**Special Note:** Students may ONLY take one of HZT4U1 or HZT4U6

**TECHNOLOGY**

**TIJ1O1 - Exploring Technologies, Grade 9**  
**Open**  
This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and societal issues and will begin to explore secondary and post-secondary education and training pathways leading to careers in technology-related fields.  
**Prerequisite:** None

**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, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design and learn about secondary and post-secondary education and training leading to careers in the field.  
**Prerequisite:** None
TGJ2O1 - 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 production, print and graphic communications, photography and interactive new media, 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

TDJ3M1 - Technological Design, Grade 11
University/College
This course examines how technological design is influenced by human, environmental, financial, and material requirements and resources. Students will research, design, build, and assess solutions that meet specific human needs, using working drawings and other communication methods to present their design ideas. They will develop an awareness of environmental, societal, and cultural issues related to technological design, and will explore career opportunities in the field, as well as the college and/or university program requirements for them.
Prerequisite: None
Note: This course has a focus of computer assisted drawing use, applied to mechanical and architectural design and drawings.

TGG3M1 - Graphic Media Communications, Grade 11
University/College
This course examines communications technology from the media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues and explore college and university programs and career opportunities in the various communications technology fields.
Prerequisite: None
Note: This course will emphasize graphic communications: this includes journalism, layout and design and graphic and photo manipulation. The majority of this course will be focussed on YEARBOOK PRODUCTION.

TGJ3M1 - Communications Technology, Grade 11
University/College
This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive 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

TDJ4M1 - Technological Design, Grade 12
University/College
This course introduces students to the fundamentals of design advocacy and marketing, while building on their design skills and their knowledge of professional design practices. Students will apply a systematic design process to research, design, build, and assess solutions that meet specific human needs, using illustrations, presentation drawings, and other communication methods to present their designs. Students will enhance their problem-solving and communication skills and explore career opportunities and the post-secondary education and training requirements for them.
Prerequisite: Technological Design, Grade 11, University/College
TGG4M1 - Print and Graphic Communications, 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. This course allows students to further develop knowledge and skills as they design and produce media projects in the field of graphic communications.  
Prerequisite: Graphic Media Communications, Grade 11, University/College or Communications Technology, Grade 11  
Note: This course will focus on the creation of the YEARBOOK and on photo journalism for school events.

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. This course allows students to further develop knowledge and skills as they design and produce media projects in the field of graphic communications.  
Prerequisite: Communications Technology, Grade 11, University/College or Graphic Media Communications, Grade 11