



Fulford
Academy

FULFORD ACADEMY COURSE CALENDAR

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Vision

To be a global leader in personalized, innovative education, inspiring students to reach their fullest potential academically, socially, and personally.

Mission

Fulford Academy provides a nurturing and inclusive learning environment that empowers students from around the world to achieve academic excellence, develop character, and become engaged global citizens.

Core Values

Excellence – Striving for the highest standards in learning and personal growth.

Integrity – Acting with honesty, fairness, and responsibility.

Respect – Valuing diversity and treating others with kindness.

Innovation – Embracing creativity and forward-thinking solutions.

Global Citizenship – Fostering cultural understanding and community engagement.

CONNECT WITH US

Website: www.fulfordacademy.com

Facebook: facebook.com/FulfordAcademy

Instagram: instagram.com/FulfordAcademy

LinkedIn: linkedin.com/school/fulford-academy

Twitter/X: twitter.com/FulfordAcademy

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THE FULFORD ACADEMY PROGRAM

Fulford Academy offers a comprehensive high school program aligned with the Ontario Secondary School Curriculum, preparing students in Grades 9 through 12 for success in post-secondary education. Our university preparatory program emphasizes a multidisciplinary approach. Central to our academic model is experiential, project-based learning that connects classroom instruction to real-world applications.

Recognizing the critical role that technology and the arts play in today's global society, our curriculum integrates digital tools and creative disciplines to foster innovation, collaboration, and critical thinking. Students engage with current societal, environmental, and global issues, using technology and artistic expression as vehicles for exploration and problem-solving.

As an international school, Fulford Academy is proud to welcome a diverse student population representing a wide range of nationalities and linguistic backgrounds. English language development is embedded across all subjects, with every teacher qualified in English as a Second Language (ESL) instruction. This ensures that language acquisition is seamlessly integrated into academic content, benefiting all learners regardless of their English proficiency. Each scheduled class includes an additional time to support language development, as well as to enrich instruction through the integration of technology and the arts.

In addition to our Ontario Secondary School Diploma (OSSD) program, we offer an English Foundations Program designed for international students whose English proficiency requires further development before transitioning into the full Ontario curriculum. This program provides a comprehensive, content-based approach to language learning, combining academic English instruction with age-appropriate materials and selected Ontario curriculum expectations. While enrolled in this transitional program, students typically complete one ESL English credit.

Fulford Academy's high school program goes beyond credit accumulation. Our students engage in a rigorous, forward-thinking academic experience designed to equip them with the skills, values, and mindset needed for success in university and beyond. Courses are enriched with additional instructional time, allowing for deeper exploration of content, skill-building, and community-engaged learning. Students develop a strong foundation in communication, collaboration, digital literacy, and social responsibility.

Our commitment is to nurture globally minded learners who are prepared to thrive academically and make meaningful contributions to the world. A Fulford education inspires students with the confidence and capacity to be agents of positive change.

Mrs. Sarah MacMillan *Head of School*

ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD) REQUIRMENTS

Fulford Academy offers a variety of courses leading to completion of the requirements of the OSSD. We strongly promote the completion of the Ontario Secondary School Diploma as a respected prerequisite to future study.

In recognition of the value of a solid education, the Ontario Ministry of Education makes it compulsory that all students in the province attend school to the age of 18, or until they complete their OSSD. We offer course choices to our Grade 11 and 12 students so they can tailor their program to their strengths, interests, and personal goals. In addition to the required compulsory courses leading to the Ontario Secondary School Diploma, Fulford Academy offers learning pathways to obtain the essential prerequisite courses for university study.

An ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD) will be granted to a student who earns a minimum of 30 credits of 110 hours each, passes the Ontario Secondary Literacy Test, completes the Community Involvement Activities, satisfies the e-learning requirement, and newly introduced financial literacy requirement.

17 Compulsory Credits		Credits Required
English (1 per grade)		4
Math (at least 1 in Grades 11 or 12)		3
Science		2
French (Grade 9)		1
Canadian Geography (Grade 9)		1
Canadian History (Grade 10)		1
The Arts		1
Health & Physical Education		1
Civics (Grade 10)		.5
Careers (Grade 10)		.5
Technological education (Grade 9 or Grade 10)		1
STEM- Related Choose 1 from: • Business studies • Science (in addition to 2 compulsory credits) • Computer Studies	• Math (in addition to 3 compulsory credits) • Cooperative Education • Technology (in addition to the 1 compulsory)	1
• 13 Optional Credits		13

In addition to the compulsory requirements, students must complete: Provincial Literacy Requirement 40 Hours of Community Service E-Learning Requirement	
Beginning with students who entered Grade 9 in the 2020-21 school year, all students must earn at least two online learning credits as part of the requirements for an Ontario Secondary School Diploma. Students may opt-out of this at anytime.	Note: Starting in September 2026, students must earn a new financial literacy graduation requirement as part of their compulsory Grade 10 mathematics course. Students will need to achieve a mark of 70% or higher to pass this new requirement and earn your high school diploma. More information will be provided as soon as it is available.

COMMUNITY INVOLVEMENT

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities. These may take place in a variety of settings: business, not-for-profit organizations, public sector institutions - including hospitals, and informal settings.

Students may not fulfill the requirement through activities that are counted towards an academic credit, through paid work or by assuming duties normally performed by a paid employee. The requirement is to be completed outside students' normal instructional hours.

A variety of activities and opportunities to fulfill these hours will be made available to the students by Fulford Academy throughout the year. Students are to maintain and provide a record of their community involvement.

The Head of School will determine whether the student has met the community involvement graduation requirement, and, if so, will indicate on the Ontario Student Transcript that the student has completed the requirement. This information is also recorded on the final secondary report card.

For secondary students who are transferring from another private school or a school outside of Ontario, the Head of School receiving school will determine the number of community involvement hours required for students who have successfully completed two or more years in a secondary school program.

ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)

Each student is required to write an Ontario Secondary School Literacy Test during their grade 10 year, or the year (grade 10-12) in which they enroll for the first time in an Ontario secondary school. The student must achieve an acceptable level in both reading and writing in order to receive the OSSD diploma. If students do not achieve an acceptable level of achievement on the literacy test they will be required to rewrite the test until they receive a satisfactory result. The student's result will be recorded on his/her student transcript. Under special circumstances students may be granted a deferral or a rewrite.

or...

ONTARIO SECONDARY SCHOOL LITERACY COURSE (OLC4O) GRADE 12

This credit course is designed to support at-risk students in improving their language skills and provide them with an alternative way of demonstrating these skills. Students who have had at least one opportunity to write the OSSLT and who have failed it at least once will be eligible to take the course. The successful completion of this course will satisfy the literacy requirement for graduation. Students who obtain a graduation diploma by passing the OLC4O course will be required to demonstrate a standard of reading and writing skills comparable to those measured by the OSSLT. The OSSLT is the foundation for the design of this course.

ONLINE LEARNING REQUIREMENT

This requirement is designed to support students to enroll in online learning courses as part of their secondary school program, in order to support the development of digital literacy and other important transferable skills that will help prepare them for success after graduation and in all aspects of their lives.

Parents who wish to opt out or exempt their child from the online graduation requirement must complete the opt-out form available from their child's school board.

Exemption from the online learning graduation requirements can be requested by:

- the parent or guardian of the secondary student
- students who are 18 years of age or older
- students who are 16 or 17 years of age and have withdrawn from parental control¹

THE ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC)

While Fulford Academy is a university preparatory school, should a student wish not to continue their education through graduation, we can grant The Ontario Secondary School Certificate (OSSC). Upon request students who are leaving secondary school after reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma may be granted the OSSC.

To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows.

7 Compulsory Credits	Credits Required
English	2
Math	1
Science	1
Canadian Geography or History	1
The Arts or Technology	1

¹ Ontario Ministry of Education. (n.d.). *Policy/Program Memorandum 167 — Online learning graduation requirement*. Government of Ontario.

Health & Physical Education	1
7 Elective Credits	

The provisions for making substitutions for compulsory credits for the OSSD also apply to the Ontario Secondary School Certificate.

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript. For students who have an Individual Education Plan (IEP), a copy of the IEP may be included. Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when the student has fulfilled the appropriate requirements.

THE ONTARIO STUDENT TRANSCRIPTS

In all Ontario secondary schools as of September, 1999, the Ontario Student Transcript contains:

- a student's record of courses successfully completed in Grades 9 and 10
- all attempts at courses in Grade 11 or 12 including those courses from which the student withdraws after five days from the issue of the first Ontario Report Card of the semester

This transcript is the official document that a person must present whenever evidence of secondary education standing is required for employment purposes or for admission to a post-secondary program.

ONTARIO STUDENT RECORD

Every Ontario school keeps an official record for each student. The OSR contains achievement results, credits earned and diploma requirements completed, and other information important to the education of the student. Students and their parents (if the student is not an adult) may examine the contents of the OSR. These records are protected by the Education Act and the Freedom of Information and Protection of Privacy Act.

SUBSTITUTIONS FOR COMPULSORY CREDITS

In order to allow flexibility in designing a student's program and to ensure that students can qualify for the Ontario Secondary School Diploma, substitutions may be made for a limited number of compulsory credits. These courses must be selected from the course offerings of the school that meet the requirements for compulsory credits. To meet individual student needs, the principal may replace up to three of these courses (or the equivalent in half courses) with courses that meet the

compulsory credit requirements. Each substitution will be noted on the student's Ontario Student Transcript.

COURSES OFFERED

- All the courses offered by Fulford Academy have been developed according to the requirements of the Ontario Ministry of Education.
- Courses are available through means other than regular day school. More information about these methods of delivery is available by contacting the school's Admissions Department.

PREREQUISITES

If a course has a prerequisite requirement, this prerequisite must be attained prior to enrolment in the course. Satisfactory achievement in prerequisite courses is crucial to full understanding and successful completion of subsequent courses. However, following discussion with the student's parents and teachers, the Head of School may allow a student to proceed in a particular course without first obtaining the normal pre-requisite.

This decision will be made only if it is in the student's best interest, and the Head of School, the teachers and the parents agree. Since the pre-requisite has not been met, there may be substantial challenges for the student, and although support from the school is available, it is the responsibility of the student to ensure that the course is successfully completed. Appropriate records for waiving of pre-requisites, showing the appropriate permissions, will be maintained in the OSR.

ATTENDANCE EXPECTATIONS

It is crucial to a student's educational performance that he/she attends all classes. Fulford Academy expects house parents and parents to support academics at Fulford by ensuring that students attend all classes and fulfill all school commitments. Students are expected to be prompt for classes, tutorials and evening prep. Failure to comply will result in disciplinary sanctions. (Please refer to the schedules in the Parent-Student Handbook).

COURSE WITHDRAWAL AND REPEAT POLICY

All grade 11 and 12 courses are subject to the Ministry of Education's Full Disclosure Policy. All courses in which a student is registered five days after the issue of midterm report card will be recorded on the Ontario Student Transcript (OST) whether the course has been successfully completed or not. A withdrawal is recorded on the OST by entering a "W" in the "Credit" column. The student's percentage grade at the time of the withdrawal is recorded in the "Percentage Grade" column.

Students in Grades 11 or 12 may choose to withdraw from and enter new courses no later than the 15th class day of a course. Students at Fulford Academy in grades 11 and 12 must be enrolled in at least 7 courses over the academic year. If a student chooses to withdraw from a course, but this puts them at less than 7 courses, they must enter another course for the withdrawal to be accepted. Students must have a new course chosen prior to applying to withdraw from any course. If they require assistance in this process, they are encouraged to speak with a member of the Academics or Guidance departments. If the student does not choose a new course, one will be chosen for them by the Academic and or Guidance department.

Students who repeat a Grade 11 or 12 course that they have previously completed, can only earn one credit for the course. However, each attempt, as well as the percentage grade obtained is recorded on the OST, and an “R” is entered in the “Credit” column for the course(s) with the lower percentage grade.

Students in Grades 11 or 12 may choose to withdraw from and enter new courses no later than the third Friday in September in any given year. Students at Fulford Academy in grades 11 and 12 must be enrolled in at least 7 courses during the school year. If a student chooses to withdraw from a course, but this puts them at less than 7 courses, they must enter another course for the withdrawal to be accepted.

PLAR – PRIOR LEARNING ASSESSMENT AND RECOGNITION

All credits granted through the PLAR process, must represent the same standards of achievement as credits granted to students who have taken the courses. Subject to the procedures outlined below, the Head of School will without charge grant credits of equivalence to be entered and recorded appropriately in the student’s OST. The Academy does not currently provide our students access to the “Challenge” process aspect of PLAR.

ONTARIO SCHOLAR

A student may be designated an Ontario Scholar if he or she obtains an 80% or better in marks in any combination of six grade 12 ministry-approved courses: U, M, C, O.

ASSESSMENT, EVALUATION AND REPORTING

REPORTING STUDENT ACHIEVEMENT

Student achievement will be communicated formally to students and parents by means of the Provincial Report Card, Grades 9 – 12. The report card provides a record of the student’s achievement of the curriculum expectations in every course, at particular points in the school year or semester, in the form of a percentage grade. It also includes teachers’ comments on the student’s strengths and the areas in which improvement is needed, along with the ways in which this improvement might be achieved. The report card contains separate sections for recording attendance and for evaluating the student’s learning skills in each course.

A final grade is recorded for each course, and the credit is granted and recorded for every course in which the student’s grade is 50% or higher, except for The Ontario Secondary School Literacy Course (OLC). In order to earn a credit and successfully meet the literacy requirements for graduation, students must “moderately” or “adequately” demonstrate their learning in each of the categories of the achievement chart for the OLC. This equates to the attainment of a level 2 in other courses. The final grade for each course will be determined as follows:

- Seventy percent of the grade will be based on evaluation conducted throughout the course.
- Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content.

In all of their courses, students must be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations across all four

categories of knowledge and skills. Evaluation should reflect each student's most consistent level of achievement. The four categories of achievement include:

- Application
- Communication
- Knowledge and Understanding
- Thinking and Inquiry

Summative evaluations are administered toward the end of every semester. In the case of a student absence because of illness (evidenced by a medical certificate) or bereavement, Administration will determine what actions will be taken.

REPORT CARDS AND REPORTING PERIODS

Evaluation of the students' progress by their teachers is pivotal in the academic development of each student. Parents and guardians are kept well informed of their child's progress. The faculty meets weekly to share classroom dynamics, review program effectiveness and student progress. The Advisor develops a close mentoring relationship with the student, and this relationship is effective in ensuring that each student's needs are well supported and allows for early detection of changes in performance or behaviour.

Detailed anecdotal reports including marks, learning skills development and effort ratings are provided for each subject along with Residence-life and Advisor reports. The Advisor shares this report with the student and a copy is sent home to the parents. If required, a strategy plan will be developed, and tutorial appointments may be made in specific subject areas. We believe that the regular tracking of academic progress and open discussion encourages students to develop a self-reliant approach to their education. Our program of evaluating the students' progress, combined with mentoring and supervised study, is successful in encouraging students to approach their studies with pride and consistency.

TIME TABLE

9:00 – 10:10	Period 1	Core subject or elective
10:20 – 11:30	Period 2	Core subject or elective
11:30 – 12:10	MS IP	
12:10 – 12:55		
1:20 – 2:30	Period 3	Core subject or elective
2:40 – 3:30	Period 4	Core subject or elective

EXAMINATIONS AND INDEPENDENT STUDY UNITS

School examinations are held generally at the end of January for first semester courses and in mid-June for termed and second semester courses. In lieu of, or in addition to an exam, in the final third of a course there may also be an Independent Study Unit. These significant summative projects or culminating activities are used to assess the students' progress towards meeting the overall course expectations. Progress on ISUs is monitored, assessed and evaluated throughout the process. The breadth and depth of the student's learning and the weight of the marks for examinations and ISUs in each subject follow the Ministry of Education Guidelines.

LATE OR INCOMPLETE ASSIGNMENTS

All students who have late or incomplete assignments will be subject to the following consequences:

First Day Late

Boarding students will be placed in Extended Evening Prep until the work is submitted (8:15 – 9:30 p.m. Mondays to Thursdays), and the student may lose the opportunity to train and represent the school in clubs and athletics. The student may lose 5% on assignment grade for lateness.

Second Day Late

The student's Advisor will be notified, the student is placed in further Extended Prep, may lose a further 5% for lateness, and weekend afternoon prep will be arranged until work is completed acceptably.

Third and Further Days Late

The Assistant Head of School will be notified, a phone call to the agent/parent is made, further actions will be taken which may include further Extended Prep, loss of privilege, probationary status or major disciplinary actions, a further 5% may be lost.

If students do not attend Extended Prep when assigned, they will be gated to their residences, or in the case of Day students be excluded from campus except for academic commitments. Parents of Day or Boarding students who are chronically late with assignments will receive a call from the Assistant Head of School, and the student may be placed on academic probation.

ACADEMIC IN-SCHOOL SUSPENSION

If a student's behaviour, in an academic situation, is inappropriate or unacceptable the student may be isolated during the academic day in a supervised area where he/she will work on academic work until readmission to regular classes is deemed to be appropriate by the Head of School.

ACADEMIC DISHONESTY AND PLAGIARISM POLICY

Core Values:

All students and staff must uphold honesty, fairness, trust, responsibility, and respect. Grades must reflect each student's own work.

Definition:

Plagiarism = presenting someone else's work — **including AI-generated content** — as your own.

Two types:

- **Negligent** – accidental but avoidable (e.g., incorrect paraphrasing, missing citations, using AI for minor edits but not citing).
- **Dishonest** – intentional (e.g., copying from the web, submitting work generated by AI tools such as ChatGPT without permission or citation, having others complete your work).

AI-Specific Guidelines:

- **Permitted use** of AI must be explicitly approved by the teacher for a given assignment.
- Any AI assistance (ideas, text, code, translations, summaries, images) must be clearly cited following the school's citation format.
- Unapproved or undisclosed AI-generated work is considered **dishonest plagiarism**.

Goals:

1. Protect the integrity of school grades.
2. Educate students about plagiarism, AI ethics, and consequences.
3. Prepare students for stricter post-secondary rules.

Consequences

Negligent Plagiarism (including negligent AI misuse):

- **1st Instance:** Counseling, resubmit without penalty.
- **2nd Instance:** Report to Head of School, written warning, max 75% on resubmission, plagiarism quiz required.
- **3rd Instance:** Report to Head, zero on assignment, perfect score on plagiarism quiz.
- Further cases = treated as dishonest plagiarism.

Dishonest Plagiarism (including intentional AI misuse):

- **1st Instance:** Report to Head, written warning, zero on assignment, plagiarism quiz (perfect score required).
- **2nd Instance:** Automatic course failure.

Final Assessments:

- **Negligent (1st time)** – resubmit without penalty.
- **Dishonest or repeat negligent** – zero on assessment.

Note:

Plagiarism records reset at the end of each academic year, but incidents across different courses in the same year are cumulative.

ALTERNATIVE LEARNING OPPORTUNITIES

Should they better meet the student's academic and personal needs, there are alternate means of learning and earning credits towards the O.S.S.D.

Other available options include many Ontario curriculum online schools such as TVO's Independent Learning Centre that offers an asynchronous online option for OSSD credit courses. Local continuing education programs are available for students who may not be able to find success with online learning.

ONTARIO MINISTRY OF EDUCATION

The Supervisory Officer visits Fulford Academy annually for inspection. The Supervisory Officer reviews the Ontario Student Record (O.S.R.) files and course outlines, visits classrooms and can then authorize the Head of School to grant credits towards the Ontario Secondary School Diploma.

ACADEMIC PLANNING AND POST-SECONDARY EDUCATION

CAREER AND LIFE PLANNING

Throughout the grades at Fulford Academy we facilitate the engagement of our students with their Teachers, their Staff Advisor, their peers, the community, and their parents as they learn about their aptitudes and develop a plan for their education and future beyond school. With the support of their Advisor and a broader team of contributors our students develop and maintain an Individual Pathways Plan (IPP) that serves as an archive and gives support and direction to the decisions on course selection and engagement in service and co-curricular opportunities. This IPP represents a collaborative process that includes many stakeholders with interest in the student's future success. Parents, school staff, and community members contribute to this ongoing and developing plan that provides structure and dynamic guidance in decisions regarding the student achieving aspirations and realizing their academic and life goals.

POST SECONDARY OPPORTUNITIES

After completing the Ontario Secondary School Diploma (O.S.S.D.), the student has several options open in post-secondary education.

Ontario universities have stipulated that secondary-school students seeking admission must have an Ontario Secondary School Diploma, including a minimum of six grade 12 university or university/college preparation courses or any combination of the two. An overall average of at least 60% on the six subjects is the minimum requirement for consideration for most universities. We advise the students at Fulford Academy to take seven courses.

Post-secondary institutions outside Ontario require an O.S.S.D. and the correct prerequisites. Students who apply to universities in the United States are required to successfully complete the Scholastic Aptitude Tests (S.A.T. tests) and complete their O.S.S.D. Further information or assistance can be obtained through the Academic office.

Individual universities determine special subject and average requirements for particular programs. Averages appreciably above 65% are required for admission to particular programs. It is important that students plan their academic selections carefully to ensure they have the correct prerequisites, including

University Preparation Grade 12 English, (ENG4U). An average of 75% or better is usually required for early acceptance to most Ontario universities.

Students who wish to attend community colleges in Ontario must complete an O.S.S.D. and meet the chosen community colleges requirements. Similar to the case for universities, Ontario colleges have specific averages and subject requirements for particular programs.

UNIVERSITY/COLLEGE APPLICATION PROCESS WITHIN ONTARIO

All applicants applying to Ontario University or College programs must apply through the Ontario University Application Centre (OUAC) and/or the Ontario College Application Service (OCAS) using the online application process. OUAC and OCAS are centralized processing bureaus for applications of undergraduate admission to the universities/colleges of Ontario. Application instructions and deadlines are available for OUAC at <http://www.ouac.on.ca> and OCAS at <http://www.ocas.on.ca>

COMMON COURSE CODE

The first three characters of the CCC's are assigned by the Ministry and represent the discipline, the subject and the course.

The fourth character refers to the grade of the course (1-Grade 9, 2-Grade 10, 3-Grade 11, 4-Grade 12).

The fifth character refers to the course type. =

P

This letter identifies the stream / destination
GRADE 9 ~ 10

W = De-streamed (Grade 9)

D = De-streamed (Grade 9)

Academic (university path)

GRADE 11 ~ 12

M = College / University

O = Open

U = University

ENG

These 3 letters indicate the subject
Subject Codes

The first 3 letters in the course code
denotes the course department area:

A = Arts

B = Business

C = Canadian Studies

E = English

F = French

G = Guidance

H = Humanities & Social Sciences

L = International Languages

M = Mathematics

P = Physical Education

S = Sciences

T = Technological Studies

1

This number
identifies the
grade:

1 = Gr. 9

2 = Gr. 10

3 = Gr. 11

4 = Gr. 12

Types of Courses - Explanation of Common Course Codes

Grade 9

**Students in Grade 9 will choose courses
from either the Destreamed (D or W)
level**

Destreamed (D or W) The destreamed
level will fulfill the prerequisite
requirements that were previously
identified as Academic (D) and Applied (P)
levels for courses.

Grade 10

**Students in Grade 10 will choose courses from one or more
of the following types:**

Academic (D) In these courses, the essential concepts of a
subject are learned and related material is explored.
Although the knowledge and skills in the subject will be
developed through both theory and practical application,
the focus will be on theory and abstract thinking as a basis
for future learning and problem solving.

Open (O) An open course is neither academic nor applied,
rather it is a course with one set of
expectations for all students. Open courses are designed to
provide students with a broad educational base that will

prepare them for studies in grades 11 and 12.

Grade 11 & 12

**Students in Grades 11 and 12 should choose the courses offered to prepare them for their
post-secondary destinations:**

University Preparation (U)

These courses are designed to equip students with the knowledge and skills they need to meet
the entrance requirements for university programs.

University/College preparation (M)

These courses are designed to equip students with the knowledge and skills they need to meet
the entrance requirements for specific programs offered at universities and colleges.

Open (O)

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

Fulford Academy offers Academic/University level courses.

Elective Courses are subject to interest and enrollment dependent upon the year.

ARTS

INTIGRATED ARTS AND EXPLORING AND CREATING IN THE ARTS

Grade	Course Name	Course Type	Course Code	Prerequisite
<i>9 or 10</i>	Integrated Arts*	Open	ALC1O/2O	None
<i>11</i>	Exploring and Creating in the Arts	Open	AEA3O	Any Grade 9 or 10 Arts Course

*compulsory courses

Integrated Arts, Grade 9 or 10, Open (ALC1O/ALC2O)

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

- *Prerequisite:* None

Exploring and Creating in the Arts, Grade 11, Open (AEA3O)

This course offers students the opportunity to explore connections between dance, drama, media arts, music, and/or visual arts. Students will use the creative process individually and/ or collaboratively to produce integrated art works that draw on various disciplines, and they will critically analyse art works and determine how interpreting these works affects their own development. Students will develop responsible practices that are transferable beyond the classroom. They will explore solutions to integrated arts challenges and discover that art is everywhere, influencing and reflecting society.

- *Prerequisite:* Any Grade 9 or 10 arts course

MEDIA ARTS

Grade	Course Name	Course Type	Course Code	Prerequisite
10	Media Arts	Open	ASM2O	None
11	Media Arts	University/College	ASM3M	Grade 10 Media Arts
12	Media Arts	University/College	ASM4M	Grade 11 Media Arts

Media Arts, Grade 10, Open (ASM2O)

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

- *Prerequisite:* None

Media Arts, Grade 11, University/College (ASM3M)

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

- *Prerequisite:* Media Arts, Grade 10, Open

Media Arts, Grade 12, University/College (ASM4M)

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

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

PHOTOGRAPHY

Grade	Course Name	Course Type	Course Code	Prerequisite
11	Photography	University/College	AWQ3M	Any Grade 9 or 10 Arts Course
12	Photography	University/College	AWQ4M	Grade 11 Photography

Photography, Grade 11, University/College (AQW3M)

In this course, students will explore photography as an expressive art form. Students will learn about photography DSLR and/or digital point-and-shoot camera techniques, as well as Photoshop image enhancement and manipulation techniques will also be explored. Design theory as it relates to

photography as an artistic medium is another essential component of this course, as is the history of art, especially pertaining to photography. This course is designed to provide students with the knowledge and skills needed to meet the entrance requirements for specific college and university programs. It is also recommended for students who, in addition to furthering their enjoyment in the visual arts, wish to develop skills that relate strongly to the workplace, such as critical thinking, creative problem solving, time management, organization, mentorship, and collaboration.

- *Prerequisite:* Media Arts, Grade 10, Open

Photography, Grade 12, University/College (AQW4M)

This course allows students to develop their understanding of visual storytelling through the art of photography. In this course, students will review the basic principles of design and visual culture and will learn how to manipulate meaning using context and framing. As they work through the course, students will explore various photographic mediums and stages of the creative process, as well as concepts of composition, lighting, audience, and perspective.

- *Prerequisite:* Photography, Grade 11, University/College Preparation

FILM STUDIES

Grade	Course Name	Course Type	Course Code	Prerequisite
11	Film Studies	University/College	ADV3M	Any Grade 9 or 10 Arts Course
12	Film Studies	University/College	ADV4M	Grade 11 Film Studies

Film Studies, Grade 11, University/College (ADV3M)

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

- *Prerequisite:* Media Arts, Grade 10, Open

Film Studies, Grade 12, University/College (ADV4M)

In this course students investigate how and what ideas, values and concepts are connected through film. In analyzing film, students will examine elements of plot, setting, style, and point of view and the contribution that film has made to our cultural vocabulary. Class activities include viewing, listening, researching and analyzing film. This is an exciting course meant to open up the world of film to students and help them truly understand the connection between a great story, a great film and the great impact these have on our lives and culture.

- *Prerequisite:* Film Studies, Grade 11, University/College Preparation

VISUAL ARTS

Grade	Course Name	Course Type	Course Code	Prerequisite
11	Visual Arts	University/College	AVI3M	Any Grade 9 or 10 Arts Course

Visual Arts	University/College	AVI4M	Grade 11 Film Studies
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Visual Arts, Grade 11, University/College (AVI3M)

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

- *Prerequisite:* Visual Arts, Grade 9 or 10, Open

Visual Arts, Grade 12, University/College (AVI4M)

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

- *Prerequisite:* Visual Arts, Grade 11, University/College Preparation

BUSINESS STUDIES

BUSINESS STUDIES

<i>Grade</i>	Course Name	Course Type	Course Code	Prerequisite
9	Building the Entrepreneurial Mindset	Open	BEM1O	None
10	Launching and Leading a Business	Open	BEP2O	None
11	Financial Accounting Fundamentals	University/College	BAF3M	None

12

International Business Fundamentals	University/College	BBB4M	None
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Building the Entrepreneurial Mindset, Grade 9, Open (BEM10)

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

- *Prerequisite:* None

Launching and Leading a Business, Grade 10, Open (BEP20)

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

- *Prerequisite:* None

Financial Accounting Fundamentals, Grade 11, University/College (BAF3M)

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

International Business Fundamentals, Grade 12, University/College (BBB4M)

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

- *Prerequisite:* None

CANADIAN AND WORLD STUDIES

ECONOMICS

<i>Grade</i>	<i>Course Name</i>	<i>Course Type</i>	<i>Course Code</i>	<i>Prerequisite</i>
11	The Individual and the Economy	University/College	CIE3M	Canadian History Since WW I, Grade 10

The Individual and the Economy, Grade 11, University/College (CIE3M)

This course explores issues and challenges facing the Canadian economy as well as the implications of

various responses to them. Students will explore the economic role of firms, workers, and government as well as their own role as individual consumers and contributors, and how all of these roles affect stability and change in the Canadian economy. Students will apply the concepts of economic thinking and the economic inquiry process, including economic models, to investigate the impact of economic issues and decisions at the individual, regional, and national level.

- *Prerequisite:* Canadian History since World War I, Grade 10, Academic or Applied

GEOGRAPHY

<i>Grade</i>	Course Name	Course Type	Course Code	Prerequisite
9	Exploring Canadian Geography*	De-streamed	CGC1W	None
11	Forces of Nature: Physical Processes and Disasters	University/College	CGF3M	Exploring Canadian Geography, Grade 9
12	World Issues: A Geographic Analysis	University	CGW4U	Any university or university/college preparation course in Canadian and world studies, English or social science and humanities
12	The Environment and Resource Management	University/College	CGR4M	Any university or university/college preparation course in Canadian and world studies, English or social science and humanities

*compulsory courses

Exploring Canadian Geography, Grade 9, De-streamed (CGC1W)

This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics

such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

- *Prerequisite:* None

Forces of Nature: Physical Processes and Disasters, Grade 11, University/College (CGF3M)

In this course, students will explore physical processes related to the earth's water, land, and air. They will investigate how these processes shape the planet's natural characteristics and affect human systems, how they are involved in the creation of natural disasters, and how they influence the impacts of human disasters. Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process and use spatial technologies to analyse these processes, make predictions related to natural disasters, and assess ways of responding to them.

- *Prerequisite:* Issues in Canadian Geography, Grade 9,

World Issues: A Geographic Analysis, Grade 12, University (CGW4U)

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

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

The Environment and Resource Management, Grade 12, University/College (CGR4M)

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

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

HISTORY

Grade	Course Name	Course Type	Course Code	Prerequisite
10	Canadian History since World War I*	Academic	CHC2D	None

11	American History	University	CHA3U	Canadian History Since WW I, Grade 10
11	World History to the End of the Fifteenth Century	University/College	CHW3M	Canadian History Since WW I, Grade 10
12	World History Since the Fifteenth	University	CHY4U	Any university or university/college preparation course in Canadian and world studies, English or social science and humanities

*compulsory courses

Canadian History since World War I, Grade 10, Academic (CHC2D)

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

Prerequisite: None

American History, Grade 11, University (CHA3U)

This course explores key aspects of the social, economic, and political development of the United States from precontact to the present. Students will examine the contributions of groups and individuals to the country's evolution and will explore the historical context of key issues, trends, and events that have had an impact on the United States, its identity and culture, and its role in the global community. 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 various forces that helped shape American history.

- *Prerequisite:* Canadian History since World War I, Grade 10, Academic or Applied

World History to the End of the Fifteenth Century, Grade 11, University/College (CHW3M)

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

- *Prerequisite:* Canadian History since World War I, Grade 10, Academic or Applied

World History since the Fifteenth Century, Grade 12, University (CHY4U)

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

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

LAW

Grade	Course Name	Course Type	Course Code	Prerequisite
11	Understanding Canadian Law	University/College	CLU3M	Canadian History Since WW I, Grade 10
12	Canadian and International Law	University	CLN4U	Any university or university/college preparation course in Canadian and world studies, English or social

Understanding Canadian Law, Grade 11, University/College (CLU3M)

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

- *Prerequisite:* Canadian History since World War I, Grade 10, Academic or Applied

Canadian and International Law, Grade 12, University (CLN4U)

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.

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

POLITICS

Grade	Course Name	Course Type	Course Code	Prerequisite
10	Civics and Citizenship*	Open	CHV2O	None

Civics and Citizenship, Grade 10, Open (CHV2O)

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities.

- *Prerequisite:* None

COMPUTER STUDIES

COMPUTER STUDIES

Grade	Course Name	Course Type	Course Code	Prerequisite
10	Digital Technology and Innovations in the Changing World	Open	ICD2O	None

Digital Technology and Innovations in the Changing World, Grade 10, Open (ICD2O)

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

- *Prerequisite:* None

ENGLISH

COMPULSORY ENGLISH

<i>Grade</i>	<i>Course Name</i>	<i>Course Type</i>	<i>Course Code</i>	<i>Prerequisite</i>
9	English*	De-streamed	ENL1W	None
10	English*	Academic	ENG2D	Grade 9 English De-streamed
11	English *	Academic	ENG3U	Grade 10 English, Academic
12	English*	Academic	ENG3U	Grade 10 English, Academic
12	Ontario Secondary School Literacy Course	Open	OLC4O	Eligibility requirements**

*compulsory courses

**A student who has been eligible to write the Ontario Secondary School Literacy Test (OSSLT) at least twice and who has been unsuccessful at least once is eligible to enrol in the Ontario Secondary School Literacy Course (OSSLT). A student may be permitted to take the OSSLT before they have had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interests of the student to do so. Under special circumstances, and at the discretion of the principal, a student who has already met the literacy requirement for graduation purposes may be eligible to take the course. A mature student may enrol directly in the OSSLT without first attempting the OSSLT.

English, Grade 9, De-streamed (ENL1W)

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

- *Prerequisite:* None

English, Grade 10, Academic (ENG2D)

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

- *Prerequisite:* Grade 9 English, De-streamed (2023), or Grade 9 English, Academic (2007)

English, Grade 11, University (ENG3U)

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

- *Prerequisite:* Grade 10 English, Academic

English, Grade 12, University (ENG4U)

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

- *Prerequisite:* Grade 11 English, University Preparation

ELECTIVE ENGLISH

<i>Grade</i>	<i>Course Name</i>	<i>Course Type</i>	<i>Course Code</i>	<i>Prerequisite</i>
10	Literacy Skills: Read and Writing	Open	ELS2O	Grade 9 English De-streamed
11	Media Studies	Open	EMS3O	Grade 10 English, Academic
11	The Writer's Craft	University	EST4U	Grade 11 English, Academic

Literacy Skills: Reading and Writing, Grade 10, Open (ELS2O)

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

- *Prerequisite:* Grade 9 English, De-streamed (2023),

Media Studies, Grade 11, Open (EMS3O)

This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analysing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading, and writing.

- *Prerequisite:* Grade 10 English, Academic or Applied

The Writer's Craft, Grade 12, University (EWC4U)

This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques

required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project, and investigate opportunities for publication and for writing careers.

- *Prerequisite:* Grade 11 English, University Preparation

ENGLISH AS A SECOND LANGUAGE

ENGLISH AS A SECOND LANGUAGE

<i>Grade</i>	Course Name	Course Type	Course Code	Prerequisite
	ESL Level 1	Open	ESLAO	None
	ESL Level 2	Open	ESLBO	ESL Level 1 or equivalent*
	ESL Level 3	Open	ESLCO	ESL Level 2 or equivalent*
	ESL Level 4	Open	ESLDO	ESL Level 3 or equivalent*
	ESL Level 5	Open	ESLEO	ESL Level 4 or equivalent*

* "Equivalent" may be an equivalent course of study in other provinces in Canada or in other countries, or a proficiency level determined through initial assessment

ESL Level 1, Open (ESLAO)

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

- *Prerequisite:* None

ESL Level 2, Open (ESLBO)

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

- *Prerequisite:* ESL Level 1 or equivalent

ESL Level 3, Open (ESLCO)

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

- *Prerequisite:* ESL Level 2 or equivalent

ESL Level 4, Open (ESLDO)

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

- *Prerequisite:* ESL Level 3 or equivalent

ESL Level 5, Open (ESLEO)

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

- *Prerequisite:* ESL Level 4 or equivalent

FRENCH

FRENCH

<i>Grade</i>	<i>Course Name</i>	<i>Course Type</i>	<i>Course Code</i>	<i>Prerequisite</i>
9	Core French*	Open	FSF10	None

*All students who complete 4 years of high school in Ontario must take 1 course in French.

Core French, Grade 9, Open (FSF10)

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

- *Prerequisite:* None

GUIDANCE AND CAREER EDUCATION

GUIDANCE AND CAREER

<i>Grade</i>	<i>Course Name</i>	<i>Course Type</i>	<i>Course Code</i>	<i>Prerequisite</i>
10	Career Studies*	Open	GLC20	None

*compulsory courses

Career Studies, Grade 10, Open (GLC20)

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

- *Prerequisite:* None

HEALTH AND PHYSICAL EDUCATION

HEALTHY ACTIVE LIVING EDUCATION

<i>Grade</i>	<i>Course Name</i>	<i>Course Type</i>	<i>Course Code</i>	<i>Prerequisite</i>
9	Healthy Living and Personal Fitness*	Open	PAF1O	None
10	Healthy Living and Personal Fitness	Open	PAF2O	None
11	Healthy Living and Personal Fitness	Open	PAF3O	None

*compulsory courses

Healthy Living and Personal Fitness, Grade 9, Open (PAF1O)

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

Healthy Living and Personal Fitness, Grade 10, Open (PAF2O)

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

Healthy Living and Personal Fitness, Grade 11, Open (PAF3O)

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

- *Prerequisite:* None

DESTINATION COURSES

Grade	Course Name	Course Type	Course Code	Prerequisite
12	Introductory Kinesiology	University	PSK4U	Any grade 11 university preparation course in science or any grade 11 or 12 course in health and physical education.
12	Recreation and Healthy Active Living Leadership	University	PLF4M	Any health and physical education course

Introductory Kinesiology, Grade 12, University (PSK4U)

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

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

Recreation and Healthy Active Living Leadership, (PLF4M) 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

MATHEMATICS

MATHEMATICS

<i>Grade</i>	Course Name	Course Type	Course Code	Prerequisite
9	Mathematics*	De-streamed	MTH1W	None
10	Principals of Mathematics*	Academic	MPM2D	Grade 9 Mathematics, De-streamed
11	Functions*	University	MCR3U	Grade 10 Principals of Mathematics
12	Advanced Functions	University	MHF4U	Grade 11 Functions
	Calculus and Vectors	University	MCV4U	Grade 12 Advanced Functions, must be taken prior to.
12	Data Management	University	MDM4U	Grade 11 Functions

*compulsory courses

Mathematics, Grade 9, De-streamed (MTH1W)

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical

reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

- *Prerequisite:* None

Principles of Mathematics, Grade 10, Academic (MPM2D)

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

- *Prerequisite:* Grade 9 Mathematics, De-streamed (2021), or Grade 9 Principles of Mathematics, Academic (2005)

Functions, Grade 11, University (MCR3U)

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

- *Prerequisite:* Principles of Mathematics, Grade 10, Academic

Advanced Functions, Grade 12, University (MHF4U)

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

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

Calculus and Vectors, Grade 12, University (MCV4U)

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

- *Prerequisite:* Note: Advanced Functions, Grade 12, University Preparation, must be taken prior to or concurrently with Calculus and Vectors.

Mathematics of Data Management, Grade 12, University (MDM4U)

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

- *Prerequisite:* Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation

SCIENCE

SCIENCE

Grade	Course Name	Course Type	Course Code	Prerequisite
9	Science*	De-streamed	SNC1W	None
10	Science*	Academic	SNC2D	Grade 9 Science, De-streamed

*compulsory courses

Science, Grade 9, De-streamed Course (SNC1W)

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

- *Prerequisite:* None

Science, Grade 10, Academic (SNC2D)

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

- *Prerequisite:* Grade 9 Science

BIOLOGY

Grade	Course Name	Course Type	Course Code	Prerequisite
11	Biology	University	SBI3U	Grade 10 Science, Academic
12	Biology	University	SBI4U	Grade 11 Biology, University

Biology, Grade 11, University (SBI3U)

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on

the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

- *Prerequisite:* Grade 10 Science, Academic

Biology, Grade 12, University (SBI4U)

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

- *Prerequisite:* Grade 11 Biology, University Preparation

CHEMISTRY

<i>Grade</i>	<i>Course Name</i>	<i>Course Type</i>	<i>Course Code</i>	<i>Prerequisite</i>
11	Chemistry	University	SCH3U	Grade 10 Science, Academic
12	Chemistry	University	SCH4U	Grade 11 Chemistry, University

Chemistry, Grade 11, University (SCH3U)

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

- *Prerequisite:* Grade 10 Science, Academic

Chemistry, Grade 12, University (SCH4U)

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.

- *Prerequisite:* Grade 11 Chemistry, University Preparation

EARTH AND SPACE SCIENCE

<i>Grade</i>	<i>Course Name</i>	<i>Course Type</i>	<i>Course Code</i>	<i>Prerequisite</i>
12	Earth and Space Science	University	SES4U	Grade 10 Science, Academic

Earth and Space Science, Grade 12, University (SES4U)

This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence.

- *Prerequisite:* Grade 10 Science, Academic

ENVIRONMENTAL SCIENCE

Grade	Course Name	Course Type	Course Code	Prerequisite
11	Environmental Science	University/College	SVN3M	Grade 10 Science, Academic

Environmental Science, Grade 11, University/College (SVN3M)

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

- *Prerequisite:* Grade 10 Science, Academic or Applied

PHYSICS

Grade	Course Name	Course Type	Course Code	Prerequisite
11	Physics	University	SPH3U	Grade 10 Science, Academic
12	Physics	University	SPH4U	Grade 11 Physics, University

Physics, Grade 11, University (SPH3U)

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

- *Prerequisite:* Grade 10 Science, Academic

Physics, Grade 12, University (SPH4U)

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

- *Prerequisite:* Grade 11 Physics, University Preparation

SOCIAL SCIENCES AND HUMANITIES

EQUITY STUDIES

<i>Grade</i>	Course Name	Course Type	Course Code	Prerequisite
<i>11</i>	Gender Studies	University/College	HSG3M	None
<i>12</i>	World Cultures	University/College	HSC4M	Any university, course in social sciences and humanities, English, or Canadian and world studies

Gender Studies, Grade 11, University/College (HSG3M)

This course enables students to explore the social construction of gender. Students will learn about the dynamic nature of gender roles and norms; sexism and power relations; and the impact of representations of women and men in the media, popular culture, and the arts. Students will analyse a range of gender equity issues, including gender-based violence and workplace equity, in both Canadian and global contexts. Students will develop and apply research skills and will design and implement a social action initiative relating to gender equity.

- *Prerequisite:* None

World Cultures, Grade 12, University/College (HSC4M)

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

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

FAMILY STUDIES

<i>Grade</i>	Course Name	Course Type	Course Code	Prerequisite
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12	The World of Fashion	University/College	HNB4M	Any university, course in social sciences and humanities, English, or Canadian and world studies
12	Human Development throughout the Lifespan	University/College	HHG4M	Any university, course in social sciences and humanities, English, or Canadian and world studies

The World of Fashion, Grade 12, University/College (HNB4M)

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

Human Development throughout the Lifespan, Grade 12, University/College (HHG4M)

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

GENERAL SOCIAL SCIENCES

Grade	Course Name	Course Type	Course Code	Prerequisite
11	Introduction to Anthropology, Psychology, and Sociology	University/College	HSP3U	Grade 10 academic course in English, or Grade 10 academic history course

12	Challenge and Change	University/College	HSB4U	Any university, course in social sciences and humanities, English, or Canadian and world studies
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Introduction to Anthropology, Psychology, and Sociology, Grade 11, University (HSP3U)

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

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

Challenge and Change in Society, Grade 12, University (HSB4U)

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

PHILOSOPHY

Grade	Course Name	Course Type	Course Code	Prerequisite
11	Philosophy: The Big Question	University/College	HZB3M	None
12	Philosophy: Questions and Theories	University/College	HZt4U	Any university, course in social sciences and humanities, English, or Canadian and world studies

Philosophy: The Big Question, Grade 11, University (HZB3M)

This course encourages exploration of philosophy's big questions, such as: What is a meaningful life? What separates right from wrong? What constitutes knowledge? What makes something beautiful? What is a just society? Students will develop critical thinking and philosophical reasoning skills as they identify and analyse the responses of philosophers to the big questions and formulate their own responses to them. Students will explore the relevance of philosophical questions to society and to their everyday life. They will develop research and inquiry skills as they investigate various topics in philosophy.

- *Prerequisite:* None

Philosophy: Questions and Theories, Grade 12, University (HZT4U)

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

WORLD RELIGIONS

<i>Grade</i>	<i>Course Name</i>	<i>Course Type</i>	<i>Course Code</i>	<i>Prerequisite</i>
11	World Religions and Belief Traditions: Perspectives, Issues, and Challenges	University/College	HRT3M	None

World Religions and Belief Traditions: Perspectives, Issues, and Challenges, Grade 11, University (HRT3M)

This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human expressions of belief.

- *Prerequisite:* None

TECHNOLOGICAL EDUCATION

TECHNOLOGY

<i>Grade</i>	<i>Course Name</i>	<i>Course Type</i>	<i>Course Code</i>	<i>Prerequisite</i>
9	Technology and the Skilled Trades*	Open	TAS1O	None
10	Technology and the Skilled Trades	Open	TAS2O	None

*compulsory courses

Technology and the Skilled Trades, Grade 9, Open (TAS10)

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

- *Prerequisite:* None

Technology and the Skilled Trades, Grade 10, Open (TAS20)

This hands-on course enables students to apply the engineering design process and other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and resources from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as quality control, and health and safety standards. Students explore opportunities for job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers.

- *Prerequisite:* None

