

2021 - 2022



HENRY STREET HIGH SCHOOL

600 Henry St., Whitby, ON L1N 5C7

(905) 668-2731

www.henrystreet.ca

Principal

J. Thomas

Vice-Principals

A. Phelan, J. Poulin

Head of Guidance, Cooperative and Career Education

E. Faiazza

COURSE CALENDAR

Parents and Students

Welcome to Henry Street High School. Henry Street has a long tradition of academic excellence and student involvement in extracurricular activities. We offer a wide variety of academic programming at all levels and along with the core subjects we offer a number of optional courses in many practical and applied areas. Our students find a wide range of activities to participate in including athletics, clubs, committees and a variety of leadership opportunities. There is something for everyone at Henry Street High School.

Please review the course information carefully. It is important that courses for next year are selected with care. Please speak with subject teachers and the appropriate guidance counsellor if you have questions regarding course selections. While it is our intention to offer all courses listed, it may be necessary to cancel courses for reasons such as low enrollment in the course.

*Joyce Thomas,
Principal.*

MISSION STATEMENT

MISSION STATEMENT

"Henry Street High School provides quality education that promotes excellence. Staff encourage students to become responsible citizens with integrity and a strong sense of self-worth."

The staff of Henry Street High School strive to:

- create a safe, inclusive and positive learning and work environment
- encourage co-operation, acceptance and respect
- promote critical and creative thinking
- encourage students to take ownership for their learning
- help develop responsible citizens
- promote success through effort

SCHOOL MOTTO

Per Aspera Ad Alta

"SUCCESS THROUGH EFFORT"

HENRY STREET HIGHLIGHTS

The institution from which Henry Street High School evolved, Whitby District High School, was the original high school in Whitby. Henry Street itself has a tradition of encouraging academic excellence and of providing an extensive extra-curricular program. Highlights include:

- home to the Town of Whitby's Youth Hub
- proud to be in partnership with the Academy for Student Athlete Development (A.S.A.D.) at the Abilities Centre and the Okanagan Hockey Organization - each student athlete has an individualized learning program, which will ensure that they are able to effectively manage their academic and athletic commitments.
- graduated Entry/Early Start Program to enhance Student Success (students return to school the week before Labour Day for an extensive orientation and to start classes early; they then have a week off at the mid-point in November)
- a proud tradition of academic excellence
- many of our graduates have been recognized for their contributions to the community
- a useful website where you can access information about our school and frequently asked questions by new parents about course selection (access the website at <http://www.henrystreet.ca>)
- an extensive library commons with 24 hour access to databases, tutorials, e-books, resources and more - connect from the Henry Street High School website and follow us on [Twitter@hshslibrary](https://twitter.com/hshslibrary)
- Specialist High Skills Major Program available in Hospitality and Tourism, Transportation, Health and Wellness, and Arts and Culture
- a strong athletic program - we have several successful teams, including many LOSSA champions and a championship baseball team inducted into the Whitby Sports Hall of Fame
- a number of our graduates play varsity sports at university or college, compete at the national and international level, or have careers as professional athletes
- student leadership opportunities through various courses, clubs and student council that help organize events such as the Grade 9 welcome activities, spirit weeks, and school-wide charity fundraising initiatives
- annual student leadership camp which encourages students to better themselves, their peers and their school community
- annual Arts and Culture trip that provides our students with exposure to all genres of art
- rivalry week is a unique and nail biting sporting competition with ACVI as both schools attempt to capture the Mayor's Cup, it is a true highlight for students, staff and athletes!
- exceptional music program - students do well in intercollegiate music festivals and competitions
- participate and do well in DDSB and provincial math and science competitions
- participate and do well in provincial technology skills challenges
- opportunities for parents to become involved at School Community Council meetings, and at the Parent Information sessions

- a host site for Teacher Education programs from York University, Lakehead University, Trent University, Queen's University, Ontario Institute for Studies in Education at the University of Toronto, Nipissing University and Ontario Tech University
- approximately 100 Grade 11 and 12 students participate in our extensive Cooperative Education program and Ontario Youth Apprenticeship Program
- numerous partnerships with community groups including Durham College, Ontario Tech University, Whitby Public Library, Ontario Shores, Whitby Chamber of Commerce, Ecosource Alternative Avenues and Frontenac Youth Services
- an opportunity for students who are close to graduating to earn high school and college credits in a community college setting at Durham College through the Centre for Success Program

GENERAL INFORMATION

INCLUSIVE STUDENT SERVICES

The Inclusive Student Services Department at Henry Street High School offers a variety of programs to meet student needs. The pathway to success is supported as a team where the SERT, classroom teacher, student and parents, formulate a plan to support student achievement. Accommodations in the classroom and through the Academic Resource room are often a part of the In School Team approach to success for both students on the pathway to **Identification, Placement and Review Committee (IPRC)** and for students who already have an **Individual Education Plan (IEP)** for a formally documented exceptionality.

ACADEMIC RESOURCE

Academic Resource supports accommodations in the following ways:

- SERT support and monitoring
- One-on-one or small group support with assignments, ISU's, summatives
- One-on-one or small group support with test taking strategies and organization
- Extra time to write tests and exams
- Test/exam support (ie. scribing, rewording and rephrasing of questions, chunking, supervised breaks)
- Resource support (ie. standardized academic testing, learning style information, letters of reference)
- Transition support (ie. post-secondary consultation, connection to community resources and funding supports)
- Development and monitoring of the Individual Education Plan and classroom teacher support and strategies for accommodations
- An annual review of placement
- Accommodations for EQAO/OSSLT

Special Education Resource teachers (SERTs) are supported by the In School Team through quarterly meetings to connect students with supports and resources at the school, board and community level as needed. The team is made up of an Instructional Facilitator, Psychological Services staff, Social Worker, Administrative team and itinerant teachers for hearing, vision, speech and giftedness as needed.

LEARNING STRATEGIES

Learning Strategies 1: Skills for Success in Secondary School GLE101

This course explores strategies for learning more effectively and helps students become more independent learners while increasing their personal management skills. Both in school and in other contexts. Students will learn to develop and apply a range of strategies to improve their learning and achievement, particularly their literacy, numeracy, communication, use of technology, organization and self-advocacy skills. The goal of this course is to increase student confidence, motivation, an ability to learn and their awareness of school resources that can support learning. GLE101 will give students dedicated class time to work, and receive support with their other term classes.

Learning Strategies 2: Skills for Success in Secondary School GLE2O1

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond. An emphasis on literacy preparation for the OSSLT will also be integrated into this curriculum. GLE2O1 will give dedicated class time to work, and get support on other courses students are taking in that term.

Advanced Learning Strategies - Skills for Success after Secondary School GLE3O1

This course improves students' learning and personal-management skills, preparing them to make successful transitions to work, training, and/or postsecondary education destinations. Students will assess their learning abilities and use literacy, numeracy, research skills and personal-management techniques to maximize their learning. Students will investigate trends and resources to support their postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals. GLE3O1 will give dedicated class time to work, and get support on other courses students are taking in that term.

SCHOOL SUPPORT PROGRAM Grades 9-12

The School Support Program provides an opportunity for an intensive support placement for the development of core curriculum and executive functioning (learning skills) for students within/near their community school. The goal of the program is to foster independence and integration.

Program Goals:

- Provide opportunities for intensive support in literacy and numeracy
- Provide opportunities for intensive support in learning skills such as social skills, self-regulation and organization
- Will have IEP goals that will drive the individualization of the instructional program
- Provide opportunities for meaningful integration

PRACTICAL LEARNING PROGRAM Grades 9-12

The Practical Learning Program (PLP) provides development in the areas of literacy, numeracy, functional academics, life skills, social/recreational skills and work experience. Students go to a co-op placement one time per week and are integrated into mainstream courses when appropriate (one, or more, per semester).

Swimming, grocery shopping, meal preparation, bowling, dances and field trips are all part of the social and recreational components of the program. By being part of the community, students are practicing communication skills with different types of people and are learning about opportunities to be involved beyond high school. Students in this program are involved in the Breakfast Program by shopping for groceries, stocking shelves, and preparing for special events. Students help run the school store known as the Zoo, by buying merchandise, stocking the room and working in the store at lunch. These activities also provide an opportunity to learn and practice every day math skills such as identifying costs of items, making change and telling time. Students participate regularly in class discussions about the activities they participate in including topics like safety, character, behaviour and social norms/etiquette.

Program Goals:

- Teach employability skills by providing work experience and time to reflect on and evaluate their performance
- Develop self-management, communication and social interactions skills such as team work, patience, flexibility and empathy
- Life skills development - self-care, transit training, money management, meal preparation, finding an apartment, etc
- Promote active life styles through full class physical activities (Zumba, community walks, swimming, bowling and dances)
- Provide support in transition planning (ODSP, accessing community supports, etc.)

GUIDANCE

The guidance department provides information and counselling to students and parents of Henry Street High School. The counsellors are highly skilled to assist individual students with questions or concerns regarding educational programs, career planning and personal challenges. The counsellors work with students to evaluate capabilities, assess aptitudes, interpret interests, or provide information about educational and occupational requirements. In order to promote more personal and consistent contact with students, counsellors are assigned to cohorts of students. They remain with these students throughout their high school career.

The guidance office provides a resource centre where the student may obtain university and community college calendars, apprenticeship and skills trade information and other materials pertaining to occupations, careers, or admission to post-secondary institutions. Each year there is a parent information session on preparing for college or university.

Students have the opportunity to meet counsellors in the classroom. As well as offering career components across all disciplines, and orientation programs, the following topics are covered:

Grade 9

- welcome/orientation
- study/organizational skills
- Take a Student to Work Day
- Community Involvement opportunities
- decision-making - preparation for Grade 10
- Individual Pathway Plan (IPP)

Grade 10

- career resources
- summer opportunities/volunteering
- decision-making - preparation for Grade 11
- Individual Pathway Plan (IPP)

Grade 11

- career - interest inventory
- decision-making - preparation for graduation
- preparing for post-secondary studies and apprenticeships
- Individual Pathway Plan (IPP)

Grade 12

- college/university application
- decision-making - preparation for post-secondary studies or apprenticeships
- preparing for the world of work
- Individual Pathway Plan (IPP)

Remediation

There are many opportunities for students to receive extra help with class work. Remediation is mainly provided by individual teachers or during scheduled departmental remediation sessions. Please contact classroom teachers, Department Heads or a guidance counsellor for assistance. Tutoring (free or at a cost) by senior students can also be arranged.

Student Success

Henry Street High School's student success team strives to make high school a more positive and rewarding experience for all students. The process begins while students are still in grade 8. Henry's team works diligently to ease the transitions from elementary to secondary school by visiting elementary schools, hosting parent information sessions, working collaboratively with Grade 8 teachers, providing tours to grade 8 students, and welcoming grade 8 students to experience high school classes as well as many events such as the Holiday Concert and Rivalry Week. Parents and students will participate in an extensive orientation to Grade 9 on the first day of graduated entry in late August. Staff work at making a connection with students by providing relevant learning opportunities, and by building on students' interests and strengths. Our credit recovery and in-school Student Alternative Learning (SAL) programs provide students with an opportunity to get back on track with their total number of credits, in order to increase graduation and reduce drop-out rates. Students are selected for the credit recovery program based on need and willingness to learn. Staff also assist students with the transition from secondary to post-secondary education and/or the workplace by helping them to research and explore the numerous paths available. If you have any questions, concerns or suggestions, please do not hesitate to contact the Guidance Department.

Centre for Success – Regional

Going into your final year of high school? Need to move on to a new environment – an adult learning environment? Students in the Centre for Success complete their secondary school diploma requirements in a small class – you'll get lots of support and encouragement from your teacher as you finish your courses. You might be involved in earning new credits, credit recovery or credit continuation. You'll also sign up for one college course. Your secondary school teacher will be around to support you as you work on the college course which will be taught by a college professor.

Talk to your Guidance Counsellor, Student Success teacher or VP to see if this program is right for you.

The details:

- You must be close to completing your Ontario Secondary School Diploma by the end of the school year.
- Priority will be given to 17-18 year olds.
- All applicants will be interviewed and if you are a successful candidate, you will attend Durham College, for one semester and take one college course.
- You will be invited to participate in the college orientation and a program orientation.
- There is no cost for this project.
- Students will receive a Durham College bus pass.
- Please note: Program will only run if there is a sufficient number of students selected.

GETTING TO KNOW YOUR SCHOOL

Guidance counsellors visit grade 8 students at their home schools, and grade 8 parents are invited to an information and orientation evening at Henry Street High School in January.

Grade 8 students are invited to Henry:

- In November during Take Your Kid to Work Day (if open) to experience some classes.
- In December through to March to experience various school events such as the holiday concert and rivalry week
- In late spring to hear from current students and tour the facilities

PLANNING A PROGRAM

A student's choice of courses is determined partly by his or her educational and vocational plans for the future. He or she should choose, in the early grades of secondary school, the courses which will keep the maximum number of possibilities open. If certain courses are avoided, future choices may be limited. In addition, students must choose courses at the level that is appropriate to ability. If a course is too difficult you may not be successful.

Although a career is important, remember that many hours will be spent in recreational and leisure activities. Time in secondary school presents an ideal opportunity for the exploration and development of all interests.

ALTERNATIVE WAYS OF EARNING CREDITS

The majority of students will earn their credits towards the OSSD by enrolling in the courses offered in their secondary school. However, some students may wish to consider alternative ways of earning the required credits. Students may be eligible for some of the options listed below depending on their registration status. For additional information and to determine if you are eligible for any of these alternative ways of earning credits, students should make an appointment with a guidance counsellor.

Alternative ways of earning credits provided by the Durham District School Board include:

- Continuing Education programs including: Summer School, Night School, and day time credit courses
- Learn@Home courses
- eLearning courses

SCHOOL ORGANIZATION

PROGRAM HIGHLIGHTS

Education is the cornerstone of success. Now, more than ever, we are challenged to educate our students to the highest level to prepare them for the future. At Henry Street High School, we work hard to meet this challenge; the well-being and future of our students depends on it.

PROGRAM

- grades 9 and 10 – destreamed (Grade 9 Math only), academic, applied, locally developed and open courses
- grades 11 and 12 - university, university/college, college, workplace and open courses

SCHOOL ORGANIZATION

- graduated Entry Program - August 2021
- semestered school
- 75 minute periods
- 4 periods per day

PROGRAM ENHANCEMENT

- high academic standards
- skills based programs
- use of current technology to enhance programs - 1:1 chromebooks
- individualized pathways to enhance student success

PARENT LIAISON

- reporting 6 times per year
- regular Parent-Teacher interviews and information nights (ex. gr.12 parents night)
- School Community Council meetings

CO-CURRICULAR PROGRAM

- extensive intramural and athletic program
- vibrant music, drama, visual and urban art programs
- numerous student clubs and activities
- yearbook
- student leadership opportunities (Student Council, Henry Street Leadership Council, Student Leadership and Mentoring - SLAM, Hawks Athletic Council)

FULL CREDIT SEMESTER SYSTEM

A CREDIT is granted in recognition of successful completion of a course (a minimum of 50% achievement). Full credit courses require a minimum of 110 hours of scheduled time.

Semester One - August to January (students can earn up to 4 credits)

Semester Two - February to June (students can earn up to 4 credits)

To a maximum of 8 credits per school year.

ASSESSMENT AND EVALUATION SCHOOL POLICY

Statement of Purpose

The primary purpose of assessment, evaluation and reporting is to provide feedback to students, parents/guardians, and teachers that directs instruction in the classroom towards improving student learning.

Guiding Principles

- Henry Street High School's assessment, evaluation and reporting policies support the directions set out in the policies of Ministry of Education (Program Planning and Assessment, Curriculum Policy Documents) and of the Durham District School Board (Regulation: 5124); DDSB Guidelines for Grading Practices, and pay due attention to issues of confidentiality (Municipal Freedom of Information and Protection of Privacy Act, 1998). Successful assessment and evaluation policies and practices are contingent on a partnership among and the shared responsibility of the school, the students, the parents/guardians.
- The parents/guardians of students at Henry Street High School will receive feedback regarding school, board wide, and provincial student achievement, and the methods of assessment, evaluation and reporting.

Assessment and Evaluation Practices

Assessment is the formal or informal process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in the course.

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and then assigning a value to represent that quality.

Assessment and evaluation are based on the provincial curriculum expectations, known as content standards, and the achievement levels, known as performance standards. Marks/grades should reflect only a student's achievement relative to the curriculum.

Grading

Seventy percent of the grade for all courses will be based on evaluations undertaken through the course. Thirty percent of the grade for all courses will be based on final evaluation tasks administered towards the end of the course.

Types of Assessments

Teachers use diagnostic assessment activities to determine the student's strengths and learning needs to plan and modify instruction or provide alternative learning opportunities. Diagnostic assessment is not used to determine grades.

Teachers use ongoing formative assessment to monitor the student's performance and to provide feedback to improve learning and instruction. . Assessment for the purpose of improving student learning is seen as both "assessment for learning" and "assessment as learning". As part of assessment for learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment as learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

Teachers use information from summative assessments to evaluate the student's performance. Summative assessment occurs after the student has an opportunity to develop and practice the required knowledge and skills, and to demonstrate learning in related contexts through formative assessments. Summative assessments focus on key curriculum expectations. Teachers will obtain assessment "of" learning information for the purposes of producing a final grade through a variety of means, which may include formal and informal observations, discussions, learning conversations, questioning, conferences, homework, tasks done in groups, demonstrations, projects, portfolios, developmental continua, performances, peer and self-assessments, self-reflections, essays, and tests.

Communication

Teachers will provide students and parents/guardians with a Course Outline on the first day of classes. The Course Outline will include information on the assessment and evaluation. Teachers report student achievement through a variety of formal and informal reporting methods such as the Provincial Report Card. Interviews, conference, phone calls, e-mails, subject/teacher websites and letters to parents. Henry Street High School will host a formal parent-teachers conference session during each semester.

Accommodation/Modification

Teachers must use strategies which include accommodations to meet the needs of exceptional students as outlined in their Individual Education Plan (I.E.P.).

The needs of students who are learning the language of instruction (English Language Learners - ELL/ELD) must be accommodated.

Completion of Course Work

In all courses, teachers must provide students with numerous and varied opportunities to demonstrate the full extent of their achievements of the curriculum expectations, across all four categories of Knowledge, Inquiry/Thinking, Application and Communication. Students are required to attend remediation sessions to finish work not completed during class time.

Assignments

It is the responsibility of the student to seek assistance from the subject teacher when he or she feels unable to complete a task/assignment due to insufficient knowledge or skill.

Some deadlines are negotiated; some are absolute. If a student chooses not to submit/complete work either on a negotiated or absolute deadline then that work will not be assessed or evaluated. In those cases, the student will receive a mark of zero. Teachers will ensure that mark deduction will not result in a percentage mark for the report card that, in their professional judgement misrepresents their actual achievement. (Growing Success)

Missed and Late Assignments

It must be made clear to students early in the school year that they are responsible not only for their behavior in the classroom and the school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher.

Tests

It is the responsibility of the teacher to inform the students in advance of test dates. Major test dates are to be posted well in advance. It is the student's responsibility to know test dates, to prepare, and to write the test on the set date. If a test is missed due to illness, or other legitimate reasons, it is the responsibility of the student to provide a note from his/her parent to the teacher indicating the reason for the absence, and the awareness that a test was missed, upon their return.

The teacher, with the student then will determine whether the test will be written or an alternate assignment used to provide evidence of achievement.

There are times when previously approved commitments conflict with scheduled tests (example: co-curricular activities). It is the responsibility of the student to make alternate test date arrangements prior to the test with the subject teacher.

A student will receive consequences if he/she skips the class (unexcused absence) on the day the test was administered. This could result in a mark of zero for the test. If the test is not written, the mark recorded will either be an "I" (incomplete) or a mark of zero.

Final Course Evaluations/Examinations

Final course evaluations/examinations are compulsory. Students who are absent or fail to complete final evaluations, summative projects/presentations and/or examinations may receive a grade of zero or incomplete, as there may be insufficient evidence to base a mark/grade.

There will be only one set of formal examinations in each semester. Examinations are up to 2 hours in length. Since final evaluations/examinations may represent up to 30% of a student's final mark, all students are expected to write and complete final evaluations/examinations.

Absence from Examination

If a student is absent for an examination, they must prove that the absence was unavoidable. In the case of illness, a doctor's statement is required stating that the student was medically unfit for exams. If necessary, the school will arrange alternate examinations for illness or family tragedy. In the case where the absence is deemed to be invalid by an administrator, the exam mark shall be zero or incomplete. The final grade shall reflect its impact and the credit may be jeopardized.

Family Vacation

Examinations are clearly marked on the school calendar. Students are expected to write exams during these time periods. Alternate exam settings will not be arranged to accommodate family vacations, employment or other personal activities – the exceptions noted above. The school calendar is posted on the school website to assist families in planning their vacations.

Suspension

It is the responsibility of the student, or the parent/guardian to request alternate arrangements for missed tests, examinations or assignment deadlines, prior to the student's return of school. It is the responsibility of the teacher to accommodate these requests.

Academic Integrity

Academic integrity is expected from all students. Students participating in extracurricular activities are expected to maintain consistent marks. Classroom teachers will inform coaches if a student's progress drops. Suspension from activities may be necessary until progress improves.

Plagiarism Prevention and Intervention

Plagiarism is defined as the use of the thoughts or ideas of someone else by a student without crediting the source. Use of part or all of any other person's book, essay, magazine article, chart, drawing, diagram or any other piece of work in an assignment without proper acknowledgement is plagiarising. Submitting an assignment written by anyone else or presenting information taken from the internet as one's own is plagiarising. Making your own work available to other students for the purpose of falsely presenting it as their own will also have consequences.

Prevention strategies may include but are not limited to:

- inclusion in codes of conduct in student agendas;
- project guidelines and course outlines informing students and parents of the nature of plagiarism, strategies to avoid plagiarism and consequences;
- library orientation and class presentations using resources explaining forms of plagiarism, copyright, note taking, and proper methods of citing sources;
- electronic teacher resources archived in Teacher Community;
- varying assignments from year to year;

- requiring creativity and higher-order thinking;
- use of class time for the writing process;
- chunking of assignments;
- teacher conferences as checks for understanding, feedback and encouragement in process before submission;
- submission of rough work;
- research analysis and testing midway through projects;
- annotated bibliography (early in process and final product);
- a metacognitive essay or presentation on the student's research process and/or electronic learning objects to address plagiarism.

A variety of plagiarism identification methods may be used by schools including; teacher identification based on monitoring during the development process, Google searches to identify sources of unusual wording or phrases in student work and/or third party plagiarism tracking software.

For incidents where a student is found to be plagiarising, the following consequences and interventions will be implemented:

- **First Time** - The student will be sent to the appropriate administrator and will have an opportunity to rewrite the assignment, which will be graded out of 50%. The teacher will contact parents/guardians.
- **Second Time** - The student will be sent to the appropriate administrator and will receive a mark of 0 on the assignment. There will **NOT** be an opportunity to rewrite. The teacher will contact parents/guardians.

Celebrating Excellence

Henry Street High School provides many opportunities to celebrate student success. For example, there is a Junior Awards Ceremony and a Commencement.

Honour Achievement

A student will be placed on the Honour Roll for Henry Street High School if the student has an overall average of 80% or higher in the required number of credits. If a student maintains an average of 80% or higher for both semesters then he or she receives a certificate. Students whose average is **90% or greater** will be recognized on the **Principal's Honour Roll**.

Grade 9 A student's average is calculated on a minimum of 8 credits

Grade 10 A student's average is calculated on a minimum of 8 credits

Grade 11 A student's average is calculated on a minimum of 8 credits

Grade 12 A student's average is calculated on a minimum of 6 credits

SCHOOL PROCEDURES

Courses of Study

The courses offered by this school have been developed according to the requirements of the Ontario Ministry of Education. Courses of study are available on the Ministry of Education website.

Course Transfer or Course Change

Where a student transfers from one secondary school to another secondary school, the principal of Henry Street High School may award credit for work started at the previous school, but completed at Henry Street High School.

Transfers between courses in a semestered school must be made very early in the semester, and will not be considered after the end of the second week of classes without the principal's approval.

Student Code of Conduct

Students of Henry Street High School must attend, regularly and punctually, homeroom, and all scheduled classes. In addition, they must apply themselves diligently and consistently to their studies.

The Code of Conduct is based on the premise that students must be respectful of the learning environment that they are in and other individuals in the building. The Student Code of Conduct is reviewed annually by staff, members of the Student Council and the School Community Council. Please refer to the Henry Street High School Student Agenda, Family Resource Manual, and website for details about the Code of Student Conduct.

ONTARIO SECONDARY SCHOOL PROGRAM

LEVELS OF STUDY

Grade 9/10 Levels

Students in grades 9 and 10 will take their core courses (English, Mathematics, Science, French, Geography and History) in one of three streams - Applied, Academic or Locally Developed with the exception of grade 9 math being offered at the Destreamed or Locally Developed level. All other courses will be taken at the open level.

Academic Courses (D)

Academic courses focus on the essential concepts of the discipline plus additional related concepts. Academic courses develop students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts while incorporating practical applications.

Applied Courses (P) Applied courses focus on the essential concepts of the discipline. Applied courses develop students' knowledge and skills by emphasizing practical, concrete applications of the essential concepts while incorporating theoretical applications.

Locally Developed (L)

Locally Developed courses are intended for students who require a measure of flexibility and support in order to meet the compulsory credit requirements for the Ontario Secondary School Diploma or Certificate.

Open (O)/Destreamed (W)

Open/Destreamed courses have one set of expectations for that subject. These courses are appropriate for all students and are not linked to any specific post-secondary destination.

Grade 11/12 Levels

Students in Grades 11 and 12 will take their core courses (English, Mathematics, Science) in one of four streams - University, University/College, College, Workplace. These streams relate to a student's destination after high school - work, college, or university. Some courses will be offered at the open level and M level. Additional elective courses are also offered at the various levels.

University Preparation Courses (U)

These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. Teaching and learning will emphasize theoretical aspects of the course content, but will also include concrete applications.

University/College Preparation Courses (M)

These courses include content that is relevant for both university and college programs. These courses provide students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs.

College Preparation Courses (C)

These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. Teaching and learning will emphasize concrete applications of the theoretical material covered in the course, and will also emphasize the development of critical-thinking and problem-solving.

Workplace Preparation Courses (E)

These courses are designed to provide students with the knowledge and skills they need for direct entry into the workplace or for admission to apprenticeship programs and other training programs offered in the community. Teaching and learning will emphasize workplace applications of the course content, but will also explore the theoretical material that underlies these practical applications.

Course Changes

It is very important that students select their subjects and course streams wisely. Opportunities to make timetable changes are limited. Guidelines and dates for timetable and level changes are available in the guidance office and will be published in the student agenda.

INDIVIDUAL PATHWAYS PLAN

All students are required to develop and maintain an Individual Pathways Plan which helps them to set goals and priorities and to make future decisions. Students set these goals and review their progress towards them on an ongoing basis. As part of this plan, students also research career and educational opportunities and alternatives. It is expected that parents will play an active role along with students and teachers in the development and ongoing review of this plan. A common template and specific activities incorporated in a student's portfolio through Career Cruising assists students as they make the decisions that affect their career both at school and beyond.

COMMUNITY INVOLVEMENT

As part of the Ontario Secondary School Diploma requirements, every student must complete 40 hours of Community Involvement prior to graduation. The purpose of this requirement is to help students to understand how they can make a positive difference within the community and increase student awareness of community needs. Students will also develop a positive self-image, and a greater sense of identity within the community. All students receive a package of material which will outline the requirements for completing community involvement. Students can begin working on community involvement hours in the summer prior to beginning Grade 9.

ONTARIO SECONDARY SCHOOL LITERACY TEST

All students are required to successfully complete the Ontario Secondary School Literacy Test. This test measures basic levels of literacy and is based on the reading and writing expectations up until the end of Grade 9. Secondary school diplomas will only be awarded to students who successfully complete the test. Students who have had at least one opportunity to write the OSSLT and have been unsuccessful are eligible to take the Ontario Literacy Course. Successful completion of this course gives the student a credit and meets the requirements of the OSSLT.

Accommodations

The necessary accommodations must be made to ensure that students who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the Ontario Secondary School Literacy Test. The accommodations made will be the same as those that are set out in the student's I.E.P. and/or those available to the student in the course of his or her regular school work, including examinations and other forms of evaluation. While accommodations such as alternative forms of print and extra time are acceptable, the actual content of the secondary school literacy test cannot be altered.

Deferrals

Students who might benefit from a deferral of the test may include those who have been identified as exceptional and students registered in English as a second language/English literacy development (ELL/ELD) courses, who have not yet acquired the level of proficiency in English required for successfully completing the test.

Exemptions

Students whose IEP indicates that the student is not working towards the attainment of a secondary school diploma may, with parental consent and the approval of the principal, be exempted from participating in the secondary school literacy test. Students who do not successfully complete the literacy test will not be able to receive a secondary school diploma. Should the learning expectations contained in the student's IEP be revised at some point to allow the student to work towards the attainment of the secondary school diploma, the student would be expected to successfully complete the secondary school literacy test.

GRADE 9 ASSESSMENT OF MATHEMATICS

Near the end of each semester all students taking Grade 9 Applied or Academic math will be required to take the Grade 9 Numeracy Test. Students will be assessed on each of the strands in the Grade 9 mathematics program, including analytic geometry, number sense and algebra, relationships, and measurement and geometry. Teachers will prepare students in their classes to familiarize them with the multiple-choice, short answer and task oriented questions that will appear on the test.

FULL DISCLOSURE

All students taking Grade 11 and 12 courses are subject to a Full Disclosure policy. All courses taken from the full disclosure date on will be recorded on a student's transcript, whether the course has been successfully completed or not. The full disclosure period begins five school days after the mid-term report cards are distributed. This information is to be made available to community colleges and universities for them to consider when making admission and scholarship decisions. Parents and students who have further questions about this policy should contact a guidance counsellor.

SUBSTITUTIONS FOR COMPULSORY COURSES

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits. To meet individual students' needs, principals may replace up to three of these courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma.

The decision to make a substitution for a student should be made only if the student's educational interests are best served by such substitution. If a parent or an adult student requests a substitution, the principal will determine whether or not a substitution should be made. A principal may also initiate consideration of whether a substitution should be made. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases where the parent or adult student disagrees with the decision of the principal, the parent or adult student may ask the appropriate Supervisory Officer to review the matter. Each substitution will be noted on the student's Ontario Student Transcript.

ONTARIO STUDENT RECORD

What is the Ontario Student Record (OSR)?

The OSR is the ongoing, confidential record of a student's educational progress through schools in Ontario. The collection of this information is authorized by the Education Act.

An OSR is established for each student who enrolls in an elementary or school that is operated by a public or separate school board in Ontario. School boards are responsible for ensuring compliance with Ministry of Education policies on the OSR.

Where is the OSR kept?

A student's OSR is filed in the office at the student's school. If a student transfers to another school in Ontario, his or her OSR folder and all its contents are usually transferred to the new school.

Who has access to a student's OSR?

The information in an OSR is available to Supervisory Officers, the principal and teachers of the school for the purpose of improving the instruction of the student.

All students and the parents or guardians of students under 18 years of age have the right to examine the OSR and to receive a copy of its contents.

What does the OSR contain?

An OSR consists of the OSR folder, various supporting documents and other information that are kept in the folder, as well as an office index card. (See below for a complete list)

On the OSR folder itself, the following information is entered: biographical data, schools attended, name(s) of the student's parent(s) or guardian(s), information on any special health conditions, and other information that is considered relevant for improving the instruction of the student. Photographs may also be attached.

The following materials are filed in the OSR folder:

- report cards
- the Ontario Student Transcript, which is the cumulative record of a student's successful completion of secondary school courses
- a documentation file, if required, which might include such material as verification of a custody or a change-of-name order; psychological, or educational assessment reports; or information on placement decisions.
- the cards recording the student's accumulated instruction in French as a second language and/or Native as a second language, if applicable.
- any additional information considered relevant for improving the instruction of the student.

The office index card is not filed in the OSR folder. It provides the school with immediate access to such information as the following: the student's name, date of birth, address and telephone number, the name(s) of the student's parent(s) or guardian(s).

Can information in the OSR be removed or changed?

Yes. When it is decided by those responsible for determining what kinds of information are relevant, that a piece of information need no longer be retained in an OSR, the principal of the school is required to have the information removed.

Students who are 18 years of age or older, or the parent(s) or guardian(s) of students who are under 18 years of age, may submit a written request to the principal asking him or her to correct or remove information that they consider to be inaccurate or inappropriate. If the principal complies with the request, the information will be corrected or removed from the file. If the principal does not comply with the request, the student or the student's parent(s) or guardian(s) may request in writing that the matter be referred to the appropriate Supervisory Officer of the school board.

(Condensed from the Ministry of Education, Ontario Student Record (OSR) Guideline, 2000)

THE ONTARIO STUDENT TRANSCRIPT

The Ontario Student Transcript (OST) provides a comprehensive record of a student's overall achievement in high school.

The credits that a secondary school student has earned towards fulfilment of the requirements for the graduation diploma will be recorded on the OST. The transcript, which is part of the Ontario Student Record (OSR), will include the following information:

- all courses successfully completed by the student, with percentage grades obtained and credits earned;
- identification of compulsory credits, including credits that are substitutions for compulsory credits identified by the Ministry as diploma requirements;
- confirmation that the student has completed the 40 hours of community involvement;
- confirmation that the student has successfully completed the Ontario Secondary School Literacy Test.

Exceptional Students

The OST will also be used to record the achievement of students who have alternative learning expectations in an individualized, non-credit program. In the case of an Exceptional Student, the Ontario Student Transcript (OST) includes the following information:

- courses successfully completed (year completed, grade level, course title, course code and level of difficulty, mark and credit value)
- total number of credits earned
- Certificate of Education or Ontario Secondary School Diploma or Certificate if earned
- Community Involvement Hours completed
- Ontario Secondary Literacy Test completed

This document is available to students, upon request, for a nominal fee. This transcript is used by all secondary schools in Ontario.

THE ONTARIO SECONDARY SCHOOL CERTIFICATE

Upon request by students or parents, the Ontario Secondary School Certificate will be granted to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits distributed as follows:

Compulsory credits (total of 7)

2 credits in English

1 credit in Canadian Geography or Canadian History

1 credit in Mathematics

1 credit in Science

1 credit in Health and Physical Education

1 credit in the Arts or Technological Education

Optional credits (total of 7)

7 credits selected by the student from available courses. The provisions for making substitutions for compulsory credits also apply to the Ontario Secondary School Certificate.

THE CERTIFICATE OF ACCOMPLISHMENT

Upon request by students or parents, students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For those 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 a student has fulfilled the appropriate requirements.

SUBJECT CERTIFICATES

Specific Subject Certificates will be awarded at Commencement for students who obtain credits in the following manner.

<i>Certificate</i>	<i>No. of Credits</i>
Business	6
Technology	6
Arts	6
French as a Second Language	4

OYAP (Ontario Youth Apprenticeship Program)

The **Ontario Youth Apprenticeship Program (OYAP)** is an opportunity available in Ontario Secondary Schools **for all students participating in Cooperative Education**. OYAP allows students to get a jump-start on their future in the skilled trades. OYAP students must meet all the requirements and elements of Cooperative Education in order to participate. Students can earn high school credits while they get experience in the trade of their choice. All students completing Cooperative Education placements in a skilled trade are considered OYAP students. Students also may have the choice of registering as an OYAP apprentice while at their placement. To register as an apprentice while completing Coop credits, students must be at least 16 years of age and have 16 credits. Students must also have good academic standing and excellent attendance. Students with special needs are welcome to participate in OYAP if they have an interest.

Additionally, the Durham District School Board offers students the opportunity to apply for **Accelerated Level One programs**. Students may earn the first level of their Apprenticeship training in the final semester of high school at a local Community College while also completing a Coop placement in a skilled trade. Programs include: Automotive Service Technician, Child Development Practitioner, Cook, Electrical, Carpentry, Hairstyling, Plumbing, Welding and Industrial Mechanic Millwright. To apply for the Accelerated Level One programs, students must be in at least Grade 11 and plan on completing all of their compulsory courses during the first semester of their Grade twelve school year. To begin the program in the second semester of their final year, students must have 26 credits including all compulsory credits completed. It is recommended that students complete at least one Coop experience in a trade before applying to the Accelerated OYAP program. Applications will be available in your Guidance or Coop Office in February.

The Ontario Youth Apprenticeship program supports Student Success in our Secondary Schools including our Specialist High Skills Major Programs.

Please see your Guidance Counsellor or Coop Teacher for more information.

SHSM - Specialist High Skills Major

What are they?

Specialist High Skills Majors let students focus on a career path that matches their skills and interests while meeting the requirements of the Ontario Secondary School Diploma (OSSD). Students receive the SHSM's **Red Seal** on their diploma when they

- complete a specific bundle of 8-10 courses in the student's selected field
- earn valuable industry certifications including first aid and CPR qualifications
- gain important skills on the job with employers

Who are they for?

Grade 11 and 12 students who are:

- heading for an apprenticeship, training, college, university or the workplace.
- wanting to identify, explore and refine their career goals and make informed choices about their next steps after secondary school.

At Henry Street High School we currently offer SHSM programs in:

- Arts and Culture
- Health and Wellness
- Hospitality and Tourism
- Transportation

Contact the Guidance Department for more information.

Synchronous Virtual Courses

What are they?

These courses will be delivered on-line according to a set schedule. Students will be expected to attend their classes daily at the given times for the entire period. Teachers will remain online with students for the full 75 minute period.

Students who select this option must do so for all of their courses as it is not intended to be used as a hybrid model with Face-to-Face courses. Students who are selecting courses for grades 11 and 12 are permitted to select up to two courses from the Asynchronous eLearning course discipline.

The following Synchronous Virtual courses are being offered to Henry Students:

Grade 9	Grade 10	Grade 11	Grade 12
AVI10	AVI20	ENG3U/NBE3U	ENG4U
BTT10	BBI20	ENG3C/NBE3C	ENG4C
CGC1D	CHC2P	ENG3E/NBE3E	ENG4E
ENG1L	CHC2D	FSF3U	FSF4U
ENG1P	CHV20/GLC2O	MCR3U	MAP4C
ENG1D	ENG2L	MCF3M	MCV4U
FSF1P	ENG2P	MBF3C	MEL4E
FSF1D	ENG2D	MEL3E	MDM4U
HIF1O	FSF2D	PAF3O	MHF4U
MAT1L	HIF2O	SBI3U	PAF4O
MTH1W	MAT2L	SBI3C	SBI4U
PPL1O	MFM2P	SCH3U	SCH4U
SNC1L	MPM2D	SPH3U	SCH4C
SNC1P	NAC2O	SVN3M	SPH4U
SNC1D	PAF2O		SPH4C
TIJ1O	SNC2L	<i>Additional Gr11 elective course options available through DDSB eLearning</i>	STUDY
	SNC2P		
	SNC2D		
<p>6th digit will be:</p> <p>“N” – Mainstream synchronous virtual courses</p>			

e-Learning DURHAM

The Durham District School Board recognizes the needs of 21st century learners, and will offer a number of Secondary e-Learning credit courses during the school year. Each participating student must be enrolled as a full time day student at one of the participating secondary schools.

Benefits of e-Learning:

- Enables students to learn in an environment that is flexible, engaging and available 24/7
- Opportunities for differentiated instruction and assessment
- Increases the probability of students obtaining their first choice in course selections
- Gives students access to courses that may not be available at their home school

Online Courses

The courses and online classroom will be provided by the Ministry of Education through e-Learning Ontario. These online courses:

- Meet the Ministry of Education curriculum expectations
- Are compliant with DDSB and Ministry of Education policies and procedures
- Are taught by qualified Ontario teachers who are full time day school teachers with the Durham District School Board
- Will be part of a student's timetable and appear on the student's transcript upon completion

Online Learning Environment

e-Learning teachers interact with students on a regular basis online and consistently monitor their progress. This teacher-mediated system contains a wide range of collaborative and administration tools such as discussion rooms, quizzes, multimedia resources, internal email and student tracking. For these courses, all course material will be delivered in an e-Learning (fully online) format and therefore require students to have access to a computer with internet access. Students must complete an online orientation module before they begin to work on their e-Learning course. e-Learning final exams will be written online. Each e-learning student will write his/her exam during the regular exam schedule at her/his home school.

Successful e-Learning Students are:

- Independent learners
- Academically motivated
- Comfortable with technology
- Collaborative
- Have good time management skills

If you are interested in enrolling in an e-Learning course, please contact a member of your home school's Guidance Department.

****Please note that students in Grade 11 must consider enrolling for an eLearning course very carefully. Any challenges that might prevent them from logging into the course daily should be carefully considered. Since grade 11 students have not yet met the minimum requirement to be eligible for a spare (24 credits), they will not be permitted to drop the eLearning course and default to a study period!**

Grade 12 students must be enrolled in a minimum of three courses in order to remain a full-time student, one of which may be an eLearning course.

ORGANIZATION OF IN-PERSON GRADE 9 PROGRAM

SECTION A: COMPULSORY COURSES <i>(Choose one in each subject area)</i>	SECTION B: ELECTIVE COURSES <i>(Choose two from the following)</i>
<p>Canadian and World Studies (Geography) CGC1D1 Issues In Canadian Geography CGC1P1 Issues In Canadian Geography</p> <p>English ENG1D1 English ENG1P1 English ENG1L1 English</p> <p>Healthy Active Living Education PPL1O3 Physical And Health Education (Male) PPL1O4 Physical And Health Education (Female)</p> <p>International Languages (French) FSF1D1 Core French FSF1P1 Core French</p> <p>Mathematics MTH1W1 Mathematics – Grade 9 MAT1L1 Essentials Of Mathematics</p> <p>Science SNC1D1 Science SNC1P1 Science SNC1L1 Science</p>	<p>The Arts ADA1O1 Drama AMI1O1 Instrumental - Band AVI1O1 Visual Arts</p> <p>Business Studies BTT1O1 Information And Communication Technology In Business</p> <p>Social Sciences and Humanities HIF1O1 Exploring Family Studies</p> <p>Technological Education <i>(Only one of the following may be selected)</i> TIJ1O1 Exploring Technologies Transportation/Construction/Design/ Communication TIJ1OJ Exploring Technologies - Hairstyling and Aesthetics / Culinary Arts</p>

Note: The fifth character in the course code indicates the level of study.

D = Academic P = Applied O = Open L = Locally Developed W = Destreamed

**“A JOURNEY OF A THOUSAND MILES
STARTS WITH A SINGLE STEP”**



~ Chinese Proverb

ORGANIZATION OF IN-PERSON GRADE 10 PROGRAM

SECTION A: COMPULSORY COURSES <i>(Choose one in each subject area)</i>	SECTION B: ELECTIVE COURSES <i>(Choose three from the following)</i>
<p>Canadian and World Studies (History) CHC2D1 Canadian History Since World War I CHC2P1 Canadian History Since World War I CHC2L1 Contemporary Canadian History</p> <p>Civics CHV2O1 Civics And Citizenship (0.5 Credit)</p> <p>English ENG2D1 English ENG2P1 English ENG2L1 English</p> <p>Guidance and Career Education GLC2O1 Careers (0.5 Credit)</p> <p>Mathematics MPM2D1 Principles Of Mathematics MFM2P1 Foundations Of Mathematics MAT2L1 Essentials Of Mathematics</p> <p>Science SNC2D1 Science SNC2P1 Science SNC2L1 Science</p>	<p>The Arts ADA2O1 Drama – Introduction AMG2O1 Guitar AMI2O1 Instrumental - Band AMV2O1 Vocal Music AVI2O1 Visual Arts AWU2O1 Urban Art</p> <p>Business Studies BBI2O1 Introduction To Business</p> <p>Canadian and World Studies CGD3M1 Regional Geography of The Americas</p> <p>Computer Studies ICS2O1 Introduction To Computer Studies</p> <p>Health and Physical Education PAF2O3 Personal Fitness & Weight Training (Male) PAF2O4 Sport Fitness (Female) PAI2O1 Hockey Canada Skills Academy: Competitive/Recreational Hockey Program PPL2O3 Physical And Health Education (Male) PPL2O4 Physical And Health Education (Female)</p> <p>Intl. Languages FSF2D1 Core French</p> <p>Social Sciences and Humanities HFN2O1 Food And Nutrition HNL2O1 Clothing/Fashion</p> <p>Technology TCJ2O1 Construction Technology TDJ2O1 Technological Design TFJ2O1 Hospitality and Tourism Technology TGJ2O1 Communications Technology TTJ2O1 Transportation Technology TXJ2O1 Hairstyling And Aesthetics</p>

Note: The fifth character in the course code indicates the level of study:

D = Academic M = University/College P = Applied O = Open L= Locally Developed

ORGANIZATION OF IN-PERSON GRADE 11 PROGRAM

<p>The Arts</p> <p>ADA3M1 Drama</p> <p>AMG3M1 Music - Guitar</p> <p>AMI3M1 Instrumental - Band</p> <p>AMR3M1 Music Repertoire</p> <p>AMV3M1 Music – Vocal/Choral</p> <p>AVI3M1 Visual Arts</p> <p>AWA3O1 Crafts</p> <p>AWN3O1 Painting and Drawing Fundamentals</p> <p>AWU3O1 Urban Art</p> <p>Business Studies</p> <p>BAF3M1 Financial Accounting Fundamentals</p> <p>BMI3C1 Marketing: Goods, Services, Events</p> <p>Canadian and World Studies</p> <p>CGD3M1 Regional Geography of The Americas</p> <p>CGF3M1 Forces of Nature: Physical Processes And Disasters</p> <p>CGG3O1 Travel & Tourism: A Regional Geographic Perspective</p> <p>CHA3U1 American History</p> <p>CLU3M1 Understanding Canadian Law</p> <p>NBV3C1 World Views & Aspirations of First Nations, Metis & Inuit Communities</p> <p>NBV3E1 Beliefs, Values & Aspirations of Aboriginal Peoples in Contemporary Society</p> <p>Computer Studies</p> <p>ICS3U1 Introduction to Computer Science</p> <p>ICS3C1 Introduction to Computer Programming</p> <p>English</p> <p>ENG3U1 English</p> <p>ENG3C1 English</p> <p>ENG3E1 English</p> <p>EMS3O1 Media Studies</p>	<p>Guidance and Career Education</p> <p>CWE2O9 Cooperative Education (2 credits)</p> <p>GPP3O1 Leadership & Peer Support</p> <p>Health and Physical Education</p> <p>PAD3O1 Healthy Active Living Education - Outdoor Activities</p> <p>PAF3O3 Personal Fitness and Weight Training (Male)</p> <p>PAF3O4 Personal and Fitness Activities (Female)</p> <p>PAI3O1 Hockey Canada Skills Academy: Competitive/Recreational Hockey Program</p> <p>PPL3O1 Elective Physical and Health Education</p> <p>International Languages</p> <p>FSF3U1 Core French</p> <p>Mathematics</p> <p>MCR3U1 Functions</p> <p>MCF3M1 Functions and Applications</p> <p>MBF3C1 Foundations for College Mathematics</p> <p>MEL3E1 Mathematics for Work & Everyday Life</p> <p>Science</p> <p>SBI3U1 Biology</p> <p>SBI3C1 Biology</p> <p>SCH3U1 Chemistry</p> <p>SPH3U1 Physics</p> <p>SVN3M1 Environmental Science</p> <p>SVN3E1 Environmental Science</p> <p>Social Sciences</p> <p>HFC3M1 Food and Culture</p> <p>HPW3C1 Working with Infants and Young Children</p> <p>HSP3U1 Introduction to Anthropology, Psychology & Sociology</p> <p>Technological Education</p> <p>TCJ3C1 Construction Engineering Technology</p> <p>TDJ3M1 Technological Design</p> <p>TFB3E1 Introduction to Baking</p> <p>TFR3C2 Hospitality & Tourism: Culinary Arts and Management (2 credits)</p> <p>TGG3M1 Yearbook</p> <p>TGI3M1 Communications Technology: Computer Gaming Focus, Interactive New Media</p> <p>TGJ3M1 Communications Technology</p> <p>TTJ3C1 Transportation Technology</p> <p>TXJ3E1 Hairstyling and Aesthetics</p>
--	--

NOTE: The fifth character in the course code indicates the destination

U = University M = University/College C = College E = Workplace O = Open

ORGANIZATION OF IN-PERSON GRADE 12 PROGRAM

<p>The Arts</p> <p>ADA4M1 Drama</p> <p>AMG4M1 Music - Guitar</p> <p>AMI4M1 Instrumental - Band</p> <p>AMR4M1 Music Repertoire</p> <p>AMV4M1 Music – Vocal/Choral</p> <p>AVI4M1 Visual Arts Comprehensive</p> <p>AWN4M1 Visual Arts Portfolio Preparation</p> <p>Business Studies</p> <p>BAT4M1 Financial Accounting Principles</p> <p>BBB4M1 Intro to International Business</p> <p>BDV4C1 Entrepreneurship: Venture Planning in an Electronic Age</p> <p>CIA4U1 Analyzing Current Economic Issues</p> <p>Canadian and World Studies</p> <p>CGW4U1 World Issues: A Geographic Analysis</p> <p>CHM4E1 Adventures in World History</p> <p>CHY4UE World History: Since the Fifteenth Century</p> <p>CIA4U1 Analyzing Current Economic Issues</p> <p>CLN4U1 Canadian and International Law</p> <p>IDC4U1 Black Studies</p> <p>NDW4M1 Contemporary Indigenous Issues & Perspectives in a Global Context</p> <p>Computer Science</p> <p>ICS4U1 Computer Science</p> <p>ICS4C1 Computer Programming</p> <p>English</p> <p>EBT4O1 Communication in the World of Business</p> <p>ENG4U1 English</p> <p>ENG4C1 English</p> <p>ENG4E1 English</p> <p>EWC4U1 The Writer’s Craft</p> <p>Guidance and Career Education</p> <p>CWE2O9 Cooperative Education (2 Credits)</p> <p>CWE4O9 Cooperative Education (4 Credits)</p> <p>Health and Physical Education</p> <p>PAF4O3 Personal Fitness and Weight Training (Male)</p> <p>PAL 4O1 Adaptive Health and Physical Education</p> <p>PAR4O4 Female – Mind, Body, Wellness Practices</p> <p>PLF4M1 Recreation and Healthy Active Living Leadership</p> <p>PPL4O1 Elective Physical and Health Education</p> <p>PSK4U1 Introductory Kinesiology</p>	<p>International Languages</p> <p>FSF4U1 Core French</p> <p>Mathematics</p> <p>MAP4C1 Foundations for College Mathematics</p> <p>MCT4C1 Mathematics for College Technology</p> <p>MCV4U1 Calculus and Vectors</p> <p>MDM4U1 Data Management</p> <p>MEL4E1 Mathematics for Work & Everyday Life</p> <p>MHF4U1 Advanced Functions</p> <p>Science</p> <p>SBI4U1 Biology</p> <p>SCH4U1 Chemistry</p> <p>SCH4C1 Chemistry</p> <p>SNC4M1 Science</p> <p>SNC4E1 Science</p> <p>SPH4U1 Physics</p> <p>SPH4C1 Physics</p> <p>Social Sciences</p> <p>HHS4U1 Families in Canada</p> <p>HIP4O1 Personal Life Management</p> <p>HPD4C1 Working with School Age Children and Adolescents</p> <p>HSB4U1 Challenge and Change in Society</p> <p>HSE4M1 Equity and Social Justice: From Theory to Practice</p> <p>HZT4U1 Philosophy: Questions and Theories</p> <p>IDC4UJ Behavioural Sciences</p> <p>Technological Education</p> <p>TCJ4C1 Construction Engineering Technology</p> <p>TDJ4M1 Technological Design</p> <p>TFR4C1 Hospitality and Tourism: Culinary Arts and Management</p> <p>TGG4M1 Yearbook</p> <p>TGI4M1 Communications Technology: Interactive new Media and Animation</p> <p>TGJ4M1 Communications Technology</p> <p>TTJ4C1 Transportation Technology</p> <p>TTJ4E1 Transportation Technology: Vehicle Maintenance</p> <p>TXJ4E1 Hairstyling and Aesthetics</p>
--	--

NOTE: The fifth character in the course code indicates the destination
U = University M= University/College C = College E = Workplace O = Open

Arts

Arts and Culture Specialist High Skills Major (SHSM)

Henry Street is proud to offer the SHSM in Arts and Culture, Students graduate with a Red Seal Diploma and will gain immeasurable experience in the Arts and Culture sector. Many Universities and Colleges value a Red Seal diploma. Grade 11 and 12 students must meet a number of criteria to participate in this elite, professional opportunity. Students must complete a variety of courses in grades 11/12 and they must complete a two-credit co-op with a placement in an Arts-related field. Students in the SHSM program will receive valuable safety training and professional training certifications (all offered by Henry Street High School). If you would like more information about the program, and how it can benefit you, please contact Henry Street High School.

Drama

ADA101

If you love to perform in front of people, this is the course for you. You will learn all about the foundations of performance in Drama using a variety of styles, both verbal and non-verbal. From the basics of presentation in Tableaux to the complexity of production in short written scripts, this course offers you a survey of all that makes Drama so magical. You will also study Theatre History to flesh out your understanding of how Drama functions as a medium of expression both in the past and present. Technical Production will open your eyes to the many opportunities in Drama beyond the performer. This course requires you to freely express your creativity and take chances.

CREDIT: 1

TYPE: Open

GRADE: 9

Instrumental - Band

AMI101

Grade 9 instrumental music is recommended for any student who has an interest in music. In the Henry Street High School music room, students are surrounded by sound and creativity. In this course, students work towards developing an understanding and appreciation of music, focusing on practical skills on their instruments and creative work. Students will develop technical and theoretical skills that they can apply to their performance. Previous experience on an instrument is not necessary. This course is the pre-requisite for all other instrumental music courses at Henry Street High School. This course will also prepare you to be part of the band program.

CREDIT: 1

TYPE: Open

GRADE: 9

Visual Arts

AVI101

AVI 101 is the starting point for art study in high school. Students will develop skills in drawing, painting, sculpture, printmaking, multimedia, and study art history from Prehistoric to Roman times. This is the first course in the core art series needed to study art at the post-secondary level.

COURSE NOTE: \$20 course fee for studio materials.

CREDIT: 1

TYPE: Open

GRADE: 9

Drama**ADA201**

If you love to perform in front of people, this is the course for you. You will learn about the foundations of performance in Drama using a variety of styles, both verbal and non-verbal. From the basics of presentation in Tableaux to the complexity of production in short written scripts, this course offers you a survey of all that makes Drama so magical. You will also study Theatre History to flesh out your understanding of how Drama functions as a medium of expression both in the past and present. Technical Production will open your eyes to the many opportunities in Drama beyond the performer. This course requires you to freely express your creativity and take chances.

CREDIT: 1**TYPE: Open****GRADE: 10**

Guitar**AMG201**

This course is an introduction to guitar music, intended for students with little or no musical knowledge. Topics covered will include staff notation and chords, along with theory and listening/analysis. To enroll in this course, students will need to provide their own acoustic guitar (steel or nylon strings).

CREDIT: 1**TYPE: Open****GRADE: 10**

Instrumental - Band**AMI201**

Grade ten instrumental music is a course in which students will continue developing their music skills. Students will increase their understanding of music while developing their technical and creative abilities. This course will focus specifically on performance, theory and the eras of music history. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. Participation in the Henry Street Concert band is strongly encouraged as an extension of this course.

CREDIT: 1**TYPE: Open****GRADE: 10****PREREQUISITE: AMI101 or permission of teacher.**

Vocal Music**AMV201**

This course will be an introduction to vocal music. Voice production will be studied through an integrated study of technique and listening. Vocal repertoire representing a number of musical styles will be studied. Students will be encouraged to perform at scheduled musical events throughout the term. Membership in the concert choir is strongly recommended. This is a performance based course.

CREDIT: 1**TYPE: Open****GRADE: 10**

Visual Arts**AVI201**

AVI 201 is a core visual arts course that directly follows skills learned in AVI 101. Students will further develop skills in the core areas of drawing, painting, sculpture, printmaking, multimedia, and study Early Medieval to Early Renaissance Art History. This is the second course in the core art series needed to study art at the post-secondary level. AVI 201 builds on skills acquired in AVI 101, and it is strongly encouraged that you take AVI 101 if you have not taken art before.

COURSE NOTE: \$20.00 course fee for studio materials.

AVI101 recommended.

CREDIT: 1**TYPE: Open****GRADE: 10**

Urban Art**AWU201**

If you like hands-on art activities this course is for you! Urban Art focuses on making things. You will use a wide range of materials to create artworks of all kinds, with a focus on current trends in Urban/Street Art. There is no pre-requisite or art history for this course, and any level of art experience is welcome.

COURSE NOTE: \$50 course fee for studio materials.

CREDIT: 1**TYPE: Open****GRADE: 10**

Drama**ADA3M1**

This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences.

CREDIT: 1**TYPE: University/College****GRADE: 11****PREREQUISITE: ADA1O1 - Drama or ADA2O1 - Drama**

Music - Guitar**AMG3M1**

The focus of this course will be the performance of popular guitar styles, to develop students' artistic knowledge and skills. Students will also have the opportunity to prepare and produce music productions.

CREDIT: 1**TYPE: University/College****GRADE: 11**

Instrumental Band Class**AMI3M1**

Grade eleven instrumental music is a course in which students will continue developing their music skills; specifically through performance, theory, improvisation, individual performance and ensemble performance. This course will focus on an exploration of cultural and contemporary music. Students will continue to develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. Participation in the Henry Street Concert band is strongly encouraged as an extension of this course.

CREDIT: 1**TYPE: University/College****GRADE: 11****PREREQUISITE: AMI 201 or AMI 101 with permission from the teacher**

Repertoire - Band**AMR3M1**

This course focuses on developing ensemble skills through the study of musical repertoire. This course meets once a week, all year, before school on Tuesday mornings at 7:15. It is taken in addition to the regular daytime schedule. Performances inside and beyond the school community are a part of this course. Students taking this course must be enrolled in AMI3M1 or AMI4M1.

CREDIT: 1**TYPE: University/College****GRADE: 11****PREREQUISITE: AMI2O1 - Instrumental - Band or AMI1O1 - Instrumental - Band or AMV2O1 - Vocal Music**

Vocal Music**AMV3M1**

The focus of this course will be on the appreciation, performance and analysis of Western, non-Western and Canadian music, in a vocal/choral setting. Students will prepare exercises and repertoire, participate in creative activities, and analyze and evaluate live and recorded performances. Performance based.

COURSE NOTE: \$20.00 course fee.

CREDIT: 1

TYPE: University/College

GRADE: 11

Visual Arts**AVI3M1**

AVI 3M1 is a core visual art course that directly follows skills learned in AVI 2O1. Students will further develop skills in the core areas of drawing, painting, sculpture, printmaking, multimedia, and study art history of the High Renaissance to the beginning of the 20th century. This is the third course in the core art series needed to study art at the post-secondary level. AVI 3M1 builds on skills acquired in AVI 1O1 and 2O1.

COURSE NOTE: \$30 course fee for studio materials.

CREDIT: 1

TYPE: University/College

GRADE: 11

PREREQUISITE: AVI1O1 and/or AVI2O1. Both Preferred.

Crafts**AWA3O1**

If you like hands-on art activities this course is for you! Crafts focuses on making things. You will use a wide range of materials to create artworks of all kinds. There is no pre-requisite or art history for this course, and any level of art experience is welcome.

COURSE NOTE: \$30 course fee for studio materials.

CREDIT: 1

TYPE: Open

GRADE: 11

Painting and Drawing**AWN3O1**

This course focuses on studio activities in painting and drawing. You will learn about a range of drawing materials from pencil to charcoal, conte and pastel. You will study acrylic and watercolour painting techniques. You will also study the work of artists that are creating in painting media. A good basis of experience is drawing and a familiarity with drawing and painting media is very strongly encouraged.

COURSE NOTE: \$40.00 course fee for studio materials.

CREDIT: 1

TYPE: Open

GRADE: 11

PREREQUISITE: AVI2O1 or Permission of the Department.

Urban Art**AWU3O1**

Urban Art focuses on making things. You will use a wide range of materials to create artworks of all kinds, with a focus on current trends in Urban/Street Art. There is no prerequisite or art history in this course and projects will be different from those offered in the grade 10 urban art course. Any level of art experience is welcome.

COURSE NOTE: \$50.00 course fee for studio materials.

CREDIT: 1

TYPE: Open

GRADE: 11

Drama**ADA4M1**

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

CREDIT: 1**TYPE: University/College****GRADE: 12****PREREQUISITE: ADA3M1 - Drama**

Music - Guitar**AMG4M1**

Students will appreciate and perform guitar music from the 20th century in a variety of styles. Students will focus on developing interpretive and creative skills. Students will need to provide their own acoustic guitar.

CREDIT: 1**TYPE: University/College****GRADE: 12****PREREQUISITE: AMG3M1 or permission of instructor.**

Instrumental Band Class**AMI4M1**

Grade twelve instrumental music will focus on interpretive and creative skills while developing the ability to work independently. This course will continue to develop students' musical skills through the concert band idiom and also expand into small ensemble and combo performance. This course focuses also on advanced music theory and performance technique. Students will concentrate and expand their knowledge on a style or genre of music as individuals. Participation in the Henry Street Concert band is strongly encouraged as an extension of this course.

CREDIT: 1**TYPE: University/College****GRADE: 12****PREREQUISITE: AMI3M1 or permission of teacher.**

Music Repertoire - Band**AMR4M1**

This course focuses on developing ensemble skills through the study of musical repertoire. This course meets once a week, all year, before school on Tuesday mornings at 7:15. It is taken in addition to the regular daytime schedule. Performances inside and beyond the school community are a part of this course. Students taking this course must be enrolled in AMI3M1 or AMI4M1.

CREDIT: 1**TYPE: University/College****GRADE: 12****PREREQUISITE: AMI3M1 - Instrumental Band Class**

Vocal/Choral Music**AMV4M1**

This course is a continuation of AMV3M1. It is a performance based course intended for students who would like experience performing solo and small ensemble pieces in public. Many popular styles will be studied along with Western art songs. Other components of the course will include theory and analysis/history.

COURSE NOTE: \$20.00 course fee.**CREDIT: 1****TYPE: University/College****GRADE: 12**

Visual Arts Comprehensive**AVI4M1**

AVI 4M1 is a core visual arts course that directly follows skills learned in AVI 3M1. Students will further develop skills in the core areas of drawing, painting, sculpture, printmaking, multimedia, and study art history of the 20th century. This is the fourth course in the core art series needed to study art at the post-secondary level. As a preparation for post-secondary interviews, students will produce a body of work demonstrating a personal approach.

COURSE NOTE: \$30 course fee for studio materials.

CREDIT: 1

TYPE: University/College

GRADE: 12

PREREQUISITE: AVI3M1 or Senior Art credit with permission of department.

Visual Arts Portfolio**AWN4M1**

Planning to go on in art after high school? This course provides students interested in pursuing further education in visual arts with the opportunity to develop a strong portfolio. The emphasis is on further skill development and a body of work required for entry into post-secondary programs. Students will work independently in studio areas of study chosen according to individual needs.

COURSE NOTE: \$30.00 course fee for studio materials.

CREDIT: 1

TYPE: University/College

GRADE: 12

PREREQUISITE: AVI3M1 or other Senior Visual Art credit and permission of the department.

Exploring and Creating the Arts**AEA4O1**

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.

COURSE NOTE: \$50.00 course fee for studio materials

CREDIT: 1

TYPE: Open

GRADE: 12

PREREQUISITE: Any Grade 9 or 10 course in the arts.

Business Studies

Information and Communication Technology in Business

BTT101

This course introduces students to application software, including Microsoft Office. Students will learn important technological skills that will provide a good foundation for future courses.

CREDIT: 1

TYPE: Open

GRADE: 9

Introduction to Business

BBI201

This course introduces students to the basic concepts associated with business. Students will discover an insight into the many different areas of business and their functions. Students will look at topics such as International Business, Financial Management, the Stock Market, Marketing and Advertising, Accounting, Human Resources and much more.

CREDIT: 1

TYPE: Open

GRADE: 10

Financial Accounting Fundamentals

BAF3M1

This course introduces the principles and procedures of accounting, financial analysis and decision-making skills that will assist them in future studies and career opportunities in business.

CREDIT: 1

TYPE: University/College

GRADE: 11

Marketing: Goods, Services, Events

BMI3C1

What goes into the marketing of a product? of a company? of a brand? This course will examine how trends, economic changes and information technology will influence consumer buying.

CREDIT: 1

TYPE: College

GRADE: 11

Analyzing Current Economic Issues

CIA4U1

Is Canada in an economic crisis? How do governments, companies, interact and make decisions that affect us? Deepen your understanding of the world around you through an investigation of the economics of our global society.

CREDIT: 1

TYPE: University

GRADE: 12

PREREQUISITE: Any U or M prep course in Business Studies, English, Canadian and World Studies, or Social Sciences and Humanities.

Financial Accounting Principles**BAT4M1**

Businesses use accounting to organize, understand, and communicate all aspects of their financial position. This course introduces students to advanced accounting principles that will prepare them for post secondary studies in business.

CREDIT: 1**TYPE: University/College****GRADE: 12****PREREQUISITE: BAF3M1 - Financial Accounting Fundamentals**

Introduction to International Business**BBB4M1**

Canada provides an important model for international businesses and trade in the global economy. Learn about the techniques and strategies needed in the effective management of an international business.

CREDIT: 1**TYPE: University/College****GRADE: 12****PREREQUISITE: Any U/M/C prep course in Business Studies, English, Canadian and World Studies, or Social Sciences and Humanities.**

Entrepreneurship: Venture Planning in an Electronic Age**BDV4C1**

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

CREDIT: 1**TYPE: College****GRADE: 12**

Canadian and World Studies

Issues in Canadian Geography

CGC1D1

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

CREDIT: 1

TYPE: Academic

GRADE: 9

Issues in Canadian Geography

CGC1P1

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

CREDIT: 1

TYPE: Applied

GRADE: 9

Canadian History since World War I

CHC2D1

This course focuses on the key people, events and themes in Canadian history from World War I to the present. Students will develop critical research and writing skills, as well as analytical skills when examining materials. This course is the best preparation for U-level courses.

CREDIT: 1

TYPE: Academic

GRADE: 10

Canadian History since World War I

CHC2P1

This course focuses on the key people, events and themes in Canadian history from World War I to the present. Students will develop the ability to apply the concepts of historical thinking and the historical inquiry process.

CREDIT: 1

TYPE: Applied

GRADE: 10

Contemporary Canadian History

CHC2L1

This course focuses on key people, events, and themes in Canadian history from World War I to the present. Students will focus on identifying and interpreting events and perspectives and making connections. Students practice reading, writing, visual, and oral literacy skills to identify and communicate ideas in a variety of forms.

CREDIT: 1

TYPE: Locally Developed

GRADE: 10

Civics and Citizenship**CHV2O1**

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

CREDIT: 0.5**TYPE: Open****GRADE: 10****COREQUISITES:** If you take this course, you must also take GLC2O1 - Career Studies

American History**CHA3U1**

This course traces the social, political and economic development of the United States from colonial times to the present. Students will explore the historical context of key developments such as the Revolutionary War, Civil War, and the Civil Rights Movement, that shaped the United States, its identity and culture, and its role in the global community. This course is applicable to the Arts and Culture SHSM.

CREDIT: 1**TYPE: University****GRADE: 11****PREREQUISITE:** CHC2D1 - Canadian History since World War I **or** CHC2P1 - Canadian History since World War I

Regional Geography of the Americas**CGD3M1**

This course explores interrelationships between the land and people in the Americas as well as interconnections between these regions and the rest of the world. Students will explore the region's environmental, socio-economic, and cultural characteristics and will investigate issues related to natural resources, economic development and sustainability, population change, globalization, and quality of life. Students will apply the concepts of geographic thinking and the geographic inquiry process to investigate a range of geographic issues in the regions.

CREDIT: 1**TYPE: University/College****GRADE: 11****PREREQUISITE:** CGC1D1 - Issues in Canadian Geography **or** CGC1P1 - Issues in Canadian Geography

Forces of Nature: Physical Processes and Disasters**CGF3M1**

This exciting course will explore the hazards and natural disasters of our world and the relationships between the environment and human beings. Students will understand how awesome forces such as earthquakes, volcanoes, storms and glaciers shape our world and our local community.

CREDIT: 1**TYPE: University/College****GRADE: 11****PREREQUISITE:** CGC1D1 - Issues in Canadian Geography **or** CGC1P1 - Issues in Canadian Geography

History of the World to the End of the Fifteenth Century**CHW3M1**

This course, commonly known as "Ancient Civilizations", allows students to investigate the history of humanity from earliest times to the sixteenth century. Students will analyse diverse societies from around the world, such as Egypt, Rome, China, Japan and South America with an emphasis on the political, cultural, and historical forces that have shaped the modern world. This course is applicable to the Arts and Culture SHSM.

COURSE NOTE: This course is offered alternate years and will be available for the 2022-2023 school year.

CREDIT: 1

TYPE: University/College

GRADE: 11

PREREQUISITE: CHC2P1 - Canadian History since World War I or CHC2D1 - Canadian History since World War I

Understanding Canadian Law

CLU3M1

So you want to be a lawyer? The legal system is an important part of a democratic constitutional society. It affects almost every aspect of our lives. Find out how the law really works! Learn about constitutional, criminal, family, contract and tort law.

CREDIT: 1

TYPE: University/College

GRADE: 11

PREREQUISITE: CHC2D1 - Canadian History since World War I or CHC2P1 - Canadian History since World War I

World Views and Aspirations of First Nations, Metis and Inuit Communities

NBV3C1

This course provides students an opportunity to explore Indigenous beliefs, values and ways of knowing, as reflected in the historical and contemporary experiences of First Nations, Metis, and Inuit in Canada. By exploring past and present aspects of colonialism, as well as the effect of government policies and actions on First Nations, Métis, and Inuit, students will develop a better understanding of the ongoing struggle for decolonization and the resiliency of Indigenous peoples in Canada while also promoting reconciliation.

COURSE NOTE: This course is applicable to the Arts and culture SHSM.

CREDIT: 1

TYPE: College

GRADE: 11

PREREQUISITE: CHC2D1 - Canadian History since World War I or CHC2P1 - Canadian History since World War I

World Views and Aspirations of First Nations, Metis and Inuit Communities in Canada**NBV3E1**

This course provides students an opportunity to explore Indigenous beliefs, values and ways of knowing, as reflected in the historical and contemporary experiences of First Nations, Metis, and Inuit in Canada. By exploring past and present aspects of colonialism, as well as the effect of government policies and actions on First Nations, Métis, and Inuit, students will develop a better understanding of the ongoing struggle for decolonization and the resiliency of Indigenous peoples in Canada while also promoting reconciliation.

COURSE NOTE: This course is applicable to the Arts and culture SHSM.

CREDIT: 1**TYPE:** Workplace**GRADE:** 11

PREREQUISITE: CHC2P1 - Canadian History since World War I **or** CHC2D1 - Canadian History since World War I **or** CHC2L1 - Contemporary Canadian History

Travel and Tourism: A Regional Geographic Perspective**CGG3O1**

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

CREDIT: 1**TYPE:** Open**GRADE:** 11

PREREQUISITE: CGC1D1 - Issues in Canadian Geography **or** CGC1P1 - Issues in Canadian Geography

World Issues: A Geographic Analysis**CGW4U1**

This course addresses the challenge of creating a more sustainable and equitable world. It explores such issues as threats to the environment, economic disparities, globalization and human rights from a geographical perspective.

CREDIT: 1**TYPE:** University**GRADE:** 12

PREREQUISITE: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities.

eLearning: World History: Since the Fifteenth Century**CHY4UE**

This course investigates the major trends in Western civilization and world history since 1450 to the present. Students will use critical thinking and communication skills to investigate the historical roots of contemporary issues and present their conclusions.

CREDIT: 1**TYPE:** University**GRADE:** 12

PREREQUISITE: Any U or M Prep course in Canadian & World Studies, English, or Social Sciences & Humanities.

Analyzing Current Economic Issues**CIA4U1**

Is Canada in an economic crisis? How do governments, companies, interact and make decisions that affect us? Deepen your understanding of the world around you through an investigation of the economics of our global society.

CREDIT: 1**TYPE: University****GRADE: 12**

PREREQUISITE: Any U or M prep course in Business Studies, English, Canadian and World Studies, or Social Sciences and Humanities.

Canadian and International Law**CLN4U1**

What is the role of Canadian law and the role of law in the social, political and global contexts? What are the legal and contemporary issues that affect our society? Debates, independent research and the analysis of legal issues are an important aspect of this course.

CREDIT: 1**TYPE: University****GRADE: 12**

PREREQUISITE: Any U or M prep course in Canadian & World Studies, English, or Social Sciences & Humanities.

Contemporary Indigenous Issues and Perspectives in a Global Context**NDW4M1**

This college/university preparation course provides students with an overview of the issues and challenges that confront Indigenous peoples worldwide. This course will include cross-curricular components (geography, law/politics, social science, history, art, film, and music). Opportunities for field trips and speaking with elders will be present in order to gain authentic knowledge. This course fulfills the requirement for the Arts and Culture SHSM.

COURSE NOTE: This course is appropriate for college and university bound courses of study.

CREDIT: 1**TYPE: University/College****GRADE: 12**

Adventures in World History**CHM4E1**

This course examines significant world developments and events in history from earliest times to the present. It explores different cultures and time periods throughout history and investigates the contributions of significant societies and individuals to our global heritage.

CREDIT: 1**TYPE: Workplace****GRADE: 12**

PREREQUISITE: CHC2D1 - Canadian History since World War I or CHC2P1 - Canadian History since World War I or CHC2L1 - Contemporary Canadian History

Black Studies**IDC4U1**

Interdisciplinary Studies means this course draws on multiple disciplines and fields of knowledge and has general expectations which can be applied to a wide range of contexts. **Black Studies** is offered as an Interdisciplinary course as it draws upon fields of study such as History, Anthropology, Psychology, Sociology, Equity Studies, Geography and World Issues/Current events. As such, this course is for anyone and everyone. It addresses a wide range of interest areas, both personal and political, intended to empower a wide range of audience through awareness and celebration of topics pertaining to diverse Black experiences.

COURSE NOTE: Students can only earn one IDC4U credit.

CREDIT: 1

TYPE: Open

GRADE: 12

PREREQUISITE: Any U or M prep course in Canadian & World Studies, English, or Social Sciences & Humanities.

CREDIT EQUIVALENTS: IDC4UJ - Interdisciplinary Studies – Behavioural Science

Computer Studies

Introduction to Computer Studies

ICS201

This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts and they will learn to create clear and maintainable internal documentation. Students will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. The final project involves creating a computer program (or video game) that reflects the personal interests of the student and incorporates the programming concepts learned during the course.

COURSE NOTE: No previous programming experience is necessary.

CREDIT: 1

TYPE: Open

GRADE: 10

Introduction to Computer Science

ICS3U1

This course introduces students to computer science. Students will create computer programs using industry-standard programming tools. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also investigate emerging research in computer science and global career trends in computer-related fields. The final project involves creating a computer program (or video game) that reflects the personal interests of the student and incorporates the programming concepts learned during the course.

COURSE NOTE: No previous programming experience necessary. Open to Grade 11 and 12 students.

CREDIT: 1

TYPE: University

GRADE: 11

Introduction to Computer Programming

ICS3C1

This course introduces students to computer programming concepts and practices. Students will write and test computer programs using various problem-solving strategies. Students will learn about computer environments and explore safe computing practices, emerging technologies, and postsecondary opportunities in computer-related fields. The final project involves creating a computer program (or video game) that reflects the personal interests of the student and incorporates the programming concepts learned during the course.

COURSE NOTE: No previous programming experience is necessary. Open to grade 11 and 12 students.

CREDIT: 1

TYPE: College

GRADE: 11

Computer Science**ICS4U1**

This course will further develop the programming concepts introduced in Grade 11 Computer Science. Students will create complex and fully documented programs according to industry standards. Students will analyze algorithms for effectiveness and develop creative solutions for various types of problems. They will also investigate emerging research in computer science and global career trends in computer-related fields. The final project involves creating a large software development project that reflects the personal interests of the student and incorporates the programming concepts learned during the course.

CREDIT: 1**TYPE: University****GRADE: 12****PREREQUISITE: ICS3U1 - Introduction to Computer Science**

Computer Programming**ICS4C1**

This course further develops the computer programming concepts and practices introduced in Grade 11 Computer Programming. Students will learn object-oriented programming concepts, create object-oriented software solutions, and design graphical user interfaces. Students will create software programs using industry-standard programming tools and proper project management techniques. The final project involves creating a large software development project that reflects the personal interests of the student and incorporates the programming concepts learned during the course.

CREDIT: 1**TYPE: College****GRADE: 12****PREREQUISITE: ICS3C1 - Introduction to Computer Programming**

Cooperative Education

Cooperative Education

CWE109

High Performance Athlete Program

This program allows high performance athletes the opportunity to meet academic standards while competing at a provincial, national, or international level. Students who qualify for the program, are monitored by a Co-op teacher and are required to complete assignments that focus on career opportunities within their sport and time management skills.

To qualify for the program, students must be training a minimum of 15 hours per week (not including travel time). Students must meet the provincial standard in an individual sport as recognized by the particular sport association. Students who are part of a team sport must also be a member of the provincial level team (ie. team Ontario or the equivalent). The focus of the program is on individual sports.

Final acceptance into the program is at the discretion of the Principal.

COURSE NOTE: A supplementary application must be completed.

CREDIT: 1

TYPE: Open

GRADE: 11

Cooperative Education

CWE209

Cooperative Education is a career exploration program which links classroom theory with practical work experiences available through business and industry. Students can earn up to four credits in any one semester through subject related work programs. Up to 2 credits in cooperative education can count as compulsory credits. This program is offered in all subject areas. A wide range of work placements in business, education, social sciences and industry are available, and are closely matched to student interests and intended career destinations.

Student acceptance in the program will be based on student interests, availability of suitable work placements, student references and administrative approval. Students will be required to attend an interview with the Cooperative Education teachers to be selected for the program. The student will also attend an interview with the placement supervisor prior to the start of the work placement component.

The Cooperative Education Department also offers the Ontario Youth Apprenticeship Program (OYAP).

For more information see the Cooperative Education department.

COURSE NOTE: A supplementary application must be completed.

CREDIT: 2

TYPE: Open

GRADE: 11

Cooperative Education

CWE409

Cooperative Education is a career exploration program which links classroom theory with practical work experiences available through business and industry. Students can earn up to four credits in any one semester through subject related work programs. Up to 2 credits in cooperative education can count as compulsory credits. This program is offered in all subject areas. A wide range of work placements in business, education, social sciences and industry are available, and are closely matched to student interests and intended career destinations.

Student acceptance in the program will be based on student interests, availability of suitable work placements, student references and administrative approval. Students will be required to attend an interview with the Cooperative Education teachers to be selected for the program. The student will also attend an interview with the placement supervisor prior to the start of the work placement component.

The Cooperative Education Department also offers the Ontario Youth Apprenticeship Program (OYAP).

For more information see the Cooperative Education department.

COURSE NOTE: A supplementary application must be completed.

CREDIT: 4

TYPE: Open

GRADE: 12

English

English

ENG1D1

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

CREDIT: 1

TYPE: Academic

GRADE: 9

English

ENG1P1

This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 applied English course, which leads to college or workplace preparation courses in Grades 11 and 12.

CREDIT: 1

TYPE: Applied

GRADE: 9

English

ENG1L1

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace and in the English Grade 11 Workplace Preparation course.

CREDIT: 1

TYPE: Locally Developed

GRADE: 9

English

ENG2D1

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

CREDIT: 1

TYPE: Academic

GRADE: 10

PREREQUISITE: ENG1D1 - English or ENG1P1 - English

English **ENG2P1**

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course.

CREDIT: 1 **TYPE:** Applied **GRADE:** 10

PREREQUISITE: ENG1P1 - English **or** ENG1D1 - English

English **ENG2L1**

In this course students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace, and in the English Grade 11 Workplace Preparation course.

CREDIT: 1 **TYPE:** Locally Developed **GRADE:** 10

PREREQUISITE: ENG1D1 - English **or** ENG1L1 - English **or** ENG1P1 - English

English **ENG3U1**

This course emphasizes the development of literacy, cultural awareness, communication, and critical and creative thinking skills necessary for success. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

CREDIT: 1 **TYPE:** University **GRADE:** 11

PREREQUISITE: ENG2D1 - English

English **ENG3C1**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success. The course is intended to prepare students for the compulsory Grade 12 college preparation course.

CREDIT: 1 **TYPE:** College **GRADE:** 11

PREREQUISITE: ENG2D1 - English **or** ENG2P1 - English

English **ENG3E1**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success. The course is intended to prepare students for the compulsory Grade 12 workplace preparation course.

CREDIT: 1 **TYPE:** Workplace **GRADE:** 11

PREREQUISITE: ENG2L1 - English **or** ENG2P1 - English

Media Studies**EMS301**

Through analyzing 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.

CREDIT: 1**TYPE: Open****GRADE: 11****PREREQUISITE: ENG2D1 - English or ENG2P1 - English**

English**ENG4U1**

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success. The course is intended to prepare students for university, college, or the workplace.

CREDIT: 1**TYPE: University****GRADE: 12****PREREQUISITE: ENG3U1 - English**

The Writer's Craft**EWC4U1**

Students will analyse models of effective writing and use a workshop approach to produce a range of works including a memoir, a short story, a one act play and a poetry anthology. The focus of the course will be on familiarizing students with the techniques of good writing and encouraging them to push the envelope of their own writing.

CREDIT: 1**TYPE: University****GRADE: 12****PREREQUISITE: ENG3U1 - English**

English**ENG4C1**

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success. The course is intended to prepare students for college or the workplace.

CREDIT: 1**TYPE: College****GRADE: 12****PREREQUISITE: ENG3C1 - English or ENG3U1 - English**

English**ENG4E1**

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success. The course is intended to prepare students for the workplace and active citizenship.

CREDIT: 1**TYPE: Workplace****GRADE: 12****PREREQUISITE: ENG3E1 - English**

Communication in the World of Business**EBT401**

This course emphasizes practical writing and communication skills that are needed in the world of business and technology.

CREDIT: 1**TYPE: Open****GRADE: 12****PREREQUISITE: ENG3U1 - English or ENG3C1 - English or ENG3E1 - English**

English As A Second Language

Henry Street High School offers courses in English as a Second Language to assist in the integration of students who come from parts of the world other than Canada. In addition to learning English or upgrading their language skills, these courses give students the opportunity to share their own cultures and learn about Canadian traditions and customs. As well, students will learn about the Canadian school system and available resources within the school and community. They will receive support to help them make friends and reach their full potential in a new cultural setting. A student may take a maximum of three ESL/ELD courses for credit towards the four compulsory English credits required to graduate. The remaining compulsory English credit must be earned at the Grade 11 or 12 level.

Upon arrival at Henry Street High School, a student's level of English will be assessed to determine his or her level of proficiency. Students will be placed in one of the following courses:

ELD Level 1 **ELDAO1**

This course is intended for English language learners who have limited access to schooling and thus have significant gaps in their first language literary skills.

CREDIT: 1 **TYPE:** Open **GRADE:** 9

ESL Level 1 **ESLAO1**

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.

CREDIT: 1 **TYPE:** Open **GRADE:** 9

ELD Level 2 **ELDBO1**

This course will allow English language learners who have had limited access to schooling to further extend their English communication skills.

CREDIT: 1 **TYPE:** Open **GRADE:** 10

PREREQUISITE: ELDAO1 - ELD Level 1

ESL Level 2 **ESLBO1**

This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes.

CREDIT: 1 **TYPE:** Open **GRADE:** 10

PREREQUISITE: ESLAO1 - ESL Level 1

ELD Level 3 **ELDCO1**

This course builds on students' growing literacy and language skills and extends their ability to communicate in English about a variety of topics.

CREDIT: 1 **TYPE:** Open **GRADE:** 11

PREREQUISITE: ELDBO1 - ELD Level 2

Guidance and Career Education

Career Studies

GLC201

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

CREDIT: 0.5

TYPE: Open

GRADE: 10

COREQUISITES: If you take this course, you must also take CHV201 - Civics and Citizenship

Leadership and Peer Support

GPP301

This course prepares students to act in leadership and peer support roles. The summative assignment involves designing a lesson or activity to deliver to the students they are peer helping with. Students will develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles. Students will examine group dynamics and learn the value of diversity within groups and communities.

COURSE NOTE: A supplementary application must be completed.

You must have a minimum of 75% in the grade 9 course you would like to peer help in.

CREDIT: 1

TYPE: Open

GRADE: 11

PREREQUISITE: GLC201 - Career Studies

Health and Physical Education

Health and Wellness Specialist High Skills Major (SHSM)

Henry Street is proud to offer the SHSM in Health and Wellness. Students graduate with a Red Seal Diploma and will gain immeasurable experience in the Health and Wellness sector. Many Universities and Colleges value a Red Seal diploma. Grade 11 and 12 students must meet a number of criteria to participate in this elite, professional opportunity. Students must complete a variety of courses in grades 11/12 and they must complete a two-credit co-op with a placement in a health/wellness-related field. Students in the SHSM program will receive valuable safety training and professional training certifications related to the health and wellness field (all offered through Henry Street High School). If you would like more information about the program, and how it can benefit you, please contact Henry Street High School.

Male - Physical and Health Education

PPL103

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. This course focuses on the development of fundamental movement principles through participation in large and small group activities. Students will engage in activities designed to develop goal setting skills and improve personal fitness. Students will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco and other drugs. Through engaging and fun activity and health units students will be encouraged to develop their communication and social skills.

COURSE NOTE: \$25.00 course enrichment fee. Mandatory phys ed uniform: \$15 shirt, \$15 shorts.

CREDIT: 1

TYPE: Open

GRADE: 9

Female - Physical and Health Education

PPL104

This course emphasizes regular participation in a variety of games/activities that promote lifelong healthy active living. This course focuses on the development of fundamental movement principles through participation in large and small group activities. Students will engage in activities designed to develop goal setting skills and improve personal fitness. Students will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco and other drugs. Through engaging and fun activity and health units students will be encouraged to develop their communication and social skills.

COURSE NOTE: \$30.00 course enrichment fee. Mandatory phys ed uniform: \$15 shirt, \$15 shorts.

CREDIT: 1

TYPE: Open

GRADE: 9

Male - Personal Fitness and Weight Training**PAF203**

This is a fun, active, hands-on course that introduces students to potential lifelong activities that will improve their personal fitness and wellness. Students will be given opportunities to practice goal-setting, decision-making, coping, social and interpersonal skills. Students will also study the components of fitness and personal safety. Improved physical fitness through an introduction of varied aerobic exercises, functional fitness and weight training are the main objectives of this course. Success is dependent on the student being strongly motivated to improve their personal fitness.

COURSE NOTE: Mandatory Hawks phys ed clothing.

CREDIT: 1**TYPE: Open****GRADE: 10**

Female - Sport Fitness**PAF204**

This is a fun, active, hands-on course that introduces students to lifelong activities that will improve their personal fitness and wellness. Students will engage in a variety of activities that will be both sport related and fitness related. Students will learn about and investigate health topics in nutrition, introductory anatomy/physiology and healthy relationships. Through engaging activities students will apply decision making skills and be encouraged to develop communication and leadership skills.

COURSE NOTE: \$25.00 course enrichment fee. Mandatory Hawks phys ed clothing.

CREDIT: 1**TYPE: Open****GRADE: 10**

**Hockey Canada Skills Academy: Competitive/Recreational
Hockey Program****PAI201**

This course emphasizes regular participation in a variety of hockey related physical activities that promote the development of on-ice skills as well as overall fitness with an emphasis on hockey skill development. Student learning will include the application of movement principles to refine skills; participation of a variety of on-ice and off-ice activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices.

COURSE NOTE: A course fee of \$300 is payable at the start of the semester. The fee is subject to change depending on licensing fees, the cost of ice time, and other variables.

CREDIT: 1**TYPE: Open****GRADE: 10**

Male - Physical and Health Education**PPL203**

This course expands on skills taught in PPL103 and continues to emphasize regular participation in a variety of games and activities that promote lifelong healthy active living. This course continues to focus on fundamental movement principles developed in PPL103 through large and small group activities. Students will engage in activities designed to develop goal setting skills and improve personal fitness. Students will expand their knowledge and decision making skills towards issues related to healthy sexuality and the use and abuse of substances. Students will investigate the importance of proper nutrition. Through engaging and fun activity and health units, students will be encouraged to continue develop the communication and social skills promoted in PPL103.

COURSE NOTE: Mandatory Hawks phys ed clothing.

CREDIT: 1**TYPE: Open****GRADE: 10**

Female - Physical and Health Education**PPL204**

This course expands on skills taught in PPL104 and continues to emphasize regular participation in a variety of games and activities that promote lifelong healthy active living. This course continues to focus on fundamental movement principles developed in PPL104 through large and small group activities. Students will engage in activities designed to develop goal setting skills and improve personal fitness. Students will expand their knowledge and decision making skills towards issues related to healthy sexuality and the use and abuse of substances. Students will investigate the importance of proper nutrition. Through engaging and fun activity and health units, students will be encouraged to continue develop the communication and social skills promoted in PPL104.

COURSE NOTE: Mandatory Hawks phys ed clothing.

CREDIT: 1**TYPE: Open****GRADE: 10**

Healthy Active Living Education - Outdoor Activities**PAD301**

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of recreational activities, and be given opportunities to practice goal setting, decision-making, coping, social, and interpersonal skills. Application of these principles will be taken to various outdoor settings. In-class aerobic training will include running, cycling and hiking.

Activities may include day hikes, backpacking, fitness club excursions, mountain biking, snow shoeing and downhill/cross country skiing. Two overnight trips will be offered. One will be a winter focused trip and one will be a canoe or hiking trip. Health topics will include first aid, principle of fitness, athletic injuries, and basic anatomy and physiology.

Students must be prepared to supply the necessary personal equipment for the activities, e.g. Students will need a good pair of jogging shoes, proper clothing for outdoor activities in various types of weather. Some of the activities will require a fee. To facilitate some of these activities, at times students will be beginning before school.

COURSE NOTE: A minimum fee of \$250 (includes one overnight excursion). Mandatory Hawks phys ed clothing.

CREDIT: 1**TYPE: Open****GRADE: 11**

Male - Personal Fitness and Weight Training**PAF303**

This program puts students on the pathway to earn a Specialist High Skills Major Red Seal. This course focuses on the development of a healthy lifestyle and participation of enjoyable physical activities that have the potential to engage students' interests throughout their lives. Students will be given opportunities to practice goal-setting, decision-making, coping, social and interpersonal skills. Students will also study the components of fitness and personal safety. Improved physical fitness through aerobic and resistance and functional training are the main objectives of this course. Success is dependent on the student being strongly motivated to improve their personal fitness.

COURSE NOTE: A course enrichment fee may occur. Mandatory Hawks phys ed clothing.

CREDIT: 1**TYPE: Open****GRADE: 11**

Female - Personal and Fitness Activities**PAF304**

This program may put students on the pathway to earn a Specialist High Skills Major Red Seal in Health and Wellness. Improved personal fitness through a variety of fun, fitness based activities is the main objective of this course. Activities include; Strength training, Resistance training, Functional training, Spinning, Zumba, Yoga, Pilates, Cardio Salsa, Stability Ball, BOSU Ball, HITT training, Boxercise, and Circuit Training. Students have the opportunity to develop a fitness program that is specific to their likes and interests. Success in this course requires the student to be self-motivated.

COURSE NOTE: \$40.00 program enrichment fee. Mandatory Hawks phys ed clothing.

CREDIT: 1**TYPE: Open****GRADE: 11**

Hockey Canada Skills Academy: Competitive/Recreational Hockey Program**PAI301**

This course emphasizes regular participation in a variety of hockey related physical activities that promote the development of on-ice skills as well as overall fitness with an emphasis on hockey skill development. Student learning will include the application of movement principles to refine skills; participation of a variety of on-ice and off-ice activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices.

COURSE NOTE: A course fee of \$300 is payable at the start of the semester. The fee is subject to change depending on licensing fees, the cost of ice time, and other variables.

CREDIT: 1**TYPE: Open****GRADE: 11**

Elective Physical and Health Education**PPL301**

This course focuses on the development of a healthy, active lifestyle in a variety of enjoyable physical activities available in the community. Students will have the opportunity to choose from a variety of activities which include broom ball, badminton, golf, tennis, bowling, curling; as well as a number of traditional team sports such as basketball, volleyball, badminton and field games. Health topics covered will include components wellness and personal fitness.

COURSE NOTE: Fees range from \$115-\$200 depending on the students activity interest. Mandatory Hawks phys ed clothing.

CREDIT: 1**TYPE: Open****GRADE: 11**

Introductory Kinesiology**PSK4U1**

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.

CREDIT: 1**TYPE: University****GRADE: 12**

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**PLF4M1**

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.

COURSE NOTE: Students selecting this course must be organized and committed as they will be planning and implementing events that take place in the school. An interview process may take place to select students.

CREDIT: 1**TYPE:** University/College**GRADE:** 12**PREREQUISITE:** Any health and physical education course.

Male - Personal Fitness and Weight Training**PAF4O3**

This program is on the pathway for students to earn a Specialist High Skills Major Red Seal. This course focuses on the development of a healthy lifestyle and participation of enjoyable physical activities that have the potential to engage students' interests throughout their lives. Students will be given opportunities to practice goal-setting, decision-making, coping, social and interpersonal skills. Students will also study the components of fitness and personal safety. Improved physical fitness through aerobic and resistance training are the main objectives of this course; including the introduction of more advanced exercises and weight training techniques. Success is dependent on the student being strongly motivated to improve their personal fitness.

COURSE NOTE: Mandatory Hawks phys ed clothing.

CREDIT: 1**TYPE:** Open**GRADE:** 12

Female - Mind, Body, Wellness Practices**PAR4O4**

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal-setting, decision making, coping, social and interpersonal skills. The predominate physical activities will be Yoga, Pilates, Zumba, and a selection of other mind body practices, meditation, stress reduction practices, breathing exercises and foam roller/massage ball work. This course may help students complete their SHSM Health and Wellness Pathway.

COURSE NOTE: \$25 course enrichment fee.

CREDIT: 1**TYPE:** Open**GRADE:** 12

Adaptive Health and Physical Education**PAL401**

This course integrates health and physical education leadership with special needs students of the same age. The program provides an opportunity for the students in the Senior Associated class to interact with young adults of their own age group through a variety of physical activities. For the physical education student, there is an opportunity to learn about and observe how physical education and recreation are adapted to serve the needs of individuals with exceptionalities. Students are not required to excel in sports to enroll in this class but should have some prior knowledge of basic skills.

COURSE NOTE: Mandatory Hawks phys ed clothing.

CREDIT: 1

TYPE: Open

GRADE: 12

Elective Physical and Health Education**PPL401**

This course focuses on the development of a healthy, active lifestyle in a variety of enjoyable physical activities available in the community. Students will have the opportunity to choose from a variety of activities which include broom ball, badminton, golf, tennis, bowling, curling: as well as a number of traditional team sports such as basketball, volleyball, badminton and field games. Health topics covered will include components interpersonal skills and personal fitness.

COURSE NOTE: Fees range from \$100-\$200 depending on the students activity interest. Mandatory Hawks phys ed clothing.

CREDIT: 1

TYPE: Open

GRADE: 12

International Languages

Core French

FSF1D1

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

CREDIT: 1

TYPE: Academic

GRADE: 9

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

Core French

FSF1P1

This course provides opportunities for students to communicate and interact in French in structured situations, with a focus on everyday topics, and to apply their knowledge of French in everyday situations. Students will develop listening, speaking, reading, and writing skills introduced in the elementary Core French program, through practical applications and concrete examples, and will use creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

CREDIT: 1

TYPE: Applied

GRADE: 9

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

Core French

FSF2D1

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

CREDIT: 1

TYPE: Academic

GRADE: 10

PREREQUISITE: FSF1D1 - Core French

Core French

FSF3U1

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

CREDIT: 1

TYPE: University

GRADE: 11

PREREQUISITE: FSF2D1 - Core French

Core French

FSF4U1

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

CREDIT: 1

TYPE: University

GRADE: 12

PREREQUISITE: FSF3U1 - French

Mathematics

Mathematics – Grade 9

MTH1W1

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.

CREDIT: 1

TYPE: Destreamed

GRADE: 9

Essentials of Mathematics

MAT1L1

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives and in the workplace. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

CREDIT: 1

TYPE: Locally Developed

GRADE: 9

Principles of Mathematics

MPM2D1

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.

CREDIT: 1

TYPE: Academic

GRADE: 10

PREREQUISITE: MPM1D1 - Principles of Mathematics

Foundations of Mathematics

MFM2P1

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

CREDIT: 1

TYPE: Applied

GRADE: 10

PREREQUISITE: MFM1P1 - Foundations of Mathematics **or** MPM1D1 - Principles of Mathematics

Essentials of Mathematics**MAT2L1**

This course emphasizes the extension of mathematical knowledge and skills to prepare students for success in their everyday lives and in the workplace. The course is organized in three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on strengthening and extending key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to extend their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

CREDIT: 1**TYPE: Locally Developed****GRADE: 10**

PREREQUISITE: MAT1L1 - Essentials of Mathematics **or** MFM1P1 - Foundations of Mathematics **or** MPM1D1 - Principles of Mathematics

Functions**MCR3U1**

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.

CREDIT: 1**TYPE: University****GRADE: 11**

PREREQUISITE: MPM2D1 - Principles of Mathematics

Functions and Applications

MCF3M1

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

CREDIT: 1

TYPE: University/College

GRADE: 11

PREREQUISITE: MPM2D1 - Principles of Mathematics **or** MFM2P1 - Foundations of Mathematics

Foundations for College Mathematics

MBF3C1

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

CREDIT: 1

TYPE: College

GRADE: 11

PREREQUISITE: MFM2P1 - Foundations of Mathematics **or** MPM2D1 - Principles of Mathematics

Mathematics for Work and Everyday Life

MEL3E1

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

CREDIT: 1

TYPE: Workplace

GRADE: 11

PREREQUISITE: MFM1P1 - Foundations of Mathematics **or** MAT2L1 - Essentials of Mathematics **or** MFM2P1 - Foundations of Mathematics

Calculus and Vectors**MCV4U1**

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

CREDIT: 1**TYPE: University****GRADE: 12****PREREQUISITE: MHF4U1 - Advanced Functions**

Data Management**MDM4U1**

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.

CREDIT: 1**TYPE: University****GRADE: 12****PREREQUISITE: MCR3U1 - Functions or MCF3M1 - Functions and Applications**

Advanced Functions**MHF4U1**

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.

CREDIT: 1**TYPE: University****GRADE: 12****PREREQUISITE: MCR3U1 - Functions or MCT4C1 – Mathematics for College Technology**

Foundations for College Mathematics

MAP4C1

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

CREDIT: 1

TYPE: College

GRADE: 12

PREREQUISITE: MBF3C1 - Foundations for College Mathematics **or** MCF3M1 - Functions and Applications **or** MCR3U1 - Functions

Mathematics for College Technology

MCT4C1

This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, exponential, and trigonometric functions; continue to represent functions numerically, graphically, and algebraically; develop facility in simplifying expressions and solving equations; and solve problems that address applications of algebra, trigonometry, vectors, and geometry. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for a variety of college technology programs.

CREDIT: 1

TYPE: College

GRADE: 12

PREREQUISITE: MCR3U1 - Functions **or** MCF3M1 - Functions and Applications

Mathematics for Work and Everyday Life

MEL4E1

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

CREDIT: 1

TYPE: Workplace

GRADE: 12

PREREQUISITE: MEL3E1 - Mathematics for Work and Everyday Life **or** MBF3C1 - Foundations for College Mathematics

Science

Science

SNC1D1

This course enables students to develop an understanding of basic concepts in biology, chemistry, space science and physics. There will also be a focus on the development of laboratory skills. The major units of study include sustainable ecosystems, introductory chemistry, principles of electricity and the study of the universe and its properties.

CREDIT: 1

TYPE: Academic

GRADE: 9

Science

SNC1P1

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

CREDIT: 1

TYPE: Applied

GRADE: 9

Science

SNC1L1

This course reinforces and strengthens science related knowledge and skills including scientific inquiry, critical thinking and the relationship between science, society and the environment. The course prepares students for success in everyday life, in the workplace and in the Grade 11 Workplace Preparation course. Students explore a range of topics including science in everyday life, properties of common materials, life-sustaining processes in simple and complex organisms and electrical circuits. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.

CREDIT: 1

TYPE: Locally Developed

GRADE: 9

Science

SNC2D1

This course enables students to enhance their understanding of biology, chemistry, earth and space science, physics and the interrelationships between science, technology, society and the environment. Students will also be given the opportunity to further develop their scientific investigation skills. The major units include tissues, organs and systems; chemical reactions; climate change; light and geometric optics.

CREDIT: 1

TYPE: Academic

GRADE: 10

PREREQUISITE: SNC1D1 - Science or SNC1P1 - Science

Science**SNC2P1**

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

CREDIT: 1**TYPE: Applied****GRADE: 10****PREREQUISITE: SNC1D1 - Science or SNC1P1 - Science**

Science**SNC2L1**

This course reinforces and strengthens science related knowledge and skills including scientific inquiry, critical thinking and the environmental impact of science and technology. The course prepares students for success in everyday life, in the workplace, and in the Grade 11 Workplace Preparation course. Students explore a range of topics including science in the media, interactions of common materials, interdependence of organisms in communities and using electrical energy. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.

CREDIT: 1**TYPE: Locally Developed****GRADE: 10****PREREQUISITE: SNC1D1 - Science or SNC1L1 - Science or SNC1P1 - Science**

Biology**SBI3U1**

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

CREDIT: 1**TYPE: University****GRADE: 11****PREREQUISITE: SNC2D1 - Science**

Chemistry**SCH3U1**

This course is designed to deepen students' understanding of the chemical concepts of chemical reactions and quantitative relationships of those reactions; solutions and solubility; atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the impact of some common chemical reactions on society and the environment.

CREDIT: 1**TYPE: University****GRADE: 11****PREREQUISITE: SNC2D1 - Science**

Physics**SPH3U1**

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.

CREDIT: 1**TYPE: University****GRADE: 11****PREREQUISITE: SNC2D1 - Science**

Environmental Science**SVN3M1**

This course provides students with the fundamental knowledge of skills relating to environmental science. 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.

CREDIT: 1**TYPE: University/College****GRADE: 11****PREREQUISITE: SNC2D1 - Science or SNC2P1 - Science**

Biology**SBI3C1**

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

CREDIT: 1**TYPE: College****GRADE: 11****PREREQUISITE: SNC2D1 - Science or SNC2P1 - Science**

Environmental Science**SVN3E1**

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

CREDIT: 1**TYPE: Workplace****GRADE: 11****PREREQUISITE: SNC1D1 - Science or SNC1P1 - Science or SNC1L1 - Science or SNC2L1 - Science**

Biology**SBI4U1**

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.

CREDIT: 1**TYPE: University****GRADE: 12****PREREQUISITE: SBI3U1 - Biology**

Chemistry**SCH4U1**

This course is designed to deepen students' 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. Emphasis will be placed on evaluating the impact of chemical technology on the environment.

CREDIT: 1**TYPE: University****GRADE: 12****PREREQUISITE: SCH3U1 - Chemistry**

Science**SNC4M1**

This course is designed for students interested in pursuing post-secondary education in the area of health sciences. Through theoretical and practical applications of the topics under study - microbiology, biochemistry and social medicine - students will enhance their scientific investigation skills.

CREDIT: 1**TYPE: University/College****GRADE: 12****PREREQUISITE: SNC2D1 - Science or SBI3C1 – Biology or SBI3U1 – Biology or SCH3U1 – Chemistry or SPH3U1 – Physics or SVN3M1 – Environmental Science**

Physics**SPH4U1**

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.

CREDIT: 1**TYPE: University****GRADE: 12****PREREQUISITE: SPH3U1 - Physics**

Chemistry**SCH4C1**

This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis; organic chemistry; electrochemistry; chemical calculations and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques and develop skills in data collection and scientific analysis. Emphasis will be placed on the role of chemistry in everyday life.

CREDIT: 1**TYPE: College****GRADE: 12****PREREQUISITE: SNC2D1 - Science or SNC2P1 - Science**

Physics**SPH4C1**

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

CREDIT: 1**TYPE: College****GRADE: 12****PREREQUISITE: SNC2D1 - Science or SNC2P1 - Science**

Science**SNC4E1**

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

CREDIT: 1**TYPE: Workplace****GRADE: 12****PREREQUISITE: SNC2D1 - Science or SNC2L1 - Science or SNC2P1 - Science**

Social Sciences and Humanities

Exploring Family Studies

HIF101

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

COURSE NOTE: \$20 course enhancement fee.

CREDIT: 1

TYPE: Open

GRADE: 9

Food and Nutrition

HFN201

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

COURSE NOTE: \$30 course enhancement fee.

CREDIT: 1

TYPE: Open

GRADE: 10

Clothing/Fashion

HNL201

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

COURSE NOTE: \$40 course enhancement fee.

CREDIT: 1

TYPE: Open

GRADE: 10

Introduction to Anthropology, Psychology & Sociology

HSP3U1

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.

CREDIT: 1

TYPE: University

GRADE: 11

PREREQUISITE: ENG2D1 - English **or** CHC2D1 - Canadian History since World War I

Food and Culture**HFC3M1**

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

COURSE NOTE: \$30 course enhancement fee.

CREDIT: 1**TYPE:** University/College**GRADE:** 11

Working with Infants and Young Children**HPW3C1**

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

CREDIT: 1**TYPE:** College**GRADE:** 11

Families in Canada**HHS4U1**

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

CREDIT: 1**TYPE:** University**GRADE:** 12

PREREQUISITE: Any university or university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.

Challenge and Change in Society

HSB4U1

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.

CREDIT: 1

TYPE: University

GRADE: 12

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

Philosophy: Questions and Theories

HZT4U1

Metaphysics, logic, epistemology, ethics, social and political philosophy, and aesthetics. Do you know what these terms mean? Do you know how the great philosophers thought these ideas affected your life? Join us and learn how to develop your own philosophy of life!

CREDIT: 1

TYPE: University

GRADE: 12

PREREQUISITE: Any U or M Social Science, English or Canadian and World Studies.

Behavioural Science

IDC4UJ

This course is designed to focus on the human mind and behaviour. Students will explore and develop an understanding of the scientific methods employed in understanding human psychology as well as the philosophical and historical origins of the behavioural sciences. A basic understanding of the brain and nervous system will serve as a foundation for the investigation of several topics common to an introductory psychology course. Topics such as sensation & perception, mental health, learning, personality, and human sexuality will be covered. In addition to learning interesting content, students will also be given opportunities to either design and conduct experiments, conduct research on contemporary issues in psychology, or to teach their colleagues topics of special interest.

COURSE NOTE: Universities will only consider one IDC4U course for admission.

CREDIT: 1

TYPE: University

GRADE: 12

PREREQUISITE: Any university or university/college preparation course in Social Science, Science, English or Canadian and World Studies.

Equity and Social Justice: From Theory to Practice

HSE4M1

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

CREDIT: 1

TYPE: University/College

GRADE: 12

PREREQUISITE: Any university or university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.

Working with School-Age Children and Adolescents

HPD4C1

This course prepares students for occupations involving school-age children and adolescents. Students will study a variety of theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with older children. Students will become familiar with occupational opportunities and requirements related to working with older children and adolescents. They will develop research skills used in investigating child and adolescent behaviour and development.

CREDIT: 1

TYPE: College

GRADE: 12

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

Personal Life Management

HIP4O1

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

CREDIT: 1

TYPE: Open

GRADE: 12

Technological Education

Exploring Technologies- Transportation/Construction/Design/Communication

TIJ101

This course enables students to further explore and develop technological knowledge and skills in transportation, construction, communication, and design technology in four and a half week rotations. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and societal issues, and will begin to explore secondary and post secondary education and training pathways leading to careers in technology-related fields.

COURSE NOTE: There is a \$10 course fee.

CREDIT: 1

TYPE: Open

GRADE: 9

Exploring Technologies - Hairstyling and Aesthetics/Culinary Arts

TIJ10J

This course allows students to explore and develop technological skills and concepts through experiential learning. Session one explores Hairstyling and Aesthetics including hair, nails, and skin care, while session two explores the Culinary Arts including both cooking and baking. In two, nine week rotations, students will develop an awareness of related environmental and societal issues, and will begin to explore secondary and post secondary pathways leading to careers in these fields.

COURSE NOTE: There is a \$20 course fee due at the start of session one.

CREDIT: 1

TYPE: Open

GRADE: 9

Construction Technology

TCJ201

This course introduces students to building materials and processes through opportunities to design and build various construction projects. Students will learn to create and read working drawings; become familiar with common construction materials, components, and processes; and perform a variety of fabrication, assembly, and finishing operations. They will use a variety of hand and power tools and apply knowledge of imperial and metric systems of measurement, as appropriate. Students will develop an awareness of environmental and societal issues related to construction technology, and will explore secondary and postsecondary pathways leading to careers in the industry.

COURSE NOTE: There will be a \$25 project fee.

CREDIT: 1

TYPE: Open

GRADE: 10

Technological Design**TDJ201**

This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design, and learn about secondary and postsecondary education and training leading to careers in the field.

COURSE NOTE: There is a \$10 course fee.

CREDIT: 1**TYPE: Open****GRADE: 10**

Hospitality and Tourism Technology**TFJ201**

This course provides students with the opportunity to develop hands-on skills, through problem solving, practice and step-by-step instruction. Students will also learn about tourism attractions across Canada, health and safety, measurement, bakers math, costing, event planning and culinary theory. Students will develop an awareness of related environmental and societal issues, and will explore secondary and post secondary pathways leading to careers in the tourism industry.

COURSE NOTE: There is a \$20 course fee.

CREDIT: 1**TYPE: Open****GRADE: 10**

Communications Technology**TGJ201**

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

CREDIT: 1**TYPE: Open****GRADE: 10**

Transportation Technology**TTJ201**

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

CREDIT: 1**TYPE: Open****GRADE: 10**

Hairstyling and Aesthetics**TXJ2O1**

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

COURSE NOTE: There is a \$25 course fee for student's who purchase a mannequin to use and keep.

CREDIT: 1**TYPE: Open****GRADE: 10**

Technological Design**TDJ3M1**

This course examines how technological design is influenced by human, environmental, financial, and material requirements and resources. Students will research, design, build, and assess solutions that meet specific human needs, using working drawings and other communication methods to present their design ideas. They will develop an awareness of environmental, societal, and cultural issues related to technological design, and will explore career opportunities in the field, as well as the college and/or university program requirements for them.

COURSE NOTE: There is a \$15 course fee.

CREDIT: 1**TYPE: University/College****GRADE: 11**

Yearbook**TGG3M1**

This course covers the knowledge and skills needed to produce the annual Hawks yearbook. Students will master the skills and demonstrate leadership in all aspects of yearbook production including layout and graphic design; photography; copy writing, headline writing and other journalistic techniques; desk-top publishing and related software applications; marketing and advertising; interaction with local businesses; teamwork and organizational skills; and time management. Students will acquire the necessary tools for success in the printing and graphic industry.

COURSE NOTE: A supplementary application/portfolio is required and can be picked up in the Business office.

CREDIT: 1**TYPE: University/College****GRADE: 11**

**Communications Technology: Computer Gaming Focus,
Interactive New Media****TGI3M1**

This course enables students to develop knowledge and skills in the growing area of computer gaming and 3D animation. The areas of video game development, 3D computer animation and 3D modeling are explored in the course. Textures and materials will be created in Photoshop for use in the 3D environment. Students will also expand their awareness of environmental and social issues related to communication technology and explore post secondary education, training and career opportunities.

COURSE NOTE: Recommendation-TGJ2O1**CREDIT:** 1**TYPE:** University/College**GRADE:** 11

Communications Technology**TGJ3M1**

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

CREDIT: 1**TYPE:** University/College**GRADE:** 11

Construction Engineering Technology**TCJ3C1**

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

COURSE NOTE: There will be a \$40 project fee.**CREDIT:** 1**TYPE:** College**GRADE:** 11

Hospitality and Tourism: Culinary Arts and Management**TFR3C2**

This is a double credit Culinary Arts course. In this course students will learn the fundamentals of cooking and baking. Students will have the option to sign up for the Specialist High Skills Major program and earn their First Aid, CPR, Customer Service and Food Safety certifications. This course enables students to develop or expand knowledge and skills related to hospitality and tourism, as reflected in the various sectors of the tourism industry. Students will learn about preparing and presenting food, evaluating facilities, controlling inventory, and marketing and managing.

COURSE NOTE: There is a \$20 course fee.**CREDIT:** 2**TYPE:** College**GRADE:** 11

Transportation Technology**TTJ3C1**

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

COURSE NOTE: Please refer to the Transportation program pathway in the Course Calendar.

CREDIT: 1**TYPE: College****GRADE: 11**

Introduction to Baking**TFB3E1**

This Culinary Arts course with a focus of baking. Students will have the option to sign up for the Specialist High Skills Major program and earn their First Aid, CPR, Customer Service and Food Safety certifications. Students will learn how to prepare, present, and serve food using a variety of tools and equipment, and will develop an understanding of the fundamentals of providing high-quality service to ensure customer satisfaction and the components of running a successful event or activity.

COURSE NOTE: There is a \$20 course fee.

CREDIT: 1**TYPE: Workplace****GRADE: 11**

Hairstyling and Aesthetics**TXJ3E1**

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

COURSE NOTE: There is a \$50 course fee for students who purchase a mannequin to use and keep.

CREDIT: 1**TYPE: Workplace****GRADE: 11**

Technological Design**TDJ4M1**

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

COURSE NOTE: There is a \$15 course fee.

CREDIT: 1 **TYPE:** University/College

GRADE: 12

PREREQUISITE: TDJ3M1 - Technological Design

Communications Technology: Print and Graphic Communications**TGG4M1**

This course covers the knowledge and skills needed to produce the annual Hawks yearbook. Students will master the skills and demonstrate leadership in all aspects of yearbook production including layout and graphic design; photography; copy writing, headline writing and other journalistic techniques; desk-top publishing and related software applications; marketing and advertising; interaction with local businesses; teamwork and organizational skills; and time management. Students will acquire the necessary tools for success in the printing and graphic industry.

COURSE NOTE: A supplementary application/portfolio is required and can be picked up in the Business office.

CREDIT: 1 **TYPE:** University/College

GRADE: 12

Communications Technology: Interactive New Media and Animation**TGI4M1**

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communication. Students may work in the areas of 3D computer animation, video, and movie production; audio production; print and graphic communications; photography; 2D and 3D digital imaging; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology, and will investigate career opportunities and challenges in a rapidly changing technological environment.

CREDIT: 1 **TYPE:** University/College

GRADE: 12

PREREQUISITE: TGI3M1 - Communications Technology: Computer Gaming Focus, Interactive New Media

Communications Technology

TGJ4M1

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology, and will investigate career opportunities and challenges in a rapidly changing technological environment.

CREDIT: 1

TYPE: University/College

GRADE: 12

PREREQUISITE: TGJ3M1 - Communications Technology

Construction Engineering Technology

TCJ4C1

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

COURSE NOTE: There will be a \$40 project fee.

CREDIT: 1

TYPE: College

GRADE: 12

PREREQUISITE: TCJ3C1 - Construction Engineering Technology

Hospitality and Tourism: Culinary Arts and Management

TFR4C1

This course enables students to expand their baking and cooking skills. Students will have the option to sign up for the Specialist High Skills Major program and earn their First Aid, CPR, Customer Service and Food Safety certifications. Students will demonstrate advanced food preparation and presentation skills; increase health and wellness knowledge; develop tourism administration and management skills; design and implement a variety of events or activities; and investigate principles and procedures that contribute to high-quality customer service.

COURSE NOTE: There is a \$20 course fee.

CREDIT: 1

TYPE: College

GRADE: 12

PREREQUISITE: TFR3C2 - Hospitality and Tourism: Culinary Arts and Management **or** TFB3E2 - Introduction to Baking

Transportation Technology

TTJ4C1

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

CREDIT: 1

TYPE: College

GRADE: 12

PREREQUISITE: TTJ3C1 - Transportation Technology

Transportation Technology: Vehicle Maintenance

TTJ4E1

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

CREDIT: 1

TYPE: Workplace

GRADE: 12

Hairstyling and Aesthetics

TXJ4E1

This is an extension of the grade eleven workplace Hairstyling and Aesthetics course. Working in a salon/spa team environment, students will strengthen their cosmetology skills and develop an understanding of common business practices. Students will also expand their understanding of environmental and societal issues and their knowledge of postsecondary destinations in the hairstyling and aesthetics industry.

COURSE NOTE: There is a \$50.00 course fee for student's who purchase a mannequin to use and keep.

CREDIT: 1

TYPE: Workplace

GRADE: 12

PREREQUISITE: TXJ3E1 - Hairstyling and Aesthetics