



# Banting Memorial

High School

2023  
C O U R S E  
C A L E N D A R  
2024

# Banting Memorial High School

## About us

Banting Memorial High School is a large vibrant school with a wide variety of curricular and extra-curricular programs. We value the worth of an individual by providing a safe and caring environment where each student can realize his or her personal potential, and become a responsible citizen.

## Accomplishments

- **Blood Donor Clinic** - Banting ranked third in total number of donations and first overall for first time donors in the Young Blood for Life program
- **Diabetes Walk** - Banting has raised over \$160,000 through our annual Diabetes Walk, with all proceeds going to the Canadian Diabetes Association
- **GBSSA Champions (2021/22)** Jr Boys Rugby and Sr Girls Flag Football, Cross Country Running
- **SCAA Champions(2021/22)** – Sr Tennis (Doubles), Girls Hockey, Sr Girls Flag Football, Jr Girls Soccer, Boys Curling
- **OFSSA (2022):**
  - Gold Metal in Shotput
  - Silver Medal in Discus
  - Bronze Medals in Triple Jump and Sprint Hurdles
- **Visual Arts** - OSSTF Marion Drysdale Student Achievement Award, Award of Distinction, The Jane Dewar Award of Excellence and The Award of Merit for the Innisfil Studio Tour Youth Art Show

## Program highlights

- Specialist High Skills Major in Angri-Business, Health and Wellness, and Transportation
- Extended French, French Immersion, Advanced Placement (AP®) in Biology
- Robotics program

## Course selection information – timelines and due dates:

Grade 8 Open House: Jan. 19 or 24, 2023 from 6:30-7:15 p.m.

Grade 8 Course selection process: Feb. 17-March 5, 2023 (due date)

Grade 9-12 Course selection/computer labs: Feb-March 6, 2023



**Legend: The 5<sup>th</sup> digit represents the level of the course offering**

**Grade 9:** Common Curriculum (single stream) for all Core Subjects  
Open level (O) for all electives

**Grade 10:** Academic level (D)  
Applied level (P)  
Locally Developed (L)  
Open (O)

**Grade 11 & 12:** University (U)  
University/College (M)  
College (C)  
Workplace (E)

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>THE ARTS</b>				
Dramatic Arts	<a href="#">ADA101</a>	<a href="#">ADA201</a>	<a href="#">ADA301</a>	
Dramatic Arts			<a href="#">ADA3M1</a>	<a href="#">ADA4M1</a>
Dramatic Arts-Production				<a href="#">ADD4M1</a>
Dance		<a href="#">ATC201</a>	<a href="#">ATC301</a>	
Music: Instrumental	<a href="#">AMI101</a>	<a href="#">AMI201</a>		
Music: Instrumental, Band			<a href="#">AMI3M1</a>	<a href="#">AMI4M1</a>
Music: Vocal	<a href="#">AMV101</a>	<a href="#">AMV201</a>	<a href="#">AMV3M1</a>	<a href="#">AMV4M1</a>
Music: Music in Computers		<a href="#">AMM201</a>	<a href="#">AMM301</a>	
Music: Guitar Music		<a href="#">AMG201</a>	<a href="#">AMG301</a>	
Visual Arts	<a href="#">AVI101</a>	<a href="#">AVI201</a>	<a href="#">AVI3M1</a>	<a href="#">AVI4M1</a>
Arts intégrés -French Immersion	<a href="#">ALC10U</a>			
Visual Arts: Sculpture			<a href="#">AWP301</a>	<a href="#">AWP4M1</a>
Visual Arts : Digital Media/Media Arts	<a href="#">AWS101</a>	<a href="#">ASM201</a>	<a href="#">ASM3M1</a>	<a href="#">ASM4M1</a>
Visual Arts: Drawing			<a href="#">AWL301</a>	
Visual Arts: Photography-Yearbook			<a href="#">AWQ301</a>	
Visual Arts: Photography -Yearbook			<a href="#">AWQ3M1</a>	

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>BUSINESS STUDIES</b>				
Introduction to Business	<a href="#">BBI101</a>	<a href="#">BBI201</a>		
Financial Accounting Fundamentals			<a href="#">BAF3M1</a>	
Financial Accounting Principles				<a href="#">BAT4M1</a>
Business Leadership: Management Fundamentals				<a href="#">BOH4M1</a>
International Business Fundamentals				<a href="#">BBB4M1</a>
Entrepreneurship: The Venture			<a href="#">BDI3C1</a>	
Marketing: Goods, Services, and Events			<a href="#">BMI3C1</a>	

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>CANADIAN and WORLD STUDIES</b>				
<b>Geography:</b>				
Issues in Geography	<a href="#">CGC1D1</a>			
Geographie du Canada (French Immersion)	<a href="#">CGC1DU</a>			
Forces of Nature: Physical Processes and Disasters			<a href="#">CGF3M1</a>	
Travel and Tourism: A Geographic Perspective			<a href="#">CGG3O1</a>	
The Environment and Resource Management				<a href="#">CGR4M1</a>
World Issues: A Geographic Analysis				<a href="#">CGW4U1</a>
<b>History:</b>				
Canadian History since World War I		<a href="#">CHC2D1</a>		
Canadian History since World War I		<a href="#">CHC2P1</a>		
Canadian History since World War I		<a href="#">CHC2LL</a>		
Histoire du Canada depuis la Première Guerre mondiale (French Immersion)		<a href="#">CHC2DU</a>		
		<a href="#">CHC2PU</a>		
Civics and Citizenship (half credit taken with a half Careers)		<a href="#">CHV2OH</a>		
Civisme et citoyenneté (French Immersion) (half credit taken with a half Études de carrière)		<a href="#">CHV2OU</a>		
Adventures in World History				<a href="#">CHM4E1</a>
American History			<a href="#">CHA3U1</a>	
World History to the End of the Fifteenth Century			<a href="#">CHW3M1</a>	
World History since the Fifteenth Century				<a href="#">CHY4C1</a>
World History since the Fifteenth Century				<a href="#">CHY4U1</a>
World History since 1900: Global and Regional Interactions			<a href="#">CHT3O1</a>	
<b>Law:</b>				
Understanding Canadian Law			<a href="#">CLU3M1</a>	
Understanding Canadian Law in Everyday Life			<a href="#">CLU3E1</a>	
Legal Studies				<a href="#">CLN4C1</a>
Canadian and International Law				<a href="#">CLN4U1</a>
<b>Economics:</b> Making Personal Economic Choices				<a href="#">CIC4E1</a>
<b>Politics:</b> Canadian and World Politics				<a href="#">CPW4U1</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>COMPUTER STUDIES</b>				
Introduction to Computer Studies		<a href="#">ICD2O1</a>		
Introduction to Computer Science			<a href="#">ICS3U1</a>	<a href="#">ICS4U1</a>
Introduction to Computer Programming			<a href="#">ICS3C1</a>	<a href="#">ICS4C1</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>COOPERATIVE EDUCATION</b>				
Designing Your Future (2 credits)			<a href="#">GWL3O2</a>	<a href="#">GWL3O2</a>
Designing Your Future (4 credits)			<a href="#">GWL3O4</a>	<a href="#">GWL3O4</a>



Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>ENGLISH</b>				
English	<a href="#">ENL1W1</a>	<a href="#">ENG2D1</a>		
English		<a href="#">ENG2P1</a>		
English	<a href="#">ENG1LL</a>	<a href="#">ENG2LL</a>		
English: Understanding Contemporary First Nations, Métis, and Inuit Voices			<a href="#">NBE3U1</a>	
English				<a href="#">ENG4U1</a>
English: Understanding Contemporary First Nations, Métis, and Inuit Voices			<a href="#">NBE3C1</a>	
English				<a href="#">ENG4C1</a>
English: Understanding Contemporary First Nations, Métis, and Inuit Voices			<a href="#">NBE3E1</a>	
English				<a href="#">ENG4E1</a>
Interdisciplinary Studies-Film as Narrative				<a href="#">IDC4O1</a>
Ontario Secondary School Literacy Course				<a href="#">OLC4O1</a>
The Writer's Craft				<a href="#">EWC4U1</a>
The Writer's Craft				<a href="#">EWC4C1</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>FRENCH and INTERNATIONAL LANGUAGES</b>				
Core French	<a href="#">FSF1D1</a>	<a href="#">FSF2D1</a>	<a href="#">FSF3U1</a>	<a href="#">FSF4U1</a>
Core French		<a href="#">FSF2P1</a>	<a href="#">FSF3O1</a>	<a href="#">FSF4O1</a>
French	<a href="#">FSF1O1</a>			
Extended French				<a href="#">FEF4UE</a>
French Immersion	<a href="#">FIF1DU</a>	<a href="#">FIF2DU</a> <a href="#">FIF2PU</a>	<a href="#">FIF3UU</a> <a href="#">FIF3OU</a>	
Latin (begins grade 9 or 10)	<a href="#">LVLBD1</a>	<a href="#">LVLBD1</a>	<a href="#">LVLCU1</a>	<a href="#">LVLDU1</a>
Classical Civilization				<a href="#">LVV4U1</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>GUIDANCE and CAREER EDUCATION</b>				
Career Studies (half credit taken with a half Civics and Citizenship) Études de carrière (French Immersion) (half credit taken with a half Civisme et citoyenneté)		<a href="#">GLC2OH</a> <a href="#">GLC2OU</a>		
Leadership and Peer Support			<a href="#">GPP3O1</a>	

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>HEALTH and PHYSICAL EDUCATION</b>				
Health Active Living Education	<a href="#">PPL1O1</a>	<a href="#">PPL2O1</a>	<a href="#">PPL3O1</a>	<a href="#">PPL4O1</a>
Education physique et a la sante-French Immersion (co-ed)	<a href="#">PAI1OU</a>			
Personal and Fitness Activities		<a href="#">PAF2O1</a>	<a href="#">PAF3O1</a>	<a href="#">PAF4O1</a>
Education en Plein Air (French Immersion)			<a href="#">PAD3OU</a>	
Introductory Kinesiology				<a href="#">PSK4U1</a>
Recreation and Fitness Leadership				<a href="#">PLF4M1</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>INTERDISCIPLINARY STUDIES</b>				
Film as Narrative				<a href="#">IDC4O1</a>
Banting Marauder Leadership (1 or 2 credit package with PLF4M1)				<a href="#">IDP4U1</a> <a href="#">IDP4O1</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>MATHEMATICS</b>				
Principles of Mathematics	<a href="#">MTH1W1</a>	<a href="#">MPM2D1</a>		
Foundations of Mathematics		<a href="#">MFM2P1</a>		
Mathematics	<a href="#">MAT1LL</a>	<a href="#">MAT2LL</a>		
Functions			<a href="#">MCR3U1</a>	
Functions and Applications			<a href="#">MCF3M1</a>	
Foundations for College Mathematics			<a href="#">MBF3C1</a>	<a href="#">MAP4C1</a>
Mathematics for Work and Everyday Life			<a href="#">MEL3E1</a>	<a href="#">MEL4E1</a>
Advanced Functions				<a href="#">MHF4U1</a>
Calculus and Vectors				<a href="#">MCV4U1</a>
Mathematics of Data Management				<a href="#">MDM4U1</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>SCIENCE</b>				
Science	<a href="#">SNC1W1</a>	<a href="#">SNC2D1</a>		
Science		<a href="#">SNC2P1</a>		
Science	<a href="#">SNC1LL</a>	<a href="#">SNC2LL</a>		
Biology ( <i>Advanced Placement</i> )			<a href="#">SBI3UP*</a>	<a href="#">SBI4UP*</a>
Biology			<a href="#">SBI3U1</a>	<a href="#">SBI4U1</a>
Biology			<a href="#">SBI3C1</a>	
Chemistry			<a href="#">SCH3U1</a>	<a href="#">SCH4U1</a>
Chemistry				<a href="#">SCH4C1</a>
Environmental Science			<a href="#">SVN3M1</a>	
Environmental Science			<a href="#">SVN3E1</a>	
Earth and Space Science				<a href="#">SES4U1</a>
Green Industries		<a href="#">THJ2O1</a>		
Green Industries :Animal Science and Veterinary Studies			<a href="#">THA3M1</a>	
Green Industries :Horticulture			<a href="#">THH3E1</a>	
Green Industries				<a href="#">THJ4M1</a>
Green Industries :Landscaping, Construction & Maintenance				<a href="#">THL4E1</a>
Physics			<a href="#">SPH3U1</a>	<a href="#">SPH4U1</a>
Physics				<a href="#">SPH4C1</a>

\*The Advanced Placement (AP) Biology course is an accelerated and advanced level program designed to meet the rigorous requirements of the American College Board examination in May, allowing students to experience university level programming while still in high school.

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>SOCIAL SCIENCES and HUMANITIES</b>				
<b>Equity Studies:</b>				
Equity and Social Justice				<a href="#">HSE4M1</a>
Exploring Family Studies	<a href="#">HIF1O1</a>			
<b>Fashion &amp; Housing:</b>				
Clothing		<a href="#">HNL2O1</a>		

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>SOCIAL SCIENCES and HUMANITIES</b>				
Understanding Fashion			<a href="#">HNC3C1</a>	
Housing and Home Design			<a href="#">HLS3O1</a>	
The World of Fashion				<a href="#">HNB4M1</a>
<b>Food and Nutrition:</b>				
Food and Nutrition		<a href="#">HFN2O1</a>		
Food and Culture			<a href="#">HFC3E1</a>	
Nutrition and Health				<a href="#">HFA4U1</a>
Nutrition and Health				<a href="#">HFA4C1</a>
Food and Healthy Living				<a href="#">HFL4E1</a>
<b>General Family Studies:</b>				
Dynamics of Human Relationships			<a href="#">HHD3O1</a>	
Families in Canada				<a href="#">HHS4U1</a>
Families in Canada				<a href="#">HHS4C1</a>
Human Development throughout the Lifespan				<a href="#">HHG4M1</a>
Personal Life Management				<a href="#">HIP4O1</a>
<b>Raising and Caring for Children:</b>				
Working with Infants and Young Children			<a href="#">HPW3C1</a>	
Raising Healthy Children			<a href="#">HPC3O1</a>	
Working with School-Age Children and Adolescents				<a href="#">HPD4C1</a>
<b>Philosophy:</b>				
Philosophy, The Big Questions			<a href="#">HZB3M1</a>	
<b>General Social Sciences:</b>				
Introduction to Anthropology, Psychology and Sociology			<a href="#">HSP3U1</a>	
Introduction to Anthropology, Psychology and Sociology			<a href="#">HSP3C1</a>	
Introduction à l'anthropologie, à la psychologie et à la			<a href="#">HSP3UU</a>	
Sociologie (French Immersion)			<a href="#">HSP3CU</a>	
Challenge and Change in Society				<a href="#">HSB4U1</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>Specialty Course Packages</b>				
Robotic Engineering and Design (Grade 10) (2 credit package)		<a href="#">Block 2A</a>		
Robotic Engineering Systems and Design (Grade 11) (2 credit package)			<a href="#">Block 2C</a>	
Banting Marauder Leadership (1 or 2 credit package)				<a href="#">IDP4U1</a> <a href="#">IDP4O1</a> <a href="#">PLF4M1</a>

*All the above specialty Course Packages are multi-credited. Please see the descriptor for each course.*

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>TECHNOLOGICAL EDUCATION</b>				
<b>Exploring Technologies:</b>				
Construction, Manufacturing, & Transportation	<a href="#">TIJ1O1</a>			
<b>Communications Technology:</b>				



Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>TECHNOLOGICAL EDUCATION</b>				
Exploring Communication Technology	<a href="#">TGJ1O1</a>			
Communications Technology		<a href="#">TGJ2O1</a>		
Com. Tech: TV, Video & Movie Production (Univ./College)			<a href="#">TGV3M1</a>	<a href="#">TGV4M1</a>
<b>Computer Technology:</b>				
Exploring Computer Technology	<a href="#">TEJ1O1</a>			
Computer Technology		<a href="#">TEJ2O1</a>		
Computer Engineering Technology			<a href="#">TEJ3M1</a>	<a href="#">TEJ4M1</a>
Computer Technology			<a href="#">TEJ3E1</a>	<a href="#">TEJ4E1</a>
<b>Construction Technology:</b>				
Construction Technology		<a href="#">TCJ2O1</a>		
Construction Engineering Technology			<a href="#">TCJ3C1</a>	<a href="#">TCJ4C1</a>
Construction Technology			<a href="#">TCJ3E1</a>	<a href="#">TCJ4E1</a>
<b>Green Industries:</b>				
Green Industries		<a href="#">THJ2O1</a>		
Green Industries: Animal Science			<a href="#">THA3M1</a>	
Green Industries: Horticulture			<a href="#">THH3E1</a>	
Green Industries				<a href="#">THJ4M1</a>
Green Industries: Landscaping, Construction & Maintenance				<a href="#">THL4E1</a>
<b>Hairstyling and Aesthetics</b>		<a href="#">TXJ2O1</a>	<a href="#">TXJ3E1</a>	<a href="#">TXJ4E1</a>
<b>Hospitality and Tourism</b>		<a href="#">TFJ2O1</a>	<a href="#">TFJ3E1</a>	<a href="#">TFJ4E1</a>
<b>Manufacturing Technology:</b>				
Manufacturing Technology		<a href="#">TMJ2O1</a>		
Manufacturing Technology: Precision Machining			<a href="#">TMP3C1</a>	<a href="#">TMP4C1</a>
Manufacturing Technology: Machine Operator			<a href="#">TMO3E1</a>	<a href="#">TMO4E1</a>
<b>Technological Design:</b>				
Technological Design		<a href="#">TDJ2O1</a>		
Technological Design: Architectural Design			<a href="#">TDJ3M1</a>	<a href="#">TDJ4M1</a>
<b>Transportation Technology:</b>				
Transportation Technology		<a href="#">TTJ2O1</a>		
Transportation Technology: Auto Service			<a href="#">TTA3C1</a>	<a href="#">TTA4C1</a>
Transportation Technology: Auto Body			<a href="#">TTB3C1</a>	<a href="#">TTB4C1</a>
Transportation Technology: Small Engine and Recreational Equipment			<a href="#">TTS3C1</a>	<a href="#">TTS4C1</a>
Transportation Technology: Heavy Duty and Agricultural Equipment.			<a href="#">TTH3C1</a>	

# E-Learning

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

## To be successful in eLearning, students must:

- log in and interact with their course daily
- interact with other students in the discussion area, including small group collaboration
- expect to spend 75 minutes each day plus homework time

## Things to remember when taking an eLearning course:

- Students with online courses will have a “Study Period” with no direct supervision at BMHS. It is expected that they work in the Library, Guidance Career Centre, or at home
- Attendance is taken on-line and is based on submitting assignments and logging into the website daily
- A student will be marked absent if they do not complete the required activities in a given week
- Students will be removed from courses for non-attendance
- Teachers will connect with students through email and online discussions
- It is the student’s responsibility to provide BMHS with a copy of the final report card so the mark can be added to the transcript
- All correspondence will be sent to the student’s SCDSB email. It’s the student’s responsibility to check this regularly

**\*\*A letter of intent acknowledging that delivery and student expectations for e-learning courses is different than face-to-face courses must be completed by each student. Students can access the letter of intent for completion from the guidance/student services office.**

The possible [e-learning courses offered through Simcoe County District School Board](#) are listed in the following chart:

SCDSB eLearning					
Departments and Course Titles		Grade 9	Grade 10	Grade 11	Grade 12
ARTS	Visual Arts – Digital Media (open)			<a href="#">AWS3OV</a>	
	BUSINESS				<a href="#">BBB4MV</a>
	International Business Fundamentals (Univ./College)				<a href="#">BOH4MV</a>
	Business Leadership (Univ./College)				<a href="#">BAT4MV</a>
	Financial Accounting Principles (Univ./College)				
	Financial Accounting Fundamentals (Univ./College)			<a href="#">BAF3MV</a>	
	Info. and Comm. Technology: The Digital Environment (Open)			<a href="#">BTA3OV</a>	
	Accounting Essentials (Workplace)			<a href="#">BAI3EV</a>	
CANADIAN AND WORLD STUDIES	Analyzing Current Economic Issues (University)				<a href="#">CIA4UV</a>
	Canadian and International Law (University)				<a href="#">CLN4UV</a>
	World Issues: A Geographic Analysis				<a href="#">CGW4UV</a>
	Legal Studies (College)				<a href="#">CLN4CV</a>
	The Environment and Resource Management (Univ./College)				<a href="#">CGR4MV</a>
	World History since 1900 (Open)			<a href="#">CHT3OV</a>	
	Understanding Canadian Law (Univ./College)			<a href="#">CLU3MV</a>	
	Careers/Civics (Open)		<a href="#">GLC2OV/</a> <a href="#">CHV2OV</a>		
	Computer Science (University)				<a href="#">ICS4UV</a>
	COMPUTER SCIENCE	Introduction to Computer Science (University)			<a href="#">ICS3UV</a>
Introduction to Computer Programming (College)				<a href="#">ICS3CV</a>	

<b>ENGLISH</b>	English (University)				<a href="#">ENG4UV</a>
	Writer's Craft (University)				<a href="#">EWC4UV</a>
	Writer's Craft (College)				<a href="#">EWC4CV</a>
	English: Understanding Contemporary First Nations, Métis and Inuit Voices (University)			<a href="#">NBE3UV</a>	
	English: Understanding Contemporary First Nations, Métis and Inuit Voices (College)			<a href="#">NBE3CV</a>	
<b>FIRST NATION, MÉTIS, AND INUIT STUDIES</b>	Media Studies (Open)			<a href="#">EMS3OV</a>	
	Expressions of First Nations, Métis and Inuit Culture (Open) <b>FRENCH</b>	NAC1OW			
	First Nations, Métis, and Inuit in Canada (Open) <b>FRENCH</b>		NAC2OW		
<b>MATH</b>	Data Management (University)				<a href="#">MDM4UV</a>
	Functions (University)			<a href="#">MCR3UV</a>	
	Foundations of Mathematics (College)			<a href="#">MBF3CV</a>	
	Mathematics for Work and Everyday Life (Workplace)				<a href="#">MEL4EV</a>
<b>HEALTH AND PHYSICAL EDUCATION</b>	Kinesiology (University)				<a href="#">PSK4UV</a>
	Health for Life (College)			<a href="#">PPZ3CV</a>	
<b>SCIENCE</b>	Physics (College)				<a href="#">SPH4CV</a>
	Science (Univ./College)				<a href="#">SNC4MV</a>
	Science (Workplace)				<a href="#">SNC4EV</a>
	Biology (University)			<a href="#">SBI3UV</a>	
	Environmental Science (Workplace)			<a href="#">SVN3EV</a>	
	Chemistry (University)			<a href="#">SCH3UV</a>	<a href="#">SCH4UV</a>
<b>SOCIAL STUDIES</b>	Philosophy: Questions & Theories (University)				<a href="#">HZT4UV</a>
	World Cultures (Univ./College)				<a href="#">HSC4MV</a>
	Human Growth & Development (Univ./College)				<a href="#">HHG4MV</a>
	Equity and Social Justice (Univ./College)				<a href="#">HSE4MV</a>
	Personal Life Management (Open)				<a href="#">HIP4OV</a>
	Food and Culture (Univ./College)			<a href="#">HFC3MV</a>	
	Food and Culture (University/College) <b>FRENCH</b>			HFC3MW	
	Gender Studies (Univ./College)			<a href="#">HSG3MV</a>	
	Introduction to Anthropology, Psychology and Sociology (University)			<a href="#">HSP3UV</a>	
	Introduction to Anthropology, Psychology and Sociology (University) <b>FRENCH</b>			HSP3UW	
	Introduction to Anthropology, Psychology and Sociology (College) <b>FRENCH</b>			HSP3CW	

If a student is interested in taking an online course, he/she needs to make a Guidance Appointment with the respective Guidance Counselor to submit a request for registration into that specific online course.

For a list of potential online courses offered through other Ontario School Boards , please see the website below:

<https://prism.elearningstudents.ca/>

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



## Summer School

All **summer school** registrations must be completed through your guidance counselor. Lists of potential can be found through the following link:

[The Learning Centre-Summer School](#)

Registration opens in May 2020. Courses run both July and August

The SCDSB also partners with **Edutravel**, an independent travel company that offers credit-based learning opportunities for summer and march break for a fee. Please visit [Edutravel](#) for possible opportunities. Registration is completed through the Edutravel website, and additional registration requirements must be completed through a guidance counselor.

## Night School

Night school runs throughout the semester and is offered at the Barrie Learning Campus. All registrations must be completed through your guidance counselor. A list of potential night courses can be found through:

[The Learning Centre-Night School](#)

Registrations must be completed during the first 2 weeks of the semester start.



## Secondary School Program and Course Calendar

*The Simcoe County District School Board (SCDSB) mission is to inspire and empower learning for life, and our vision is a community of learners achieving full potential. We believe in the importance and value of regular and ongoing planning in collaboration with parents, students and staff to ensure that every learner reaches his or her full potential to become a responsible and contributing member of our ever-changing global society. The SCDSB's public website, Secondary page provides parents and students with detailed, accurate and up-to-date information about diploma requirements, as well as general information on school programs and courses offered. Additionally, the website provides information on county wide programs, Specialist High Skills Majors, school-based supports and Student Success initiatives.*

To access the page, follow this link: <https://www.scdsb.on.ca/secondary>

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# BANTING MEMORIAL HIGH SCHOOL

## ***SCHOOL GOALS AND PHILOSOPHY***

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Banting Memorial High School is a large vibrant school with a wide variety of curricular and extra-curricular programs. We value the worth of an individual by providing a safe and caring environment where each student can realize his or her personal potential and become a responsible citizen. Our long-time Latin Motto,

**QUAECUMQUE OPTIMA**  
**“Whatsoever Things are Best”**



issues the challenge for all students to constantly strive for excellence within the walls of Banting and beyond.

## ***HANDBOOK for PARENTS and STUDENTS***

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Banting Memorial High School has created a Handbook for Parent and Students. Information regarding our attendance policies and procedures; the Code of Conduct; student expectations as well as a number of other general policies, procedures and expectations may all be found by accessing this link: <http://ban.scdsb.on.ca>

## ***BANTING CALENDAR OVERVIEW***

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Banting's course calendar is designed to provide the necessary information to help students in making the best course selections possible. The first step students must take toward a successful school year is the careful selection of next year's courses. The information generated from the option sheets is used to determine the organization of the school and the required staff for the following year. Therefore, each student has the responsibility of reviewing his/her own educational goals, interests and achievements, and then choosing the courses at the suitable level. The school's master timetable is then created, based on the courses requested and the teachers assigned to each department. We recommend consultation with subject teachers, your Guidance counsellor and your parent(s) / guardian(s) when making these key decisions.

**Please note: Courses offered in the calendar may be cancelled if there is insufficient student enrollment.**

## Diploma Requirements

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

Students earn an OSSD when they:

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

### Online learning graduation requirement

Students are required to earn two online learning credits to graduate from secondary school, beginning with every student who entered Grade 9 in the 2020-21 school year. The graduation requirement is intended to support students in developing familiarity and comfort with learning and working in a fully online environment, as well as developing digital literacy and other important transferable skills that they will need for success after secondary school, including in post-secondary education and the workplace.

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

- Online learning credits that count towards the requirement are earned through courses that rely primarily on communication between students and educators through the internet or another digital platform.
- Online learning credits that count do not generally require students to be physically present with one another or with their educator in the school, except where required for:
  - examinations and other final evaluations
  - occasional meetings with educators and other school staff, and
  - access to internet connectivity, learning devices, or other supports (for example, guidance, special education and mental health and well-being supports, and required initial assessment and in-person learning for English language learners and students of Actualisation linguistique en français (ALF) or Programme d'appui aux nouveaux arrivants (PANA) at their early stages of language acquisition)
- In online learning courses delivered by schools in the publicly funded education system, coursework is teacher-led.
- Students from the same online class may follow different timetables and be from different schools or school boards.
- Students in publicly funded schools complete their online coursework with the support of a certified Ontario educator with whom they communicate, and who provides instruction, ongoing feedback, assessment, evaluation and reporting as needed, including implementing any accommodations and/or modifications identified in the student's Individual Education Plan.

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

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

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



Plan, the plan should be shared, when appropriate, with an educator instructing an online course delivered by another publicly funded school board, with the necessary consent.

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

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

### ***Definition of a Credit***

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

### ***1. Compulsory Credits (18)***

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

**\*Note:**

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

## **2. Community Service Hours**

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Students must complete 40 hours of community involvement. Effective July 1, 2011, students will be able to start accumulating community involvement hours in the summer before they enter grade 9. This requirement is to encourage students to develop awareness and understanding of civic responsibility and the role they can play in their communities. Students, in collaboration with their parent(s)/guardian(s), are responsible for selecting volunteer activities from the [Eligible Activity List](#). Students and their parent(s)/guardian(s) have the responsibility for completing the [Completion of Community Involvement Activities](#) form and handing it in to the school as required. They are also to ensure that the corresponding, total number of hours is recorded correctly on the report card. Information on a list of eligible and ineligible activities can be found on the board website by clicking Community Involvement.

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

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### **Ontario Secondary School Literacy Requirement**

All students must successfully complete the Ontario Secondary School Literacy Requirement in order to earn a secondary school diploma. The Ontario Secondary School Literacy Test will be administered in Grade 10. The requirement may be earned by successful completion of the Literacy test, or the Literacy Course or through the Adjudication Process.

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

The OSSLT is based on the expectations for reading and writing across subjects in the Ontario Curriculum up to the end of Grade 9. The test will determine who has attained the provincial expectations for literacy. It will identify areas for remediation for students who are unsuccessful in completing the test. School boards are required to provide remedial assistance following the test for students who require it. The literacy test may not be retaken once it has been successfully completed. More information on the OSSLT, can be found on the Ministry of Education's website under Student Resources or Parent Resources.

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

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

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

## Requirements for the Ontario Secondary School Certificate (OSSC):

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

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

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

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

## Type of Courses Offered in High School

### Types of Courses: Grades 9 and 10

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

- *Single Streamed or Common Curriculum* courses, offered in grade 9, lead to academic/applied courses in grade 10..
- *Academic* courses, only offered in grade 10, lead to university/college and university courses in senior grades.
- *Applied* courses only offered in grade 10, lead to college and workplace courses.
- *Locally Developed* courses may be offered for students who are working below grade level. These courses are intended to enable students to gain the necessary skills required to be successful in applied and workplace level courses. Locally developed courses are courses that meet educational needs not met by provincial curriculum policy documents. Students who need additional support in academic core subjects (English, mathematics, science and history) may count up to 7 Locally Developed courses as compulsory courses in grades 9 and 10.
- *Open* courses are designed to prepare students for further study in certain subjects and to enrich their education generally.

### Types of Courses: Grades 11 and 12

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

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

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



## Special Education

The SCDSB is committed to working with parents/guardians and communities to support all SCDSB students reach their full potential. The SCDSB provides special education supports and services to students with special needs. There are special education teachers at every school. In addition, there are some specialized county classes for students who require significant changes to curriculum to meet their needs. Students who are identified as requiring this level of specialized support are transported to a school which has the county class.

The [Parent's Guide to Special Education](#) provides information about special education programs that support students in meeting their personal education pathway goals.

## Specialized Programs

Secondary schools in the SCDSB offer Student Success programs which include, but are not limited to: credit recovery, expanded cooperative education, dual credits, specialist high skills majors, education and career planning, as well as transition programs for students as they enter and graduate from secondary school. Incorporating differentiated instructional methods, as well as responding to the student voice are all key success initiatives that are helping our schools improve educational outcomes for all students. More information about specialized programs can be found on the SCDSB Common Calendar.



Specialist High Skills Majors (SHSM) are bundles of 8-10 courses that allow Grade 11 and 12 students to focus their learning on a specific economic sector while getting their high school diploma. SHSMs provide students with an opportunity to focus their learning and gain valuable experience for all post-secondary opportunities. At Banting Memorial High School we offer four(4) SHSM programs:

[Agriculture](#)  
[Health and Wellness](#)  
[Transportation](#)

The SHSM program has a number of [required components](#), designed to give students a “leg-up” to pursue post-secondary opportunities in a variety of employment sectors. Students will also earn [industry recognized certifications](#), which builds confidence in their skills and links their studies with the world beyond high school and future careers.



Dual credits give selected students the opportunity to sample post-secondary education, work in college labs, experience a new environment and build self-confidence. Students take a college level credit delivered by college faculty. If successful, they are granted both a college credit and a secondary school credit. For more information, contact your school's Guidance or Student Success Department or go to [Student Success Programs on the SCDSB website](#).



The Ontario Youth Apprenticeship Program (OYAP) provides students with an opportunity to gain apprenticeship training while completing the credits required for their high school diploma. OYAP students will spend a portion of their senior years in the workplace, through cooperative education, learning the skills of a particular trade and may become registered as apprentices to their employer. Students begin accumulating hours required for their apprenticeship and will also be put on the waiting list for trade school once they are registered into the program. There are over 150 trades involved in apprenticeship in Ontario.

OYAP is available to full-time students who have a minimum of 16 credits and are at least 16 years of age. Specific programs may have additional academic requirements. For more information, please visit <http://www.oyap.com> or contact: Sarah Kekewich, OYAP Coordinator, Simcoe County District School Board, 705-817-1418 or [skekewich@scdsb.on.ca](mailto:skekewich@scdsb.on.ca).

# GRADE 9 COURSES

*All grade 9 students must take the following 5 courses:*

English  
Mathematics  
Science  
French  
Geography

*Plus*

*3 elective courses of their choice, from grade 9 courses offered*

*All grade 9 **French Immersion** students will take the following 7 courses:*

English  
Mathematics  
Science  
French Immersion  
Géographie du Canada  
Arts intégrés  
Éducation physique et à la santé

*Plus*

*1 elective course of their choice, from the grade 9 courses offered*

## THE ARTS

*It is recommended that all students take their compulsory art credit in grade 9*

### **ADA101: Dramatic Arts, Open**

[Back to The Arts →](#)

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

### **AMI101: Music, Instrumental, Open**

*Would you like to learn how to play a band instrument, or do you already have some musical experience? This course gives you beginning instruction along with the study of theory, listening and creative exercises.*

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

**AMV101: Vocal/Choral, Open**

*Everyone can sing! This course helps you make the most of your voice and serves as an introduction to all vocal courses offered in the school. While learning reading and music listening skills, the emphasis is on developing confidence using your voice and singing with others in a choral setting. Students will be invited to perform with the Jazz or Concert choir, which rehearses once a week.*

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

**AVI101: Visual Arts, Open**

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

**ALC10U: Arts intégrés, Overt- *French Immersion***

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

*Note: Students in the Grade 9 French Immersion Program will take FIF1DU, CGC1DU and two(2) French Immersion electives*

**AWS101: Digital Media, Open**

[Back to The Arts →](#)

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

*With a focus on digital media (e.g. computer graphics, digital camera, scanner), this course offers an overview of visual arts as a foundation for further study.*

**BUSINESS STUDIES****BBI101: Introduction to Business, Open**

[Back to Business →](#)

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

**CANADIAN and WORLD STUDIES****CGC1D1: Issues in Geography**

[Back to Canadian & World Studies →](#)

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 to live.

**CGC1DU: Géographie du Canada**

See the course descriptor for CGC1D1. *Note: Students in the Grade 9 French Immersion Program will also take FIF1DU and two(2) French Immersion electives.*



## ENGLISH

### ***ENL1W1: English***

[\*\*Back to English →\*\*](#)

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

### ***ENG1LL: English, Locally Developed***

This course emphasizes the key reading, writing, oral communication and thinking skills students need for success in secondary school and in their daily lives. The program builds toward the Grade 10 essential English course and works toward preparing students to enter the Grade 11 course in English at the Workplace level, as well as to complete the literacy test successfully. Students read a variety of narrative and expository forms, poetry, and drama and practice the skills necessary for clear and accurate spoken and written language. Course activities will help develop confidence and self-esteem and provide motivation to succeed in school and life.

## HEALTH and PHYSICAL EDUCATION

### ***PPL1O1: Healthy Active Living Education, Open***

[\*\*Back to Health and Physical Education →\*\*](#)

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

### ***PAI1OU: Éducation physique et à la santé, Overt (CoEd)-French Immersion***

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. This course will develop skills and focus on a variety of individual, dual, and small group activities, such as snowshoeing, orienteering, cycling, yoga, hiking, skiing and camping.

*Note: Students in the Grade 9 French Immersion Program will take FIF1DU, CGC1DU and two(2) French Immersion electives.*

## LANGUAGES

### ***FSF1D1: Core French***

[Back to Languages →](#)

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

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

### ***FIF1DU: French Immersion***

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

*Note: Students in the Grade 9 French Immersion program will also take CGC1DU- Geographie du Canada and two(2) French immersion electives*

**Prerequisite:** Minimum of 3600 hours of French instruction or equivalent

### ***FSF1O1: French, Open***

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

### ***LVLBD1: Latin, Classical Language, Academic***

[Back to Languages →](#)

This course introduces students to the achievements of the Classical world through the study of Latin. Students will learn vocabulary and grammar essential for reading and translating adapted Classical texts. Although English is the language of instruction, students will develop language skills that will enable them to speak and read aloud in the Classical language at a beginner's level. Through a variety of activities, students will explore such aspects of life in the ancient world as trade, commerce, education, entertainment, and social customs. In addition, students will enhance their literacy skills through language study, and will make connections across the curriculum between the Classical world and the world around them.

*Note: This is the introductory course in Latin. Students may begin their study of Latin in either grade nine or ten.*

## MATHEMATICS

### ***MTH1W1: Mathematics***

[Back to Mathematics →](#)

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

### ***MAT1LL: Mathematics, Locally Developed***

This course provides students who have experienced significant difficulties in previous mathematics courses an opportunity to obtain sufficient background and skill development to prepare them for Grade 11 and 12 workplace preparation courses. Whenever possible, ideas will be presented in a real-life context, providing students with opportunity to explore, organize, interpret, and use mathematical models to solve problems. Technology and manipulative materials will be used wherever appropriate. Assessment and evaluation will be done using a wide variety of strategies.

*Note: This course is recommended for any student that has struggled with concepts and confidence up to and including grade eight.*

## SCIENCE

### **SNC1W1: Science**

[Back to Science →](#)

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

### **SNC1LL: Science, Locally Developed**

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking, and the relationship between science, society, and the environment, to prepare students for success in everyday life, in the workplace, and in the Science Grade 11 Workplace Preparation course. Students explore a range of topics including science in daily 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.

## SOCIAL SCIENCES and HUMANITIES

### **HIF1O1: Exploring Family Studies, Open**

[Back to Social Sciences →](#)

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.

## TECHNOLOGICAL EDUCATION

### **TIJ1O1: Exploring Technologies-Construction, Manufacturing and Transportation Technology: Open**

This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools and equipment used in industry. Students will develop an awareness of environmental and societal issues and will begin to explore secondary and postsecondary education and training pathways leading to careers in technology-related fields. This course is hands-on, project-based learning, using construction and manufacturing techniques. Students will have the opportunity to use a variety of different tools and machines in the construction and industrial sectors.

*Note: This course is shop based and designed to explore the areas of construction, manufacturing and transportation technology.*

### **TEJ1O1: Exploring Computer Technology: Open**

[Back to Technology →](#)

This exploratory course introduces students to concepts and skills in computer technology, which encompasses computer systems, networking, interfacing, and programming, as well as electronics and robotics. Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and postsecondary pathways leading to careers in the field.

### **TGJ1O1: Exploring Communications Technology: Open**

This exploratory course introduces students to concepts and skills in communications technology, which encompasses television/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and postsecondary pathways leading to careers in the field.

**Emphasis:** Students will learn how to use the latest video/360 and DSLR cameras and how to use audio mixers and microphones to prepare content. Students may produce content for the "The Banting Video Billboard" Marauder TV and work on live sport productions at lunch and after school. Students will also produce content for BanWidth, the school internet radio station and create pages for the Yearbook using photography and graphic layout skills.

# GRADE 10 COURSES

*All grade 10 students must take the following 5 courses:*

English  
Mathematics  
Science  
History  
Civics & Career Studies

*plus*

**3 elective courses of their choice** from the various grade 10 courses offered by departments or, where appropriate, grade 11 courses.

**Important Notes** – Students who did not earn a compulsory grade 9 credit in a core subject must repeat the subject before taking the grade 10 course. Students should choose courses based on prerequisites needed for grade 11 & 12 courses that lead to their desired post-secondary destination (University, College, or the Workplace).

*All grade 10 **French Immersion** students must take the following 6 courses:*

English  
Mathematics  
Science  
French Immersion  
Histoire du Canada depuis la Première Guerre mondiale  
Civisme et carrière

*plus*

**2 elective courses of their choice** from the various grade 10 courses offered by departments or, where appropriate, grade 11 courses.

## THE ARTS

### **ADA201: Dramatic Arts, Open**

[Back to The Arts →](#)

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

### **ATC201: Dance, Open**

This course emphasizes the development of students' technique and creative skills relating to the elements of dance and the tools and composition in a variety of performance situations. Students will identify responsible personal and interpersonal practices related to dance processes and production, as well as apply technologies and techniques throughout the process of creation to develop artistic scope in the art of dance. Students will learn a variety of genres and styles of dance. No dance experience required.

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**AMI201: Instrumental Music, Band, Open**

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This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

**Recommendation: Grade 9 Instrumental Music**

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**AMM201: Music and Computers, Open**

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This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

*This course is designed to explore composition, arranging and recording using current computer and synthesizer technology*

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**AMV201: Music, Vocal/Choral, Open**

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This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

*Note: For those who took vocal in grade nine, you will work on duets, trios, quartets and more solo songs. You will be given the opportunity to join the Concert or Jazz Choir, which rehearses one hour per week, participates in festivals and sings locally.*

**Recommendation: Grade 9 Vocal/Choral music**

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**AMG201: Music: Beginner Guitar, Open**

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An introductory course in which the students are taught the basics of playing guitar. The topics will include: chord formation, notation, tab, soloing and styles of guitar playing. Emphasis is placed on working co-operatively in groups, self-discipline and self-expression through music. Students will also gain an understanding of the role of music and the arts in society.

**Prerequisite: None**

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**AVI201: Visual Arts, Open**

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[Back to The Arts →](#)

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

**Recommendation: Due to the high skill level of AVI201, the art department strongly recommends that Grade 9 Visual Arts (AVI101) be completed first.**

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**ASM201: Media Arts, Open**

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

## BUSINESS STUDIES

### ***BBI201: Introduction to Business, Open***

[Back to Business →](#)

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

*Note: Students will begin to develop management skills related to financial decision making.*

## CANADIAN and WORLD STUDIES

### ***CHC2D1: Canadian History Since World War I, Academic***

[Back to Canadian & World Studies →](#)

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

### ***CHC2DU: L'Histoire du Canada depuis la Première Guerre Mondiale, Academic-French Immersion***

See the course descriptor for Canadian History Since World War 1 (CHC2D1)

*Note: Students in the Grade 10 French Immersion Program will also take FIF2D/PU, CHV2OU and GLC2OU.*

### ***CHC2P1: Canadian History Since World War I, Applied***

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

### ***CHC2PU: L'Histoire du Canada depuis la Première Guerre Mondiale, Applied-French Immersion***

See the course descriptor for Canadian History Since World War 1 (CHC2P1)

*Note: Students in the Grade 10 French Immersion Program will also take FIF2D/PU, CHV2OU and GLC2OU.*

### ***CHC2LL: Canadian History Since World War I, Locally Developed***

This course focuses on the connections between the student and key people, events, and themes in Canadian history from World War I to the present. Students prepare for the Grades 11 and 12 Workplace Preparation history courses through the development and extension of historical literacy and inquiry skills. Students explore a variety of topics highlighting individuals and events that have contributed to the story of Canada. The major themes of Canadian identity, internal and external relationships, and changes since 1914, are explored through guided investigation. Students have the opportunity to extend analytical skills with a focus on identifying and interpreting events and perspectives and making connections. Students practice reading, writing, visual, and oral literacy skills, and mathematical literacy skills to identify and communicate ideas in a variety of forms.

### ***CHV2OH: Civics and Citizenship, Open (half credit)***

[Back to Canadian & World Studies →](#)

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance and the influence of 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.

### ***CHV2OU: Civisme et citoyenneté, Open (half credit)-French Immersion***

See the course descriptor for Civics and Citizenship.

*Note: Students in the Grade 10 French Immersion Program will also take FIF2D/PU, CHC2P/PU and GLC2OU.*



## COMPUTER STUDIES

### ***ICD201: Digital Technology and Innovations in the Changing World(Open)***

[\*\*\*Back to Computer Studies→\*\*\*](#)

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

## ENGLISH

### ***ENG2D1: English, Academic***

[\*\*\*Back to English→\*\*\*](#)

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

**Prerequisite:** English, Grade 9

### ***ENG2P1: English, Applied***

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

**Prerequisite:** English, Grade 9

### ***ENG2LL: English, Locally Developed***

[\*\*\*Back to English→\*\*\*](#)

This course emphasizes the key reading, writing, oral communication and thinking skills students need for success in secondary school and in their daily lives. The program builds on the Grade 9 essential English course and works toward preparing students to enter the Grade 11 course in English at the workplace and to attempt the literacy test with success. Students explore a variety of narrative and expository forms, poetry, and drama and refine the skills necessary for clear and accurate spoken and written language. Course activities further the development of confidence and self-esteem and provide motivation to succeed in school and life.

**Prerequisite:** English, Grade 9 Locally Developed

## GUIDANCE and CAREER EDUCATION

### ***GLC2OH: Career Studies, Open (half credit)***

[\*\*\*Back to Guidance→\*\*\*](#)

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

### ***GLC2OU: Études de carrière, Open (half credit)-French Immersion***

See the course descriptor for Career Studies

*Note: Students in the Grade 10 French Immersion Program will also take FIF2D/PU, CHC2P/DU and CHV2OU.*

## HEALTH and PHYSICAL EDUCATION

### ***PPL2O1: Healthy Active Living Education, Open***

[Back to Health & Physical Education→](#)

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

### ***PAF2O1: Personal and Fitness Activities, Grade 10, Open***

This course provides various fun and fitness activities that promote life-time fitness. Activities such as aerobic classes, step and weight training, yoga, dance and body movement, and fitness games are all designed to make fitness enjoyable. Current health issues such as nutrition and weight control, personal style and care, and stress management are dealt with in this course. This introductory course is one to consider if fitness is of interest to you.

## LANGUAGES

### ***FSF2D1: Core French, Academic***

[Back to Languages→](#)

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

**Prerequisite:** Grade 9, Core French

### ***FIF2DU: French Immersion, Academic***

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

*Note: Students in the French Immersion program will also take CHC2D/PU and CHV2OU and GLC2OU*

**Prerequisite:** Grade 9, French Immersion

### ***FSF2P1: Core French, Applied***

This course provides opportunities for students to communicate in French about everyday matters and topics of personal interest in real-life situations. Students will exchange information, ideas, and opinions with others in structured, guided, and increasingly spontaneous spoken interactions. Students will continue to develop their language knowledge and skills through the consolidation of language-learning strategies for interpreting texts and communicating clearly. They will also increase their understanding and appreciation of diverse French-speaking communities, and will continue to develop the skills necessary to become life-long language learners.

**Prerequisite:** Grade 9, Core French

### ***FIF2PU: French Immersion, Applied***

[Back to Languages→](#)

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

*Note: Students in the French Immersion program will also take CHC2D/PU and CHV2OU and GLC2OU*

**Prerequisite:** Grade 9, French Immersion

### ***LVLBD1: Latin, Classical Language, Academic***

This course introduces students to the achievements of the Classical world through the study of Latin. Students will learn vocabulary and grammar essential for reading and translating adapted Classical texts. Although English is the language of instruction, students will develop language skills that will enable them to speak and read aloud in the Classical language at a beginner's level. Through a variety of activities, students will explore such aspects of life in the ancient world as trade, commerce, education, entertainment, and social customs. In addition, students will enhance their literacy skills through language study, and will make connections across the curriculum between the Classical world and the world around them.

*Note: This is the introductory or Level 1 course in Latin. Students may begin their study of Latin in either grade 9 or 10.*

## **MATHEMATICS**

### ***MPM2D1: Principles of Mathematics, Academic***

[Back to Mathematics →](#)

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.

*Note: Students wishing to switch from the grade 9 applied level mathematics must first complete the math transfer course.*

**Prerequisite: Grade 9 Mathematics**

### ***MF2P1: Foundations of Mathematics, Applied***

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

**Prerequisite: Grade 9 Mathematics**

### ***MAT2LL: Mathematics, Locally Developed***

[Back to Mathematics →](#)

This course enables students to deepen their knowledge and understanding of the basic concepts in patterns and relationships, measurement and geometry and proportionality through hands-on activities. Students will extend their problem-solving experiences in a variety of applications. The effective use of technology in learning and in problem solving will be emphasized as well as links to careers and preparation for the world of work.

*Note: This course is recommended for any student that has struggled with concepts up to and including grade nine.*

**Prerequisite: Grade 9 Math, Locally Developed**

## **SCIENCE**

### ***SNC2D1: Science, Academic***

[Back to Science →](#)

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

**Prerequisite: Science, Grade 9**

### ***SNC2P1: Science, Applied***

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

**Prerequisite: Science, Grade 9**

### ***SNC2LL: Science, Locally Developed***

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking, and the relationship between science, society, and the environment, to prepare students for success in everyday life, in the workplace, and in the Science Grade 11 Workplace Preparation course. Students explore a range of topics including science in daily 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.

*Note: This course is counted as an optional, not a compulsory science credit.*

**Prerequisite: Grade 9 Locally Developed**

## **SOCIAL SCIENCES and HUMANITIES**

### ***HFN2O1: Food and Nutrition, Open***

[\*\*Back to Social Sciences→\*\*](#)

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.

*Note: This course includes practical food applications.*

### ***HNL2O1: Fashion: Clothing, Open***

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.

## **TECHNOLOGICAL EDUCATION**

### ***TEJ2O1: Computer Technology, Open***

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

### ***TCJ2O1: Construction Technology, Open***

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

### ***TGJ2O1: Communication Technology, Open***

[\*\*Back to Technology→\*\*](#)

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 post-secondary education and training pathways and career opportunities in the various communications technology fields.

**Emphasis:** *Students will learn how to use the latest video/360 and DSLR cameras as well as learn how to use audio mixers and microphones to prepare content. Students will learn to extend and broaden their knowledge of television, video and radio production by building on core concepts learned in the coming four months. In addition, students may produce content for the "The Banting Video Billboard" Marauder TV and work on live sport productions at lunch and after school. Students will also produce content for Ban\_Width, the school internet radio station and create pages for the Yearbook using photography and graphic layout skills*

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**THJ201: Green Industries, Open**

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This course introduces students to the various sectors of the green industries – agriculture, forestry, horticulture, floristry, and landscaping. Using materials, processes, and techniques commonly employed in these industries, students will participate in a number of hands-on projects that may include plant or animal propagation; production, maintenance, and harvesting activities; the development of floral or landscaping designs; and/or related construction activities. Students will also develop an awareness of environmental and societal issues related to green industry activities, learn about safe and healthy working practices, and explore secondary and post-secondary education and training pathways and career opportunities in the various industry sectors.

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**TXJ201: Hairstyling and Aesthetics, Open**

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[Back to Technology→](#)

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 post-secondary pathways leading to careers in the field of hairstyling and aesthetics.

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**TFJ201: Hospitality and Tourism, Open**

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This course provides students with opportunities to explore different areas of hospitality and tourism, as reflected in the various sectors of the tourism industry, with an emphasis on food service. Students will study culinary techniques of food handling and preparation, health and safety standards, the use of tools and equipment, the origins of foods, and event planning, and will learn about tourism attractions across Ontario. Students will develop an awareness of related environmental and societal issues, and will explore secondary and post-secondary pathways leading to careers in the tourism industry.

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**TMJ201: Manufacturing Technology, Open**

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This course introduces students to the manufacturing industry by giving them an opportunity to design and fabricate products using a variety of processes, tools, and equipment. Students will learn about technical drawing, properties and preparation of materials, and manufacturing techniques. Student projects may include a robotic challenge, a design challenge, or a fabrication project involving processes such as machining, welding and CNC (computer numerical control). Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about secondary and postsecondary pathways leading to careers in the industry.

*Note: This course focuses primarily on woodworking and fabrication.*

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**TDJ201: Technological Design, Open**

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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.

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**TTJ201: Transportation Technology, Open**

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

*Note: This course combines the skills in both auto mechanics and autobody repair and refinishing.*

## SPECIAL COURSE PACKAGE

***Block2A: Robotic Engineering and Design, Open (2 Credit Package)***

***[Back to Specialty Courses→](#)***

This two (2) credit package offers students the opportunity to research, design, and create a robotic system. Students will utilise engineering design concepts coupled with computer system methods to construct and test robotic design ideas. Using Arduino-based computer boards, students will integrate computer programming, electronic sensors, wiring, and motors to build their own robots and to challenge other robots. Students will learn to reverse engineer some electronic parts and motors, 3D print parts, and take a concept from conception through to completion.

**Students choosing Robotic (Block2A) Package are NOT to select any of these courses separately on their option sheet for grade ten.**

***Students will earn both a TEJ2O1 and a TDJ2O1 credit***



# GRADE 11 COURSES

*All grade 11 students must take 8 credits,  
including the following 2 compulsory courses:*

English  
Mathematics  
*plus*

**6 elective courses of their choice**

**Important Notes:** *Students who did not earn a compulsory grade 10 credit in a core subject must repeat the course. Students should be aware of the 18 compulsory credits required for their Diploma and ensure that they have earned a **Group 1, Group 2 and/or Group 3** credit by the end of grade 11.*

*All students in the French Immersion Program must take:  
**FIF3UU or FSF3OU**  
and 1 elective of either **HSP3U/C or PAD3OU***

## THE ARTS

### Drama

#### **ADA3M1: Dramatic Arts, University/College Preparation**

[Back to The Arts →](#)

This course requires students to create and perform in dramatic presentations. Students will analyze, 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 analyze the functions of playwrights, directors, actors, designers, technicians, and audiences.

**Prerequisite:** Drama, Grade 9 or 10, Open

#### **ADA3O1: Dramatic Arts, Open**

This course requires students to engage in dramatic processes and the presentation of dramatic works and emphasizes the application of drama skills in other contexts and opportunities. Students will interpret and present works in a variety of dramatic forms, create and script original works, and critically analyze the processes involved in producing drama works. Students will develop a variety of skills related to collaboration and the presentation of drama works.

*Note: This is an introductory course for students that **have not** studied Drama in grades 9 or 10.*

**Prerequisite:** None

### Dance

#### **ATC3O1: Dance, Open**

This course emphasizes the development of students' movement vocabulary relating to dance genres from around the world, and of their understanding of the elements of dance and the tools of composition in a variety of performance situations. Students will research and explain how physical, intellectual, and artistic skills developed in dance can be applied in a wide range of careers. They will apply tools and techniques through-out the process of creation and presentation, and reflect on how studies in the dance arts affect personal identity. Students will learn various types of dance. Students will learn a variety of genres and styles of dance. Some previous dance experience is preferred.

**Prerequisite:** None

## Music

### ***AMI3M1: Instrumental Music, Band, University /College Preparation***

[\*\*\*Back to The Arts →\*\*\*](#)

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

***Emphasis:** Students will continue to increase their understanding of the elements of music while developing their instrumental technique and their imaginative abilities. All students are encouraged to participate in a performing group.*

**Prerequisite:** Instrumental Music, Grade 9 or Grade 10, Open

### ***AMM3O1: Music and Computers***

This course provides an opportunity for students to use some web-based and iPad based programs for music creation. This could be film score creation, development of their own music or taking existing music and altering it or re-arranging it to make it their own. Students' musical literacy will be developed through performance and presentation of music productions using technology. Students will create works at a level consistent with previous experience. Independently, and collaboratively, students will use current technology as well as the creative & critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyse music from various genres and periods; they will develop skills transferable to other aspects of their life and their careers.

**Prerequisite:** None

### ***AMG3O1: Music: Intermediate Guitar, Open***

As an extension of the beginning level guitar course students will perform appropriate works in contemporary popular styles as well as explore more complex chord structures in blues, jazz, and classical music. Students will also take advantage of appropriate technology for recording and producing.

**Prerequisite:** None

### ***AMV3M1: Vocal/Choral Music, University /College Preparation***

This course builds on the skills of the grade 10 vocal course. More challenging choral work and vocal techniques are taught as greater reading skills are developed. It is designed to broaden the student's knowledge and skills in performance, composing, arranging, listening and analysis, music in society, and music and technology. It emphasizes the appreciation, analysis and performance of various kinds of music including baroque, classical, popular, Canadian and non-western music. This course is suitable preparation for college or university courses in music. Solo singing, small ensembles and choral singing are regular activities.

**Prerequisite:** Vocal/Choral Music, Grade 9 or Grade 10, Open

## Visual Arts

### ***AVI3M1: Visual Arts, University/College Preparation***

[\*\*\*Back to The Arts →\*\*\*](#)

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

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

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**AWP301: Visual Arts: Sculpture, Open**

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This course provides students with the opportunity to learn skills and techniques in sculpting and in the use of tools and materials specific to the genre. Students will use materials such as clay, plaster, metal, glass and found materials to produce art works in relief and in the round. Through the study of traditional and contemporary artists and media, students will come to understand sculpture as an art form.

**Prerequisite: None**

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**AWL301: Drawing, Open**

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This course focuses on studio activities in drawing. Students will use the creative process to create art works that reflect a wide range of subjects, styles and approaches, and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context. This is an excellent course for any student wishing to acquire the drawing skills necessary for admittance into post-secondary fine arts and applied arts programs such as animation, video game design, fashion and interior design.

**Prerequisite: None**

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**AWQ3M1: Photography, University/College Preparation**

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[Back to The Arts →](#)

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emergent technologies. Students will use the critical analysis process when evaluating their own work and the work of others.

*Emphasis: Students will focus on the operation of DSLR cameras, filters, lighting, digital imaging and editing, composition and the presentation of photographic images. This course is also designed for those students interested in learning the skills of journalism, communications, and publishing as they pertain to the preparation of the annual school yearbook. Such areas as interviewing and reporting, the elements of a good page design, and photography skills will be studied. Students will develop an appreciation of the history of print and photography and will create artwork using a variety of technologies: computer graphics, photo-imaging software and scanning.*

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

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**AWQ3O1: Photography, Open**

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This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emergent technologies. Students will use the critical analysis process when evaluating their own work and the work of others.

*Emphasis: This course is also designed for those students interested in learning the skills of journalism, communications, and publishing as they pertain to the preparation of the annual school yearbook. Such areas as interviewing and reporting, the elements of a good page design, and photography skills will be studied. Students will develop an appreciation of the history of print and photography and will create artwork using a variety of technologies: computer graphics, photo-imaging software and scanning.*

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

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**ASM3M1: Media Arts, University/College Preparation**

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

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

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## **BUSINESS STUDIES**

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***No prerequisite is required to enter Grade 11 Business Studies courses***

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**BDI3C1: Entrepreneurship: The Venture, College Preparation**

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[Back to Business →](#)

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

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

*Do you want to learn more about how businesses convince consumers to buy their products? This is ideal for students who want to pursue a career in advertising, promotion, sales, public relations and/or product development.*

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

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

*Do you want to know more about money, specifically how businesses earn and account for their profits? In this course you will learn how to read financial statements, analyze the progress of companies, and develop skills that will also be useful in managing your own finances*

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

**CANADIAN and WORLD STUDIES****Geography**

[Back to Canadian & World Studies →](#)

**CGF3M1: Forces of Nature: Physical Processes and Disasters, University/College Preparation**

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

**Prerequisite:** Canadian Geographic Issues, Grade 9, Academic or Applied

**CGG3O1: Travel and Tourism: A Geographic Perspective, Open**

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

**Prerequisite:** Canadian Geographic Issues, Grade 9, Academic or Applied

**History****CHW3M1: World History to the End of the Fifteenth Century, University/College Preparation**

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

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

**CHA3U1: American History, University Preparation**

[Back to Canadian & World Studies →](#)

This course explores key aspects of the social, economic, and political development of the United States from precontact to the present. Students will examine the contributions of groups and individuals to the country's evolution and will explore the historical context of key issues, trends, and events that have had an impact on the United States, its identity and culture, and its role in the global community. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating various forces that helped shape American history.

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

**CHT3O1: World History Since 1900: Global and Regional Perspectives, Open**

This course focuses on major developments in world history from 1900 to the present. Students will explore the causes and consequences of global and regional conflicts as well as responses to social, economic, and political developments in various countries and regions. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating historical developments and events, including those that continue to affect people in various parts of the world.

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

**Law****CLU3M1: Understanding Canadian Law, University/College Preparation** [Back to Canadian & World Studies →](#)

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of rights and freedoms in Canada, our legal system, and family, contract, employment, tort, and criminal law. Students will use case studies and apply the concepts of legal thinking and the legal inquiry process to develop legal reasoning skills and to formulate and communicate informed interpretations of legal issues, and they will develop the ability to advocate for new laws.

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

**CLU3E1: Understanding Canadian Law in Everyday Life, Workplace Preparation**

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

**Prerequisite:** Canadian History Since World War I, Grade 10, Academic or Applied or a locally developed Grade 10 course in Canadian History

**COMPUTER STUDIES**

***No prerequisite is required to enter Grade 11 Computer Studies courses***

**ICS3C1: Introduction to Computer Programming, College Preparation** [Back to Computer Studies →](#)

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

**ICS3U1: Introduction to Computer Science, University Preparation**

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



## COOPERATIVE EDUCATION

### ***GWL302/GWL304: Designing Your Future, Open (2 or 4 credits)***

[\*\*\*Back to Cooperative Education→\*\*\*](#)

This course prepares students to make successful transitions to post-secondary destinations as they investigate specific post-secondary options based on their skills, interests, and personal characteristics. Students will explore the realities and opportunities of the workplace and examine factors that affect success, while refining their job-search and employability skills. Students will develop their portfolios with a focus on their targeted destination and develop an action plan for future success.

All Cooperative Education courses are a minimum of two credits (220 hours) or four credits (440 hours) and must be based on a related course in which students are presently enrolled or have successfully completed. Co-op courses are offered in a variety of subject areas. Co-op allows students to earn two or four credits while working at a placement in the community for two or four periods per day. The work placement must provide training in tasks that pertain to the related course. Students could be working in almost any type of business or community organization depending on the related subject, e.g. vet clinic, elementary school, daycare, retail, restaurant, auto body, auto mechanics, etc. Cooperative Education enhances classroom learning and can assist students to make decisions regarding careers and to acquire the skills required by today's society, whether bound for college or university or entering the work force. All students in Co-op will be involved in pre-placement workshops and on-going integration sessions. The workplace supervisor and Co-op teacher/monitor both evaluate student performance in the program.

### **Attendance and Punctuality**

Regular attendance at school and at the placement is critical for student learning and the achievement of course expectations. Although attendance and punctuality are reported separately on the report card and students are assessed and evaluated only on their level of achievement of the course expectations, pattern of regular attendance and punctuality at the placement will contribute to students' overall success. When a student withdraws from the related course, he or she must automatically be withdrawn from the Cooperative Education course. However, if a student withdraws from the Cooperative Education course, he or she may remain, at the principal's discretion, in the related course.

Students must provide their own transportation to their work site. Some Cooperative Education placements may involve costs for medical/immunizations, security checks, safety equipment or special clothing. These costs are the responsibility of the student and the parent/guardian. It should also be understood that placements in some fields of work are very limited and that the first placement choice cannot be guaranteed. Students who are interested in Co-op must complete the following steps prior to acceptance in the program:

- (1) Have successfully completed the related in-school subject or be taking it concurrently (depending on the Co-op chosen).
- (2) Submit a completed Co-op application form, including recommendations from two teachers.
- (3) Obtain parent/guardian approval, if under 18 years of age, before admission to the program is finalized.
- (4) Have an interview with the Co-op leader to discuss the feasibility of the request.

## ENGLISH

### ***This course replaces the ENG3C1:***

### ***NBE3C1: English: Understanding Contemporary First Nations, Métis, and Inuit Voices, College Preparation***

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

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



***This course replaces the ENG3U1:***

[Back to English→](#)

***NBE3U1: English: Understanding Contemporary First Nations, Métis, and Inuit Voices, University Preparation***

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

**Prerequisite: English, Grade 10, Academic**

***This course replaces the ENG3E1:***

***NBE3E1: English: Understanding Contemporary First Nations, Métis, and Inuit Voices, Workplace Preparation***

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

**Prerequisite: English, Grade 10, Applied or ministry approved Locally Developed Grade 10 English course**

## **GUIDANCE and CAREER EDUCATION**

***GPP3O1: Leadership and Peer Support, Open***

[Back to Guidance→](#)

*Lead and Learn...Change Your World...Become a School Leader. Develop leadership and mentorship skills by working as a teacher's assistant in grade nine classes. Help create a sense of community, improve school spirit, culture, and atmosphere by organizing the school's Toy Drive and Blood Donor clinics.*

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

**Prerequisite: None**

## **HEALTH and PHYSICAL EDUCATION**

***No prerequisite is required to enter Grade 11 Health and Physical Education courses***

***PPL3O1: Healthy Active Living Education, Open***

[Back to Health and Physical Education→](#)

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

**PAF301: Personal and Fitness Activities, Open**

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practise goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.

**PAD30U: Education en plein air, Open**

This course combines language, leadership and outdoor education. It includes outdoor activities, research, oral and written presentations on topics of nature, survival and a study of first aid. Emphasis will be placed on developing knowledge, skills and attitudes needed to maintain a healthy lifestyle. In addition, students will develop their skills in French language, coaching, mentoring, leadership, teamwork and conflict management.

*Note: For French Immersion students. Students in the grade 11 French Immersion Program will also take FIF3U/OU and 1 gr 11 elective either PAD30U or HSP3U/CU.*

## LANGUAGES

**FSF3U1: Core French, University Preparation**

[Back to Languages →](#)

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

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

**FIF3UU: French Immersion, University Preparation**

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

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

*Note: Students in the Grade 11 French Immersion program will also take either PAD30U – Education en plein air or HSP3U/CU- Introduction à l'anthropologie, à la psychologie et à la sociologie*

**FIF3OU: French Immersion, Open**

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

**Prerequisite: French Immersion, Grade 10, Academic or Applied**

*Note: Students in the Grade 11 French Immersion program will also take either PAD30U – Education en plein air or HSP3U/CU- Introduction à l'anthropologie, à la psychologie et à la sociologie*

**FSF301: Core French, Open**

This course provides opportunities for students to speak and interact in French in real-life situations. Students will continue to develop their communication skills, making connections to previous experiences and using newly acquired language knowledge and skills. They will also continue to increase their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary for life-long language learning.

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

***LVL CU1: Latin, Classical Language, Level 2, University Preparation***

This course provides students with opportunities to continue their exploration of the achievements of the Classical world through the study of Latin. Students will continue to expand their vocabulary and refine their grammatical knowledge by reading and translating more complex adapted selections in the Classical language. Although English is the language of instruction, students will further improve their ability to speak the Classical language. Students will explore such diverse aspects of Classical culture as science and technology, geography and the environment, religion, and social customs, while developing their ability to think critically and make connections across the curriculum between the Classical world and the world around them.

**Prerequisite:** Latin, Grade 9 or 10, Level 1, Academic

## **MATHEMATICS**

***MBF3C1: Foundations for College Mathematics, College Preparation***

[Back to Mathematics →](#)

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

**Prerequisite:** Foundations of Mathematics, Grade 10, Applied

***MCF3M1: Functions and Applications, University/College Preparation***

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

**Prerequisite:** Principles of Mathematics, Grade 10, Academic, or Foundations of Mathematics, Grade 10, Applied

***MCR3U1: Functions, University Preparation***

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

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

***MEL3E1: Mathematics for Work and Everyday Life, Workplace***

[Back to Mathematics →](#)

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

**Prerequisite:** Principles of Mathematics, Grade 9, Academic, or Foundations of Mathematics, Grade 9, Applied, or a Ministry-approved Locally Developed Grade 10 Mathematics course

## SCIENCE

### Biology

#### **SBI3C1: Biology, College Preparation**

[Back to Science →](#)

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

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

#### **SBI3U1: Biology, University Preparation**

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

**Prerequisite: Science, Grade 10, Academic**

#### **SBI3UP: Biology, *Advanced Placement* University Preparation**

This course is designed for students who are considering taking the grade 12 biology Advanced Placement course as many of the investigations and material provided are prerequisite knowledge

**Prerequisite: Science, Grade 10, Academic**

### Chemistry

#### **SCH3U1: Chemistry, University Preparation**

[Back to Science →](#)

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

**Prerequisite: Science, Grade 10, Academic**

### Physics

#### **SPH3U1: Physics, University Preparation**

[Back to Science →](#)

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

**Prerequisite: Science, Grade 10, Academic**

### Environmental Science

#### **SVN3M1: Environmental Science, University/College Preparation**

[Back to Science →](#)

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

*Note: This course is not recommended for students interested in pursuing science at the university level*

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

**SVN3E1: Environmental Science, Workplace Preparation**[Back to Science→](#)

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

**Prerequisite:** Science, Grade 9, Academic or Applied, or a Grade 9 or 10 Locally Developed compulsory credit in science.

**SOCIAL SCIENCES and HUMANITIES**

***No prerequisite is required to enter Grade 11 Social Sciences and Humanities courses***

**Family Studies****HNC3C1: Understanding Fashion, College Preparation**[Back to Social Sciences→](#)

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

*Note: Students provide their own patterns and fabrics*

**HLS3O1: Housing and Home Design, Open**

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

**HHD3O1: Dynamics of Human Relationships, Open**

This course focuses on helping students understand the individual and group factors that contribute to healthy relationships. Students will examine the connections between their own self-concept and their interpersonal relationships. They will learn and practice strategies for developing and maintaining healthy relationships with friends, family, and community members, as well as with partners in intimate relationships. Students will use research and inquiry skills to investigate topics related to healthy relationships.

**HFC3E1: Food and Culture, Workplace Preparation**

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

**HPW3C1: Working with Infants and Young Children, College Preparation**

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.





### **HPC3O1: Raising Healthy Children, Open**

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

**Prerequisite: None**

## **General Social Sciences**

[Back to Social Sciences →](#)

### **HSP3C1: Introduction to Anthropology, Psychology, and Sociology, College Preparation**

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

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

### **HSP3CU: Introduction à l'anthropologie, à la psychologie et à la sociologie, College Preparation**

This course includes the concepts in the HSP3C1 course. The language of instruction will be mostly in French and is intended for students in the French Immersion Program.

**Prerequisite: The Grade 10 academic or applied course in English or the Grade 10 academic or applied French Immersion history course (Canadian and world studies).**

*Note: For French Immersion students. Students in the grade 11 French Immersion Program will also take FIF3U/OU and 1 gr 11 elective either PAD3OU or HSP3U/CU.*

### **HSP3U1: Introduction to Anthropology, Psychology, and Sociology, University Preparation**

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

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

### **HSP3UU: Introduction à l'anthropologie, à la psychologie et à la sociologie, University Preparation**

This course includes the concepts in the HSP3U1 course. The language of instruction will be mostly in French and is intended for students in the French Immersion Program

**Prerequisite: The Grade 10 academic course in English or the Grade 10 academic French Immersion history course (Canadian and world studies).**

*Note: For French Immersion students. Students in the grade 11 French Immersion Program will also take FIF3U/OU and 1 gr 11 elective either PAD3OU or HSP3U/CU.*

## **Philosophy**



### **HZB3M1: Philosophy, The Big Questions, University/College Preparation**

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

**Prerequisite: None**



## TECHNOLOGICAL EDUCATION

**No prerequisite is required to enter Grade 11 Technology courses**

### Communications Technology

#### ***TGV3M1: Communications Technology, TV, Video & Movie Production (University/College Preparation)***

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 will include TV, video, and movie production, digital imaging, and interactive new media. Students will also develop an awareness of related environmental and societal issues and explore college and university programs and career opportunities in the various communications technology fields. Students will produce weekly TV/Video newscasts that will involve reporting and videotaping school events that will be distributed on cable, the web and internally.

*Emphasis: The Digital Production course period one, will give students an opportunity to learn, extend and broaden their knowledge communications in the world of television, video and radio production. Students will have the opportunity to specialize in the areas of producing, directing, script writing, researching, editing, assistant directing-switcher, technical directing, teleprompting, audio mixing, camera operation, lighting, story production*

**Prerequisite:** None (Communications Technology Grade 10 recommended)

### Computer Technology

#### ***TEJ3M1: Computer Engineering Technology, University/College Preparation***

[Back to Technology→](#)

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

#### ***TEJ3E1: Computer Technology, Workplace Preparation***

This course enables students to develop knowledge and skills related to computer hardware, networks, operating systems, and other software. Students will use utility and application software and learn proper procedures for installing, maintaining, and troubleshooting computer systems and networks. Students will develop an awareness of environmental and societal issues related to the use of computers, and will learn about apprenticeships and other employment opportunities in the field of computer technology that they may choose to pursue after graduation.

### Construction Technology

#### ***TCJ3C1: Construction Engineering Technology, College Preparation***

[Back to Technology→](#)

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

#### ***TCJ3E1: Construction Technology, Workplace Preparation***

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

*Note: Students interested in hands-on building and residential construction activities should consider this course.*

## Green Industries

### ***THA3M1: Green Industries, (Animal Science and Veterinary Studies) University/College Preparation***

This course enables students to develop knowledge and skills related to agriculture, forestry, horticulture, and landscaping. Students will study the identification, growth, and management of plants and animals and develop process, design, and management skills required in the green industries. Students will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and will explore postsecondary education programs and career opportunities.

*Emphasis: Animal Science: Students will study the anatomy, physiology, nutrition and disease prevention of animals, while gaining practical skills in the care and handling of domestic vertebrate animals.*

*SHSM: Students registered in the Agri-business Specialist High Skills Major may take this course at either the Workplace or University/College level depending on their pathway.*

**Recommendation: Science, Grade 10, Academic or Applied**

### ***THH3E1: Horticulture, Workplace Preparation***

[\*\*\*Back to Technology→\*\*\*](#)

This course enables students to develop knowledge and skills related to agriculture, floristry, forestry, horticulture, and landscaping. Students will learn to identify a broad range of plant and animal species; examine factors that affect the growth of plants and animals and the quality of products derived from them; and develop process, design, and maintenance skills required in the green industries. Students will also learn about safe and healthy working practices, develop an awareness of environmental and societal issues related to green industry activities, and learn about apprenticeships and other postsecondary education and training opportunities, as well as employment opportunities that may be pursued directly after graduation.

*Emphasis: This course offers students many opportunities to practice the skills of planting, propagating, producing, identifying, and protecting plants in our well-equipped greenhouse, as well as the garden and school campus. Landscape construction, maintenance, and design will be introduced.*

*SHSM: Students registered in the Agri-business Specialist High Skills Major may take this course at either the Workplace or University/ College level depending on their pathway*

## Hairstyling and Aesthetics

### ***TXJ3E1: Hairstyling and Aesthetics, Workplace Preparation***

[\*\*\*Back to Technology→\*\*\*](#)

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.

**Recommendation: Hair and Aesthetics, Grade 10**

## Hospitality and Tourism

### ***TFJ3E1: Hospitality and Tourism, Workplace Preparation***

[\*\*\*Back to Technology→\*\*\*](#)

This course enables students to acquire knowledge and skills related to the food and beverage services sector of the tourism industry. Students will learn how to prepare, present, and serve food using a variety of tools and equipment, and will develop an understanding of the fundamentals of providing high-quality service to ensure customer satisfaction and the components of running a successful event or activity. Students will develop an awareness of health and safety practices, environmental and societal issues, and career opportunities in the food and beverage services sector

## Manufacturing

### **TMP3C1: Manufacturing Technology: Precision Machining**

This course enables students to develop knowledge and skills through hands-on, project-based learning. Students will acquire design, fabrication, and problem-solving skills while using tools and equipment such as lathes, mills, welders, computer-aided machines, robots, and control systems. Students may have opportunities to obtain industry-standard certification and training. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about pathways leading to careers in the industry.

*Emphasis: This is a project based technology course with a mixture of metal and wood manufacturing processes focus. This will have a metal machine operations and precision layout and machining emphasis. Looking towards college preparation in the tool & Die, Mould Maker, General Machinist trades.*

### **TMO3E1: Manufacturing Technology: Machine Operator**

This hands-on, project-based course is designed for students planning to enter an occupation or apprenticeship in manufacturing directly after graduation. Students will work on a variety of manufacturing projects, developing knowledge and skills in design, fabrication, and problem solving and using tools and equipment such as engine lathes, milling machines, and welding machines. In addition, students may have the opportunity to acquire industry-standard certification and training. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about secondary school pathways that lead to careers in the industry.

*Emphasis: This is a project based technology course with a mixture of metal and wood manufacturing processes focus. Focusing on skills for workplace semi-skilled machine operator in the manufacturing sector.*

## Technological Design

### **TDJ3M1: Technological Design, University/College Preparation**

[Back to Technology→](#)

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.

## Transportation Technology

### **TTA3C1: Auto Service, College Preparation**

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

*Emphasis: Students explore the power train components and chassis of a modern, roadworthy vehicle. Servicing, parts replacement, adjustment and various diagnostic techniques will be covered.*

### **TTB3C1: Auto Body, College Preparation**

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

*Emphasis: Students will develop the practical skills and procedures required to repair body and frame damage, as well as detailing and painting a complete vehicle.*

### **TTS3C1: Small Engine and Recreational Equipment, College Preparation**

[Back to Technology→](#)

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

*Emphasis: An in-depth analysis of lawn and garden equipment, consisting of two and four cycle engines will be studied.*

### ***TTH3C1: Transportation. Technology.: Heavy Duty and Agricultural Equipment***

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

*This course provides an emphasis on a working knowledge of fundamental shop skills, wheels, tires and rims, braking systems, hydraulics, powertrains, engines and engine systems and electrical and electronic systems used in Heavy Duty Equipment and Truck and Transport vehicles. The equipment and vehicles you learn to repair and maintain range from heavy-duty, off-road equipment and transport trucks to farm equipment.*

## **SPECIAL COURSE PACKAGE**

***Block2C: Robotic Engineering Systems and Design, Open (2 Credit Package)***

***[Back to Specialty Courses →](#)***

This two (2) credit package offers students the opportunity to innovate and create ideas, taking them from conception to completion with a project oriented class. Students will learn more advanced robotics and electronics, including remote controls, power regulators, and integrated complex systems of motors and sensors and build upon concepts learned from the gr 10 Robotics program. This will be coupled with advanced 3D design through various CAD software so students can start projects from the design phase by importing pre-existing designs to integrate with new ideas.

**Students choosing Robotic (Block2C) Package are NOT to select any of these courses separately on their option sheet for grade eleven.**

**Students will earn both a TEJ3M1 and a TDA3M1 credit**

# GRADE 12 COURSES

**All grade 12 students must take the following compulsory course:**

**English**

**plus**

**5 elective courses of their choice** from the various grade 12 courses offered by departments or, where appropriate, grade 11 courses.

**\*Important Notes:** Students who did not earn a compulsory grade 11 credit in a core subject must repeat the course. Students should be aware of the 18 compulsory credits required for their Diploma and ensure that they have earned a **Group 1, Group 2 and Group 3.**

## THE ARTS

### Drama

#### **ADA4M1: Drama, University/College Preparation**

[Back to The Arts →](#)

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

**Prerequisite:** Drama, Grade 11, University/College Preparation

#### **ADD4M1: Drama, Production, University/College Preparation**

This course will focus on theatre production. Students will have hands-on experiences with various aspects of dramatic arts productions, including performance, set design, lighting, costumes, stage and technical management, and marketing. Students will also explore possible careers related to the dramatic arts. This course would benefit students who have successfully completed grade 11 drama and who are interested in learning more in depth about the backstage aspects of theatrical production.

**Prerequisite:** Drama, Grade 11, University/College Preparation or Open (with approval)

### Music

#### **AMI4M1: Instrumental Music, Band, University/ College Preparation**

[Back to The Arts →](#)

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

**Prerequisite:** Instrumental Music, Grade 11, University/ College Preparation

#### **AMV4M1: Music: Vocal/Choral, University/College Preparation**

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

**Note:** Solo singing, small ensembles and choral singing are regular activities. More challenging choral work and vocal techniques are taught as greater reading skills are developed.

**Prerequisite:** Vocal/Choral Music, Grade 11, University/College

## Visual Arts

### ***AVI4M1: Visual Arts, University/College Preparation***

[\*\*Back to The Arts →\*\*](#)

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

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

### ***AWP4M1: Visual Arts: Sculpture, College/University Preparation***

This course emphasizes the development of skills and techniques in sculpting and in the use of tools and materials specific to the genre. Students will use materials such as clay, plaster, metal, glass and found materials to produce art works in relief and in the round. Through the study of traditional and contemporary artists and media, students will better understand sculpture as an art form.

**Prerequisite:** Any Previous Visual, Digital, or Media Arts course

### ***ASM4M1: Media Arts, University/College Preparation***

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

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

## BUSINESS STUDIES

### ***BAT4M1: Financial Accounting Principles, University/College Preparation***

[\*\*Back to Business →\*\*](#)

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

**Prerequisite:** Financial Accounting Fundamentals, Grade 11, University/College

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

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility will be emphasized throughout the course.

**Prerequisite:** None

### ***BBB4M1: International Business Fundamentals, University/College Preparation***

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

**Prerequisite:** None



## CANADIAN and WORLD STUDIES

### Geography

#### **CGR4M1: The Environment and Resource Management, University/College Preparation**

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

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

#### **CGW4U1: World Issues: A Geographic Analysis, University Preparation** [Back to Canadian & World Studies→](#)

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

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

### History

#### **CHM4E1: Adventures in World History**

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

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

#### **CHY4U1: World History since the Fifteenth Century, University Preparation** [Back to Canadian & World Studies→](#)

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

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

#### **CHY4C1: World History since the Fifteenth Century, College Preparation**

This course explores key developments and events in world history since approximately 1450, with a focus on interactions within and between various regions. Students will examine social, economic, and political developments and how they have affected different peoples. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key turning points in world history and historical forces that have shaped our world.

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

### ***CIC4E1: Making Personal Economic Choices***

This course provides students with a fundamental understanding of a variety of key economic issues and practices, helping them develop their ability to make informed economic choices in their day-to-day lives. Students will examine practical financial matters, such as personal budgeting, taxes, credit and debt, and savings and investment, as well as various economic issues, such as those related to the underground economy, economic inequality, and consumer behaviour. Students will apply the concepts of economic thinking, the economic inquiry process, and economic models to investigate various economic issues and structures and to analyse the impact of economic decisions, including their own decisions, at the individual, community, and national levels.

**Prerequisite:** Canadian History since World War I, Grade 10.

### ***CLN4U1: Canadian and International Law, University Preparation***

[Back to Canadian & World Studies →](#)

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

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

### ***CLN4C1: Legal Studies, College Preparation***

This course provides a foundation for students who wish to pursue a career that requires an understanding of law. Students will explore the importance of law, analysing contemporary legal issues and their impact. They will investigate requirements for various law-related careers as well as legal responsibilities in the workplace. Students will apply the concepts of legal thinking and the legal inquiry process to investigate the role of law in a changing society and will develop conflict-resolution skills needed for negotiation.

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

### ***CPW4U1: Canadian and World Politics, University Preparation***

[Back to Canadian & World Studies →](#)

This course explores various perspectives on issues in Canadian and world politics. Students will explore political decision-making and ways in which individuals, stakeholder groups, and various institutions, including different levels of government, multinational corporations, and non-governmental organizations, respond to and work to influence domestic and international developments. Students will apply the concepts of political thinking and the political inquiry process to investigate current political policies, issues, and events, and to develop and communicate informed opinions about them.

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

## COMPUTER STUDIES

### ***ICS4C1: Introduction to Computer Programming, College Preparation***

[Back to Computer Studies →](#)

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

**Prerequisite:** ICS3U1 or ICS3C1

### ***ICS4U1: Introduction to Computer Science, University Preparation***

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

**Prerequisite:** ICS3U1

## COOPERATIVE EDUCATION

**GWL302/GWL304: Designing Your Future, Open (2 or 4 credits)**

[Back to Cooperative Education →](#)

See Cooperative Education under the Grade 11 section for the course description

## ENGLISH

**ENG4C1: English, College Preparation**

[Back to English →](#)

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

**Prerequisite: English, Grade 11, College Preparation**

**ENG4U1: English, University Preparation**

[Back to English →](#)

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

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

**ENG4E1: English, Workplace Preparation**

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

**Prerequisite: English, Grade 11, Workplace Preparation**

**EWC4U1: The Writer's Craft, University Preparation**

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

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

**EWC4C1: The Writer's Craft, College Preparation**

This course emphasizes knowledge and skills related to the craft of writing. Students will investigate models of effective writing; use a workshop approach to write a variety of works; and make considered decisions for improving the quality of their writing. They will also complete a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

**Prerequisite: English, Grade 11, College Preparation**

### **OLC401: Ontario Secondary School Literacy Course**

[Back to English →](#)

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

*Note: Students must see their Guidance counsellor or SERT for more information before selecting this course. This course will not count as an English credit for College or University consideration*

**Eligibility requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course.**

## **HEALTH AND PHYSICAL EDUCATION**

### **PLF4M1: Recreation and Healthy Active Living Leadership, University/College Preparation**

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.

This course is part of the one(1) or two(2) credit package Marauder Leadership

[Application](#) and [Interview](#) required.

**Prerequisite: Any health and physical education course**

### **PSK4U1: Introductory Kinesiology, University Preparation**

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

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

### **PPL4O1: Healthy Active Living Education, Open**

[Back to Health and Physical Education →](#)

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

**Prerequisite: None**

### **PAF4O1: Personal and Fitness Activities, Open**

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others. This course focuses on personal fitness and activities that promote healthy active living for the individual.

**Prerequisite: None**

## INTERDISCIPLINARY STUDIES

### **IDC401: Film as Narrative, Open**

[Back to Interdisciplinary Studies →](#)

This course explores the role of film as a 'literary' genre with all the narrative power of the Novel or the Play. Students will begin by investigating terminology unique to the analysis of film and applying it via the simple film review. Later units will address the history of film, both in North America and abroad; the various sub-categories of film which emerged as the 20<sup>th</sup> century progressed (e.g., noir, the Western, the epic, the documentary); studies focusing on specific directors; the written genre (novels, short stories etc.) compared to the same rendered in film; and a focused investigation of Canadian cinema with particular attention to the world-wide renown of Quebec directors. Through individual and collaborative inquiry, students will be able to apply skills in analyzing and communicating information to film. In consequence, they will become more insightful in approaching written or oral works in concurrent English courses, and in evaluating film as a narrative genre beyond the boundaries of the classroom.

*Note: BLOCKF will count as a grade 12 Interdisciplinary credit, open level (IDC40)*

**Prerequisite:** None **Recommendation:** Grade 11 College or University level English

## SPECIAL COURSE PACKAGE

### **IDP4U1 or IDP4O1: Banting Marauder Leadership, Grade 12 (IDP4U/O1) and Grade 12 (PLF4M1)**

[Back to Specialty](#)

[Courses →](#)

**(2 credit package)**



This course prepares and motivates students to promote positive leadership within the school. Students will develop communication and organizational skills as they design, develop, and implement special events and/or school-wide projects that contribute positively to the school community. This course prepares students to be future innovators and leaders. Students will examine group dynamics and learn the value of diversity within groups and communities. This unique course package is designed specifically for students who desire to be involved in Student Council, LINK Crew, and Peer Leaders.



Students can request a two(2) credit package of IDP4U1 or IDP4O1 and PLF4M1 or a one credit package of either the preceding courses.

**Prerequisite:** Career Studies, Grade 10. [Application](#) and Interview required

## LANGUAGES

### **FSF4U1: Core French, University Preparation**

[Back to Languages →](#)

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

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

### **FEF4UE: Extended French, University Preparation**

This course further emphasizes the consolidation of communication skills required to interact in French for various purposes about concrete and abstract topics. Students will independently apply language-learning strategies in a variety of real-life and personally relevant contexts, and will broaden their creative and critical thinking skills through responding to and analysing oral and written texts. Students will increase their knowledge of the language through the study of Canadian and international French literature. They will also continue to enrich their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary to become life-long language learners.

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



***FSF4O1: Core French, Open***

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

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

***LVLDU1: Latin, Classical Language, Level 3, University Preparation***

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This course provides students with opportunities to further develop their knowledge of the rich cultural legacy of the Classical world through the study of Latin. Students will continue to increase their vocabulary and consolidate their grammatical knowledge by reading and translating a broad selection of adapted and original Classical texts. Although English is the language of instruction, students will continue to develop their proficiency in reading and speaking the Classical language. Students will engage in a variety of activities to strengthen their literacy and research skills and to enhance their ability to make connections between the Classical world and other societies.

**Prerequisite:** Latin, Grade 11, Level 2, University Preparation

***LVV4U1: Classical Civilization, University Preparation***

This course introduces students to the rich cultural legacy of the classical world. Students will investigate aspects of classical culture, including mythology, literature, art, architecture, philosophy, science, and technology, as well as elements of the ancient Greek and Latin languages. Students will develop creative and critical thinking skills through exploring and responding to works by classical authors in English translation and examining material culture brought to light through archaeology. They will also increase their communication and research skills by working both collaboratively and independently, and will acquire an understanding and appreciation of the interconnectedness of ancient and modern societies.

**Prerequisite:** English, Grade 10, Academic, or Classical Languages, Level 2, University Preparation

## **MATHEMATICS**

***MAP4C1: Foundations for College Mathematics, College Preparation***

[Back to Mathematics →](#)

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.

**Prerequisite:** Foundations for College Mathematics, Grade 11, College Preparation, or Functions and Applications, Grade 11, University/College Preparation

***MHF4U1: Advanced Functions, University Preparation***

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

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



### ***MCV4U1: Calculus and Vectors, University Preparation***

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

**Prerequisite:** The Advanced Functions course (MHF4U) must be taken prior to, or concurrently with Calculus and Vectors (MCV4U)

### ***MDM4U1: Mathematics of Data Management, University Preparation***

[\*\*\*Back to Mathematics →\*\*\*](#)

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

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

### ***MEL4E1: Mathematics for Work and Everyday Life, Workplace Preparation***

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

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

## **SCIENCE**

### ***Biology***

#### ***SBI4U1: Biology, University Preparation***

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. Recommendation: Chemistry, Grade 11, University Preparation

**Prerequisite:** Biology, Grade 11, University Preparation

#### ***SBI4UP: Biology, Advanced Placement, University Preparation***

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The Advanced Placement (AP) **Biology (SBI4UP)** course is an accelerated and advanced level program designed to meet the rigorous requirements of the American College Board examination in May, allowing students to experience university level programming while still in high school.

**Prerequisite:** Biology, Grade 11, University Preparation

## Chemistry

### **SCH4C1: Chemistry, College Preparation**

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

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

### **SCH4U1: Chemistry, University Preparation**

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

**Prerequisite: Chemistry, Grade 11, University Preparation**

## Physics

### **SPH4C1: Physics, College Preparation**

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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. *Recommended: Grade 11 Mathematics*

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

### **SPH4U1: Physics, University Preparation**

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

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

## Earth and Space Science

### **SES4U1: Earth and Space Science, University Preparation**

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

**Prerequisite: Science, Grade 10, Academic**



## **SOCIAL SCIENCES and HUMANITIES**

### ***Equity Studies***

#### ***HSE4M1: Equity and Social Justice: From Theory to Practice, University/College Preparation***

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 change. Students will learn about historical and contemporary equity and social justice issues in Canada and globally. They will explore power relations and the impact of a variety of factors on equity and social justice. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity or social justice issue

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

### ***Family Studies***

#### ***HFA4C1: Nutrition and Health, College Preparation***

[Back to Social Sciences →](#)

This course focuses on the relationship between nutrition and health at different stages of life and on global issues related to food production. Students will investigate the role of nutrition in health and disease and assess strategies for promoting food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and refine their ability to use social science research and inquiry methods to investigate topics related to nutrition and health.

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

#### ***HFA4U1: Nutrition and Health, University Preparation***

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health.

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

#### ***HFL4E1: Food and Healthy Living, Workplace Preparation***

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

**Prerequisite:** None

#### ***HHS4C1: Families in Canada, College Preparation***

This course enables students to develop an understanding of social science theories as they apply to individual development, the development of intimate relationships, and family and parent-child relationships. Students will explore a range of issues relating to the development of individuals and families in contemporary Canadian society as well as in other cultures and historical periods. They will develop the investigative skills required to conduct research on individuals, intimate relationships, and parent-child roles and relationships in Canada.

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

***HHS4U1: Families in Canada, University Preparation***[\*\*\*Back to Social Sciences→\*\*\*](#)

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.

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

***HHG4M1: Human Development throughout the Lifespan, University/College Preparation***

This course offers a multidisciplinary approach to the study of human development throughout the lifespan. Students will learn about a range of theoretical perspectives on human development. They will examine threats to healthy development as well as protective factors that promote resilience. Students will learn about physical, cognitive, and social-emotional development from the prenatal period through old age and will develop their research and inquiry skills by investigating issues related to human development.

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

***HIP4O1: Personal Life Management, Open***

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

**Prerequisite:** None

***HNB4M1: The World of Fashion, University/College Preparation***

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

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

***HPD4C1: Working with School-Age Children and Adolescents, College Preparation***

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

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

***General Social Sciences******HSB4U1: Challenge and Change in Society, University Preparation***[\*\*\*Back to Social Sciences→\*\*\*](#)

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

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

## TECHNOLOGICAL EDUCATION

### Communications Technology

#### **TGV4M1: Communications Technology, Video and Movie Production (University/College Preparation)**

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. This course examines communications systems and design and production processes in the areas of electronic, live, recorded, and graphic communications. Students will create, manage, and distribute complex electronic, graphic, recorded, or audio-visual projects independently and in project teams. Students will also study industry standards and regulations and health and safety issues, and will explore careers, the importance of lifelong learning and the impact of communications technology on society and the environment.

**Emphasis:** *The Digital Production course will give students an opportunity to learn, extend and broaden their knowledge communications in the world of television, video and radio production. Students will have the opportunity to build on concepts achieved in the gr 11 Communications Course by further specialization in the areas of video streaming, podcasting, producing, directing, script writing, researching, editing, technical directing, audio mixing, camera operation, lighting, story production.*

*In addition, each student will learn how to edit video using Adobe Premiere Pro to create short videos. Students will prepare a five to seven minute daily video production called "The Banting Video Billboard" for the school announcements aired on Marauder TV-Youtube. Students may also produce content for the "The Banting Video Billboard" Marauder TV and work on live sport productions at lunch and after school. Students can also produce content for Ban\_Width the school internet radio station.*

**Prerequisite:** Grade 11 Communications Technology

### Computer Technology

#### **TEJ4M1: Computer Engineering Technology, University/College Preparation**

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This course extends students' understanding of computer systems and computer interfacing with external devices. Students will assemble computer systems by installing and configuring appropriate hardware and software, and will learn more about fundamental concepts of electronics, robotics, programming, and networks. Students will examine environmental and societal issues related to the use of computers, and explore postsecondary pathways leading to careers in computer engineering and related fields.

**Prerequisite:** Computer Engineering Technology, Grade 11, University/College Preparation

#### **TEJ4E1: Computer Technology, Workplace Preparation**

This course enables students to further develop their practical understanding of computer hardware, software, networks, and operating systems. Students will use utility and application software, and will follow proper procedures for installing, maintaining, and troubleshooting computer systems and networks. In addition to demonstrating an understanding of the ethical use and environmental effects of computers, students will develop marketable skills and assess career opportunities in the field.

**Prerequisite:** Computer Technology, Grade 11, Workplace Preparation

### Construction Technology

#### **TCJ4C1: Construction Engineering Technology, College Preparation**

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

**Prerequisite:** Construction Engineering Technology, Grade 11, College Preparation



### ***TCJ4E1: Construction Technology, Workplace Preparation***

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

**Prerequisite:** Construction Technology, Grade 11, Workplace Preparation

## ***Green Industries***

### ***THJ4M1: Green Industries, University/College Preparation***

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This is a project-based, college/university level, course that enables students to focus on an area of interest within Green Industries: Horticulture, Landscaping, Animal Science/Livestock, Viticulture, Market Garden, Green Energy, Apiculture, or Crop Production. Students will focus on developing process skills, design and management techniques, and ways of enhancing environmental sustainability. They will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and explore career opportunities. The knowledge and skills acquired in this course will prepare students for more specialized studies at the college and university level.

*SHSM: Students registered in the Agri-business Specialist High Skills Major may take this course at either the Workplace (E) or College/University (M) level depending on their pathway.*

**Prerequisite:** Green Industries or Science, Grade 11, University/College Preparation

### ***THL4E1: Landscaping Construction and Maintenance, Workplace Preparation***

This course enables students to gain further experience with a variety of industry procedures and operations and to acquire additional industry-specific skills. Students will study more complex processes, develop more advanced design and maintenance skills, and explore ways of enhancing environmental sustainability. They will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and explore career opportunities in the various industries. The knowledge and skills acquired in this course will prepare students for the workplace and apprenticeship training.

*Emphasis: Landscape planning and design; plant production; soils; plant science and propagation; and landscape construction and maintenance. Various projects in the school's greenhouse and campus, as well as on public and private properties will enable students to develop and practice the many skills involved in landscaping.*

**Recommended preparation:** Horticulture, Grade 11, Workplace Preparation

## ***Hairstyling and Aesthetics***

### ***TXJ4E1: Hairstyling and Aesthetics, Workplace Preparation***

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

**Prerequisite:** Hairstyling and Aesthetics, Grade 11, Workplace Preparation

## ***Hospitality and Tourism***

### ***TFJ4E1: Hospitality and Tourism, Workplace Preparation***

[\*\*\*Back to Technology→\*\*\*](#)

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

**Prerequisite:** Hospitality and Tourism, Grade 11, Workplace Preparation



## Manufacturing

### ***TMP4C1: Manufacturing Technology: Precision Machining***

This course enables students to further develop knowledge and skills related to machining, welding, print reading, computer numerical control (CNC), robotics, and design. Students will develop proficiency in using mechanical, pneumatic, electronic, and computer control systems in a project-based learning environment and may have opportunities to obtain industry-standard training and certification. Students will expand their awareness of environmental and societal issues and career opportunities in the manufacturing industry.

*Emphasis: This is a project based technology course with a mixture of metal and wood manufacturing processes focus. This will have a metal machine operations and precision layout and machining emphasis. Looking towards college preparation in the tool & Die, Mould Maker, General Machinist trades.*

**Prerequisite: Manufacturing Technology, Grade 11, College Preparation**

### ***TMO4E1: Manufacturing Technology: Machine Operator***

This project-driven, hands-on course builds on students' experiences in manufacturing technology. Students will further develop knowledge and skills related to the use of engine lathes, milling machines, welding machines, and other tools and equipment as they design and fabricate solutions to a variety of technological challenges in manufacturing. Students may also have opportunities to acquire industry-standard training and certification. Students will expand their awareness of environmental and societal issues and of career opportunities in the manufacturing industry.

*Emphasis: This is a project based technology course with a mixture of metal and wood manufacturing processes focus.*

*Focusing on skills for workplace semi-skilled machine operator in the manufacturing sector.*

**Prerequisite: Manufacturing Technology, Grade 11, Workplace Preparation**

## Technological Design

### ***TDJ4M1: Technological Design, University/College Preparation***

[\*\*\*Back to Technology→\*\*\*](#)

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.

**Prerequisite: Technological Design, Grade 11, University/College Preparation**

## Transportation Technology

### ***TTA4C1: Transportation Technology, Auto Service, College Preparation***

[\*\*\*Back to Technology→\*\*\*](#)

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

*Emphasis: Students explore the power train components and chassis of a modern, roadworthy vehicle. Servicing, parts replacement, adjustment and various diagnostic techniques will be fully covered.*

**Prerequisite: Transportation Technology, Auto Service, Grade 11, College Preparation**

### ***TTB4C1: Transportation Technology, Auto Body, College Preparation***

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

*Emphasis: This course advances the skills acquired in grade 11 and applies them to a more serious type of body and frame damage repair as well as custom spray painting techniques.*

**Prerequisite: Transportation Technology, Auto Body, Grade 11, College Preparation**

***TTS4C1: Transportation Technology, Small Engine and Recreational Equipment, College Preparation***

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

*Emphasis: An instructional program that will prepare students to inspect, diagnose and repair small internal combustion engines in portable power equipment and recreational vehicles.*

**Prerequisite:** Transportation Technology, Small Engine and Recreational Equipment, Grade 11, College Preparation

## SPECIALIST HIGH SCHOOL MAJOR (SHSM) PROGRAMS

Specialist High Skills Majors (SHSM) are bundles of 8-10 courses that allow Grade 11 and 12 students to focus their learning on a specific economic sector while getting their high school diploma. SHSMs provide students with an opportunity to focus their learning and gain valuable experience for all post-secondary opportunities.

The SHSM program has several required components, designed to give students a “leg-up” to pursue post-secondary opportunities in a variety of employment sectors. Students will also earn industry recognized certifications, which builds confidence in their skills and links their studies with the world beyond high school and future careers

### AGRICULTURE

The Agriculture SHSM at Banting is focused on Animal Science, Veterinary Studies, and Livestock Production. This program is suited to any student wishing to further develop their interest in animals and hoping to pursue a post-secondary career related to animals or animal studies. This could include careers/further study in veterinary medicine, veterinary technician, livestock producer, animal trainer, animal groomer, horse therapy, animal nutrition, animal genetics, and many more.

Students will gain valuable training and certifications, including:

- Standard First Aid
- Level C CPR
- WHMIS
- Equine First Aid
- Horse Behaviour level 1
- Livestock Medicine,
- Pesticide Safety
- Pet First Aid
- Large Animal Handling
- Horse Behaviour
- Fall Arrest Training
- Seneca College Dual Credit in Animal Behaviour



Agriculture also provides unique experiential learning opportunities, including:

- University of Guelph
- Arkell Research Station
- Behind the Scenes at the Metro Toronto Zoo
- Procyon Wildlife Rehabilitation
- Schauss Feedlot
- Cookstown Stockyards
- Miller's and Sheldon Creek Dairy
- Seneca College Vet. Tech. Facility



Enrollment usually begins at the end of the grade 10 year or the beginning of grade 11. To learn more, please contact Sheila Doney ([sdoney@scdsb.on.ca](mailto:sdoney@scdsb.on.ca)) in the Guidance office at Banting Memorial High School, or the Lead Teachers, Erin Siska, ([esiska@scdsb.on.ca](mailto:esiska@scdsb.on.ca)) or Liz Greflund ([lgreflund@scdsb.on.ca](mailto:lgreflund@scdsb.on.ca))

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Course Titles		Grade 11		Grade 12	
SHSM AGRICULTURE					
Major Credits • 4 Required • At least 1 from each Grade level	Science	SBI3C SBI3U	SBI3UP SVN3E/M	SBI4U SBI4UP	SCH4C
	Social Science & Humanities			HFA4C	HFA4U
	Technological Education	THA3M THS3M	THH3E TTH3C	THA4M THJ4E	THJ4M THL4E
English • 2 Required	English	NBE3C NBE3E	NBE3U OLC3O	ENG4C ENG4E	ENG4U/P OLC4O
Mathematics • 1 Required	Mathematics	MBF3C MCR3U	MCF3M MEL3E	MAP4C MEL4E	MCV4U MHF4U MDM4U
Other • 1 Required	Business Studies	BDI3C BAF3M	BMI3C		
	Science	SBI3C SCH3U	SVN3E SVN3M	SCH4C	SCH4U
Co-op • 2 Credits Required	Cooperative Education • Placement related to SHSM program	GWL3O2 (2 credit) GWL3O4 (4 credit)			

## HEALTH AND WELLNESS

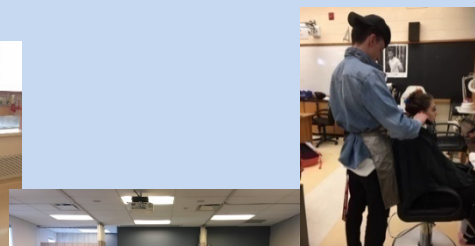
The Health and Wellness SHSM program at Banting has two distinct focus areas: Fitness Leadership and Personal Service and Hospitality

Personal Fitness and Leadership focuses on understanding and promoting healthy living within the school and surrounding community. This is accomplished by gaining a better understanding of both fitness and wellness activities through experiential learning.

Personal Service and Hospitality focuses on preparing students for post-secondary pathways within the four service industries of culinary arts, hairstyling, aesthetics, and travel and tourism.

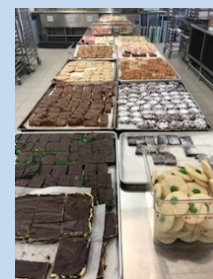
Students will gain valuable training and certifications, that could include:

- Standard First Aid
- Level C CPR & WHMIS
- SafeTALK Training
- Concussion Awareness Training
- Communication Skills Training
- Elumen Colour Training
- Personal Fitness Training
- Wrapping and Taping for Performance and Injury Training
- Food Safety Certification & Service Excellence
- Smart Serve Certification.
- Training Beauty Specialist



Health and Wellness also provides unique experiential learning opportunities, including:

- Georgian College Training Field Trip
- University of Waterloo Kinesiology Labs
- Dual Credit in Fitness Promotion Leadership and Baking
- Field Trips to wellness facilities
- Southlake Regional Health Centre
- Toronto Marlies Career Fair Forum
- Skills Canada Competitions
- Matthew's House
- Riverwood Retirement



Enrollment usually begins at the end of the grade 10 year or the beginning of grade 11. To learn more, please contact Kevin Runnalls ([krunnalls@scdsb.on.ca](mailto:krunnalls@scdsb.on.ca)) in the Guidance office at Banting Memorial High School, or the Lead Teachers, Karen O'Reilly ([koreilly@scdsb.on.ca](mailto:koreilly@scdsb.on.ca)) Mandy Mitchell, ([mamitchell@scdsb.on.ca](mailto:mamitchell@scdsb.on.ca)), Misty Pews, ([mpews@scdsb.on.ca](mailto:mpews@scdsb.on.ca)), or Alana Cowl, ([acowl@scdsb.on.ca](mailto:acowl@scdsb.on.ca))

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Course Titles		Grade 11		Grade 12	
SHSM HEALTH & WELLNESS					
Major Credits • 4 Required • At least 1 from each Grade level	Health & Physical Education	PAD3O PAF3O PAF3OF	PPL3O PPZ3C	PAF4O PAF4OF PLF4M	PPL4O PSK4U
	Cosmetology	TXJ3E1		TXJ4E1	
	Hospitality & Tourism	TFJ3E1		TFJ4E1	
	Science	SBI3C SBI3U	SBI3UP	SBI4U	SBI4UP
	Social Science & Humanities	HFC3E		HFA4C HFA4U HSB4U	HFL4E HHG4M HIP4O
English • 1 Required	English	NBE3C NBE3E	NBE3U OLC3O	ENG4C ENG4E	ENG4U OLC4O
Mathematics • 1 Required	Mathematics	MBF3C MCR3U	MCF3M MEL3E	MAP4C MCT4C MEL4E	MHF4U MCV4U MDM4U
Other • 1 Required	Science	SBI3C SCH3U SPH3U	SVN3E SVN3M	SCH4C SCH4U	SPH4C SPH4U
	Social Science & Humanities	HFC3E	HHD3O		
Co-op • 2 Credits Required	Cooperative Education • Placement related to SHSM program	GWL3O2 (2 credit) GWL3O4 (4 credit)			

## TRANSPORTATION

The SHSM–Transportation provides students with a strong foundation for a wide variety of careers in the transportation sector, from those focusing on the service, repair, and modification of vehicles and vehicle systems to those related to the organization and management of transportation services and mass-transit systems. New in 2020-21 is a focus on Heavy Equipment Technician with extensive collaboration with Toromont CAT Inc.

Students will gain valuable training and certifications, that could include:

- Standard First Aid
- Level C CPR
- WHMIS
- Ozone depletion
- Pleasure Craft Operator
- Vehicle Lift Safety
- Fire Extinguisher Use
- Sector Specific Training



Transportation also provides unique experiential learning opportunities, including:

- Toronto International Auto Show
- Centennial College Field Trip
- Georgian College Field Trip
- Skills Ontario Field Trip
- Compete in Skills Ontario
- Toromont/Cat Visit
- Boating Ontario Visit
- University of Waterloo Electric Vehicle Race



Enrollment usually begins at the end of the grade 10 year or the beginning of grade 11. To learn more, please contact Scott Bowman ([sbowman@scdsb.on.ca](mailto:sbowman@scdsb.on.ca)) in the Guidance office at Banting Memorial High School, or the Lead Teachers, Cole Gretzinger, ([cgretzinger@scdsb.on.ca](mailto:cgretzinger@scdsb.on.ca)) or Scott Fuller ([sfuller@scdsb.on.ca](mailto:sfuller@scdsb.on.ca))

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Course Titles		Grade 11		Grade 12	
SHSM TRANSPORTATION					
Major Credits • 4 Required • At least 1 from each Grade level	Science	SPH3U		SPH4C	SPH4U
	Technological Education	TDJ3M TMJ3E TTA3C TTH3C	TTB3C TTJ3O TTS3C TMP3C TMO3E	TDJ4M TMJ4E TTA4C	TTB4C TTS4C TMP4C TMO4E
English • 2 Required • 1 CLA Required	English	NBE3C NBE3E	NBE3U OLC3O	ENG4C ENG4E	ENG4U OLC4O
Mathematics • 1 Required • CLA Required	Mathematics	MBF3C MCR3U	MEL3E	MAP4C MCT4C MEL4E	MHF4U MCV4U MDM4U
Other • 1 Required • CLA Required	Business Studies	BAF3M BDI3C	BMI3C BTA3O	BOH4M	
	Science	SVN3E SPH3U	SVN3M	SCH4U SPH4C	SNC4E
Co-op • 2 Credits Required	Cooperative Education • Placement related to SHSM program	GWL3O2 (2 credit) GWL3O4 (4 credit)			

**EDUCATIONAL PLAN:**  
***"Begin with the end in mind"***

<b>Grade 9</b> Year 1 8 credits	<b>Grade 10</b> Year 2 8 credits	<b>Grade 11</b> Year 3 8 credits	<b>Grade 12</b> Year 4 6 credits
English	English	English	English
Math	Math	Math	
Science	Science		
Geography	History		
French	Civics & Careers		
Arts (rec'd in grade 9)			
PE (1 required in ANY grade)			

**30 credits needed for an OSS Diploma**

The 18 compulsory course requirements are in the grey shaded areas.  
The 12 optional credit requirements are in white.

Within these choices, students must have one more credit from each of the following 3 groups:

- ✓ Group 1– 1 additional credit in English, or French as a second language or a Native language or a classical or an international language, or social sciences and humanities or Canadian and world studies or guidance and career education or cooperative education
- ✓ Group 2– 1 additional credit in health and physical education, or the arts, or business studies, or French as a second language, or cooperative education
- ✓ Group 3– 1 additional credit in science (grade 11 or 12), or technological education (Grade 9-12), or French as a second language, or computer studies, or cooperative education

**Note:**

- In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from *either* group 2 or group 3.
- A maximum of 2 credits in cooperative education can count as compulsory credits.