

Secondary Education in Canada: A Student Transfer Guide

10th Edition, 2008–2009

Ontario

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Part 1 – Summary Statement

NOTE:

Students **who entered secondary school prior to 1999 and after 1984** must meet the requirements for the Ontario Secondary School Diploma described in *Ontario Schools: Intermediate and Senior Division, Grades 7 to 12/OACs: Program and Diploma Requirements* (OS:IS).

Students **who entered secondary school between 1974 and 1984** must meet the requirements for the Secondary School Graduation Diploma (SSGD) under *Circular H.S.1*.

Information about graduation requirements for these mature students can be found in Policy/Program Memorandum No. 132, available on the Ministry of Education website at <http://www.edu.gov.on.ca/extra/eng/ppm/132.html>.

We encourage readers of this guide to go to the Ministry of Education website at <http://www.edu.gov.on.ca/eng/teachers/curriculum.html> to confirm the most current policy requirements and programs for regular day school and mature students enrolled in the secondary school program.

The Ontario Student Transcript (OST) is the official summary of a student’s coursework and diploma requirements completed. Further information about the OST can be found on the Ministry of Education website at <http://www.edu.gov.on.ca/eng/general/elemsec/ost/ost.pdf>. This is the document secondary school students must provide at registration to a new school so that prior learning may be assessed.

1. Introduction

Publicly funded elementary and secondary schools are administered by district school boards (<http://esip.edu.gov.on.ca/english/>), the oldest form of publicly elected government in Ontario. Working within the framework of the Education Act and its regulations, district school boards adapt provincial education policy to local situations.

Ontario’s 72 District School Boards are made up of 31 English-language public boards, 29 English-language Catholic boards, 4 French-language public boards, and 8 French-language Catholic boards. As well, a small number of Ontario schools are operated by 33 School Authorities. The School Authorities manage special types of schools such as schools in hospitals and treatment facilities and schools in remote and sparsely populated regions. There are nearly 900 secondary schools in Ontario.

Private schools also provide elementary and secondary education. They are independently operated and do not receive funding from the government. The Ministry of Education may inspect a private secondary school that has requested inspection in order to authorize the principal to grant credits in subjects leading to the Ontario Secondary School Diploma.

Although First Nations schools are funded by the federal government, the Ontario Ministry of Education may also inspect a First Nations secondary school that has requested inspection in order to authorize the principal to grant credits in subjects leading to the Ontario Secondary School Diploma.

Most of Ontario's nearly 2 000 000 elementary and secondary school students study in English. Approximately 100 000 students whose first language is French study in French. All students whose parents meet the requirements under Section 23 of the *Canadian Charter of Human Rights and Freedoms* (http://www.pch.gc.ca/progs/pdp-hrp/canada/guide/minority_e.cfm) will be admitted into a French-language school. This section recognizes the right of parents who are Canadian citizens in a minority-language setting to have their child receive an education in the minority language if one or both parents attended elementary school in the language in question. Those parents who do not qualify under Section 23 will have the opportunity to enroll their child in a French-language school with the approval of the admissions committee of the French-language school board.

In Ontario, all permanent residents **between the ages of 6 and 18 must attend school**. Some students continue to attend after the required period of time in order to complete the requirements for the Ontario Secondary School Diploma, and/or to pursue further study in areas of interest, including cooperative education programs. Although young people make up the majority of students in secondary school, schools also serve a significant number of adult students.

The Ontario Secondary School program is designed to equip students with the knowledge and skills they will need to lead satisfying and productive lives in the twenty-first century. The program will prepare students for further education and work, and it will help them to become independent, productive, and responsible members of society. The graduation requirements emphasize a challenging high-quality curriculum and the achievement by students of measurable results. In keeping with the emphasis on high standards, students are also required to meet the provincial **literacy** graduation requirement. To ensure that students develop awareness of civic responsibility, they must fulfill a **community involvement** requirement of 40 hours to qualify for the secondary school diploma. See Section 8 for further details.

Two broad areas of student learning provide the framework for the school program: the Ontario Curriculum and the Areas of Learning in the Guidance and Career Education program. Helping students develop knowledge and skills in these two areas of learning is the collective responsibility of all staff—administrators, teachers, guidance counsellors, Student Success teachers, special education teachers, teachers of English language learners, and support staff. Students learn not only through their school classroom experiences, but also through their experiences in the school and in the broader community. The school program must be designed to reflect both the needs of the students in the school and current ministry and board policies and initiatives.

The **Ontario Curriculum** encompasses the knowledge and skills taught within the subject disciplines from Kindergarten through to Grade 12. The secondary curriculum is described in Section 6.

The **Areas of Learning in the Guidance and Career Education program** include the knowledge and skills students need to learn and continue learning; to manage their behaviour, work with others, and engage in the school and community as responsible citizens; and to make informed education and career choices. There are three defined areas:

Student development

The ability to learn effectively and independently and to learn from experience is the foundation for success in school, work, and life. This area of learning is the basis for academic success and lifelong learning.

Interpersonal development

The ability to manage personal behaviour and engage in the school and community as an active, responsible citizen is required in all aspects of life. Students learn to work with each other in class and in various team, club, and school-wide activities. This area of learning is the basis of positive interpersonal relationships.

Career development

The ability to make informed education and career decisions helps students connect their interests and strengths to what they learn in each subject discipline and to their aspirations beyond secondary school. Competence in this area is the basis of informed education and career planning.

The secondary program is designed to prepare students to be successful in their destination of choice: apprenticeship, college, community living, university, and the workplace. All destinations must be equally valued by students, educators, parents, and the community. Student success is a system-wide responsibility that is explicitly stated and shared. Students, parents, and educators are engaged in, and participate in, shared decision making to help students plan and succeed in a secondary program that supports their goals for the future. The Ontario secondary school program is designed to prepare students to shape, embrace, and adapt to a future of perpetual change within a global community. The program provides all students with the learning opportunities and supports that they need to actualize their potential, to prepare them for further education and work, and to help them become independent, productive, and responsible members of society. This program is continuously evolving to meet the changing world and ensure that the individual learning needs of all students are met successfully.

2. Organization of the School System

The secondary school program is designed so that students can meet the diploma requirements in four years following Grade 8. Courses are offered in ways intended to ensure that education

is relevant both to students' needs and interests and to the requirements of postsecondary institutions and employers.

In Grades 9 and 10, courses promote the acquisition of essential knowledge and skills by all students while at the same time allowing students to begin to focus on their areas of strength and interest, as well as to explore various areas of study. These are the years of exploration. In Grades 11 and 12, the program is designed to allow all students to choose courses that are clearly and directly linked to their intended postsecondary destinations. These are the years of specialization.

The Ontario educational system is organized into four divisions: primary (kindergarten/junior kindergarten to Grade 3); junior (Grades 4–6); intermediate (Grades 7–10); and senior (Grades 11–12). Schools are broadly organized into elementary (K–8) and secondary (9–12) schools, although many variations on these organizations exist (K–6, 6–8, 7–12). Secondary school credits are awarded for the successful completion of courses from Grades 9–12.

In Ontario, students whose first language is French may study in French. French-language secondary schools in Ontario are subject to the same course requirements as English-language schools. Specifications are set out in *Les écoles secondaires de l'Ontario de la 9^e à la 12^e année — Préparation au diplôme d'études secondaires de l'Ontario, 1999*.

3. Explanation of Terms Used

accommodation

In the area of special education, accommodation is the support given to a student to assist him/her in achieving the learning expectations set out in the Ontario curriculum (e.g., provision of equipment and materials such as hearing aids, recording devices, scribes, provision of extra time to complete tests). The student is expected to achieve the expectations of the course.

aménagement linguistique

Aménagement linguistique, or language planning, is defined as the implementation, by educational institutions, of planned systemic interventions to ensure that French language and culture are protected, valued, and transmitted in minority-language communities.

community involvement

Every student is required to complete a minimum of 40 hours of community involvement for the OSSD. (See Section 8 for further details.)

compulsory credit

A compulsory credit is earned for the successful completion of the expectations of a course that meets a compulsory credit requirement for the OSSD. (See Section 8.) There are 18 compulsory credits required for the OSSD.

course

Course is a set of learning activities that enables students to attain the expectations developed from Ministry of Education curriculum policy documents. Normally a course has a value of 1 credit and requires 110 hours for completion. Half-credit courses (55 hours) may also be developed. Multiple-credit courses may be developed based on the curriculum policy documents, usually in Cooperative Education and Technological Education. (See *credit* below.)

course type

For Grades 9–10, courses are designated as Academic, Applied, or Open. For Grades 11–12, courses are designated based on destination as College Preparation (C), open (O), University Preparation (U), University/College Preparation (M), or workplace preparation (E).

credit

One credit is granted in recognition of the successful completion of a ministry-developed course or an approved locally developed course that has been scheduled for a minimum of 110 hours. Credits are accumulated for the purpose of meeting diploma requirements. A student must achieve a grade of 50% or better to receive a credit. (Students must earn a minimum of 60% to earn the credit for the Ontario Secondary School Literacy Course – OLC30/40.) A half-credit may be granted in recognition of the successful completion of a course that has been scheduled for 55 hours. A credit is granted to a student by the principal of the secondary school on behalf of the Minister.

credit recovery

Credit recovery is the process that enables a student who has completed a course in day school but has failed to successfully complete all the expectations to meet the expectations in which he or she has not been successful and attain the credit, without repeating the entire course.

curriculum

Curriculum policy documents provide the policy framework for the teaching of a subject. Curriculum policy documents for each subject discipline are developed by the Ministry of Education and are revised on a seven-year cycle. Courses of study are developed at the school or school-system level in accordance with the appropriate policy guidelines, and they must include the expectations outlined in the provincial documents.

dual credit

Dual credit programs allow students to take apprenticeship training, college, or university courses while still in secondary school; credits earned count towards both the OSSD and a postsecondary certificate, diploma, or degree.

ELL, ESL, ELD

All terms refer to students whose first language is not standard Canadian English. ELL is the encompassing term for all English language learners—students whose first language is a language other than English or is a variety of English that is significantly different from the variety used for instruction in Ontario schools. ESL refers to students studying English as a

second language. ELD refers to students who are English speakers, but their understanding and production of standard English requires some English literacy development in order to be successful in their studies in Ontario. Corresponding terms for French-language students are ALF (programme d'actualisation linguistique en français, or French language actualization program) and PDF (programme de perfectionnement du français, or French language improvement program).

exceptional

Exceptional describes a student whose behavioural, communication, intellectual, physical, or multiple exceptionalities are such that he or she is considered to require placement in a special education program.

expectations

For every course offered at the secondary level, the curriculum outlines clear and detailed curriculum expectations. Expectations describe the knowledge and skills that students are expected to demonstrate, at particular levels of proficiency, by the end of each course. Each course includes overall expectations and specific expectations. All the overall expectations must be met. Specific expectations may be covered in an integrated approach, and not all specific expectations must be assessed, although all must be included in the instruction of the course.

IEP

An Individual Education Plan is a written plan describing the special education program and/or services required by a particular student. The IEP outlines the accommodations or modifications required for the student's program.

ILC

The Independent Learning Centre is a division of TVOntario. The ILC provides courses designed for individuals who wish to work independently towards a diploma or to study a course not provided in an accessible secondary school. Courses are based on the provincial curriculum documents and enable students to fulfill the requirements for the OSSD.

interdisciplinary studies courses

An interdisciplinary approach to curriculum may be provided through interdisciplinary studies courses (IDC) and/or through interdisciplinary program packages (IDP). Interdisciplinary studies courses (IDC) combine all the expectations of the interdisciplinary studies course with a relevant selection of expectations from two or more additional courses from the same grade or the grade immediately preceding or following. Interdisciplinary program packages (IDP) may be developed, worth 2-5 credits, combining the interdisciplinary studies course with 1 to 4 additional related credits.

IPRC

The Identification, Placement, and Review Committee (IPRC) makes recommendations for accommodations and/or modifications to the program and/or congregated placements for students with special education needs.

locally developed course

A locally developed course (LDCC) is a course that is not described in a ministry curriculum policy document. If offered for credit, such a course requires approval of the responsible supervisory official in the school board and, when approved, must be submitted to the Ministry of Education for ministry approval.

Boards may offer, and students may take, up to six locally developed and compulsory credit courses to meet compulsory credit requirements for the OSSD: Grade 9 English, mathematics, and science, and Grade 10 English, mathematics, and science OR Canadian history. Students may complete all seven LDCCs, but either the science or history credit will count as an optional credit.

mature student

For purposes of determining further required credits for a diploma, a mature student is defined as a student who is at least 18 years of age on or before December 31 of the school year in which he or she returns to school, who was not enrolled in a day school for a period of at least one year, and who is enrolled in a secondary school program for the purposes of obtaining an OSSD.

modification

Modification is a change made to the expectations of a course for students with special education needs. The student may or may not earn a credit for a modified course, depending on the degree of the changes made to the expectations. This decision is at the discretion of the principal.

Ontario Student Record (OSR)

The Ontario Student Record is the official record for every student enrolled in an Ontario school. The OSR contains the achievement results (the OST for secondary students—see below), credits earned, diploma requirements completed, and other information important to the education of the student. These records are protected by the Education Act and other freedom of information legislation. Further information about the OSR can be found at <http://www.edu.gov.on.ca/eng/document/curricul/osr/osr.html>.

Ontario Student Transcript (OST)

The Ontario Student Transcript is the ***official record that contains a summary of the coursework and diploma requirements completed by a student***. Further details about the codes noted on the OST, as well as sample OSTs, can be found at <http://www.edu.gov.on.ca/eng/general/elemsec/ost/ost.html>.

The OST will include the following:

- all Grades 9 and 10 courses successfully *completed* by the student, with percentage grades obtained and credits earned
- all Grades 11 and 12 courses *completed* or *attempted* by the student, with percentage grades obtained and credits earned

- all equivalent credits granted through the Prior Learning Assessment and Recognition (PLAR) equivalency process under OSS or through the equivalency process under OS:IS
- all Grade 10 courses for which the student *successfully* challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned
- all Grades 11 and 12 courses for which the student *successfully* or *unsuccessfully* challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned
- identification of compulsory credits, including credits that are substitutions for compulsory credits identified by the ministry as diploma requirements
- confirmation that the student has completed the 40 hours of community involvement
- confirmation that the student has successfully completed the provincial secondary school literacy diploma requirement

optional credit

An optional credit is a credit that is earned for the successful completion of the expectations of a course that is not being used to meet a compulsory credit requirement. There are 12 optional credits required to earn an OSSD.

OSS

OSS is the abbreviation frequently used for *Ontario Secondary Schools: Grade 9 to 12 Program and Diploma Requirements, 1999*. This document outlines the requirements for the OSSD for a student enrolling in the Ontario secondary system for the first time beginning in September 1999. It is currently under review, and a new version is due for release in 2009. No changes are being made to credits or to graduation requirements.

OSSD

OSSD is the abbreviation of Ontario Secondary School Diploma.

OSSLT and OSSLC

One of the Ontario Secondary School Literacy Test (OSSLT) or the Ontario Secondary School Literacy Course (OSSLC) must be successfully completed in order for a student to earn an OSSD. (See Sections 8 and 12.)

PLAR

Prior Learning Assessment and Recognition is the formal evaluation and credit-granting process that recognizes students' prior learning. Students may challenge a credit based on learning that has occurred outside the secondary school but that is equivalent to the expectations outlined in a provincial curriculum document, or may be granted equivalent credits based on documentation for learning that has occurred outside Ontario. See <http://www.edu.gov.on.ca/extra/eng/ppm/129.html> for further detail.

prerequisite course

A prerequisite course is a course that is deemed to be absolutely essential for the successful understanding and completion of a subsequent course. Prerequisite courses are established

only by ministry curriculum policy documents, and no courses apart from those can be identified as prerequisites. The prerequisite for a course is noted in each of the provincial curriculum policy documents. There are no co-requisite courses in any discipline except senior mathematics.

regular day school student

A regular day school student is a student, other than a mature student, who is enrolled in a regular day school program. A full-time student studies *at least* an average of 210 minutes per school day.

special education program

A special education program is defined in the Education Act as an educational program for an exceptional student that is based on, and modified by, the results of continuous assessment and evaluation, and that includes specific objectives and an outline of educational services that meet the needs of the exceptional pupil.

transfer course

A transfer course is a course offered to students who wish to move to another type of course in the same subject. The transfer course will consist of those learning expectations that were not included in the completed course but that are considered essential for the success of the course to be taken. Partial credits are granted for successful completion of a transfer course.

4. Course Designation

4.1 Course Types

Different types of courses in the secondary school program are provided to ensure that all students are supplied with the fundamental knowledge and skills they will need for success in future learning, the world of work, and community life. The types of courses offered and their organization allow students to select and sequence their learning from Grades 9 through 12, keeping their options open in the earlier grades and preparing them in senior grades for their postsecondary destinations.

In Grades 9 and 10, students select an appropriate combination of courses in order to add to their base of knowledge and skills and explore their interests. When selecting their program in the earlier grades, students are not required to make binding decisions about a particular educational or career path, but they do need to be aware of any prerequisites for the various courses in Grades 11 and 12, as specified in the curriculum policy documents.

Academic courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.

Applied courses focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.

Open courses are designed to prepare students for further study in a subject and to enrich their education. Open courses comprise a set of expectations that are appropriate for all students and provide a broad educational base that will prepare students for further education and for productive participation in society. Most courses in the arts, business, English as a second language/English literacy development, guidance, health and physical education, international languages, Native languages, Native studies, social sciences, and the humanities are offered as Open courses.

In Grades 11 and 12, students will focus more on their individual interests and strengths and identifying and preparing for their postsecondary pathway. Courses at these grade levels are destination based and include College Preparation courses, University Preparation courses, University/College Preparation courses, and workplace preparation courses. Open courses are also offered. At a minimum, school boards must and schools are encouraged to offer one course in each of the four destination-related types of courses in each of Grades 11 and 12 in the following subjects: English, mathematics, science, and technological education. Open courses are not linked to any specific postsecondary destination.

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

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

College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs.

Workplace preparation courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workplace directly after graduation, or the requirements for admission to most apprenticeship or other training programs.

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

4.2 Courses with a Particular Focus or Emphasis

The curriculum policy documents for the arts, classical studies and international languages, health and physical education, and Native languages describe courses that schools may develop to focus on a particular area of the subject or a course outlined in the documents (e.g., jazz dance in a dance course or a particular language in an international languages course).

The curriculum policy document for technological education describes courses that may be developed to emphasize a particular area of a course subject but not to the exclusion of other areas within the subject. Broad-based technology courses in Grades 10, 11, and 12 may be designed for up to 330 hours of instructional time to allow students to specialize and/or practise and refine their skills. Regardless of the area of emphasis, students must be given the opportunity to achieve all the expectations of the course outlined in the curriculum document for the discipline.

4.3 Half-Credit Courses

Courses outlined in the Grades 9–10 and Grades 11–12 curriculum documents are designed as full-credit courses (110 hours). However, half-credit courses may be developed as long as the original course is not designated as a Grade 12 University Preparation or University/College Preparation course. Half-credit courses require a minimum of 55 hours of scheduled instructional time.

4.4 Multiple-Credit Courses

Courses in cooperative education, technological education, and interdisciplinary studies may be offered as multiple-credit courses.

4.5 Locally Developed Courses

The secondary program is designed to give students the learning opportunities, flexibility, and support they need to meet the curriculum expectations in their courses and to proceed towards a diploma. Ministry policy provides a wide range of strategies and program options for schools to use to enable students to achieve these provincial curriculum expectations and to prepare for their postsecondary destinations. In cases where students' educational and/or career preparation needs cannot be met by courses authorized by the provincial curriculum policy documents, school boards may develop courses locally that can be counted as credits for diploma purposes. Locally developed optional credit courses have a specific course-type designation (applied, academic, College Preparation, University Preparation, University/College Preparation, workplace preparation, or open). Destination-related courses in Grades 11 and 12 are developed in consultation with the appropriate postsecondary partners.

4.6 Locally Developed Compulsory Credit Courses

Some students who enter secondary school do not have the necessary preparation to enable them to succeed in the secondary program. In order to provide students with the opportunity to upgrade their knowledge and skills, a school board may offer one locally developed course in each of Grade 9 English, mathematics, and science and in each of Grade 10 English, mathematics, science, and Canadian history. Students may count a maximum of *six* such locally

developed courses as compulsory credits towards their secondary school diploma requirements; students may select all seven courses and use one as an optional credit towards their diploma. Locally developed compulsory credit courses (LDCCs) are intended for students who require a measure of flexibility and support in order to meet the compulsory credit requirements in English, mathematics, science, and Canadian history. They do not have a specific course-type designation, but they have the course code “L” in the fifth position. Locally developed compulsory credit courses prepare students for further study in courses from the provincial curriculum policy documents for these disciplines.

4.7 Transfer Courses

Transfer courses offer students a means of changing from one type of course to another at the next grade level if their interests and goals change during secondary school. Transfer courses are designed to enable the student to acquire the knowledge and skills required to bridge the gap between two courses of different types in the same subject, allowing the student to meet prerequisites for courses without having to complete an entire credit. These courses are only available in some disciplines and, with the exception of mathematics, are described in the curriculum policy document for transfer courses. (The mathematics transfer course is described in the curriculum policy document for mathematics.) Transfer courses are shorter and more focused than other types of courses and may be delivered in a variety of ways, including through e-learning. Transfer courses provide partial credits since they require students to demonstrate achievement of new curriculum expectations. The credits earned will qualify as optional credits towards the diploma requirements.

4.8 Religious Education Courses

Roman Catholic school boards are responsible for developing credit courses in religious education and the curriculum expectations related to them. A Roman Catholic board that develops such courses does not have to seek approval for them. Students may earn up to 4 credits in religious education. Credit courses may also be developed in religious education in inspected private schools.

4.9 Course Codes

Course codes are assigned at the provincial level for credits earned in Grades 9 to 12. These codes have five characters that indicate the subject discipline, the grade, and the type of course.

The *first three characters* of the course codes are those given in the ministry’s list of common course codes. They indicate the subject; for example, ENG represents an English course.

The *fourth character* indicates the grade of the course:

- 1 (Grade 9)
- 2 (Grade 10)
- 3 (Grade 11)
- 4 (Grade 12)

For courses in ESL, ELD, ALF, PDF, classical/international languages, and Native languages, the *fourth character* indicates the level of the course:

- A (Level 1)

- B (Level 2)
- C (Level 3)
- D (Level 4)
- E (Level 5)

The *fifth character* indicates the type of course:

- D (academic)
- P (applied)
- O (open)
- E (workplace preparation)
- C (College Preparation)
- U (University Preparation)
- M (University/College Preparation)
- L (locally developed compulsory credit course)

For example:

- ENG2P represents English, Grade 10, Applied.
- MCV4U represents Calculus and Vectors, Grade 12, University Preparation.
- ESLBO represents ESL Level 2, Open.
- LBABD represents Albanian, Level 2, Academic.

A list of the **common course codes** for secondary schools can be found at <http://www.edu.gov.on.ca/eng/general/list/commoncc/cc.html>. A list of all **secondary courses and their prerequisites** can be found at

<http://www.edu.gov.on.ca/eng/document/curricul/secondary/descript/descri9e.pdf>. **Note:**

These documents may not reflect the most recent revisions to the curriculum. Please check the relevant curriculum documents for the most recent codes and descriptors.

5. Time Allotments and Course Load

The school year extends from the first week in September to the last week in June. A minimum of 194 instructional days is required (including examination days and professional activity days). There are scheduled breaks during the months of December (two weeks) and March (one week) of each school year.

One credit is granted in recognition of the successful completion of a course for which a minimum of 110 hours has been scheduled. Civics and Career Studies are the only two compulsory courses that are worth a half-credit and are scheduled for a minimum of 55 hours. For the purpose of granting a credit, *scheduled time* is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of the course.

Most students will complete their high school diploma requirements in four years, but they are not required to do so. Regular day school funding is provided for secondary students until they reach the age of 21.

Students may earn up to 8 regular day school credits in a school year. Most secondary schools are organized to offer their courses either within a semestered system of two terms (4 credits per term) or over the course of the full school year (eight courses per year). Students may earn more than 8 credits in a school year if they participate in Continuing Education or distance learning. (See Section 10.)

6. Curriculum Organization

The Ontario secondary school curriculum is organized into fifteen disciplines (as well as Interdisciplinary Studies). The expectations for secondary students are outlined in two sets of provincial documents developed by the Ministry of Education: Grades 9–10 and Grades 11–12. These include the arts; business studies; Canadian and world studies; classical studies and international languages; English; English as a second language/English skills development (one document, Grades 9–12); French as a second language (core, extended French, and immersion French); guidance and career education; health and physical education; mathematics; Native languages; Native studies; science; social sciences and the humanities; and technological studies. In most cases, courses within each discipline are structured into distinct subject areas. Within each discipline, students can select courses that will help prepare them for the postsecondary destinations of their choice. Secondary school courses prepare students for apprenticeship, college, community living, university, and employment in the workplace.

These curriculum documents contain information about the courses that can be offered by a school. For every course offered at the secondary level, the curriculum outlines clear and detailed curriculum expectations. There are two sets of expectations. The overall expectations describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each course. The specific expectations describe the expected knowledge and skills in greater detail. In addition, for every discipline, the curriculum provides detailed descriptions of achievement levels that will assist teachers in their assessment and evaluation of students' work and promote consistency in these practices in schools across Ontario.

Boards offer courses that are based on the curriculum expectations set out in the ministry curriculum policy documents. Boards may also offer courses that are locally developed and approved by the ministry.

Curriculum guidelines for all subject areas have been developed for use in French-language schools. Curriculum guidelines for all subjects except English (for English-language schools), English as a second language, and French as a second language are available in the French language. English (for French-language schools) *Anglais pour débutants* and *Français* guidelines apply to French-language secondary schools only.

Please note that provincial curriculum documents are reviewed and revised on a seven-year cycle; the most current version of each document will be posted on the Ministry of Education website at <http://www.edu.gov.on.ca/eng/curriculum/secondary/grades.html>.

7. Testing and Grading Practices

The Ministry of Education does not set provincial examinations for secondary school. A student's level of achievement is evaluated by the teacher.

The teacher's professional judgement is based on provincial curriculum expectations and the achievement levels outlined in the curriculum policy documents. This judgement involves a number of assessment and evaluation strategies (including assignments, demonstrations, projects, performances, and tests) that are varied in nature, gathered over time, and designed to provide opportunities for students to demonstrate the full range of their learning.

The common achievement chart is included in the curriculum policy document for each discipline. The chart provides a reference point for all assessment practice and a framework within which to assess and evaluate student achievement.

Each chart is organized into four broad categories of knowledge and skills: Knowledge and Understanding, Thinking, Communication, and Application. The achievement chart also describes the levels of achievement of the curriculum expectations within each category. The descriptions associated with each level serve as a guide for gathering assessment information, and they enable teachers to make consistent judgements about the quality of student work and to provide clear and specific feedback to students and parents.

The following table provides a summary description of achievement in each percentage grade range and corresponding level of achievement:

Percentage Grade Range	Achievement Level	Summary Description
80–100%	Level 4	Achievement that surpasses the standard. It should be noted that achievement at level 4 does not mean that the student has achieved expectations beyond those specified for a particular grade. It indicates that the student has achieved all or almost all of the expectations for that grade, and that he or she demonstrates the ability to use the knowledge and skills specified for that grade in more sophisticated ways than a student achieving at level 3.
70–79%	Level 3	A high level of achievement of the overall expectations. This is the Provincial Standard. Parents of students achieving at level 3 in a particular grade can be confident that their children will be prepared for work at the next grade.
60–69%	Level 2	Achievement that approaches the provincial standard.
50–59%	Level 1	Achievement that falls much below the provincial standard, while still reflecting a passing grade.
Below 50%	Below Level 1	Insufficient achievement of curriculum expectations. A credit will not be granted.

The final grade for each course in Grades 9–12 is determined as follows:

- 70% of the grade is based on evaluations conducted throughout the course. This portion of the grade reflects the student's most consistent level of achievement throughout the course, although special consideration is given to more recent evidence of achievement.
- 30% of the grade is based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

The teacher is also required to report on the student's development of five **learning skills** (initiative, organization, teamwork, work habits, works independently) on a four-point scale (E – Excellent, G – Good, S – Satisfactory, N – Needs Improvement). The separate evaluation and reporting of the learning skills reflect the critical role in students' achievement of the curriculum expectations. To the extent possible, the evaluation of learning skills, apart from any that may be included as part of a curriculum expectation in a course, are **not** considered in the determination of a percentage grade.

Schools are required to maintain records of evaluation for each student in the Ontario Student Record (OSR), which is created when the student first enters the Ontario school system and is maintained until graduation. The OSR is transferred with the student if he or she changes schools within Ontario.

7.1 Education Quality and Accountability Office (EQAO)

The EQAO is an independent agency of the Ontario government, established in 1996. EQAO provides accurate, objective, and clear information about student achievement and the quality of publicly funded education in Ontario. In addition, EQAO works to ensure that this information is used to bring about improvement for individual students and for the education system as a whole.

A significant part of the EQAO's mandate is the design and implementation of a comprehensive program of student assessment within government-established parameters.

EQAO assesses all students in Grade 3 and Grade 6 in reading, writing, and mathematics. EQAO administers two secondary assessments: The Ontario Secondary School Literacy Test, administered in the spring of each year to all students enrolled in Grade 10, and the Grade 9 Assessment of Mathematics, administered in January to students enrolled in first-semester mathematics courses and in May/June to students enrolled in second-semester and full-year courses.

Ontario students also participate in ministry-approved national and international assessments.

8. Requirements for Graduation in English-Language Schools

8.1 Overview

In order to earn an **Ontario Secondary School Diploma (OSSD)**, a student entering Grade 9 must

- earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits
- complete 40 hours of community involvement activities
- achieve the literacy graduation requirement by passing the Ontario Secondary School Literacy Test (OSSLT) or the Ontario Secondary School Literacy Course (OSSLC)

8.2 Compulsory Credits

Students must earn the following compulsory credits:

- 4 credits in English (1 credit per grade)
- 1 credit in French as a second language
- 3 credits in mathematics (at least 1 credit in Grade 11 or Grade 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
- 0.5 credit in civics
- 0.5 credit in career studies

plus

- **Group 1** – 1 additional compulsory credit from one of the following curriculum policy documents: English, **or** French as a second language, **or** classical studies and international languages, **or** Native languages, **or** social sciences and the humanities, **or** Canadian and world studies, **or** guidance and career education, **or** a cooperative education credit
- **Group 2** – one additional compulsory credit from one of the following curriculum policy documents: health and physical education, **or** the arts, **or** business studies, **or** a cooperative education credit
- **Group 3** – one additional compulsory credit from one of the following curriculum policy documents: science (Grade 11 or Grade 12) **or** technological education (Grades 9 to 12), **or** a cooperative education credit

A maximum of 2 of the 3 compulsory credits from the groups above may be met with credits earned through cooperative education; there is no limit to the number of cooperative education credits a student may use as optional credits.

8.3 Substitutions

In order to allow for flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, principals may replace **up to three compulsory credit courses (or the equivalent in half courses)** using courses from the remaining courses

offered by the school that meet the compulsory credit requirements. Each substitution will be noted on the OST.

8.4 Optional Credits

In addition to 18 compulsory credits, students must earn 12 optional credits. Students may earn these credits by successfully completing courses that they have selected from the courses listed as available in the school course calendar. Optional credits include dual credits and credits earned through external credentials.

8.5 Community Involvement Activities

Students are required to complete 40 hours of community involvement in order to earn their OSSD. The community involvement requirement is designed to encourage students to develop an awareness and understanding of their civic responsibility and the role that they can play in supporting and strengthening their communities. The requirement is completed outside a student's normal instructional hours and may be completed at any time during a student's secondary school program. Further information about community involvement activities can be found at <http://www.edu.gov.on.ca/extra/eng/ppm/124a.html>.

An "X" is entered into the Community Involvement section of the OST when the student has completed the community involvement requirement.

8.6 Ontario Secondary School Literacy Requirement

All students are required to meet the literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). The secondary school literacy graduation requirement is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. Its purpose is to determine whether or not students have the skills in reading and writing that they will need to succeed at school, in work, and in daily life.

There are three ways in which a student can meet the literacy requirement. All students are expected to take the Ontario Secondary School Literacy Test (OSSLT). Students unsuccessful in the OSSLT may meet the literacy requirement, with the recommendation of the principal, through successfully meeting the expectations of the Ontario Secondary School Literacy Course (OSSLC). Students who have been unable to complete the literacy requirement through either the OSSLT or the OSSLC as a result of special circumstances may meet the requirement through a successful literacy adjudication process.

Students will normally take the Ontario Secondary School Literacy Test (OSSLT) when they are in Grade 10. The test is administered by the EQAO. Students who fail the OSSLT once may take the Ontario Secondary School Literacy Course (OSSLC). This may be offered as a Grade 11 credit – OLC30, or a Grade 12 credit – OLC40. Students who successfully complete the OSSLC may count it as meeting **either** the Grade 11 or Grade 12 English compulsory credit requirement **or** one additional compulsory credit requirement from **Group 1**.

Further information about the Ontario Secondary School Literacy graduation requirement can be found at <http://www.edu.gov.on.ca/extra/eng/ppm/127.html>.

8.7 Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate is granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a **minimum of 14 credits** distributed as follows (the provisions for making substitutions for compulsory credits also apply for the OSSC):

Compulsory credits (total of 7)

- 2 credits in English
- 1 credit in Canadian geography or Canadian history
- 1 credit in mathematics
- 1 credit in science
- 1 credit in health and physical education
- 1 credit in the arts or technological education

Optional credits (total of 7)

- 7 credits selected by the student from available courses

8.8 Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a **Certificate of Accomplishment**. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or for those who plan to find employment after leaving school. This certificate is accompanied by the student's OST, indicating credits earned.

8.9 General Educational Development (GED) Test

The General Educational Development (GED) tests are designed to provide students who have not graduated from high school with an alternative means of demonstrating that they have an equivalent level of education. In GED testing, candidates take five tests that measure skills in writing, science, mathematics, social studies, and the critical appreciation of literature and the arts. Successful candidates are awarded an **Ontario High School Equivalency Certificate**. In Ontario, GED tests are only administered through the Independent Learning Centre.

9. Pre-requisites and/or Co-requisites

Any prerequisites that are considered to be appropriate are stated in the provincial curriculum policy guidelines. In cases where the individual students or parents request exemption from a prerequisite course, the principal of the secondary school will rule on the request. There are no co-requisites in any of the curriculum policy documents with the exception of senior mathematics. Prerequisites are listed in each provincial curriculum document.

10. Other Types of Programs

10.1 Dual Credits

Dual credit programs allow students to take apprenticeship training, college, or university courses while still in secondary school. Credits earned count towards both the OSSD and a postsecondary certificate, diploma, or degree. Dual credit programs allow secondary school students to “reach ahead” and experience learning and success in a postsecondary environment. Current research indicates that a range of students benefit from dual credit opportunities—not only high-achieving students, but also students who may be disengaged and underachieving but who have the potential to succeed. Dual credit learning experiences help students make better-informed education and career-planning decisions and raise their awareness of postsecondary education and training opportunities, including apprenticeships. Some programs involve students earning college credits through e-learning. Approximately 5 000 students across the province are currently involved in dual credit programs. Credits awarded recognize student achievement of learning outcomes and performance standards that have been approved by the Ministry of Education and by the relevant postsecondary institution. All projects involve a dedicated role for secondary school teachers. Further information is available at the School/College/Work Initiative website at <http://www.gotocollege.ca>.

10.2 Specialist High Skills Major (SHSM)

A Specialist High Skills Major (SHSM) is a type of ministry-approved specialized program. The SHSM allows students to focus on knowledge and skills that are of particular importance in certain economic sectors, and to obtain certifications recognized in those sectors, as they work towards meeting the requirements for an Ontario Secondary School Diploma (OSSD). Students who graduate with a SHSM designation on their diploma will have met the five required components in ministry-approved SHSM diploma frameworks and are prepared for success in a particular sector and in the postsecondary destination of their choice, whether it be apprenticeship training, a college or university program, or the workplace.

An SHSM is a package of 9 to 11 required credits, including the following:

- 4 “Major” credits that provide sector-specific knowledge and skills plus 3 to 4 other credits delivered with Contextualized Learning Activities (CLAs) based on the sector (English, Mathematics, Science, Business Studies, etc.)
- a minimum of 2 cooperative education credits to ensure experiential learning, plus job shadowing and work experience and reach ahead opportunities
- a sector-recognized bundle of certifications (usually 6 to 10)
- demonstration of essential skills and work habits using the Ontario Skills Passport for documentation

Currently, SHSMs are available in 14 economic sectors: agriculture, arts and culture, business, community and emergency services, construction, the environment, forestry, health and wellness, hospitality and tourism, information and communication technology, landscaping, manufacturing, mining, and transportation. More information is available at <http://www.edu.gov.on.ca/eng/teachers/studentssuccess/specialist.html>.

10.3 Cooperative Education

A cooperative education course must be based on a related course (or courses) from an Ontario curriculum policy document or on a ministry-approved locally developed course in which the student is enrolled or which he or she has successfully completed. The cooperative education course and the related course (or courses) together constitute a student's cooperative education program designed to suit the student's strengths, interests, and needs and to enhance the student's preparation for the future.

A student's co-op program consists of the cooperative education course outside the school, which is monitored by a cooperative education teacher, and the related curriculum course. The classroom component includes 15 to 20 hours of *pre-placement instruction*, which prepares students for the workplace and includes instruction in areas of key importance such as health and safety and *classroom sessions held at various times during and after the placement*, which provide opportunities for students to reflect on and reinforce their learning in the workplace. Students earn cooperative education credits by integrating classroom theory with planned learning experiences in the community to achieve learning based on the curriculum expectations of the related course. Cooperative education courses may be planned as single- or multiple-credit courses, but the latter are encouraged in order to ensure sufficient time at the placement for the student to fully achieve the required knowledge and skills. Courses in all disciplines and of all types may serve as the basis for cooperative education courses. Placements vary in length, depending on the number of credits students are earning, and may involve work outside the designated hours of the school day, depending on the nature of the program and the placements available in the community. Co-op programs are available through the regular school program, specialized school and board programs, continuous intake, and summer and night school programs. E-co-op programs are also available, allowing students to access workplaces beyond their communities.

Credit is awarded for the successful completion of a cooperative education course based on any credit course outlined in a curriculum policy document or on a ministry-approved locally developed course. Every student in a co-op program must have a Personalized Placement Learning Plan (PPLP), which shows how the student's related curriculum course is being applied at his or her work placement. Co-op credits may be used to meet up to 2 of the 18 *compulsory* credit requirements for the OSSD. There is no limit on the number of *optional* credits that may be earned through cooperative education courses.

Note: The course code for a cooperative education credit is the same as the course code for the related course. A "C" in the Notes section of the Ontario Student Transcript will indicate that this was a cooperative education course credit.

Information about cooperative education programs can be found in the *Cooperative Education and Other Forms of Experiential Learning* document or at

<http://www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf>.

10.4 Interdisciplinary Studies

The interdisciplinary studies program is one of a number of specialized programs that can provide students with a particular curriculum focus to help them meet the diploma requirements and make the transition to postsecondary education.

Interdisciplinary studies courses provide students with opportunities to understand the diverse perspectives and links among discrete subjects/disciplines and develop their knowledge and skills beyond the scope of individual disciplines to solve problems, make decisions, and present new findings.

Interdisciplinary courses can be offered in two models:

- single-credit interdisciplinary studies courses
- interdisciplinary studies packages of courses

Students may take a maximum of three interdisciplinary courses—one each of the following:

- Interdisciplinary Studies, Grade 11, Open (IDC3O – single; IDP3O – package)
- Interdisciplinary Studies, Grade 12, University Preparation (IDC4U – single; IDP4U – package)
- Interdisciplinary Studies, Grade 12, Open (IDC4O – single; IDP4O – package)

Details of these courses, as well as their prerequisites, can be found on the Ministry of Education website at

<http://www.edu.gov.on.ca/eng/curriculum/secondary/interdisciplinary.html>.

10.5 Continuing Education

The continuing education program provides both credit and non-credit courses outside the program offered in elementary or secondary schools for individuals who wish to study part time or full time for a short term. Continuing education courses may include the following: *credit* courses for secondary school students, mature students, and adults offered through evening, summer school, or daytime classes (the range of credit courses offered is described in the Ontario curriculum policy documents); *adult basic education* courses, including courses in adult basic literacy, citizenship, and language training; and English as a second language, French as a second language, or Native language courses for those who do not have facility in one of these languages.

Continuing education is intended to address the needs of learners of every age and every social and economic background. These learners may range from day school students unable to take a course during the traditional school day, adults who wish to add to their formal schooling, individuals seeking advanced studies or leisure-time pursuits, people who wish to improve their skills for employment or to develop new or existing interests, or physically challenged learners who may be unable to participate in regular group programs.

A day school student's final achievement in an evening continuing education program will be reported to the principal of the day school. Successful completion of Grades 9 and 10 courses will be recorded on the student's OST. Successful and unsuccessful completion of Grades 11

and 12 courses, as well as withdrawal from these courses that occurs after 45 hours of instruction have taken place, will be recorded on the student's OST.

The scheduled time in any evening continuing education course taken for credit will not be less than 90 hours. It is the responsibility of the principal of the continuing education program to ensure that each course contains the amount of work that would ordinarily be completed in the time scheduled for the course in a day school program.

School boards may also offer summer school programs. The terms of admission to a course offered through summer school will be determined by the board that operates the summer school. A summer school program may not begin until after the last school day in the school year and must end before the first school day of the following school year. Non-credit summer school courses may be offered to address students' remedial needs.

To qualify for diploma credit, courses must fulfill the same credit requirements as courses offered during the regular school year, including the requirement that each 1-credit summer school course be scheduled for 110 hours. Students who take a Grade 11 or Grade 12 course during the school year and then repeat the course at summer school will receive only 1 credit for that course; however, both marks will be recorded on the student's OST. Students' achievement in summer school will be recognized by the principal. Successful completion of Grades 9 and 10 courses will be recorded on the student's OST. Successful and unsuccessful completion of Grades 11 and 12 courses, as well as withdrawal from these courses that occurs after 55 hours of instruction has taken place, will be recorded on the student's OST.

10.6 Distance Education

Distance education courses are credit courses that are offered by schools through various means such as teleconferencing, video-conferencing, via the Internet, and/or through correspondence. By making distance education courses available to students, schools can provide students with a wider range of program choices than are available locally. These courses are designed to enable students to participate actively in a course despite being at a distance from the school that is offering the course. A wide range of secondary school credit courses is available through the Independent Learning Centre (ILC, a division of TVOntario). These courses are provided to residents of Ontario and are designed primarily for individuals who wish to work independently towards the secondary school diploma. Information about eligibility, enrollment procedures, and course offerings may be found by accessing the ILC website at www.ilc.org. The courses offered are those outlined in the curriculum policy documents and will enable students to fulfill the requirements for a diploma. The ILC offers an alternative to students who wish to work more independently, gain new credits, complete credits for courses in which they were previously unsuccessful or which they failed to finish, upgrade their skills at their own pace, and start at any time of the year.

E-learning courses of all types are available in Grades 9 through 12. E-learning may be delivered through local board programs and is available to all students. Permission to take e-learning courses must be given by a student's home school, and students must apply and enroll through

their home school. E-learning courses may be offered in summer school. Student intake may be continuous but should be timed to enable the work to be completed within the school year. The schedule for reporting marks will be that of the school delivering the e-learning course. The same criteria for full disclosure that apply to regular courses will also apply to e-learning courses. Assessment and evaluation will be done in accordance with the requirements in the provincial curriculum policy documents.

10.7 Credit Recovery

Students who have *completed* a provincially approved course within the last *two* years and who received a failing grade for that course may be approved to recover the course through the credit recovery process. Students may only recover the credit of the actual course failed (the same type, grade, and level). Students who withdraw from a course are not eligible to recover it through the credit recovery process. Credit recovery may be offered as part of the regular day school program and/or at summer school, and be taught by a qualified teacher. Each school will develop a credit recovery program suited to the needs of the students in the school. Students may recover more than 1 credit concurrently through the credit recovery process, and there is no limit to the number of credits a student may recover. Credit recovery programs may accommodate continuous intake and may be delivered through e-learning. The programs will focus on particular curriculum expectations that students have failed to achieve and on improving learning skills, and they may include behavioural or other supports and both independent and group learning.

Once a student has successfully completed a course through credit recovery, the common course code along with the student's final mark for the recovered course will be recorded on the student's OST. There is no special indicator on the OST or report card for recording the method of delivery for achieving a credit. In the case of students successfully completing a Grade 9 or Grade 10 credit course through credit recovery, only the highest percentage grade achieved will appear on the OST. When students successfully complete a Grade 11 or Grade 12 credit course through credit recovery, the percentage grade for each time the student has attempted the course is recorded .

10.8 Credits for External Credentials

Some students obtain external credentials for achievements and skills through programs that are not offered for credit within the provincial secondary curriculum. In selected cases, student achievement in such programs may be recognized for credit towards completion of the OSSD. There are many organizations in Ontario that offer valuable learning experiences and programs to young people. These programs provide documents or certificates earned by a young person in recognition of successful completion of the program requirements. While many programs offer students valuable learning experiences, programs that only recognize hours of participation without any formal assessment will not be considered for credit. In determining whether or not to approve an organization and its program to provide equivalent learning opportunities for students, the ministry shall ensure that a student who participates in equivalent learning will not, by doing so, receive educational benefits of a lesser quality than those provided in the traditional secondary school system. Only the ministry has the authority

to approve equivalent learning opportunities. Organizations wishing to have their programs recognized for credit for external credentials will apply for approval by the ministry. At this point, only external music conservatory programs have been recognized. For students completing conservatory of music programs taken outside the school, the principal of a secondary school may award a maximum of 2 University Preparation credits—1 Grade 11 credit (AMX3M) and 1 Grade 12 credit (AMX4M)—towards the Ontario Secondary School Diploma. The credits will be awarded upon presentation of the official examination results forms or certificates. Credits earned based on music certificates may not be used to meet the compulsory credit requirement for the arts. Further information about the music certificates accepted for credit can be found at <http://www.edu.gov.on.ca/extra/eng/ppm/133.html>.

10.9 Non-Credit Courses

Some students may need to be provided with alternative non-credit courses in a secondary school. Alternative courses provide individualized programming based on the student’s instructional level, needs, and interests. District school boards and schools design and offer these courses based on groupings of students who have similar cognitive functioning levels. The expectations in an alternative course must be individualized for each student. The expectations in a non-credit course are individualized for the student and generally focus on preparing the student for employment (supported or independent) and/or community living. Examples of alternative courses include the following: Transit Training and Community Exploration (KCC), Culinary Skills (KHI), and Money Management and Personal Banking (KBB). School boards must use the “K” course codes and titles found in the ministry’s Common Course Code listings (at <http://www.edu.gov.on.ca/eng/general/list/>) to identify alternative courses. School boards may also offer locally developed non-credit courses to meet the needs of groupings of students. The “K” refers to codes that boards can use on the Ontario Student Transcript to provide a record of a student’s program. A list of the codes and the related courses is as follows:

Course Code	Related Course	Course Code	Related Course
KAL	Creative Arts for Enjoyment and Expression	KHI	Culinary Skills
KBB	Money Management and Personal Banking	KMM	Numeracy and Numbers
KCC	Transit Training and Community Exploration	KNA	First Canadians
KCW	Exploring Our World	KPF	Personal Health and Fitness
KEN	Language and Communication Development	KPH	Choice Making for Healthy Living
KGL	Personal Life Skills	KPP	Self-Help and Self-Care
KGW	Exploring the World and Work	KSN	Exploring Our Environment
KHD	Social Skills Development	KTT	Computer Skills

10.10 Prior Learning Assessment and Recognition (PLAR)

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may earn credits towards the secondary school diploma by having their knowledge and skills evaluated in relation to the expectations outlined in provincial curriculum policy documents.

The PLAR process involves two components: challenge and equivalency. The challenge process is the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document published in 1999 or later in Grade 10, 11, or 12 (for regular day school students), or in Grade 11 or 12 (for mature students). The equivalency process is the process of assessing credentials from other jurisdictions for the purpose of awarding credits. All credits granted through the PLAR process must represent the same standards of achievement as have been established for students who have taken the courses.

If they wish to earn credit for the course without taking the course, students may use certificates or other records of accomplishment earned outside Ontario classrooms as reasonable evidence of eligibility to challenge for credit for a related course within the Ontario curriculum. Assessment and evaluation strategies for the challenge process must include formal tests (for 70 per cent of the final mark) and a variety of other assessment strategies appropriate for the particular course (for 30 per cent of the final mark). The formal tests must have a balance between written work and practical demonstration that is appropriate for the subject/discipline. Other assessment strategies may include evaluation of written assignments, demonstrations/performances, laboratory work, quizzes, and observation of student work. The principal (or designate) is responsible for developing and administering the formal tests and for determining which assessment strategies are most appropriate for each course for which a student is challenging for credit. For challenges for credit for Grade 10 courses, only passing percentage grades will be entered on the OST. If the student subsequently takes the Grade 10 course in a regular school program, only the higher percentage grade will be recorded on the OST. No notation will be entered on the student's OST if the student withdraws from or receives a failing grade in the challenge process. For challenges for credit for Grades 11 and 12 courses, passing and failing percentage grades will be entered on the student's OST. No notation will be entered on the OST if the student withdraws from the challenge process. Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario, as well as students entering secondary school who have previously been receiving home schooling. The principal of the receiving school will determine as equitably as possible the total credit equivalency of the student's previous learning and the number of compulsory and optional credits still to be earned. This decision must be based on the credentials presented or on individual assessments of the student's prior learning where such credentials are not available. Principals will ensure that equivalency is recorded in accordance with *The Ontario Student Transcript (OST): Manual*,

2008. Principals will use the following table in determining equivalencies for regular day school students:

Number of years <i>successfully</i> completed in a secondary school program	0	1	2	3	more than 3
Minimum number of credits still to be earned towards the OSSD (<i>based on credentials presented</i>)	30	22	14	7	4
Minimum number of credits still to be earned towards the OSSD:	All 18 compulsory credits required.				
<ul style="list-style-type: none"> • English • mathematics • science or technological education (required total: 2 science credits, plus one additional Grade 11/12 science or Grades 9–12 technological education credit) • other compulsory credits • optional credits 		3 2 2	2 1 1	1 0 0	1 0 0
Literacy Test	Required	Required	Required	Required	Required
Community Involvement	40 hours	40 hours	*	*	*
* The principal determines the number of hours required.					

Information about equivalency evaluation for mature students can be found at <http://www.edu.gov.on.ca/extra/eng/ppm/132.html>.

11. Assessment of Out-of-Province and Foreign Studies

See section 10.10

Part 2 – Summary of Course Content

Copies of each of the Provincial Curriculum Policy documents are available on the Ministry of Education website at <http://www.edu.gov.on.ca/eng/curriculum/secondary/grades.html>.

12. English (First Language)

The English program in Grades 9 to 12 includes **compulsory courses** and **optional courses**. The compulsory courses emphasize strong core competencies in listening, speaking, reading, writing, viewing, and representing. As part of their program in Grades 9 and 10, students must take one compulsory course in English in each grade. These courses are offered in two types: academic and applied. One optional course is offered in the Grades 9–10 curriculum—Literacy Skills: Reading and Writing, Grade 10. This course offers students an opportunity to enhance their literacy skills. It may be taken to fulfill an optional credit requirement or the Group 1 additional compulsory credit requirement for the Ontario Secondary School Diploma (OSSD). It may also be used, at the principal’s discretion, as a substitution for one of the compulsory credits required in English. The Literacy Skills course is an open course. Students choose between course types on the basis of their interests, achievement, and postsecondary goals. School boards may offer a locally developed compulsory credit (LDCC) course in English in each of Grades 9 and 10, which may be used to meet the compulsory credit requirement in English for these grades. The Grades 9 and 10 LDCC courses prepare students for success in the Grade 11 English workplace Preparation course.

The English program helps students learn to read efficiently and to absorb information quickly. Students learn to switch from one genre to another, and to use a range of reading skills that suit their purpose and the materials they are reading as they move from subject to subject. Literary works drawn from many genres, historical periods, and cultures reflect the diversity of Canada and the world. The literature program also includes a range of informational texts such as academic textbooks, technical manuals, newspapers and magazines, reference materials, memos, bulletin-board notices, CD-ROMs, databases, and websites.

The expectations in the compulsory courses of the English curriculum are organized in four strands, or broad areas of learning: Oral Communication, Reading and Literature Studies, Writing, and Media Studies. The program in all grades is designed to develop a range of essential skills in these four interrelated areas, built on a solid foundation of knowledge of the conventions of standard English and incorporating the use of analytical-, critical-, and metacognitive-thinking skills. Students learn best when they are encouraged to consciously monitor their thinking as they learn, and each strand includes expectations that call for such reflection. The knowledge and skills described in the expectations in the four strands of the language curriculum will enable students to understand, respond to, create, and appreciate a full range of literary, informational, and media texts.

The areas of learning are closely interrelated, and the knowledge and skills described in the four strands are interdependent and complementary. Teachers plan activities that blend expectations from the four strands in order to provide students with the kinds of experiences that promote meaningful learning and help them recognize how literacy skills in the four areas reinforce and strengthen one another.

Oral language is a fundamental means of communication with others and the cornerstone of learning in all areas. Through talk, students not only communicate information but also explore and come to understand ideas and concepts; identify and solve problems; organize their experience and knowledge; and express and clarify their thoughts, feelings, and opinions. When they converse about information and ideas, they become aware not only of the various perspectives of other speakers and writers, but also of the language structures and conventions they use. As students work towards achieving the expectations for this strand, they will improve their ability to explore and communicate ideas in both classroom and formal speaking situations.

All students need instruction to cope with the more challenging reading demands of the secondary school curriculum, which requires students to consider increasingly abstract concepts and to use language structures that are more complex and vocabulary that is more specialized than in earlier grades. This strand helps students learn to read with understanding, to read critically, to become familiar with various text forms and their characteristic elements, and to recognize the function and effects of various text features and stylistic devices. It helps students understand that reading is a process of constructing meaning and equips them with the strategies that good readers use to understand and appreciate what they read. An effective reader is one who not only grasps the ideas communicated in a text but is able to apply them in new contexts. To do this, the reader must be able to think clearly, creatively, and critically about the ideas and information encountered in texts in order to understand, analyze, and absorb them and to recognize their relevance in other contexts.

The study of literature is central in the secondary English curriculum; it offers students opportunities to expand their intellectual horizons and to extend and strengthen their literacy skills. As a creative representation of life and experience, literature raises important questions about the human condition, now and in the past. As students increase their knowledge of accomplished writers and literary works, and vicariously experience times, events, cultures, and values different from their own, they deepen their understanding of the many dimensions of human thought and human experience. All students, regardless of their postsecondary plans, need to read a balance of exemplary literary, informational, and graphic texts that nourish the imagination, promote intellectual growth, contribute to a sense of aesthetic appreciation, and provide a broad range of language models for their own writing. They should be exposed to literary works drawn from many genres, historical periods, and cultures, by both female and male writers, that represent a wide range of perspectives and reflect the diversity of Canada and the world.

A central goal of the Writing strand is to promote students' growth as confident writers and researchers who can communicate competently using a range of forms and styles to suit specific purposes and audiences and correctly applying the conventions of language: grammar, usage, spelling, and punctuation. These conventions are best learned in the context of meaningful and creative writing activities that allow students to develop the ability to think and write clearly and effectively.

Media Studies explores the impact and influence of mass media and popular culture by examining texts such as films, songs, video games, action figures, advertisements, CD covers, clothing, billboards, television shows, magazines, newspapers, photographs, and websites. These texts abound in our electronic information age, and the messages they convey, both overt and implied, can have a significant influence on students' lives. For this reason, critical thinking as it applies to media products and messages, assumes a special significance. Understanding how media texts are constructed and why they are produced enables students to respond to them intelligently and responsibly. Students must be able to differentiate between fact and opinion; evaluate the credibility of sources; recognize bias; be attuned to discriminatory portrayals of individuals and groups, such as religious or sexual minorities, people with disabilities, or seniors; and question depictions of violence and crime.

12.1 Course Requirements

Students must earn 4 credits in English, 1 in each of the four years of the secondary school program. As part of their program in Grades 9 and 10, students must take a compulsory credit course in English in each grade. They may choose between two types of courses in Grades 9 and 10: Academic and Applied. As part of their program in Grades 11 and 12, students must take a compulsory credit course in English in each grade. They may choose from three types of courses: University Preparation, College Preparation, and workplace preparation. Compulsory credit courses emphasize strong core competencies in reading, writing, use of language, and media awareness. Students who take the Grade 11 course "English: Contemporary Aboriginal Voices" (university, college, or workplace preparation) from the Native studies curriculum may use the credit earned for this course to meet the Grade 11 English compulsory credit requirement.

The optional credit courses in the English program provide students with the same language knowledge and skills in reading, writing, and oral and visual communication as do the compulsory credit courses, but the focus of each of these courses is more thematic or specialized than the compulsory courses. Optional credit courses in English provide students with opportunities to explore individual interests and to deepen and extend some of the knowledge and skills acquired in their compulsory credit courses through more thematic and specialized study. Four types of optional credit courses are offered: University Preparation, University/College Preparation, College Preparation, and open. Students may choose to take one of the optional English courses to fulfill the compulsory credit requirement for graduation in Group 1.

Courses in Grades 11 and 12 are designed to be offered as full-credit courses; however, half-credit courses may be developed for specialized programs, such as school-to-work transition and apprenticeship programs, as long as the original course is not designated as a requirement for entry into a University program. Individual universities will identify the courses that are prerequisites for admission to specific programs. Such courses must be offered as full-credit

courses to ensure that students meet admission requirements. Details of all courses can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/english910currb.pdf> and <http://www.edu.gov.on.ca/eng/curriculum/secondary/english1112currb.pdf>.

12.2 Ontario Secondary School Literacy Course, Grade 12 (OLC30/40)

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.

Students may take the OSSLC if they have failed the OSSLT at least once. This credit may be used to meet the compulsory English credit requirement for either Grade 11 or Grade 12.

12.3 Courses

Unless otherwise stated, all courses are worth 1 credit.

12.3.1 GRADES 9 AND 10

Grade	Course Name	Course Type	Course Code	Prerequisite
Compulsory Courses				
9	English	Academic	ENG1D	None
9	English	Applied	ENG1P	None
9	English	Locally Developed	ENG1L	None
10	English	Academic	ENG2D	ENG1D or ENG1P
10	English	Applied	ENG2P	ENG1P or ENG1D
10	English	Locally Developed	ENG2L	ENG1L
Optional Courses				
10	Literacy Skills: Reading and Writing	Open	ELS20	Grade 9 English Academic, Applied, or LDCC

ENG1D - Grade 9 English, Academic

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their

daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to University or College Preparation courses in Grades 11 and 12.

Prerequisite: None

ENG1P - Grade 9 English, Applied

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

Prerequisite: None

ENG2D - Grade 10 English, Academic

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

Prerequisite: English, Grade 9, Academic or Applied

ENG2P - Grade 10 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, Academic or Applied

ELS20 - Literacy Skills: Reading and Writing, Grade 10, Open

This course is designed to help students strengthen essential reading and writing skills, providing them with the extra literacy support they need in order to graduate. Students will

read informational, graphic, and literary texts, with a focus on locating information, identifying main ideas and supporting details, building vocabulary, and consolidating skills in the application of key comprehension strategies. The course will also help students develop core learning strategies.

Prerequisite: English, Grade 9, Academic or Applied, or a Grade 9 English LDCC (locally developed compulsory credit) course

12.3.2 GRADES 11 AND 12

Grade	Course Name	Course Type	Course Code	Prerequisite
Compulsory Courses				
11	English	University	ENG3U	ENG2D
11	English	College	ENG3C	ENG2P
11	English	Workplace	ENG3E	ENG2P
12	English	University	ENG4U	ENG3U
12	English	College	ENG4C	ENG3C
12	English	Workplace	ENG4E	ENG3E
Optional Courses				
11	Canadian Literature	University/ College	ETC3M	ENG2D or ENG2P
11	Media Studies	Open	EMS3O	ENG2D or ENG2P
11	Presentations and Speaking Skills	Open	EPS3O	ENG2D or ENG2P
12	Studies in Literature	University	ETS4U	ENG3U
12	The Writer's Craft	University	EWC4U	ENG3U
12	Studies in Literature	College	ETS4C	ENG3C
12	The Writer's Craft	College	EWC4C	ENG3C
12	Business and Technological Communication	Open	EBT4O	ENG3U, ENG3C, or ENG3E

ENG3U - English, Grade 11, University Preparation

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

Prerequisite: English, Grade 10, Academic

ENG3C - English, Grade 11, College Preparation

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 College Preparation course.

Prerequisite: English, Grade 10, Applied

ENG3E - English, Grade 11, Workplace Preparation

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will study the content, form, and style of a variety of contemporary informational, graphic, and literary texts; and create oral, written, and media texts in a variety of forms for practical purposes. An important focus will be on using language clearly and accurately in a variety of formal and informal contexts. The course is intended to prepare students for the compulsory Grade 12 workplace preparation course.

Prerequisite: English, Grade 10, Applied

ENG4U - English, Grade 12, University Preparation

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

ENG4C - English, Grade 12, College Preparation

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

ENG4E - English, Grade 12, 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

ETC3M - Canadian Literature, Grade 11, University/College Preparation

This course emphasizes the study and analysis of literary texts by Canadian authors for students with a special interest in Canadian literature. Students will study the themes, forms, and stylistic elements of a variety of literary texts representative of various time periods and of the diverse cultures and regions of Canada, and will respond personally, critically, and creatively to them.

Prerequisite: English, Grade 10, Academic or Applied

EMS30 - Media Studies, Grade 11, Open

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

Prerequisite: English, Grade 10, Academic or Applied

EPS30 - Presentation and Speaking Skills, Grade 11, Open

This course emphasizes the knowledge and skills required to plan and make effective presentations and to speak effectively in both formal and informal contexts, using such forms as reports, speeches, debates, panel discussions, storytelling, recitations, interviews, and multimedia presentations. Students will research and analyse the content and characteristics of convincing speeches and the techniques of effective speakers; design and rehearse

presentations for a variety of purposes and audiences; select and use visual and technological aids to enhance their message; and assess the effectiveness of their own and others' presentations.

Prerequisite: English, Grade 10, Academic or Applied

ETS4U - Studies in Literature, Grade 12, University

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

Prerequisite: English, Grade 11, University Preparation

EWC4U - The Writer's Craft, Grade 12, 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

ETS4C - Studies in Literature, Grade 12, College Preparation

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

Prerequisite: English, Grade 11, College Preparation

EWC4C - The Writer's Craft, Grade 12, 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

EBT4O - Business and Technological Communication, Grade 12, Open

This course emphasizes practical writing and communication skills that are needed in the world of business and technology. Students will analyse the characteristics of effective models of business and technical communications; gather information to write reports, business letters,

memos, manuals, instructions, and brochures; and integrate graphics and text, using technology appropriately for formatting and special effects. They will also make a number of oral and visual presentations.

Prerequisite: English, Grade 11, University Preparation, College Preparation, or Workplace Preparation

13. French (First Language)

In Ontario's French-language secondary schools, the teaching of French has two essential and inseparable objectives: to enable students to acquire a thorough mastery of the French language that is indispensable for their success at school and at work and to acquaint students with their French-language cultural heritage, which young francophones of Ontario need in pursuing their personal development and in developing their identity as members of the French-speaking community.

The French curriculum guideline includes both compulsory courses, which students must take to obtain their secondary school diploma, and optional courses, which offer optional credits in Grade 11 and Grade 12 only.

13.1 Course Requirements

Students must successfully complete four French courses, one in each year. Students may take one or more optional French courses to meet the Group 1 diploma requirements regarding additional compulsory credits. The fields of study of the compulsory courses are reading, writing, oral communication, and information and communication technologies.

Reading

Students will have the opportunity to explore the specific characteristics of various literary genres and to employ a whole range of reading strategies appropriate for the material they are studying and for their own objectives. Literary works in various genres, taken from different times and different cultures, can enable students to get some idea of the wealth and diversity of the French-speaking community both in Canada and around the world. These works include poems, novels, plays, short stories, biographies, journals, letters, and essays. To help students to become accomplished readers, a balanced reading program must include the study of a good variety of documentary texts such as newspaper and magazine articles, reference works, classified ads, advertising material, and also software, CD-ROMs, databases, and Web sites.

Writing

Students write in order to set down information and ideas, to express themselves, to communicate with others for various reasons, to reflect, and to learn. Whether in their personal lives, at school, or in the workplace, students will need to know how to write appropriately — in other words, clearly, coherently, and precisely. The primary aim of this field of study is to enable students to improve their writing and research skills so that they will be

able to communicate effectively, using various forms of discourse, and adopting in each case the appropriate tone. The proper use of the conventions of language, particularly of grammar, spelling, and punctuation, will be more easily learned through creative writing activities that encourage students to think and that require them to write clearly and precisely.

Oral communication

Spoken language is an essential means of communicating with others and the basis of learning in all fields. Students listen and speak in order to understand concepts, solve problems, provide information, and express their thoughts. In discussing information and ideas, they become aware of the forms, styles, images, structures and conventions employed by the authors and by the people they are talking to.

Information and communication technologies

Because of the increasing influence of electronic media in our lives, we need to give students an opportunity to use the new technologies to meet many expectations of the French program. Information and communication technologies help students to acquire information and to communicate and disseminate it in French, thereby getting to know the francophone community better and broadening their cultural and intellectual horizons.

13.2 The Ontario Secondary School Literacy Course, Grade 12 (CCL40)

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.

The OSSLC can be offered as a full-credit course or as a half-course worth a half-credit each. In the latter case, each half-course must contain a balanced number of expectations and learning content from the two fields of learning and writing. A student must successfully complete both half-courses to meet the literacy requirement.

Students may take the OSSLC if they have failed the OSSLT at least once. Students who pass this course meet the provincial literacy requirements for the secondary school diploma, and are entitled to a credit that may count as a Grade 12 compulsory French credit or as one of the 12 credits for optional courses.

13.3 Courses

Further information about all courses and their prerequisites is available at <http://www.edu.gov.on.ca/fre/curriculum/secondary/francais910currb.pdf>, <http://www.edu.gov.on.ca/fre/curriculum/secondary/francais1112currb.pdf>, and at <http://www.edu.gov.on.ca/fre/curriculum/secondary/francais12curr.pdf>.

13.3.1 GRADES 9 AND 10

There are two French courses in Grade 9 and two in Grade 10. Of these four courses, one in each year is Academic and one is Applied. In choosing between these two types of courses, students may consider their own preferences. In French, no half-credit courses may be offered.

Grade	Course Name	Course Type	Course Code	Prerequisite
<i>Compulsory Courses</i>				
9	French	Academic	FRA1D	None
9	French	Applied	FRA1P	None
10	French	Academic	FRA2D	FRA1D or FRA1P
10	French	Applied	FRA2P	FRA1P or FRA1D

FRA1D - French, Grade 9, Academic

In this course, students develop their language skills by reading and writing various texts. This enables them to learn more about narrative and descriptive texts and to explore explanatory materials. Students are required to make various presentations, which puts them more at ease with oral communication. In the field of literature, students interpret the meaning of some works from our time or from earlier times. They examine a work from French Canada and works from the Middle Ages and the Renaissance in order to acquire cultural reference points and to discover the rules of versification by studying various poetic texts. Through different research projects, students learn to use information and communication technologies.

FRA1P - French, Grade 9, Applied

In this course, students develop their language skills by reading and writing various texts. This enables them to learn more about narrative and descriptive texts and to explore explanatory materials. Students are required to make various presentations, which puts them more at ease with oral communication. In the field of literature, students have an opportunity to appreciate various pieces of poetry and study some literary texts, including one from French Canada. This enables them to identify significant cultural reference points. Through various research projects, students learn to use information and communication technologies.

FRA2D - French, Grade 10, Academic

In this course, students read and write a great variety of texts. This enables them to consolidate their knowledge of narrative and explanatory texts, and to explore argumentative and dramatic materials. Students develop confidence in their ability to communicate orally, and explore the world of the media. In the field of literature, students study a Molière comedy and other 17th century works, and examine some other works including texts from French Canada and from another francophone country. This enables them to acquire significant cultural points of reference. Finally, in connection with various research projects, students employ the resources provided by information and communication technologies.

Prerequisite: Grade 9 Academic or Applied French course.

FRA2P - French, Grade 10, Applied

In this course, students read and write a great variety of texts. This enables them to consolidate their knowledge of narrative and explanatory texts, and to explore argumentative and dramatic materials. Students develop confidence in their ability to communicate orally, and explore the world of the media. In the field of literature, students study a play and examine other works, including one from French Canada. This enables them to acquire significant cultural reference points. In connection with various research projects, students employ the resources provided by information and communication technologies.

Prerequisite: Grade 9 Academic or Applied French course.

13.3.2 GRADES 11 AND 12

In the Grade 11 and Grade 12 program, students must take a compulsory French course every year. They may choose their compulsory courses from among three types of course for Grade 11 and Grade 12, namely University Preparation, College Preparation, and workplace preparation. Only the literacy course is open.

Because of the way they are designed, Grade 11 and Grade 12 courses are supposed to be offered as full credit courses; however, courses for half-credits can be developed for specialized programs, such as apprenticeship and school-to-work programs, provided that the original course is not a condition for admission to a University program.

The optional courses of the French curriculum guideline are designed to enable students to acquire the same knowledge and language skills in reading, writing and oral communication as they would in compulsory courses. However, each optional course emphasizes a particular specialty or theme. Expectations are thus grouped according to the fields of study associated with this specialty or theme.

Grade	Course Name	Course Type	Course Code	Prerequisite
Compulsory Courses				
11	French	University	FRA3U	FRA2D
11	French	College	FRA3C	FRA2P
11	French	Workplace	FRA3E	FRA2P
12	French	University	FRA4U	FRA3U
12	French	College	FRA4C	FRA3C
12	French	Workplace	FRA4E	FRA3E
Optional Courses				
11	Functional literacy in reading and writing	Open	FCF30	FRA2D or FRA2P
11	French in the media	Open	FFM30	FRA2D or FRA2P
12	Major works of literature	University	FLO4U	FRA3U
12	Literature of French Canada	University/College	FLC4M	FRA3U or FRA3C
12	Writing Workshop	Open	FAE40	FRA3U, FRA3C, or FRA3E
12	French for Business and Technology	Open	FAF40	FRA3U, FRA3C, or FRA3E

FRA3U - French, Grade 11, University

This course enables students to consolidate their knowledge of the French language. Through their study of a contemporary work and of significant works of the 18th and 19th centuries, they acquire cultural reference points and are invited to think about fundamental issues. By carrying out various projects and using information and communication technologies, they learn to develop their critical thinking and an independent approach to learning.

Prerequisite: Grade 10 Academic French course

FRA3C - French, Grade 11, College Preparation

This course enables students to improve their knowledge of the French language by reading everyday and literary texts, writing various texts, and making oral presentations using different types of discourse. Through the study of works and significant excerpts of contemporary authors, they become more familiar with French-language literature. By using technology, they become familiar with the major means of communication.

Prerequisite: Grade 10 Applied French course

FRA3E - French, Grade 11, Workplace Preparation

This course enables students to develop their oral and written communication skills through situations they encounter in everyday life in the world of work. The selection of texts and activities in this course enables students to develop their critical thinking, a capacity for teamwork, and a sense of independence. Information and communication technologies are an integral part of the student's learning activities.

Prerequisite: Grade 10 Applied French course.

FRA4U - French, Grade 12, University Preparation

This course enables students to improve their knowledge of French. Through their examination of works that have had a significant impact, and are mostly from the 20th century, students enrich their knowledge of literature and their general cultural knowledge, and are also invited to think about fundamental issues. Students carry out a major independent study project, which helps them to develop their critical thinking and an independent approach to learning. Students use information and communication technologies to carry out their research and other work.

Prerequisite: Grade 11 University Preparation French course.

FRA4C - French, Grade 12, College Preparation

This course enables students to improve their knowledge of French by reading everyday and literary texts, by writing various texts, and by making oral presentations using various types of discourse. Through their examination of works and significant excerpts of contemporary authors, students also acquire cultural reference points and are invited to think about significant issues. Students use information and communication technologies to carry out their research and other work.

Prerequisite: Grade 11 College Preparation French course.

FRA4E - French, Grade 12, Workplace Preparation

This course enables students to improve their oral and written communication skills while consolidating their knowledge through situations encountered in everyday life and in the world of work. The selection of texts and activities encourages students to develop their critical thinking and their capacity for teamwork. Information and communication technologies are an integral part of the student's learning activities.

Prerequisite: Grade 11 Workplace Preparation French course.

Information about the optional courses in French can be found at

<http://www.edu.gov.on.ca/fre/curriculum/secondary/francais1112currb.pdf>.

14. English (Second/Additional Language)**English as a Second Language (ESL) and English Literacy Development (ELD)**

Ontario secondary schools are now home to students who speak more than 100 different languages, including several Aboriginal languages, many African, Asian, and European languages, or an English-related creole language (such as Caribbean Creole or West African

Krio). Ontario's increasing linguistic and cultural diversity provides students with many opportunities for cultural enrichment and for learning that is global in scope. At the same time, however, this diversity means that a significant and growing proportion of Ontario students arrive in English-language schools as English language learners – that is, students who are learning the language of instruction at the same time as they are learning the curriculum. The curriculum in English as a Second Language and English Literacy Development for Grades 9 to 12 has been developed to ensure that English language learners have the maximum opportunity to become proficient in English and achieve the high levels of literacy that are expected of all Ontario students.

The ESL and ELD curriculum expectations are designed to help English language learners develop the skills they need to develop proficiency in everyday English and, most especially, the proficiency in academic English that will allow them to integrate successfully into the mainstream school program. It is important to recognize that while English language learners are in the process of acquiring academic language, their age peers are not standing still in their learning of grade-appropriate language and concepts. In effect, English language learners must catch up with a moving target. Thus, an effective curriculum for English language learners integrates academic language and literacy skills with subject-matter concepts and critical-thinking skills from the very beginning levels of instruction, so that students can gain as much momentum as possible as they progress to full participation in mainstream classes in the various subjects.

English language learners are students in provincially funded English-language schools whose first language is a language other than English, or is a variety of English that is significantly different from the variety used for instruction in Ontario's schools, and who may require focused educational support to assist them in attaining proficiency in English. They may be Canadian-born or recently arrived from other countries. They come from diverse backgrounds and school experiences, and have a variety of strengths and needs.

Secondary school ESL and ELD programs are generally intended to support newcomers. For their first few years in Ontario schools, many English language learners receive support in one of the following two distinct programs designed to meet their language learning needs and/or to help them develop the literacy skills they need in order to continue their education and participate fully in life in Ontario:

English as a Second Language (ESL) programs are intended for students whose first language is a language other than English or is a variety of English significantly different from that used for instruction in Ontario schools. Students in these programs have age-appropriate, first-language literacy skills and educational backgrounds.

English Literacy Development (ELD) programs are intended for students whose first language is a language other than English or is a variety of English significantly different from that used for instruction in Ontario schools. Students in these programs are most often from countries in which their access to education has been limited, so that they have had limited opportunities to

develop language and literacy skills in any language. Schooling in their countries of origin has been inconsistent, disrupted, or even completely unavailable throughout the years that these children would otherwise have been in school. As a result, they arrive in Ontario secondary schools with significant gaps in their education.

English language learners in any grade may be placed in appropriate ESL or ELD courses. Since many ESL and ELD classes include students aged between 14 and 20, the topics and activities must be selected to appeal to a wide range of ages and maturity levels. There are five ESL courses and five ELD courses. The courses are designated according to levels of proficiency in English and literacy development, not by grade. All ESL and ELD courses are open courses. Students may substitute up to three ESL or ELD courses for compulsory English credit requirements. The remaining English credit shall be chosen from one of the compulsory English courses offered in Grade 12. Additional ESL or ELD credits may be counted as optional credits for diploma purposes.

English language learners may arrive in Ontario schools at any point during the school year. Special efforts will be made to ensure the effective placement and integration of students in classes that are already in progress. All staff members, including administrative staff, are part of, and understand the process. The placement process is aimed at successfully integrating English language learners in Ontario secondary schools, and has four major components:

- **reception and orientation:** to provide a welcoming and inclusive environment for new students and their families
- **initial assessment:** to determine each student's educational background, level of proficiency in English, and academic achievement
- **placement:** to determine the best program and selection of courses for each student
- **monitoring:** to keep track of each student's progress in second-language acquisition, academic development, and cultural adjustment, as well as to provide support as needed

The content in each of the ESL and ELD courses is organized into four interrelated strands, or broad areas of learning: Listening and Speaking, Reading, Writing, and Socio-Cultural Competence and Media Literacy. Effective instructional activities blend expectations from the four strands in order to provide English language learners with the kinds of experiences that promote meaningful learning and help students recognize how language and literacy skills in the four strands overlap and strengthen one another. The program at all levels is designed to develop a range of essential skills in the four interrelated strands, built on a solid foundation of knowledge of the language conventions of standard English and incorporating the use of analytical, critical, and metacognitive thinking skills. Students learn best when they are provided with opportunities to monitor and reflect on their learning, and each strand includes expectations that call for such reflection.

The following two charts show how most students would progress through their ESL/ELD courses. Some students may take ESL and ELD courses concurrently. ESL and ELD courses may be delivered as half-courses, each earning a half-credit. Complete information is available in the

curriculum policy document for ESL/ELD at
<http://www.edu.gov.on.ca/eng/curriculum/secondary/esl912currb.pdf>.

14.1 English as a Second Language (ESL)

ESL Level	Course Name	Course Type	Course Code	Prerequisite
1	English as a Second Language	Open	ESLAO	None
2	English as a Second Language	Open	ESLBO	ESL 1 or equivalent*
3	English as a Second Language	Open	ESLCO	ESL 2 or equivalent*
4	English as a Second Language	Open	ESLDO	ESL 3 or equivalent*
5	English as a Second Language	Open	ESLEO	ESL 4 or equivalent*

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

ESLAO - Level 1

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

ESLBO - Level 2

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

ESLCO - Level 3

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

students to the rights and responsibilities inherent in Canadian citizenship and to a variety of current Canadian issues.

ESLDO - Level 4

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

ESLEO - Level 5

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

14.2 English Literacy Development (ELD)

ELD Level	Course Name	Course Type	Course Code	Prerequisite
1	English Literacy Development	Open	ELDAO	None
2	English Literacy Development	Open	ELDBO	ELD 1 or equivalent*
3	English Literacy Development	Open	ELDCO	ELD 2 or equivalent*
4	English Literacy Development	Open	ELDDO	ELD 3 or equivalent*
5	English Literacy Development	Open	ELDEO	ELD 4 or equivalent*
*Equivalent may be an equivalent course of study in other jurisdictions in Canada or in other countries or a proficiency level determined through an initial assessment.				

ELDAO - Level 1

This course is intended for English language learners who have had limited access to schooling and thus have significant gaps in their first-language literacy skills. Students will use basic listening and speaking skills to communicate in English for everyday purposes; develop readiness skills for reading and writing; begin to read highly structured texts for everyday and school-related purposes; and use basic English language structures and sentence patterns in

speaking and writing. The course will also help students become familiar with school routines and begin to adapt to their new lives in Canada.

ELDBO - Level 2

This course is intended for English language learners who have had limited access to schooling and thus have gaps in their first-language literacy skills. Students will use their developing listening and speaking skills to communicate in English for a variety of purposes; develop reading strategies to understand a variety of simple texts; produce simple forms of writing; apply increasing knowledge of English grammatical structures in speaking and writing; expand their vocabulary; and develop fundamental study skills. The course will also provide opportunities for students to become familiar with and use school and community resources and to build their knowledge of Canada and diversity.

ELDCO - Level 3

This course builds on students' growing literacy and language skills and extends their ability to communicate in English about familiar and school-related topics. Students will make brief oral presentations; improve their literacy skills through a variety of contextualized and supported reading and writing tasks; distinguish between fact and opinion in short written and oral texts; complete short guided-research projects; and engage in a variety of cooperative learning activities. The course will also enable students to strengthen and extend their study skills and personal-management strategies and to broaden their understanding of Canadian diversity and citizenship.

ELDDO - Level 4

This course extends students' literacy skills and ability to apply learning strategies effectively, and teaches them how to use community resources to enhance lifelong learning. Students will communicate with increased accuracy and fluency for a variety of academic and everyday purposes; perform a variety of guided reading, writing, and viewing tasks; and use media and community resources to complete guided-research projects. This course further develops the critical thinking skills students will need to participate in Canadian society as informed citizens.

ELDEO - Level 5

This course provides students with skills and strategies that will allow them to continue their education successfully and pursue pathways to employment that may involve apprenticeship and/or cooperative education programs. Students will communicate orally and in writing on a variety of topics; perform a variety of independent reading and writing tasks; interpret and create media texts; and use a range of media and community resources. This course also expands the critical thinking skills students will need in order to contribute to Canadian society as informed citizens.

15. French (Second/Additional Language)

Students must earn **1 credit** in French as a second language (FSL). Any FSL course will meet the secondary school diploma requirements for a compulsory credit in French as a second language. The compulsory credit would normally be earned in Grade 9.

Note: Students who, in elementary school, took one of the Native languages instead of FSL and who, in secondary school, wish to again take a Native language instead of FSL may use a Level 1, 2 or 3 Native languages credit as a substitute for the compulsory credit in FSL.

The aim of the French as a second language (FSL) curriculum is to prepare students to perform effectively in the challenging world they will face by providing them with the skills they need to communicate in a second language. To make the curriculum relevant to students' lives, knowledge and skills are taught in contexts that reflect their interests and experiences. Students will be able to choose from courses that lead to study at the postsecondary level or to the workplace, depending on their individual interests, strengths, and aspirations.

The FSL curriculum comprises three programs: Core French, Extended French, and French Immersion. These programs reflect students' differing needs in studying French and are designed to provide students with different levels of intensity in developing their French-language knowledge and skills. The Core French, Extended French, and French Immersion programs differ in intensity but share a common purpose — to develop students' oral communication (listening and speaking), reading, and writing skills in the French language. All programs emphasize the development of these skills, using a thematic approach and incorporating the use of a variety of media resources.

In any given grade, students may count credits in only one type of program — Core, Extended, or Immersion French — toward their secondary school diploma. Immersion and Extended French programs are described in section 16. Details of all three French programs can be found in the curriculum policy documents at

<http://www.edu.gov.on.ca/eng/curriculum/secondary/fsl910curr.pdf> and
<http://www.edu.gov.on.ca/eng/curriculum/secondary/fsl1112curr.pdf>.

15.1 Core French

The aim of the Core French program is to provide students with fundamental communication skills in French and an understanding of the nature of the language and its culture. Core French offers students the chance to develop a usable command of the French language that can be expanded through further study or through contact with French-speaking people.

By the end of the four-year program, students will be able to participate in a straightforward conversation in French; will be able to read — with the help of a dictionary — books, magazines, and newspapers in French; and will be able to understand the general meaning of radio and television news and other programs.

15.1.1 CORE FRENCH - GRADES 9 AND 10

In the Core French program, two types of courses are offered in Grades 9 and 10 — *academic* and *applied*. In the Extended French and French Immersion programs, only academic courses are offered. Courses offered in French as a second language in Grades 9 and 10 must be delivered as full-credit courses, not as half-credit courses.

Grade	Course Name	Course Type	Course Code	Prerequisite
9	Core French	Academic	FSF1D	Minimum of 600 hours of French instruction, or equivalent*
9	Core French	Applied	FSF1P	Minimum of 600 hours of French instruction, or equivalent*
10	Core French	Academic	FSF2D	FSF1D or FSF 1P or equivalent*
10	Core French	Applied	FSF2P	FSF1P or FSF1D or equivalent*
* The principal has the right to permit individual students to enrol in a course for which they may not have the entrance requirements if they have achieved the language competence through other means.				

FSF1D - Core French, Grade 9, Academic

This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes such as relationships, social trends, and careers. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping stones to oral and written activities.

FSF1P - Core French, Grade 9, Applied

This course emphasizes the concurrent development of oral communication, reading, and writing skills, using a broad-based theme such as the media. Students will enhance their ability to understand and speak French through conversations, discussions, and presentations. They will also read short stories, articles, poems, and songs, and write brief descriptions, letters, dialogues, and invitations.

FSF2D - Core French, Grade 10, Academic

This course enables students to increase their knowledge of the French language, further develop their language skills, and deepen their understanding and appreciation of francophone culture around the world. Exploring a variety of themes, students will develop and apply critical thinking skills in discussion, in their analysis and interpretation of texts, and in their own writing.

FSF2P - Core French, Grade 11, Applied

This course emphasizes the further development of oral communication, reading, and writing skills using a broad-based theme such as adolescence. Students will expand their knowledge of French by studying a series of theme-related topics, such as students' rights and responsibilities, relationships with peers and adults, and part-time jobs.

15.1.2 CORE FRENCH – GRADES 11 AND 12

In the Core French program in Grades 11 and 12, two types of FSL courses are offered: — University Preparation courses and Open courses. Courses in Grades 11 and 12 are designed to be offered as full-credit courses; however, half-credit courses may be developed for specialized programs, such as school-to-work transition and apprenticeship programs, as long as the original course is not designated as a requirement for entry into a University program. Individual universities will identify the courses that are prerequisites for admission to specific programs. Such courses must be offered as full-credit courses, to ensure that students meet admission requirements.

Grade	Course Name	Course Type	Course Code	Prerequisite
11	Core French	University	FSF3U	FSF2D
11	Core French	Open	FSF3O	FSF2D or FSF2P
12	Core French	University	FSF4U	FSF3U
12	Core French	Open	FSF4O	FSF3O or FSF3U

FSF3U - Core French, Grade 11, University

This course draws on a variety of themes to promote extensive development of reading and writing skills and to reinforce oral communication skills. Students will gain a greater understanding of French-speaking cultures in Canada and around the world through their reading of a variety of materials, including a short novel or a play. Students will produce various written assignments, including a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Prerequisite: Core French, Grade 10, Academic

FSF3O - Core French, Grade 11, Open

This course draws on a broad theme, such as leisure activities, to develop oral communication, reading, and writing skills. Students will give presentations, read a selection of short stories and articles, and produce a variety of written assignments. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Prerequisite: Core French, Grade 10, Academic or Applied

FSF4U - Core French, Grade 12, University

This course draws on a variety of themes to promote extensive development of French-language skills. Students will consolidate their oral skills as they discuss literature, culture, and

current issues. They will read a variety of texts and will write a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Prerequisite: Core French, Grade 11, University Preparation

FSF40 - Core French, Grade 12, Open

This course focuses on the development of French-language skills that students can use in the business world or the workplace. Students will give presentations, read a selection of materials appropriate to the topics under study, and produce a variety of written assignments. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

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

15.2 Programme d'actualisation linguistique en français (ALF) and Programme de perfectionnement du français (PDF)

The *Programme d'actualisation linguistique en français* (ALF) (French language actualization program) is designed for students who, when they arrive in school, speak little or no French. The *Programme de perfectionnement du français* (PDF) (French language improvement program) is for students who speak a variety of written French that differs from standard French or who need to become familiar with their new sociocultural environment and to adapt to it.

Ontario's French-language schools offer French language actualization programs (ALF) and French language improvement programs (PDF) to students who need them to move successfully into the regular curriculum, as quickly as possible. Whatever the academic year in which the ALF or PDF student is admitted, they may earn up to three ALF or PDF credits toward the four French credits required to obtain the secondary school diploma. The fourth compulsory French credit must come from the Grade 12 French course. Any ALF or PDF credit not used as a compulsory credit may count as an optional credit.

These courses are developed from the curriculum guideline for French language actualization (ALF) and French language improvement (PDF). In French language actualization courses, four fields of study are covered: oral communication, reading, writing, and appropriation of language and culture. In French language improvement courses, the fields of study are oral communication, reading, writing, and introduction to Canadian society.

Further information about these courses, including course descriptors, can be found at <http://www.edu.gov.on.ca/fre/curriculum/secondary/alfpdf912curr.pdf>.

15.2.1 French Language Actualization (ALF)

ALF Level	Course Name	Course Type	Course Code	Prerequisite
1	ALF, Level 1	Open	ALFAO	None
2	ALF, Level 2	Open	ALFBO	ALF 1 or equivalent*
3	ALF, Level 3	Open	ALFCO	ALF 2 or equivalent*
4	ALF, Level 4	Open	ALFDO	ALF 3 or equivalent*

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

15.2.2 French Language Improvement (PDF)

PDF Level	Course Name	Course Type	Course Code	Prerequisite
1	PDF, Level 1	Open	PDFAO	None
2	PDF, Level 2	Open	PDFBO	PDF 1 or equivalent*
3	PDF, Level 3	Open	PDFCO	PDF 2 or equivalent*
4	PDF, Level 4	Open	PDFDO	PDF 3 or equivalent*

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

16. French (Immersion)

There are two types of Immersion programs in French available: Extended French and French Immersion. The following courses are the French language courses. Some secondary schools also offer a selection of other subjects in which the language of instruction is French for Extended and/or French Immersion students. The curriculum expectations for these courses are the same as those outlined in the English descriptions. Schools may grant a certificate in Extended French if the student has successfully completed the sequence of four courses in Extended French and a minimum of three courses in other subjects taught in French. Schools may grant a certificate in French Immersion if the student has successfully completed the sequence of four courses in French Immersion and a minimum of six courses in other subjects taught in French.

16.1 Extended French

The aim of the Extended French program is to develop students' French-language knowledge and skills and to provide them with an understanding and appreciation of francophone culture in Canada and around the world. By the end of the four-year program, students will be able to converse freely on familiar topics, will be able to read—with the occasional help of a

dictionary—books, magazines, and newspapers in French, and will be able to function in a French-speaking community. Each course is worth 1 credit.

Grade	Course Name	Course Type	Course Code	Prerequisite
9	Extended French	Academic	FEF1D	Minimum of 1,260 hours of French instruction, or equivalent
10	Extended French	Academic	FEF2D	FEF1D or FIF1D
11	Extended French	University	FEF3U	FEF2D*
12	Extended French	University	FEF4U	FEF3U
*French Immersion, Grade 9, Academic to prerequisites				

FEF1D - Extended French, Grade 9, Academic

This course emphasizes the expansion of students' oral communication, reading, and writing skills through the study of themes that reflect their interests. Students will apply their knowledge of French in discussions, debates, dramatizations, and oral presentations. Students will read and write in a variety of genres (e.g., poems, articles, brochures) and study at least one short novel intended for a French-speaking audience.

Prerequisite: Minimum of 1,260 hours of French instruction

FEF2D - Extended French, Grade 10, Academic

This course emphasizes the continued development and refinement of students' oral communication, reading, and writing skills as they explore a variety of themes. Students will expand their knowledge and appreciation of francophone culture through the study and interpretation of novels, poems, and plays intended for a French-speaking audience.

Prerequisite: Extended French, Grade 9, Academic, or French Immersion, Grade 9, Academic

FEF3U - Extended French, Grade 11, University

This course focuses on developing French-language skills through the study of Canadian francophone authors. Students will analyse a range of works and produce written assignments in a variety of genres, including the formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Prerequisite: Extended French, Grade 10, Academic

FEF4U - Extended French, Grade 12, University

This course emphasizes the refinement of French-language skills through the study of Canadian and international francophone literature. Students will interpret literary works, produce written assignments in a variety of genres, and conduct research on a major topic for a written and oral

presentation. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Prerequisite: Extended French, Grade 11, University Preparation

16.2 French Immersion

The aim of the French Immersion program is to develop and refine students' ability to communicate in French, as well as to expand their knowledge of the language through the study of francophone literature. By the end of the four-year program, students will be able to participate easily in conversations and discussions; will be able to take courses at the college or University level in which French is the language of instruction; and will be able to accept employment in which French is the working language. Each course is worth 1 credit.

Grade	Course Name	Course Type	Course Code	Prerequisite
9	French Immersion	Academic	FIF1D	Minimum of 3,800 hours of French instruction, or equivalent
10	French Immersion	Academic	FIF2D	FIF1D
11	French Immersion	University	FIF3U	FIF2D
12	French Immersion	University	FIF4U	FIF3U

FIF1D - French Immersion, Grade 9, Academic

This course enables students to enhance their knowledge of the French language and to further develop their language skills through the study of 20th-century North American francophone literature and culture. Students will participate in oral communication, reading, and writing activities as they study an authentic novel and selected authentic poems, legends, songs, films, and newspaper articles from French-speaking parts of North America.

Prerequisite: Minimum of 3,800 hours of French instruction

FIF2D - French Immersion, Grade 10, Academic

This course enables students to increase their knowledge of the French language and to further develop their language skills through the study of twentieth-century European francophone literature and culture. Students will participate in oral communication, reading, and writing activities based on a variety of French literary and media works. They will study at least one novel and a selection of poems, short stories, films, plays, and newspaper and magazine articles.

Prerequisite: French Immersion, Grade 9, Academic

FIF3U - French Immersion, Grade 11, University

This course develops knowledge and language skills through the study of francophone literature and culture from around the world. Students will study novels, plays, poems, short stories, films, and non-fiction works and produce written assignments in a variety of forms, including critiques and précis. They will also write a formal research essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Prerequisite: French Immersion, Grade 10, Academic

FIF4U - French Immersion, Grade 12, University

This course provides for extensive study of French literature and culture from the Middle Ages to the present. Students will study novels, plays, poems, films, and non-fiction works produced in various historical periods, and will write a formal research paper. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Prerequisite: French Immersion, Grade 11, University Preparation

17. Mathematics

Students must earn **3 credits** in mathematics. At least one of these credits must be in Grade 11 or 12 mathematics. Students will select the courses they need from among the courses described in the secondary curriculum policy documents for mathematics to meet the compulsory credit requirements for mathematics. Details of these courses, as well as their prerequisites can be found at

<http://www.edu.gov.on.ca/eng/curriculum/secondary/math910curr.pdf>,
<http://www.edu.gov.on.ca/eng/curriculum/secondary/mathtr9curr.pdf>, and at
<http://www.edu.gov.on.ca/eng/curriculum/secondary/math1112currb.pdf>.

17.1 GRADES 9 AND 10

The development of mathematical knowledge is a gradual process. A coherent and continuous program is necessary to help students see the “big pictures”, or underlying principles, of mathematics. The fundamentals of important skills, concepts, processes, and attitudes are initiated in the primary grades and fostered through elementary school. The links between Grade 8 and Grade 9 and the transition from elementary school mathematics to secondary school mathematics are very important in the student’s development of confidence and competence. The Grade 9 and 10 mathematics curriculum is designed to foster the development of the knowledge and skills students need to succeed in their subsequent mathematics courses, which will prepare them for the postsecondary destinations of their choosing.

In Grades 9 and 10, students may choose between two types of courses: —*academic* and *applied*.

Grade	Course Name	Course Type	Course Code	Prerequisite
9	Principles of Mathematics	Academic	MPM1D	None
9	Foundations of Mathematics	Applied	MFM1P	None
9	Mathematics	Locally Developed	MAT1L	None
10	Principles of Mathematics	Academic	MPM2D	MPM1D
10	Foundations of Mathematics	Applied	MFM2P	MFM1P or MAT1D
10	Mathematics	Locally Developed	MAT2L	MAT1L
9	Mathematics Transfer Course	Applied to Academic	MPM1H (0.5 credit value)	MFM1P

MPM1D - Principles of Mathematics, Grade 9, Academic

This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

MFM1P - Foundations of Mathematics, Grade 9, Applied

This course enables students to develop an understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real-life examples to develop various representations of linear relations and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

MPM1H - Mathematics Transfer Course, Grade 9, Applied to Academic

This transfer course will provide students who have successfully completed Foundations of Mathematics, Grade 9, Applied with an opportunity to achieve the expectations not covered in that course but included in Principles of Mathematics, Grade 9, Academic. On successful completion of this transfer course, students may proceed to Principles of Mathematics, Grade 10, Academic (MPM2D). This transfer course focuses on developing number sense and algebra, linear relations, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Foundations of Mathematics, Grade 9, Applied

MPM2D - Principles of Mathematics, Grade 10, Academic

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

Prerequisite: Principles of Mathematics, Grade 9, Academic

MFM2P - Foundations of Mathematics, Grade 10, Applied

This course enables students to consolidate their understanding of relationships 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: Foundations of Mathematics, Grade 9, Applied

17.2 GRADES 11 AND 12

Four types of courses are offered in the Grades 11 and 12 mathematics program – University Preparation, University/College Preparation, College Preparation, and Workplace preparation. Courses in Grades 11 and 12 are designed to be offered as full-credit courses. However, half-credit courses may be developed for specialized programs, such as school-to-work transition and apprenticeship programs, as long as the original course is not designated as a requirement for entry into a University program. Individual universities will identify the courses that are prerequisites for admission to specific programs. Such courses must be offered as full-credit courses, to ensure that students meet admission requirements.

Grade	Course Name	Course Type	Course Code	Prerequisite
11	Functions	University	MCR3U	MYM2D
11	Functions and Applications	University/College	MCF3M	MPM2D or MFM2P
11	Foundations for College Mathematics	College	MBF3C	MFM2P
11	Mathematics for Work and Everyday Life	Workplace	MEL3E	MPM2D or MFM2P or MAT2L
12	Advanced Functions	University	MHF4U	MCR3U or MCT4C
12	Calculus and Vectors	University	MCV4U	MHF4U (may be taken concurrently)
12	Mathematics of Data Management	University	MDM4U	MCR3U or MCF3M
12	Mathematics for College Technology	College	MCT4C	MCF3M or MCR3U
12	Foundations for College Mathematics	College	MAP4C	MBF3C or MCF3M
12	Mathematics for Work and Everyday Life	Workplace	MEL4E	MEL3E

MCR3U - Functions, Grade 11, 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

MCF3M - Functions and Applications, Grade 11 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 modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

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

MBF3C - Foundations for College Mathematics, Grade 11, College Preparation

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

Prerequisite: Foundations of Mathematics, Grade 10, Applied

MEL3E - Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation

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

MHF4U - Advanced Functions, Grade 12, University Preparation

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

MCV4U - Calculus and Vectors, Grade 12, 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: Functions, Grade 11, University Preparation. The Advanced Functions course (MHF4U) must be taken **prior to or concurrently** with Calculus and Vectors (MCV4U).

MDM4U - Mathematics of Data Management, Grade 12, University Preparation

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

MCT4C - Mathematics for College Technology, Grade 12, College Preparation

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

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

MAP4C - Foundations for College Mathematics, Grade 12, College Preparation

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

MEL4E - Mathematics for Work and Everyday Life, Grade 12, 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

18. Science

The overall aim of the secondary science program is to ensure scientific literacy for every secondary school graduate. Achieving excellence in scientific literacy is not the same as becoming a science specialist. The notion of thriving in a science-based world applies as much to a small-business person, a lawyer, an elementary school teacher, or an office worker as it does to a doctor, an engineer, or a research scientist. While the specific knowledge and skills required for each of these occupations vary, the basic goal of thriving in a science-based world remains the same. Achievement of both excellence and equity underlies the goals of the new science program at the secondary level. Accordingly, science courses have been designed for a wide variety of students, taking into account their interests and possible postsecondary destinations. Some courses have been designed to serve as preparation for specialist studies in science-related fields; others have been designed for students intending to go on to postsecondary education but not to study science; yet others have been designed with the needs of the workplace in mind. The overall intention is that all graduates of Ontario secondary schools will achieve excellence and a high degree of scientific literacy while maintaining a sense of wonder about the world around them.

The three goals of the science program are as follows:

- to relate science to technology, society, and the environment;
- to develop the skills, strategies, and habits of mind required for scientific enquiry; and
- to understand the basic concept of science.

Every course in the secondary science program focuses on these three goals. The goals are reflected within each strand of every course in the three overall expectations, which in turn are developed in corresponding sets of related specific expectations. The same three goals also underline assessment of student achievement in science.

Science is a way of knowing that seeks to describe and explain the natural and physical world. An important part of scientific literacy is an understanding of the nature of science, which includes an understanding of the following:

- what scientists, engineers, and technologists do as individuals and as a community;
- how scientific knowledge is generated and validated, and what benefits, costs, and risks are involved in using this knowledge;
- how science interacts with technology, society, and the environment.

Occasionally, theories and concepts undergo change, but for the most part, the fundamental concepts of science – to do with phenomena such as the cellular basis of life, the laws of energy, the particle theory of matter – have proved stable.

Fundamental concepts are concepts about phenomena that have not changed fundamentally over time and that are common to all cultures. The fundamental concepts in science provide a framework for the deeper understanding of all scientific knowledge – a structure that facilitates integrated thinking as students draw from the knowledge base of science and see patterns and connections within the subdisciplines of science, and between science and other disciplines. The fundamental concepts addresses in the curricula for science and technology in Grades 1 to 8 and for science in Grades 9 to 12 are similar to concepts found in science curricula around the world. As students progress through the curriculum from Grades 1 to 12, they extend and deepen their understanding of these fundamental concepts and learn to apply their understanding with increasing sophistication. The fundamental concepts are listed and described in the following chart.

Matter	Matter is anything that has mass and occupies space. Matter has particular structural and behavioural characteristics.
Energy	Energy comes in many forms, and can change forms. It is required to make things happen (to do work). Work is done when a force causes movement.
Systems and Interactions	A system is a collection of living and/or non-living things and processes that interacts to perform some function. A system includes inputs, outputs, and relationships among system components. Natural and human systems develop in response to, and are limited by, a variety of environmental factors.
Structure and Function	The concept focuses on the interrelationship between the function or use of a natural or huma-made object and the form that the object takes.
Sustainability and Stewardship	<p>Sustainability is the concept of meeting the needs of the present without compromising the ability of future generations to meet their needs.</p> <p>Stewardship involves understanding that we need to use and care for the natural environment in a responsible way and making the effort to pass on to the future generations no less than what we have access to ourselves. Values that are central to responsible stewardship are: using non-renewable resources with care; reusing and recycling what we can; switching to renewable resources where possible.</p>
Change and Continuity	<p>Change is the process of becoming different over time, and can be quantified.</p> <p>Continuity represents consistency and connectedness within and among systems over time. Interactions within and among systems result in change and variations in consistency.</p>

“Big ideas” are the broad, important understanding that students should retain long after they have forgotten many of the details of what they have studied in the classroom. They are the understandings that contribute to scientific literacy. The big ideas that students can take away from each course in this curriculum relate to some aspect of the fundamental concepts described in the preceding section. Developing a deeper understanding of the big ideas requires students to understand basic concepts, develop inquiry and problem-solving skills, and connect these concepts and skills to the world beyond the classroom. Each course identifies the big ideas, the fundamental concepts in each of the four areas of science (biology, chemistry, earth and space science, physics), the overall expectations, and the specific expectations.

Students must earn two credits in science. They may take any course described in the secondary curriculum policy documents for science that meet the compulsory credit requirements for science. Students may also meet the compulsory credit requirement for Group 3 through earning a credit in science at the Grade 11 or 12 level. Further information on all courses and prerequisites can be found at http://www.edu.gov.on.ca/eng/curriculum/secondary/science910_2008.pdf and at http://www.edu.gov.on.ca/eng/curriculum/secondary/2009science11_12.pdf

18.1 GRADES 9 AND 10

Two types of courses are offered in the Grades 9 and 10 science program: *academic and applied*. Schools may also offer up to two locally developed compulsory credit courses in science – a Grade 9 course and/or a Grade 10 course that may be used to meet the compulsory credit requirements in science for one or both of these grades. A student may earn a credit for successfully completing LDCC course and a curriculum course in science at the same grade level to meet the requirement of two science courses. Courses are organized into five strands. The first strand focuses on the essential skills of scientific investigation and on career exploration. The remaining four strands cover the content areas of science, each focusing on one of the scientific sub-disciplines: biology, chemistry, earth and space science, and physics.

The topics treated within each strand in each course in Grades 9 and 10 are outlined in the following table. The first strand, Scientific Investigation Skills applies to all areas of course content and must be developed in conjunction with learning in all four content strands of the course. The scientific investigation skills are organized into four broad areas of investigation – initiation and planning; performing and recording; analyzing and interpreting; and communicating.

Strands and Topics in Grades 9 and 10 Courses				
	Biology	Chemistry	Earth and Space Science	Physics
Grade 9 Academic	Sustainable Ecosystems	Atoms, Elements, and Compounds	The Study of the Universe	The Characteristics of Electricity
Grade 9 Applied	Sustainable	Exploring Matter	Space	Electrical

	Ecosystems and Human Activity		Exploration	Applications
Grade 10 Academic	Tissues, Organs and Systems of Living Things	Chemical Reactions	Climate Change	Light and Geometric Optics
Grade 10 Applied	Tissues, Organs, and Systems	Chemical Reactions and Their Practical Applications	Earth's Dynamic Climate	Light and Applications of Optics

The chart below lists the Grade 9 and 10 science courses and prerequisites. Each course is worth one credit.

Grade	Course Name	Course Type	Course Code	Prerequisite
9	Science	Academic	SNC1D	None
9	Science	Applied	SNC1P	None
9	Science	Locally Developed	SNC1L	None
10	Science	Academic	SNC2D	SNC1D or SNC1P
10	Science	Applied	SNC2P	SNC1P or SNC1D
10	Science	Locally Developed	SNC2L	SNC1L

SNC1D - Science, Grade 9, Academic

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

SNC1P - Science, Grade 9, Applied

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

SNC2D - Science, Grade 10, Academic

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science,

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

Prerequisite: Science, Grade 9, Academic or Applied

SNC2P - Science, Grade 10, Applied

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

Prerequisite: Science, Grade 9, Academic or Applied

18.2 GRADES 11 AND 12

The senior science courses build on the Grade 9 and 10 science program, incorporating the same goals of science and fundamental concepts on which that program was based. Both programs are founded on the premise that students learn science most effectively when they are active participants in their own learning. Such participation is achieved when science concepts and procedures are introduced through an investigative approach and are connected to students' prior knowledge in meaningful ways. Grade 11 and 12 science curriculum is designed to help students prepare for University, college, or the workplace by building a solid conceptual and procedural foundation in science that enables them to apply their knowledge and skills in a variety of ways and successfully further their learning.

An important component of every course in the science program is the development of students' ability to relate science to technology, society, and the environment. Students are encouraged to apply their understanding of science to real-world situations in these areas and to develop knowledge, skills and attitudes that they will take with them beyond the science classroom.

The Grade 11 and 12 science program is designed to help students become scientifically literate. One aspect of scientific literacy is the ability to recognize, interpret, and produce representations of scientific information in forms ranging from written and oral reports, drawings and diagrams, and graphs and tables of values to equations, physical models, and computer simulations. The senior science curriculum also builds on students' experience with a variety of sophisticated yet easy-to-use computer applications and situations that are so prevalent in today's world. The curriculum integrates these technologies into the learning and doing of science in ways that help students develop investigation skills, extend their understanding of scientific concepts, enables them to solve meaningful problems, and familiarize them with technologies that can be applied in various other areas of endeavour. In this curriculum, technology does not replace skills acquisition; rather, it is treated as a learning tool that helps students explore concepts and hone skills.

Four types of courses are offered in the grades 11 and 12 science program — University Preparation, University/College Preparation, College Preparation, and workplace preparation. Courses in grades 11 and 12 are designed to be offered as full-credit courses. However, half-credit courses may be developed for specialized programs. Such as school-to-work transition and apprenticeship programs, as long as the original course is not designated for entry into a University program. Individual universities will identify the courses that are prerequisites for admission to specific programs. Such courses must be offered as full-credit courses, to ensure that students meet admission requirements.

The expectations for these science courses are organized in six distinct but related strands. The first strand, Strand A – Scientific Investigation Skills describes the skills that are considered to be essential for all types of scientific investigation. These skills apply to all areas of course content and must be developed in conjunction with learning in all five content strands of the course. The scientific investigation skills are organized into four broad areas of investigation – initiating and planning; performing and recording; analyzing and interpreting; and communicating. The topics treated within each strand in each course in Grades 11 and 12 are outlined in the table below.

<i>Strands and Topics in Grades 11 and 12 Courses</i>					
Course	Strand B	Strand C	Strand D	Strand E	Strand F
Biology Gr. 11 University (SBI3U)	Diversity of Living Things	Evolution	Genetic Processes	Animals; Structure & Function	Plants; Anatomy, Growth & Function
Biology Gr. 11 College (SBI3C)	Cellular Biology	Microbiology	Genetics	Anatomy of Mammals	Plants in the Natural Environment
Biology Gr. 12 University (SBI4U)	Biochemistry	Metabolic Processes	Molecular Genetics	Homeostatics	Population Dynamics
Chemistry Gr. 11 University (SCH3U)	Matter, Chemical Trends & Chemical Bonding	Chemical reactions	Quantities in Chemical Reactions	Solutions and Solubility	Gases and Atmospheric Chemistry
Chemistry Gr. 12 University (SCH4U)	Organic Chemistry	Structure and Properties of Matter	Energy Changes and Rates of Reactions	Chemical Systems and Equilibrium	Electrochemistry
Chemistry Gr. 12 College (SCH4C)	Matter and Qualitative Analysis	Organic Chemistry	Electrochemistry	Chemical Calculations	Chemistry in the Environment
Earth & Space	Astronomy	Planetary	Recording	Earth Materials	Geological

Science Gr. 12 University (SES4U)	(Science of the Universe)	Science (Science of the Solar System)	Earth's Geological History		Processes
Environmental Science Gr. 11 University/College (SVN3M)	Scientific Solutions to Contemporary Environmental Challenges	Human Health and the Environment	Sustainable Agriculture and Forestry	Reducing and Managing Waste	Conservation of Energy
Environmental Science Gr. 11 (SVN3E)	Human Impact on the Environment	Human health and the Environment	Energy Conservation	Natural Resource Science and Management	The Safe and Environmentally Responsible Workplace
Physics Gr. 11 University (SPH3U)	Kinematics	Forces	Energy and Society	Waves and Sound	Electricity and Magnetism
Physics Gr. 12 University (SPH4U)	Dynamics	Energy and Momentum	Gravitational, Electric & Magnetic Fields	The Wave Nature of Light	Revolutions in Modern Physics; Quantum Mechanics and Special Relativity
Physics Gr. 12 College (SPH4C)	Motion and Its Applications	Mechanical Systems	Electricity and Magnetism	Energy Transformations	Hydraulic and Pneumatic Systems
Science Gr. 12 University/College (SNC4M)	Medical Technologies	Pathogens and Diseases	Nutritional Science	Science and Public health Issues	Biotechnology
Science Gr. 12 Workplace (SNC4E)	Hazard in the Workplace	Chemicals in Consumer Products	Disease and Its Prevention	Electricity at Home & Work	Nutritional Science

The following table lists all the courses and their prerequisites. Each course is worth 1 credit.

Grade	Course Name	Course Type	Course Code	Prerequisite
11	Biology	University	SBI3U	SNC2D
11	Biology	College	SBI3C	SNC2D or SNC2P
12	Biology	University	SBI4U	SBI3U
11	Chemistry	University	SCH3U	SNC2D
12	Chemistry	University	SCH4U	SCH3U
12	Chemistry	College	SCH4C	SNC2D or SNC2P
12	Earth & Space Science	University	SES4U	SNC2D

11	Environmental Science	University/College	SVN3M	SNC2D or SNC2P
12	Environmental Science	Workplace	SVN3E	SNC2D or SNC2P or SNC1L or SNC2L
11	Physics	University	SPH3U	SNC2D
12	Physics	University	SPH4U	SPH3U
12	Physics	College	SPH4C	SNC2D or SNC2P
12	Science	College/University	SNC4M	SNC2D or any Grade 11 U, M or C course in the science curriculum
12	Science	Workplace	SNC4E	SNC2P or SNC2L

SBI3U - Biology, Grade 11, University Preparation

This course furthers students' understanding of the processes involved 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

SBI3C - Biology, Grade 12, University Preparation

This course focuses on the processes involved 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

SBI4U - Biology, Grade 12, 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 life sciences and related fields.

Prerequisite: Biology, Grade 11, University Preparation

SCH3U - Chemistry, Grade 11, University Preparation

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 relationship 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

SCH4U - Chemistry, Grade 12, 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 on evaluating the impact of chemical technology on the environment.

Prerequisite: Chemistry, Grade 11, University Preparation

SCH4C - Chemistry, Grade 12, College Preparation

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

SES4U - Earth and Space Science, Grade 12, University Preparation

This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties 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

SVN3M - Environmental Science, Grade 11, University/College Preparation

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 interrelationship between science, the environment, and society in a variety of areas.

Prerequisites: Grade 10 Science, Applied or Academic

SVN3E - Environmental Science, Grade 11, Workplace Preparation

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 (LDCC) course in science

SPH3U - Physics, Grade 11, University Preparation

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.

Prerequisites: Science, Grade 10, Academic

SPH4U - Physics, Grade 12, 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

SPH4C - Physics, Grade 12, College Preparation

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

Prerequisite: Science, Grade 10, Academic or Applied

SNC4M - Science, Grade 12, University/College Preparation

This course enables students, including those pursuing postsecondary programs outside the sciences, to increase their understanding of science and contemporary social and environmental issues in health-related fields. Students will explore a variety of medical technologies, pathogens and disease, nutritional science, public health issues, and biotechnology. The course focuses on the theoretical aspects of the topics under study and helps refine students' scientific investigation skills.

Prerequisite: Science, Grade 10, Academic, or any Grade 11 University, University/college, or College Preparation course in science

SNC4E - Science, Grade 12, Workplace Preparation

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

Prerequisite: Science, Grade 10, Applied, or a Grade 10 locally developed compulsory credit (LDCC) course in science

19. Social Studies

19.1 Canadian and World Studies

The Canadian and world studies program encompasses five subjects: — economics, geography, history, law, and politics. In studying these subjects, students learn how people interact with and within their social and physical environments today, and how they did so in the past. Students' learning in the various courses in this discipline will contribute significantly to their understanding of Canada's heritage and its physical, social, cultural, governmental, legal, and economic structures and relationships. It will also help them to perceive Canada in a global context and to understand its place and role in the world community.

Courses in Canadian and world studies actively involve students in research, critical thinking, problem solving, and decision making. They also help students develop a variety of communication skills, as well as the ability to use information technology to collect, organize, interpret, and present information. Students can apply these skills and understandings in other secondary school subjects, in their future studies, and in today's rapidly changing workplace. The five subjects in Canadian and world studies are fundamentally connected to one another and can easily be linked to other secondary school curriculum areas as well.

Beginning in Grade 7, students study geography and history as distinct subjects. In Grade 9, students build on the foundational skills and knowledge acquired in earlier grades to expand their knowledge of the geography of Canada. The Grade 10 history course picks up where the

Grade 8 program ends, and completes the story of Canada's development to the present time. The Grade 10 civics course rounds out students' understanding of their role in society by teaching them the fundamental principles of democracy and of active, responsible citizenship. After Grade 10, the Canadian and world studies program offers a broad range of specialized, optional courses. Students will be able to expand their knowledge, refine their skills, and pursue their interest in the particular subject or subjects they are most curious about. These courses will prepare students for further studies at the postsecondary level and for responsible and informed participation in their community and world.

The curriculum in Canadian and world studies is built around a set of fundamental concepts: systems and structures; interactions and interdependence; environment; change and continuity; culture; and power and governance. Economics, geography, history, law, and politics offer different perspectives on these concepts. Although the specific content of programs changes from grade to grade, the conceptual framework within which topics are presented remains consistent throughout the curriculum, from Grades 1 to 12, and gives continuity to students' learning. As students progress through the curriculum, they extend and deepen their understanding of these concepts and learn to apply this understanding with increasing sophistication.

The Canadian and world studies program offers courses in history and geography in Grades 9 and 10. The Geography of Canada course is compulsory in Grade 9, and Canadian History Since World War I is compulsory in Grade 10. These courses are offered in two types: academic and applied. Students in Grades 9 and 10 make the choice between academic and applied courses primarily on the basis of their strengths, interests, and needs. The Canadian and world studies program also includes a compulsory Grade 10 half-credit course in civics. Civics is offered as an Open course; that is, a course designed to be appropriate for all students.

To proceed to any Grade 11 geography course, students must successfully complete either the academic or the applied Grade 9 geography course; to proceed to any Grade 11 course in economics, history, law, or politics, students must successfully complete either the academic or the applied Grade 10 history course. A ministry-approved locally developed Grade 10 course in Canadian history can be counted as a student's compulsory credit in Canadian history.

The courses, with the exception of the half-credit Grade 10 civics course, are designed to be offered as full-credit courses; however, they may also be delivered as half-credit courses.

Details of all courses and prerequisites can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr.pdf> and <http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld1112curr.pdf>.

19.1.1 GRADES 9 AND 10

The main goals of the Canadian and world studies program in Grades 9 and 10 are to help students to

- gain an understanding of the basic concepts of the subjects taught at this level, as a foundation for further studies in the discipline
- develop the knowledge and values they need to become responsible, active, and informed Canadian citizens in the twenty-first century
- develop practical skills (such as critical-thinking, research, and communication skills), some of which are particular to a given subject in Canadian and world studies and some of which are common to all the subjects in the discipline
- apply the knowledge and skills they acquire in Canadian and world studies courses to better understand their interactions with the natural environment, the political, economic, and cultural interactions among groups of people, the relationship between technology and society, and the factors contributing to society's continual evolution

These goals are all of equal importance. They can be achieved simultaneously in a concrete, practical context through learning activities that combine the acquisition of knowledge with the application of various skills, including inquiry/research, communication, and map and graphic representation skills.

Strands in Grades 9 and 10					
Geography of Canada	Geographic Foundations : Space and Systems	Human-Environment Interactions	Global Connections	Understanding and Managing Change	Methods of Geographic Inquiry
Canadian History Since WWI	Communities: Local, National, and Global	Change and Continuity	Citizenship and Heritage	Social, Economic, and Political Structures	Methods of Historical Inquiry and Communication
Civics	Informed Citizenship	Purposeful Citizenship	Active Citizenship		

The following table lists all the Grades 9 and 10 courses. All courses are worth 1 credit except for CHV20.

Grade	Course Name	Course Type	Course Code	Prerequisite
9	Geography of Canada	Academic	CGC1D	None
9	Geography of Canada	Applied	CGC1P	None
10	Canadian History Since World War I	Academic	CHC2D	None
10	Canadian History Since World War I	Applied	CHC2P	None
10	Canadian History Since World War I	Locally Developed	CHC2L	None
10	Civics (0.5 credit value)	Open	CHV20	None

CGC1D - Geography of Canada, Grade 9, Academic

This course explores Canada's distinct and changing character and the geographic systems and relationships that shape it. Students will investigate the interactions of natural and human systems within Canada, as well as Canada's economic, cultural, and environmental connections to other countries. Students will use a variety of geotechnologies and inquiry and communication methods to analyse and evaluate geographic issues and present their findings.

CGD1P - Geography of Canada, Grade 9, Applied

This course focuses on geographic issues that affect Canadians today. Students will draw on personal and everyday experiences as they learn about Canada's distinct and changing character and the natural and human systems and global influences that shape the country. Students will use a variety of geotechnologies and inquiry and communication methods to examine practical geographic questions and communicate their findings.

CHC2D - Canadian History Since World War I, Grade 10, Academic

This course explores the local, national, and global forces that have shaped Canada's national identity from World War I to the present. Students will investigate the challenges presented by economic, social, and technological changes and explore the contributions of individuals and groups to Canadian culture and society during this period. Students will use critical-thinking and communication skills to evaluate various interpretations of the issues and events of the period and to present their own points of view.

CHC2P - Canadian History Since World War I, Grade 10, Applied

This course explores some of the pivotal events and experiences that have influenced the development of Canada's identity as a nation from World War I to the present. By examining how the country has responded to economic, social, and technological changes and how individuals and groups have contributed to Canadian culture and society during this period, students will develop their ability to make connections between historical and current events. Students will have opportunities to formulate questions, locate information, develop informed opinions, and present ideas about the central issues and events of the period.

CHV2O - Civics, Grade 10, Open

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy in local, national, and global contexts, about political reactions to social change, and about political decision-making processes in Canada. They will explore their own and others' ideas about civics questions and learn how to think critically about public issues and react responsibly to them.

19.1.2 GRADES 11 AND 12

In Grades 11 and 12, five types of courses are offered: University Preparation, University/College Preparation, College Preparation, workplace preparation, and open. Grades 11 and 12 courses in Canadian and world studies are optional. To meet the requirements for

the secondary school diploma, students must earn at least one 1 credit from Group 1 in their choice of Canadian and world studies, English, social sciences and humanities, or a third language. Individual universities will identify the courses that are prerequisites for admission to specific programs. Such courses must be offered as full-credit courses, to ensure that students meet admission requirements.

Strands in Grades 11 and 12					
Economics	Economic Decision Making	Economic Shareholders	Self-Interest and Interdependence	Economic Institutions	Assessing Economic Change
Geography	Geographic Foundations: Space and Systems	Human-Environment Interactions	Global Connections	Understanding and Managing Change	Methods of Geographic Inquiry
History	Communities	Change and Continuity	Citizenship and Heritage	Social, Economic, and Political Structures	Methods of Historical Inquiry
Law	Heritage	Rights and Freedoms	Criminal Law and Procedures	Regulation and Dispute Resolution	Methods of Legal Inquiry
Politics (11)	Citizenship, Democracy, and Participation	Power, Influence, and the Resolution of Differences	Decision-Making Systems and Processes	Values, Beliefs, and Ideologies	Methods of Political Inquiry
Politics (12)	Participation in the International Community	Power, Influence, and the Resolution of Differences	Values, Beliefs, and Ideologies	Methods of Political Inquiry	

The following table lists all the Grades 11 and 12 courses and their prerequisites. All courses are worth one credit.

Economics				
Grade	Course Name	Course Type	Course Code	Prerequisite
11	The Individual and the Economy	University/College	CIE3M	CHC2D or CHC2P
11	Making Economic Choices	Workplace	CIC3E	CHC2D or CHC2P or CHC2L
12	Analysing Current	University	CIA4U	Any U or M course in

	Economic Issues			Canadian & World Studies, or English, or social sciences & the humanities
Geography				
11	The Americas: Geographic Patterns and Issues	University	CGD3M	CGC1D or CGC1P
11	Physical Geography: Patterns, Processes, and Interactions	University/College	CGF3M	CGC1D or CGC1P
11	Geographics: The Geographer's Toolkit	Workplace	CGT3E	CGC1D or CGC1P
11	Travel & Tourism: A Regional Geographic Perspective	Open	CGG3O	CGC1D or CGC1P
12	Canadian and World Issues: A Geographic Analysis	University	CGW4U	Any U or M course in Canadian & World Studies, or English, or social sciences and the humanities
12	World Geography: Human Patterns and Interactions	University	CGU4U	Any U or M course in Canadian and world studies, or English, or social sciences & the humanities
12	The Environment and Resource Management	College/University	CGR4M	Any U or M or C course in Canadian and World Studies, or English, or social sciences & the humanities
12	Geomatics: Geotechnologies in Action	University/College	CGO4M	Any U or M or C course in Canadian & World Studies, or English, or social sciences and the humanities
12	World Geography: Urban Patterns and Interactions	College	CGU4C	Any U or M or C course in Canadian & World Studies, or English, or social sciences and the humanities
12	The Environment and Resource Management	Workplace	CGR4E	CGC1D or CGC1P
History				
11	American History	University	CHA3U	CHC2D or CHC2P
11	World History to the 16 th Century	University/College	CHW3M	CHC2D or CHC2P
11	Canadian History	College	CHH3C	CHC2D or CHC2P

	and Politics Since 1945			
11	Canadian History and Politics Since 1945	Workplace	CHH3E	CHC2D or CHC2P or CHC2L
11	World History Since 1900: Global and Regional Perspectives	Open	CHT30	CHC2D or CHC2P
12	Canada: History, Identity, and Culture	University	CHI4U	Any U or M course in Canadian & World Studies, or English, or social sciences & the humanities
12	World History: The West and the World	University	CHY4U	Any U or M course in Canadian & World Studies, or English, or social sciences & the humanities
12	World History: The West and the World	College	CHY4C	Any U or M or C course in Canadian & World Studies, or English, or social sciences & the humanities
12	Adventures in World History	Workplace	CHM4E	CHC2D or CHC2P or CHC2L
Law				
11	Understanding Canadian Law	University/College	CLU3M	CHC2D or CHC2P
11	Understanding Canadian Law	Workplace	CLU3E	CHC2D or CHC2P or CHC2L
12	Canadian and International Law	University	CLN4U	Any U or M course in Canadian & World Studies, or English, or social sciences & the humanities
Politics				
11	Canadian Politics and Citizenship	Open	CPC30	CHC2D or CHC2P
12	Canadian and World Politics	University	CPW4U	Any U or M course in Canadian & World Studies, or English, or social sciences & the humanities

19.2 Social Sciences and the Humanities

The discipline of social sciences and humanities in the Ontario secondary school curriculum encompasses four subject areas: family studies, general social science, philosophy, and world religions. Although these subjects differ widely in topic and approach, they all explore some aspect of human society, thought, and culture. The social sciences, represented in this curriculum by courses in family studies as well as general social science, explore individual and collective human behaviour and needs, and patterns and trends in society. Students must earn 1 additional credit from Group 1 in English, or social sciences and the humanities, or Canadian and World Studies. Students may choose any of the following one-credit courses to meet this requirement.

Courses are designed to be offered as full-credit courses. However, half-credit courses may be developed for specialized programs, such as school-to-work transition and apprenticeship programs, as long as the original course is not designated as a requirement for entry into a University program. Individual universities will identify the courses that are prerequisites for admission to specific programs. Such courses must be offered as full-credit courses, to ensure that students meet admission requirements.

Details about all courses and prerequisites can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/sstudies910curr.pdf> and at <http://www.edu.gov.on.ca/eng/curriculum/secondary/sstudies1112curr.pdf>.

19.2.1 GRADES 9 AND 10

All courses offered in social sciences and humanities are open courses that comprise a set of expectations appropriate for all students.

Grade	Course Name	Course Type	Course Code	Strands
9 or 10	Food and Nutrition	Open	HFN1O or HFN2O	Self and Others; Personal and Social Responsibilities; Social Challenge; Diversity, Interdependence, and Global Connections; Social Science Skills
9 or 10	Individual and Family Living	Open	HIF1O or HIF2O	Self and Others; Personal and Social Responsibilities; Social Challenges; Diversity, Interdependence, and Global Connections; Social Science Skills.

HFN1O/HFN2O - Food and Nutrition, Grade 9 or Grade 10, Open

This course explores the factors that affect attitudes and decisions about food, examines current issues of body image and food marketing, and is grounded in the scientific study of nutrition. Students will learn how to make informed food choices and how to prepare foods, and they will investigate our Canadian food heritage and food industries, as well as global food issues. The course also introduces students to research skills related to food and nutrition.

HIF10/HIF20 - Individual and Family Living, Grade 9 or Grade 10, Open

This course explores challenges faced by all people: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society.

Students will acquire knowledge and skills that are needed to make the transition to adulthood. Teachers will instruct students in developing interpersonal, decision-making, and practical skills related to daily life. Students will explore the functioning of families and the diversities found among families and within society.

19.2.2 GRADES 11 AND 12

Five types of courses are offered in the social sciences and humanities program: University Preparation, University/College Preparation, College Preparation, Workplace Preparation, and Open courses. All courses are worth 1 credit.

Family Studies				
Grade	Course Name	Course Type	Course Code	Strands
11	Living and Working with Children	College	HPW3C	Children in Society; Growth and Development; Socialization of Children; Social Challenges; Research and Inquiry Skills
11	Managing Personal and Family Resources	College	HIR3C	Self and Others; Personal and Social Responsibilities; Preparing for the Challenges of the Future; Social Structures; Research and Inquiry Skills.
11	Managing Personal Resources	Workplace	HIP3E	Self and Others; Personal Responsibilities; Preparing for the Challenges of the Future; Social Structures; Research and Inquiry Skills.
11	Fashion and Creative Expression	Open	HNC3O	Functions of Clothing; The Apparel Industry; Textiles; Design, Technology and Creative Expression; Research and Inquiry Skills.
11	Living Spaces and Shelter	Open	HLS3O	Functions of Living Spaces and Shelter; Shelter for Everyone; Considerations in Acquiring Shelter and Designing Living Spaces; Occupational Opportunities Related to Living Spaces and Shelter; Research and Inquiry Skills.
11	Parenting	Open	HPC3O	Self and Others; Personal and Social Responsibilities; Diversity

				and Universal Concerns; Social and Legal Challenges of Parenthood; Research and Inquiry Skills.
12	Food and Nutrition Sciences	University/College Prerequisite: Any U or M or C course in Canadian and world studies, or English, or social sciences and the humanities	HFA4M	Self and Others; Personal and Social Responsibilities; Diversity, Interdependence, and Global Connections; Social Challenges; Research and Inquiry Skills.
12	Individuals and Families in a Diverse Society	University/College Prerequisite: Any U or M or C course in Canadian and world studies, or English, or social sciences and the humanities	HHS4M	Self and Others; Personal and Social Responsibilities; Diversity, Interdependence, and Global Connections; Social Challenges; Research and Inquiry Skills.
12	Issues in Human Growth and Development	University/College Prerequisite: Any U or M or C course in Canadian and world studies, or English, or social sciences and the humanities	HHG4M	Human Development; Socialization and Human Development; Self and Others; Diversity, Interdependence, and Global Connections; Research and Inquiry Skills.
12	Parenting and Human Development	Workplace	HPD4E	Stages of Family Life; Human Development; Self and Others; Personal and Social Responsibilities; Social Structures and Social Challenges; Research and Inquiry Skills.
12	The Fashion Industry	Open	HNB4O	Fashion and Society; The Canadian Fashion Industry; Fibres and Textiles; Design and

				Construction; Research and Inquiry Skills.
General Social Science				
Grade	Course Name	Course Type	Course Code	Strands
11	Introduction to Anthropology, Psychology, and Sociology	University/College	HSP3M	Self and Others; Social Structures and Institutions; Social Organization; Research and Inquiry Skills.
12	Challenge and Change in Society	University/College Prerequisite: Any U or M or C course in Canadian and world studies, or English, or social sciences and the humanities	HSB4M	Social Change; Social Trends; Social Challenges; Research and Inquiry Skills.
Philosophy				
Grade	Course Name	Course Type	Course Code	Strands
11	Philosophy: The Big Questions	Open	HZB3O	Philosophical Questions; Philosophical Theories; Philosophy and Everyday Life; Applications of Philosophy to Other Subjects; Research and Inquiry Skills
12	Philosophy: Questions and Theories	University Prerequisite: Any U or M course in Canadian and world studies, or English, or social sciences and the humanities	HZT4U	Metaphysics; Logic and the Philosophy of Science; Epistemology; Ethics; Social and Political Philosophy; Aesthetics; Research and Inquiry Skills
World Religions				
Grade	Course Name	Course Type	Course Code	Strands
11	World Religions: Beliefs, Issues, and Religious Traditions	University/College	HRT3M	Religious Beliefs; Social Structures; Religion and the Human Experience; Research and Inquiry Skills
11	World Religions:	Open	HRF3O	Exploring Religious Beliefs; Religion and daily Life; Exploring

	Beliefs and Daily Life			Festivals, Celebrations, and Memorializations; Exploring the Milestones of Life; Research and Inquiry Skills.
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Family Studies

HPW3C - Living and Working With Children, Grade 11, College Preparation

This course focuses on the well-being of children in families and community settings. Students will study child behaviour and child development in the context of relationships with parents and others in the community, and will learn through research and by observing and interacting with children. This course prepares students for further study of children, familiarizes them with occupational opportunities related to working with children, and introduces them to skills used in researching and investigating children’s behaviour in response to others.

Prerequisite: None

HIRC3 - Managing Personal and Family Resources, Grade 11, College Preparation

This course explores how to use human, material, and community resources effectively, and how to make informed choices with respect to clothing purchases, finance, food and nutrition, housing, and transportation. Students will learn about the dynamics of human interaction,; how to make responsible choices in their transition to postsecondary education and careers,; and strategies to enable them to manage time, talent, and money effectively. This course also introduces students to skills used in researching and investigating resource management.

Prerequisite: None

HIP3E - Managing Personal Resources, Grade 11, workplace preparation

This course prepares students for living independently and working successfully with others. Students will learn to manage their personal resources (including talent, money, and time), to develop interpersonal skills, and to understand economic influences on workplace issues, in order to make wise and responsible personal and occupational choices. The course emphasizes the achievement of expectations through practical experiences and introduces students to skills used in researching and investigating resource management.

Prerequisite: None

HNC3O - Fashion and Creative Expression, Grade 11, Open

This course explores what clothing communicates about the wearer and how it becomes a creative and entrepreneurial outlet through the design and production processes. Students will learn, through practical experiences, about the nature of fashion design; the characteristics of fibres and fabrics; the construction, production, and marketing of clothing; and how to plan and care for a wardrobe that is appropriate for an individual’s appearance, activities, employment, and lifestyle. Students will develop research skills as they explore the evolution of fashion and its relationship to society, culture, and individual psychology.

Prerequisite: None

HLS30 - Living Spaces and Shelter, Grade 11, Open

This course analyses how different types of living spaces and forms of shelter meet people's physical, social, emotional, and cultural needs and reflect society's values, established patterns of living, and economic and technological developments. Students will learn how to make practical decisions about where to live and how to create functional and pleasing environments, and will explore occupational opportunities related to housing and design. They will also learn skills used in researching and investigating living accommodations and housing.

Prerequisite: None

HPC30 - Parenting, Grade 11, Open

This course focuses on the skills and knowledge needed to promote the positive and healthy nurturing of children, with particular emphasis on the critical importance of the early years to human development. Students will learn how to meet the developmental needs of young children, communicate and discipline effectively, and guide early behaviour. They will have practical experiences with infants, toddlers, and preschoolers, and will learn skills in researching and investigating questions relating to parenting.

Prerequisite: None

HFA4M - Food and Nutrition Sciences, Grade 12, University/College Preparation

This course examines various nutritional, psychological, social, cultural, and global factors that influence people's food choices and customs. Students will learn about current Canadian and worldwide issues related to food, frameworks for making appropriate dietary choices, and food-preparation techniques. This course also refines students' skills used in researching and investigating issues related to food and nutrition.

Prerequisite: Any University, University/college, or College Preparation course in social sciences and humanities, English, or Canadian and world studies

HHS4M - Individuals and Families in a Diverse Society, Grade 12, University/College Preparation

This course applies current theories and research from the disciplines of anthropology, psychology, and sociology to the study of individual development, family behaviour, intimate and parent-child relationships, and the ways in which families interact within the diverse Canadian society. Students will learn the interpersonal skills required to contribute to the well-being of families, and the investigative skills required to conduct and evaluate research about individuals and families.

Prerequisite: Any University, University/college, or College Preparation course in social sciences and humanities, English, or Canadian and world studies

HHG4M - Issues in Human Growth and Development, Grade 12, University/College Preparation

This course offers a multidisciplinary approach to the study of human development throughout the life cycle, with particular emphasis on enhancing growth and development. Students will examine how early brain and child development are linked to lifelong learning, health, and well-

being, and will develop child-care and human-relationship skills through practical experience in a community setting. This course also refines students' skills used in researching and investigating issues related to human growth and development.

Prerequisite: Any University, University/college, or College Preparation course in social sciences and humanities, English, or Canadian and world studies

HPD4E - Parenting and Human Development, Grade 12, Workplace Preparation

This course prepares students for occupations involving older children, and for the responsibility of parenting, with emphasis on school-aged and adolescent children. Students will learn, through practical experience in the community, how early child development affects later development, success in school, and personal and social well-being throughout life, and how children and parents change over time. This course also develops students' skills in researching and investigating various aspects of parenting and human development.

Prerequisite: None

HNB4O - The Fashion Industry, Grade 12, Open

This course provides a historical perspective on fashion and design, exploring the origins, influence, and importance of fashion as an expression of national, cultural, religious, and personal identity. Students will learn about the many facets of the Canadian fashion industry, including both large-scale and small entrepreneurial enterprises, and its worldwide links, as well as gaining practical experience in garment design, production, and care. This course also refines students' skills used in researching and investigating various aspects of the fashion industry.

Prerequisite: None

General Social Science

HSP3M - Introduction to Anthropology, Psychology, and Sociology, Grade 11, University/College Preparation

This course introduces the theories, questions, and issues that are the major concerns of anthropology, psychology, and sociology. Students will develop an understanding of the way social scientists approach the topics they study and the research methods they employ. Students will be given opportunities to explore theories from a variety of perspectives and to become familiar with current thinking on a range of issues that have captured the interest of classical and contemporary social scientists in the three disciplines.

Prerequisite: None

HSB4M - Challenge and Change in Society, Grade 12, University/College Preparation

This course examines the theories and methodologies used in anthropology, psychology, and sociology to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will analyse cultural, social, and biological patterns in human societies, looking at the ways in which those patterns change over time. Students will also explore the ideas of classical and contemporary social theorists, and will apply those ideas to the analysis of contemporary trends.

Prerequisite: Any University, University/college, or College Preparation course in social sciences and humanities, English, or Canadian and world Any University, University/college, or College Preparation course in social sciences and humanities, English, or Canadian and world studies

Philosophy

HZB30 - Philosophy: The Big Questions, Grade 11, Open

This course addresses three (or more) of the following questions: What is a person? What is a meaningful life? What are good and evil? What is a just society? What is human knowledge? How do we know what is beautiful in art, music, and literature? Students will learn critical-thinking skills in evaluating philosophical arguments related to these questions, as well as skills used in researching and investigating various topics in philosophy.

Prerequisite: None

HZT4U - Philosophy: Questions and Theories, Grade 12, University Preparation

This course addresses three (or more) of the main areas of philosophy: metaphysics, logic, epistemology, ethics, social and political philosophy, and aesthetics. Students will learn critical-thinking skills, the main ideas expressed by philosophers from a variety of the world's traditions, how to develop and explain their own philosophical ideas, and how to apply those ideas to contemporary social issues and personal experiences. The course will also help students refine skills used in researching and investigating topics in philosophy.

Prerequisite: None

World Religions

HRT3M - World Religions: Beliefs, Issues, and Religious Traditions, Grade 11, University/College Preparation

This course enables students to discover what others believe and how they live, and to appreciate their own unique heritage. Students will learn about the teachings and traditions of a variety of religions, the connections between religion and the development of civilizations, the place and function of religion in human experience, and the influence of a broad range of religions on contemporary society. This course also introduces students to skills used in researching and investigating world religions.

Prerequisite: None

HRF30 - World Religions: Beliefs and Daily Life, Grade 11, Open

This course introduces students to the range and diversity of world religions and examines how systems of belief affect individual lives and social relationships. Students will learn about a variety of religious beliefs, teachings, traditions, and practices. The course also helps students to develop skills used in researching and investigating topics related to world religions.

Prerequisite: None

20. Other Courses

20.1 The Arts

Students must earn **1 credit** in the arts to obtain an OSSD. Students may take any course described in the secondary school policy documents for the arts to meet the compulsory credit requirement for the arts. Students must also earn **1 additional credit** from Group 2 in health and physical education, **or** the arts, **or** business studies.

Note: students who take Expressing Aboriginal Cultures (Grade 9), which is described in the Grades 9 and 10 curriculum policy documents for Native Studies, may use the credit earned for this course to meet the compulsory credit requirement for the arts.

In the arts program, courses are offered only as open courses in Grades 9 and 10. In the arts program in Grades 11 and 12, courses are offered as University/College Preparation and open. There are five arts subjects: dance, dramatic arts, media arts, music, and visual arts. Schools may offer courses focused on specific areas of the five arts subjects such as

- **dance:** ballet, modern dance, jazz dance, dance composition
- **dramatic arts:** acting, collective creation, play writing
- **media arts:** technical production, photography, desktop publishing, video production
- **music:** guitar, electronic music, instrumental music, vocal jazz, steel drum
- **visual arts:** printmaking, sculpture, painting, drawing

Students may take more than one focus course for credit per grade in a given arts subject. For example, a student in Grade 10 can earn 2 credits in dance, 1 for a course in ballet, and 1 for a course in jazz dance. The learning expectations for the Grade 10 dance course outlined in the curriculum policy document would be used for both the ballet and the jazz dance courses.

The expectations for all courses in the arts are organized into three distinct but related strands: Theory, Creation, and Analysis.

Details of these courses, as well as their prerequisites, can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/arts910curr.pdf> and <http://www.edu.gov.on.ca/eng/curriculum/secondary/arts1112curr.pdf>.

Codes for focus courses in the arts can be found at <http://www.edu.gov.on.ca/eng/general/list/commoncc/t1.html>.

Grade	Course Name	Type	Course Code	Prerequisite
9	Comprehensive Arts	Open	ALC1O	None
12	Exploring the Arts	Open	AEA4O	Any Grade 9 or 10 arts course

Dance				
9	Dance	Open	ATC10	None
10	Dance	Open	ATC20	None
11	Dance	University/College	ATC3M	Grade 9 or 10 Dance
11	Dance	Open	ATC3O	Grade 9 or 10 Dance
12	Dance	University/College	ATC4M	Grade 11 Dance
Dramatic Arts				
9	Dramatic Arts	Open	ADA10	None
10	Dramatic Arts	Open	ADA20	None
11	Dramatic Arts	University/College	ADA3M	Grade 9 or 10 Dramatic Arts
11	Dramatic Arts	Open	ADA3O	Grade 9 or 10 Dramatic Arts
12	Dramatic Arts	University/College	ADA4M	Grade 11 Dramatic Arts
12	Dramatic Arts	Open	ADA4O	Grade 11 Dramatic Arts
Media Arts				
10	Media Arts	Open	ASM2O	None
11	Media Arts	Open	ASM3O	Any Grade 9 or 10 arts course
12	Media Arts	Open	ASM4O	Any Grade 11 arts course
Music				
9	Music	Open	AMU10	None
10	Music	Open	AMU20	None
11	Music	University/College	AMU3M	Grade 9 or 10 Music
11	Music	Open	AMU3O	Grade 9 or 10 Music
12	Music	University/College	AMU4M	Grade 11 Music
11	Music - External (Conservatory)	University/College	AMX3M	n/a
12	Music - External (Conservatory)	University/College	AMX4M	n/a
Visual Arts				
9	Visual Arts	Open	AVI10	None
10	Visual Arts	Open	AVI20	None
11	Visual Arts	University/College	AVI3M	Grade 9 or 10 Visual Arts
11	Visual Arts	Open	AVI3O	Grade 9 or 10 Visual Arts
12	Visual Arts	University/College	AVI4M	Grade 11 Visual Arts

20.2 Business Studies

Students must earn **1 additional credit** from Group 2 in health and physical education, **or** the arts, **or** business studies. Students may take any course described in the secondary school policy documents for business studies to meet this credit requirement.

In the business studies program, there is only one type of course — the open course — in Grades 9 and 10. The Introduction to Business course, offered in Grade 9 or Grade 10, is the key foundation course in the business studies program. This course introduces students to each of the major areas of business: the basics of business operation, the role and applications of technology in business, the role and characteristics of entrepreneurs, management, accounting, marketing, and international business. The Introduction to Information Technology in Business course, offered in Grade 9 or Grade 10, prepares students for a world of business and communication that relies increasingly on electronic technology, an area also undergoing continuous change.

Four types of courses are offered in the business studies program in Grades 11 and 12: University/College Preparation, College Preparation, workplace preparation, and open courses. Students can choose from courses in six subject areas: **accounting, entrepreneurship, information and communication technology, international business, marketing, and business leadership.**

Details of these courses, as well as their prerequisites, can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/business910currb.pdf> and at <http://www.edu.gov.on.ca/eng/curriculum/secondary/business1112currb.pdf>.

Grade	Course Name	Type	Course Code	Prerequisite
9 or 10	Introduction to Business	Open	BBI10 or BBI20	None
9 or 10	Information and Communication Technology in Business	Open	BBT10 or BBT20	None
Accounting				
11	Financial Accounting Fundamentals	University/College	BAF3M	None
11	Accounting Essentials	Workplace	BAI3E	None
12	Financial Accounting Principles	University/College	BAT4M	BAF3M
12	Accounting for a Small Business	Workplace	MAN4E	BAI3E
Entrepreneurship				
11	Entrepreneurship: The Venture	College	BDI3C	None
11	Entrepreneurship: The Enterprising Person	Open	BDP3O	None
12	Entrepreneurship: Venture	College	BDV4C	None

	Planning in an Electronic Age			
Information and Communication Technology				
11	ICT: The Digital Environment	Open	BTA3O	None
12	ICT: Multimedia Solutions	College	BTX4C	BTA3O
12	ICT in the Workplace	Workplace	BTX4E	BTA3O
International Business				
12	International Business Fundamentals	University/College	BBB4M	None
12	International Business Essentials	Workplace	BBB4E	None
Marketing				
11	Marketing: Goods, Services, Events	College	BMI3C	None
11	Marketing : Retail and Services	Workplace	BMX3E	None
Business Leadership				
12	Business Leadership: Management Fundamentals	University/College	BOH4M	None
12	Business Leadership: Becoming a Manager	Workplace	BOG4E	None

20.3 Classical Studies And International Languages

Students must earn **one additional credit** from Group 1 in English, **or** a third language, **or** social sciences and the humanities, **or** Canadian and world studies. Students may take any course described in the secondary school policy documents for Classical and International Languages, Grades 9 and 10, or Classical Studies and International Languages, Grades 11 and 12, to meet the compulsory credit requirement.

The courses in classical studies and international languages focus on developing the language knowledge and communication skills students will need to function effectively in the international community, both as professionals and private citizens. Students will develop the ability to speak, listen, read, and write with precision and confidence.

In the classical and international language program for Grades 9 and 10, only one type of course —academic — is offered for students wishing to study classical languages, while both academic and open courses are offered for those wishing to study international languages. In Grades 11 and 12, students enrolled in classical studies will take one type of course — University Preparation — while students enrolled in international languages will choose between two types of courses — University Preparation and open.

Courses in classical and international languages are not restricted to specific grades so that students may begin the study of a classical or international language in any grade of secondary school. For this reason, progression is indicated by levels rather than grades. Classical languages

are offered at three levels, and international languages at four levels, in the secondary school program for Grades 9 to 12.

The classical studies program in Grades 9 and 10 comprises two courses in the classical languages (Latin and ancient Greek). In Grades 11 and 12, two courses in classical languages (Latin and ancient Greek) are also offered, with an additional course in classical civilization, which explores the culture of the ancient world and its rich legacy.

A variety of international language credit courses may be offered in Ontario schools, including courses in European, African, Middle Eastern, and Asian languages. Codes for focus courses can be found at <http://www.edu.gov.on.ca/eng/general/list/commoncc/t1.html>. Each course is worth one credit.

The course codes consist of five characters. The first three characters identify the language under study and the audience for the course — that is, native speakers or non-native speakers (e.g., LWS is the code for Spanish for non-native speakers, and LWE is the code for Spanish for native speakers); the fourth character identifies the course level (i.e., *C* and *D* refer to Level 3 and Level 4, respectively); and the fifth character identifies the type of course (i.e., *U* refers to “University Preparation” and *O* refers to “open”). Hence, the course code for a Level 3 University Preparation course in Spanish for non-native speakers is LWSCU.

Details of these courses, as well as their prerequisites, can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/classiclang910curr.pdf> and at <http://www.edu.gov.on.ca/eng/curriculum/secondary/classiclang1112curr.pdf>.

Grade	Course Name	Type	Course Code	Prerequisite
Classical Languages				
Level 1	Classical Languages - Ancient Greek	Academic	LVGAD	None
Level 1	Classical Languages - Latin	Academic	LVLAD	None
Classical Studies				
Level 2	Classical Languages - Ancient Greek	University	LVGBU	LVGAD
Level 2	Classical Languages - Latin	University	LVLBU	LVLAD
Level 3	Classical Languages - Ancient Greek	University	LVGCU	LVGBU
Level 3	Classical Languages - Latin	University	LVLCU	LVLBU
12	Classical Civilization	University	LVV4U	Grade 10 English
International Languages				

Level 1	International Languages	Academic	LBAAD-LYXAD	Prerequisites will be determined by boards depending on the structure of their language programs.
Level 1	International Languages	Open	LBAAO-LYXAO	
Level 2	International Languages	Academic	LBABD-LYXBD	
Level 2	International Languages	Open	LBABO-LYXBO	
Level 3	International Languages	University	LBACU-LYXCU	Level 2, Academic
Level 3	International Languages	Open	LBACO-LYXCO	Level 2 Academic or Open
Level 4	International Languages	University	LBADU-LYXDU	Level 3 Academic
Level 4	International Languages	Open	LBADO-LYXDO	Level 3 Academic or Open
<p>Note: the range of course codes is listed for the various international languages programs; see http://www.edu.gov.on.ca/eng/general/list/commoncc/t1.html for further details.</p>				

20.4 Guidance and Career Education

Students must earn one-half compulsory credit in Career Studies. In addition, students may use any Grade 11 or Grade 12 guidance and career education course to fulfill the Group 1 additional credit requirement, or as a substitution for another course fulfilling a compulsory credit requirement. The courses offered in guidance and career education are open courses. These courses are intended to help students develop learning and interpersonal skills and to enable them to explore careers. All guidance and career education courses encourage both community-based learning and career exploration through community involvement activities, work experience, cooperative education, volunteering, and job shadowing, school-to-work transition programs, youth apprenticeship programs, and internships.

The Grade 9 Learning Strategies course, which is an optional credit course, focuses on the development of knowledge and skills that will benefit all students. The course can be modified to suit the individual needs of the learner, and students who have an Individual Education Plan (IEP) would benefit considerably from such a modified course. A learning strategies course may also be developed for students in Grade 10 who have an IEP. The learning expectations for this course would be based on the Learning Strategies 1 course, but the focus of the course would be different in order to reflect the particular courses the student is currently studying.

In the compulsory half-credit Grade 10 Career Studies course, students learn how to identify and pursue goals in education, work, and community activities. The Grade 10 course on discovering the workplace helps students identify early in their secondary school career the

essential skills and work habits that are required for success in the workplace, and will prepare them for work experiences in the community.

The Grade 11 course on leadership and peer support teaches critical interpersonal skills and promotes participation both at school and in the community. Also offered in Grade 11 is a career planning course that develops students' abilities to select and pursue appropriate postsecondary education and employment opportunities. The Grade 12 Learning Strategies course is designed to prepare students for success in their postsecondary destinations. The Grade 12 course on navigating the workplace, enables students to develop these essential skills and explore the workplace through experiential learning opportunities so that they can make a smooth transition from secondary school to the workplace.

Details of these Guidance and Career Education courses, as well as their prerequisites, can be found at

<http://www.edu.gov.on.ca/eng/curriculum/secondary/guidance910currb.pdf> and <http://www.edu.gov.on.ca/eng/curriculum/secondary/guidance1112currb.pdf>.

Grade	Course Name	Type	Course Code	Prerequisite
9	Learning Strategies 1: Skills for Success in Secondary School	Open	GLS10	None
9	Learning Strategies 1: Skills for Success in Secondary School	Open (for students with an IEP)	GLE10	None
10	Learning Strategies 1: Skills for Success in Secondary School	Open (for students with an IEP)	GLE20	Recommendation of the principal
10	Career Studies (0.5 credit)	Open (compulsory)	GLC20	None
10	Discovering the Workplace	Open	GLD20	None
11	Advanced Learning Strategies 2: Skills for Success After Secondary School	Open	GLE30	Recommendation of the principal
11	Designing Your Future	Open	GWL30	None
11	Leadership and Peer Support	Open	GPP30	None
12	Navigating the Workplace	Open	GLN40	None
12	Advanced Learning Strategies 2: Skills for Success After Secondary School	Open	GLS40	None
12	Advanced Learning Strategies 2: Skills for Success After Secondary School	Open	GLE40	Recommendation of the principal

Note: Students may earn *either* GLS10 or GLE10; students may earn *either* GLS40 or

20.5 Health And Physical Education

Student must earn **one credit** in health and physical education. To meet the Group 2 compulsory credit requirement, students must earn *one additional credit* in health and physical education, **or** the arts, **or** business studies. They may take any course described in the secondary curriculum policy documents for health and physical education to meet the compulsory credit requirement for health and physical education.

All courses offered in Grades 9 and 10 health and physical education are open courses. These courses are made up of four strands: physical activity, active living, healthy living, and living skills. The courses offered in Grades 11 and 12 include open courses, as well as a University Preparation course and a College Preparation course.

It should be noted that schools may develop the Healthy Active Living courses in each grade to focus on a particular group of physical activities as the vehicle through which students will attain the expectations. Students may take more than one course in each grade. The following is an example of the possible options and corresponding course codes:

- Personal and Fitness Activities (PAF)
- Large-Group Activities (PAL)
- Individual and Small-Group Activities (PAI)
- Aquatics (PAQ)
- Rhythm and Movement (PAR)
- Outdoor Activities (PAD)

Details of these courses, as well as their prerequisites, can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/health910curr.pdf> and at <http://www.edu.gov.on.ca/eng/curriculum/secondary/health1112curr.pdf>.

Grade	Course Name	Type	Course Code	Prerequisite
9	Healthy Active Living Education	Open	PPL10	None
10	Healthy Active Living Education	Open	PPL20	None
11	Healthy Active Living Education	Open	PPL30	None
11	Health for Life	Open	PPZ30	None
11	Healthy Active Living Education	Open	PPL40	None
12	Exercise Science	University	PSE4U	Any Grade 11 or 12 U or M course in science, or any Grade 11 or 12 course

				in HPE
12	Recreational and Fitness Leadership	College	PLF4C	Any Grade 11 or 12 course in HPE

20.6 Native Languages

Research on Native education confirms that when students develop the ability to communicate in a Native language, learning that language will reinforce, not interfere with, the learning of English, French, or other languages. In those Native communities where no Native language is spoken, the Native languages program will serve to introduce the language. In those communities where some Native language is spoken, the program will assist in the development and maintenance of that language. In communities characterized by greater fluency in a Native language, the program will support the use of that language as the language of instruction in those subjects that would be enhanced by the close relationship between language and culture.

All courses in the Native languages program cover oral communication, reading, and writing; vocabulary, language conventions, and grammar; and use of information technology. Students also become familiar with the writing and sound systems of the language under study, and develop an appreciation of Native language and culture. The Native languages that are recognized in the Native language program are the following: **Cayuga, Cree, Delaware, Mohawk, Ojibwe, Oji-Cree, and Oneida**. Students may study one or more of these languages in the program.

Students must earn **1 additional credit** from Group 1 in English, **or** classical and international languages or Native languages, **or** social science and the humanities, **or** Canadian and world studies. Students who wish to take Native languages instead of FSL in secondary school may use the credit earned for an NL1 or NL2 course described in the Grade 9 and 10 curriculum policy document for Native languages as a substitute for the compulsory FSL credit.

In the Native languages program, there is only one type of course — the “open” course. The courses in Native languages are not restricted to specific grades, so that students may begin the study of one or more of the languages in any grade of secondary school. For this reason, progression is indicated by levels rather than grades. Five levels of courses in Native languages are offered in the Native languages program in Grades 9 through 12. Each course is worth one credit, and may also be offered as two half-credits. Students may earn more than one credit for each level in the Native languages by studying more than one Native language.

Details of these courses, as well as their prerequisites, can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/nativelang910curr.pdf> and at <http://www.edu.gov.on.ca/eng/curriculum/secondary/nativelang1112curr.pdf>.

Grade	Course Name	Type	Course Code	Prerequisite
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Level 1	Native Languages	Open	LNAAO- LNOOA	None
Level 2	Native Languages	Open	LNABO- LNOBO	At least 4 years of student of a Native language in elementary school, successful completion of NL1, or demonstrated proficiency
Level 3	Native Languages	Open	LNACO- LNOCO	Successful completion of NL2 or demonstrated proficiency
Level 4	Native Languages	Open	LNADO- LVODO	Successful completion of NL3 or demonstrated proficiency
Level 5	Native Languages	Open	LNAEO- LNOEO	Successful completion of NL4 or demonstrated proficiency

20.7 Native Studies

Native studies provides students in Ontario schools with a broad range of knowledge related to Aboriginal peoples to help them better understand Aboriginal issues of public interest discussed at the local, regional, and national levels. Students develop the skills necessary to discuss issues and participate in public affairs. Throughout their involvement in Native studies, they will increase their awareness and understanding of the history, cultures, world views, and contributions of Aboriginal peoples in Canada. Canada is the land of origin for Aboriginal peoples, and the history of Canada begins with them. As the first people of Canada, Aboriginal peoples are unique in Canada’s mosaic. Thus, exploration of the development and contributions of Aboriginal societies is central to an understanding of the social fabric of this country.

Students must earn **one additional credit** from Group 1 in English, **or** classical and international languages or Native languages, **or** social science and the humanities, **or** Canadian and world studies. The additional credit for Canadian and World Studies may be fulfilled by the successful completion of any course from the curriculum policy documents in Native Studies. Students who take the Grade 11 course “English: Contemporary Aboriginal Voices” (University, college, or workplace preparation) may use the credit earned for this course to meet the Grade 11 English compulsory credit requirement. Students who take the Grade 9 course “Expressing Aboriginal Cultures” (NAC10) may use the credit earned for this course to meet the compulsory credit requirement for the Arts.

Two Native studies courses are offered in Grades 9 and 10 as “open” courses. The Grade 9 course, “Expressing Aboriginal Cultures”, provides an overview of the various art forms used by Aboriginal peoples to communicate information about Aboriginal cultures. The Grade 10 course, “Aboriginal Peoples in Canada” highlights twentieth-century history and contemporary issues from an Aboriginal perspective.

In the Native studies program in Grades 11 and 12, four types of courses are offered: University Preparation, University/College Preparation, College Preparation, and workplace preparation. Eight Native studies courses are offered in Grades 11 and 12 — six courses in Grade 11 and two courses in Grade 12. In the Grade 11 courses, students focus on how various Aboriginal peoples

define themselves and their communities, and on their visions of the future. In the Grade 12 courses, students examine political, social, economic, and cultural issues relevant to Aboriginal peoples both in Canada and in the rest of the world. All courses are worth one credit.

Details of these courses, as well as their prerequisites, can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/nativestudies910curr.pdf> and at <http://www.edu.gov.on.ca/eng/curriculum/secondary/nativestudies1112curr.pdf>.

Grade	Course Name	Type	Course Code	Prerequisite
9	Expressing Aboriginal Cultures	Open	NAC10	None
10	Aboriginal Peoples in Canada	Open	NAC20	None
11	English: Contemporary Canadian Voices	University	NBE3U	ENG2D
11	Current Aboriginal Issues in Canada	University/College	NDA3M	NAC20 or CHC2D or CHC2P
11	Aboriginal Beliefs, Values, and Aspirations in Contemporary Society	College	NBV3C	NAC20 or CHC2D or CHC2P
11	English: Contemporary Aboriginal Voices	College	NBE3C	ENG2D or ENG2P
11	Aboriginal Beliefs, Values, and Aspirations in Contemporary Society	Workplace	NBV3E	NAC20 or CHC2D or CHC2P
11	English: Contemporary Aboriginal Voices	Workplace	NBE3E	ENG2D or ENG2P
12	Aboriginal Governance: Emerging Directions	University/College	NDG4M	Any Grade 11 U, M, or C course in Native studies
12	Issues of Indigenous Peoples in a Global Context	University/College	NDW4M	Any Grade 11 U, M, or C course in Native studies

20.8 Technological Education and Computer Studies

Technological innovation influences all areas of life, from the actions of individuals to those of nations. It addresses basic human needs and provides the tools and processes required for the exploration of both the known and the unknown world. The power of technology, its pervasiveness, and its continual advances demand a rigorous curriculum and the commitment of educators to understand it, promote its responsible use, and enable students to become problem solvers who are self-sufficient, entrepreneurial, and technologically literate. Students must acquire the technological skills and knowledge required to participate in a competitive, global economy. They must become critical and innovative thinkers, able to question, understand, and respond to the implications of technological innovation, as well as to find

solutions and develop products. Technological education focuses on developing students' ability to work creatively and competently with technologies that are central to their lives. Their development as technologically literate individuals throughout elementary and secondary school enhances their success in postsecondary studies and in the workplace. The policy outlined in this secondary school curriculum document is designed to ensure that technological education in Ontario meets the challenges and opportunities of the twenty-first century.

Students must earn **one additional credit** from Group 3 in senior science *or* technological education or computer studies. Any course from the secondary curriculum policy documents for science, Grades 11 and 12, technological education, Grades 9 and 10 and Grades 11 and 12 will meet this compulsory credit requirement.

All courses in grades 9 and 10 in technological education are open courses. In grades 11 and 12, three types of courses are offered in the technological education curriculum: University/College Preparation, College Preparation, and workplace preparation courses. In computer studies, there is one course at Grade 10 open level, and courses at the University and College Preparation level in Grades 11 and 12.

Courses in broad-based technology are offered in the following subject areas:

- Integrated Technologies (Grade 9 only)
- Communications Technology
- Construction Technology
- Health and Personal Services
- Hospitality and Tourism
- Manufacturing Technology
- Technological Design
- Transportation Technology

Courses in computer studies are offered in the following subjects:

- Computer and Information Science
- Computer Engineering

Under the existing Technological Education Policy, schools may offer more than one Integrated Technologies course in Grade 9. The additional courses must adhere to the expectations outlined for the Grade 9 course in the Technological Education curriculum policy document but focus on different areas of technology from those treated in the main Integrated Technologies course. Students who take the main course may also take the additional course (or courses) in the same year, earning one credit for each course successfully completed. The new policy defines exploratory courses in Grades 9 and 10 in each subject area of Technological Education in addition to the Grade 9 "Exploring Technologies" course.

In Technological Education, courses in Grades 10, 11, and 12 that lead to apprenticeship or certification programs or that are part of school-to-work transition programs may be planned

for up to 330 hours of scheduled instructional time. This additional instructional time allows for the practice and refinement of skills needed to raise the quality of students' performance to the levels required for certification, entry into apprenticeship programs, or participation in school-to-work transition programs. (It may also support articulation agreements for advanced standing or preferred entrance into specialized programs.) Instructional time may be increased by increments of 55 hours; for each additional 55 hours, students earn an additional half-credit. A maximum of three credits may be earned for the successful completion of a 330-hour course.

All technological education courses must be identified by a five-character course code (e.g., TTJ3C for Transportation Technology, Grade 11, College Preparation). Schools may add a sixth character to the code to indicate additional information. School boards will determine the conventions related to the sixth digit, and will include the name of the course on the student's OST.

Details of these courses, as well as their prerequisites, can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/teched910curr.pdf> or at <http://www.edu.gov.on.ca/eng/curriculum/secondary/teched1112curr.pdf>.

Note: The following course names and codes will be available through the 2008-2009 school year. After this time, please refer to the chart of revised subjects, courses, and codes included below.

Grade	Course Name	Type	Course Code	Prerequisite
9	Integrated Technologies	Open	TTI10	None
10	Communications Technology	Open	TGJ20	None
10	Computer and Information Science	Open	TIK20	None
10	Computer Engineering Technology	Open	TEE20	None
10	Construction Technology	Open	TCJ20	None
10	Health and Personal Services Technology	Open	TPJ20	None
10	Hospitality and Tourism Technology	Open	TFJ20	None
10	Manufacturing Technology	Open	TMJ20	None
10	Technological Design	Open	TDJ20	None
10	Transportation Technology	Open	TTJ20	None
PART A: BROAD-BASED TECHNOLOGY				
<i>Communications Technology</i>				
11	Communications Technology	University/College	TGJ3M	None
11	Communications Technology	Workplace	TGJ3E	None
12	Communications Technology	University/College	TGJ4M	TGJ3M

12	Communications Technology	Workplace	TGJ4E	TGJ3E
Construction Technology				
11	Construction Technology	College	TCJ3C	None
11	Construction Technology	Workplace	TCJ3E	None
12	Construction Technology	College	TCJ4C	TCJ3C
12	Construction Technology	Workplace	TCJ4E	TCJ3E
Health and Personal Services				
11	Health Care	College	TPA3C	None
11	Hairstyling and Aesthetics	Workplace	TPE3E	None
12	Child Development and Gerontology	College	TPO4C	None
12	Medical Technologies	College	TPT4C	TPA3C
12	Hairstyling and Aesthetics	Workplace	TPE4E	TPE3E
Hospitality and Tourism				
11	Hospitality	College	TFT3C	None
11	Hospitality and Tourism	Workplace	TFH3E	None
12	Tourism	College	TFS4C	None
12	Hospitality and Tourism	Workplace	TFH4E	TFH3E
Manufacturing Technology				
11	Manufacturing Engineering Technology	College	TMJ3C	None
11	Manufacturing Technology	Workplace	TMJ3E	None
12	Manufacturing Engineering Technology	College	TMJ4C	TMJ3C
12	Manufacturing Technology	Workplace	TMJ4E	TMJ3E
Technological Design				
11	Technological Design	University/College	TDJ3M	None
11	Technological Design	Workplace	TDJ3E	None
12	Technological Design	University/College	TDJ4M	TDJ3M
12	Technological Design	Workplace	TDJ4E	TDJ3E
Transportation Technology				
11	Transportation Technology	College	TTJ3C	None
11	Transportation Technology	Workplace	TTJ3E	None
12	Transportation Technology	College	TTJ4C	TTJ3C
12	Transportation Technology	Workplace	TTJ4E	TTJ3E
PART B: COMPUTER STUDIES				
Computer and Information Science				
11	Computer and Information Science	University/College	ICS3M	None
12	Computer and Information Science	University/College	ICS4M	ICS3M
Computer Engineering				

11	Computer Engineering	University/College	ICE3M	None
11	Computer Engineering	Workplace	ICE3E	None
12	Computer Engineering	University/College	ICE4M	ICE3M or ICS3M
12	Computer Engineering	Workplace	ICE4E	ICE3E

PLEASE NOTE:

20.8.1 TECHNOLOGICAL STUDIES

A revised provincial curriculum document for Technological Education was released in spring 2009. Subject areas, course codes, and course names for the broad-based technologies have changed. The new course information is provided below.

Exploring Technologies				
9	Exploring Technologies	Open	TIJ10	None
Communications Technology				
9	Exploring Communications Technology	Open	TGJ10	None
10	Communications Technology	Open	TGJ20	None
11	Communications Technology	University/College	TGJ3M	None
11	Broadcast and Print Production	Open	TGH30	None
12	Communications Technology	University/College	TGJ4M	TGJ3M
12	Digital Imagery and Web Design	Open	TGJ40	None
Focus Courses				
11	Interactive New media & Animation	University/College	TG13M	
11	Photography & Digital Imaging	University/College	TGP3M	
11	Print & Graphic Communications	University/College	TGG3M	
11	Radio, Audio & Sound Production	University/College	TGR3M	
11	TV, Video & Movie Production	University/College	TGV3M	
12	Interactive New Media & Animation	University/College	TG14M	
12	Photography & Digital Imaging	University/College	TGP4M	

12	Print & Graphic Communications	University/College	TGG4M	
12	Radio, Audio & Sound Production	University/College	TGR4M	
12	TV, Video & Movie Production	University/College		
Computer Technology				
9	Exploring Computer Technology	Open	TEJ1O	None
10	Computer Technology	Open	TEJ2O	None
11	Computer Engineering Technology (CET)	University/College	TEJ3M	None
11	Computer Technology (CT)	Workplace	TEJ3E	None
12	Computer Engineering Technology	University/College	TEJ4M	TEJ3M
12	Computer Technology	Workplace	TEJ4E	TEJ3E
Focus Courses				
11	CET - Interfacing	University/College	TEI3M	
11	CET - Electronics	University/College	TEL3M	
11	CET - Networking	University/College	TEN3M	
11	CET - Robotics and Control Systems	University/College	TER3M	
11	CT - Computer Repair	Workplace	TEC3E	
11	CT - Information Technology Support	Workplace	TET3E	
11	CT - Network Support	Workplace	TEW3E	
12	CET - Interfacing	University/College	TEI4M	
12	CET - Electronics	University/College	TEL4M	
12	CET - Networking	University/College	TEN4M	
12	CET - Robotics and Control Systems	University/College	TER4M	
12	CT - Computer Repair	Workplace	TEC4E	
12	CT - Information Technology Support	Workplace	TET4E	
12	CT - Network Support	Workplace	TEW4E	
Construction Technology				
9	Exploring Construction Technology	Open	TCJ1O	None
10	Construction Technology (CT)	Open	TCJ2O	None
11	Construction Engineering Technology (CET)	College	TCJ3C	None
11	Construction Technology	Workplace	TCJ3E	None

12	Construction Engineering Technology	College	TCJ4C	TCJ3C
12	Construction Technology	Workplace	TCJ4E	TCJ3E
11	Custom Woodworking	Workplace	TWJ3E	None
12	Custom Woodworking	Workplace	TWJ4E	TWJ3E
Focus Courses				
11	CET - Construction Management & Science	College	TCS3C	
11	CET - Civil Engineering	College	TCY3C	
11	CT - Carpentry	Workplace	TCC3E	
11	CT - Electrical/Network Cabling	Workplace	TCE3E	
11	CT - Heating & Cooling	Workplace	TCH3E	
11	CT - Masonry	Workplace	TCM3E	
11	CT - Plumbing	Workplace	TCP3E	
12	CET - Construction Management & Science	College	TCS4C	
12	CET - Civil Engineering	College	TCY4C	
12	CT - Carpentry	Workplace	TCC4E	
12	CT - Electrical/Network Cabling	Workplace	TCE4E	
12	CT - Heating & Cooling	Workplace	TCH4E	
12	CT - Masonry	Workplace	TCM4E	
12	CT - Plumbing	Workplace	TCP4E	
Green Industries/Agriculture				
9	Exploring Green Industries	Open	THJ10	None
10	Green Industries	Open	THJ20	None
11	Green Industries	University/College	THJ3M	None
11	Green Industries	Workplace	THJ3E	None
12	Green Industries	University/College	THJ4M	THJ3M
		Workplace	THJ4E	THJ3E
Focus Courses				
11	Agribusiness	University/College	THA3M	
11	Landscaping Architecture	University/College	THD3M	
11	Forestry	University/College	THO3M	
11	Horticulture Management & Science	University/College	THS3M	
11	Floristry	Workplace	THF3E	
11	Agriculture	Workplace	THG3E	
11	Horticulture	Workplace	THH3E	
11	Landscaping Construction & Maintenance	Workplace	THL3E	

11	Forestry	Workplace	THO3E	
12	Agribusiness	University/College	THA4M	
	Landscaping Architecture	University/College	THD4M	
12	Forestry	University/College	THO4M	
12	Horticulture Management & Science	University/College	THS4M	
12	Floristry	Workplace	THF4E	
12	Agriculture	Workplace	THG4E	
12	Horticulture	Workplace	THH4E	
12	Landscaping Construction & Maintenance	Workplace	THL4E	
12	Forestry	Workplace	THO4E	
Hairstyling and Aesthetics				
9	Exploring Hairstyling & Aesthetics	Open	TXJ1O	None
10	Hairstyling & Aesthetics	Open	TXJ2O	None
11	Hairstyling & Aesthetics	Workplace	TXJ3E	None
12	Hairstyling & Aesthetics	Workplace	TXJ4E	TXJ3E
Focus Courses				
11	Aesthetics	Workplace	TXA3E	
11	Hairstyling	Workplace	TXH3E	
12	Aesthetics	Workplace	TXA4E	
12	Hairstyling	Workplace	TXH4E	
Healthcare				
9	Exploring Health Care	Open	TPJ1O	None
10	Health Care	Open	TPJ2O	None
11	Health Care	University/College	TPJ3M	None
11	Health Care	College	TPJ3C	None
12	Health Care	University/College	TPJ4M	TPJ3M
12	Health Care	College	TPJ4C	TPJ3C
12	Health Care Support Services	Workplace	TPJ4E	None
12	Child Development & Gerontology	College	TOJ4C	None
Focus Courses				
11	Dental Services	University/College	TPD3M	
11	Laboratory Services	University/College	TPL3M	
11	Nursing/Medical Services	University/College	TPM3M	
11	Pharmacy Services	University/College	TPP3M	
11	Therapy Services	University/College	TPT3M	
12	Dental Services	University/College	TPD4M	
12	Laboratory Services	University/College	TPL4M	

12	Nursing/Medical Services	University/College	TPM4M	
	Pharmacy Services	University/College	TPP4M	
12	Therapy Services	University/College	TPT4M	
12	Child Development	College	TOC4C	
12	Gerontology	College	TOG4C	
Hospitality and Tourism				
9	Exploring Hospitality & Tourism	Open	TFJ1O	None
10	Hospitality & Tourism	Open	TFJ2O	None
11	Hospitality & Tourism	College	TFJ3C	None
11	Hospitality & Tourism	Workplace	TFJ3E	None
12	Hospitality & Tourism	College	TFJ4C	TFJ3C
12	Hospitality & Tourism	Workplace	TFJ4E	TFJ3E
Focus Courses				
11	Applied Nutrition	College	TFN3C	
11	Culinary Arts & Management	College	TFR3C	
11	Tourism & Travel Planning	College	TFT3C	
11	Baking	Workplace	TFB3E	
11	Cooking	Workplace	TFC3E	
11	Event Planning	Workplace	TFE3E	
12	Applied Nutrition	College	TFN4C	
12	Culinary Arts & Management	College	TFR4C	
12	Tourism & Travel Planning	College	TFT4C	
12	Baking	Workplace	TFB4E	
12	Cooking	Workplace	TFC4E	
12	Event Planning	Workplace	TFE4E	
Manufacturing Technology				
9	Exploring Manufacturing Technology	Open	TMJ1O	None
10	Manufacturing Technology (MT)	Open	TMJ2O	None
11	Manufacturing Engineering Technology (MET)	Univeristy/College	TMJ3M	None
11	Manufacturing Technology	College	TMJ3C	None
11	Manufacturing Technology	Workplace	TMJ3E	None
12	Manufacturing Engineering Technology	University/College	TMJ4M	TMJ3M
12	Manufacturing Technology	College	TMJ4C	TMJ3C
12	Manufacturing Technology	Workplace	TMJ4E	TMJ3E
Focus Courses				

11	MET - Mechanical Engineering	University/College	TMM3M	
11	MET - Robotics & Control Systems	University/College	TMR3M	
11	MR - Computer Aided Manufacturing	College	TMC3C	
11	MT - Industrial Maintenance	College	TM13C	
11	TM - Precision Machining	College	TMP3C	
11	MT - Robotics & Control Technician	College	TMT3C	
11	TM - Welding Technician	College	TMY3C	
11	MT - Machine Operator	Workplace	TMO3E	
11	MT - Sheet Metal	Workplace	TMS3E	
11	MT - Welding	Workplace	TMW3E	
12	MET - Mechanical Engineering	University/College	TMM4M	
12	MET - Robotics & Control Systems	University/College	TMR4M	
12	MR - Computer Aided Manufacturing	College	TMC4C	
12	MT - Industrial Maintenance	College	TM14C	
12	TM - Precision Machining	College	TMP4C	
12	MT - Robotics & Control Technician	College	TMT4C	
12	TM - Welding Technician	College	TMY4C	
12	MT - Machine Operator	Workplace	TMO4E	
12	MT - Sheet Metal	Workplace	TMS4E	
12	MT - Welding	Workplace	TMW4E	
Technological Design				
9	Exploring Technological Design	Open	TDJ10	None
10	Technological Design	Open	TDJ20	None
11	Technological Design	University/College	TDJ3M	None
11	Technological Design & the Environment	Open	TDJ30	None
12	Technological Design	University/College	TDJ4M	TDJ3M
12	Technological Design in the 21 st Century	Open	TDJ40	None
Focus Courses				
11	Architectural Design	University/College	TDA3M	
11	Mechanical & Industrial	University/College	TDM3M	

	Design			
11	Apparel & Textile Design	University/College	TDP3M	
11	Robotics & Control Systems Design	University/College	TDR3M	
11	Interior Design	University/College	TDV3M	
12	Architectural Design	University/College	TDA4M	
12	Mechanical & Industrial Design	University/College	TDM4M	
12	Apparel & Textile Design	University/College	TDP4M	
12	Robotics & Control Systems Design	University/College	TDR4M	
12	Interior Design	University/College	TDV4M	
Transportation Technology				
9	Exploring Transportation Technology	Open	TTJ10	None
10	Transportation Technology	Open	TTJ20	None
11	Transportation Technology	College	TTJ3C	None
11	Vehicle Ownership	Open College	TTJ30	None
12	Transportation Technology	College	TTJ4C	TTJ3C
12	Vehicle Maintenance	Workplace	TTJ4E	None
Focus Courses				
11	Auto Service	College	TTA3C	
11	Auto Body	College	TTB3C	
11	Heavy Duty & Agriculture Equipment	College	TTH3C	
11	Light Aircraft	College	TTL3C	
11	Small Engine & Recreational Equipment	College	TTS3C	
11	Truck & Coach	College	TTT3C	
12	Auto Service	College	TTA4C	
12	Auto Body	College	TTB4C	
12	Heavy Duty & Agricultural Equipment	College	TTH4C	
12	Light Aircraft	College	TTL4C	
12	Small Engine & Recreational Equipment	College	TTS4C	
12	Truck & Coach	College	TTT4C	

The revised curriculum document is available on the Ministry website at <http://www.edu.gov.on.ca/eng/curriculum/secondary/teched.html>

20.8.2 COMPUTER STUDIES

10	Introduction to Computer Studies	Open	ICS20	None
11	Introduction to Computer Science	University	ICS3U	None
11	Introduction to Computer Programming	College	ICS3C	None
12	Computer Science	University	ICS4U	ICS3U
12	Computer Programming	College	ICS4C	ICS3C

The revised curriculum document is available on the Ministry website at http://www.edu.gov.on.ca/eng/curriculum/secondary/computer10to12_2008.pdf

21. Contact Information

In Ontario, individual elementary and secondary schools evaluate the academic records of all new students. If you or your children are new to Ontario, please take your education documents (translated into English or French, if necessary) directly to the school where you or your children will attend. The school will use the records to determine grade-level placement and the number of additional course credits required for graduation.

If you want to find out more about education in Ontario, please consult the Ministry of Education website at <http://www.edu.gov.on.ca/>. You may also contact the General Inquiries service of the Ministry of Education as follows:

General Inquiries

<p>Telephone Toll-free in Ontario: 1-800-387-5514 Metro Toronto area and outside Ontario: (416) 325-2929</p>	<p>Mail Ministry of Education, Correspondence and Public Inquiries Unit 14th Floor, Mowat Block, 900 Bay Street Toronto, Ontario M7A 1L2</p>
<p>E-mail info@edu.gov.on.ca or send us a comment or question using our online form that can be found at http://www.edu.gov.on.ca/eng/about/contact.asp</p>	<p>Fax (416) 325-6348</p>
<p>Telecommunications Devices for the Deaf (TDD/TTY) 1-800-263-2892</p>	