

Secondary Education in the Provinces and Territories of Canada: A Student Transfer Guide 2023–24

Ontario

Part 1 — Summary statement

Please note: The following is a resource document for exploratory purposes. For more detailed information, including the most recent updates to the Ontario school system, please refer to (the soon to be released) Ontario Schools, Kindergarten to Grade 12: Program and Policy Requirements (2024).

1.1 Introduction

Publicly funded elementary and secondary schools are administered by district school boards. Working within the framework of the [Education Act](#) and its regulations, district school boards adapt provincial education policy to local situations.

[School boards](#) are divided as follows: 31 English Public, 29 English Catholic, four French Public and eight French Catholic. There are also 10 School Authorities, consisting of four geographically isolated boards and six hospital-based school authorities. There is one Provincial Schools Authority and one Consortium. As of 2021–22, there were 3,960 elementary and 872 secondary schools in Ontario.

Read more:

- [Facts about elementary and secondary education | ontario.ca](#)

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.

1.1.1 Student attendance

The [Education Act](#) sets out school attendance requirements. Under the *Act*, students are required to attend school from age six until they reach age 18 or graduate. While school boards may offer full-day learning for four- and five-year-olds, parent(s)/guardian(s) are not required to send their child to school until the child reaches the age of six.

Regular attendance at school is critical for student learning. To encourage regular attendance among students, schools must inform students and their parent(s)/guardian(s) about their attendance policies. If a principal believes a student's frequent absences from school are jeopardizing the student's success, school staff should meet with the student and their parent(s)/guardian(s) to explain the potential consequences of the absences and discuss steps to be taken to improve attendance. Students of compulsory school age whose absence is reported to the school board attendance counsellor will have the reason for their absence investigated.

With the principal's approval, 16- and 17-year-olds may be permitted up to one year of part-time study for compassionate reasons. This policy is outlined in Ontario Regulation 374/10 (see link below).

1.1.2 Home schooling

[PPM 131: Home schooling](#) provides direction to school boards and schools concerning home schooling and the excusing of children from school who are receiving home schooling.

1.1.3 Languages of instruction and programming

Canada's two official languages, English and French, are the languages of instruction in English-language and French-language schools across Ontario. American Sign Language (ASL) and Langue des signes québécoise (LSQ) may also be used as languages of instruction.

1.1.3.1 English-language schools

All students in English-language schools must graduate with the ability to use the English language effectively for thinking, learning, and communicating. English is a required subject and opportunities to promote English skills should be integrated into the curriculum in all subject areas.

French is also taught in English-language schools to provide students with the opportunity to become bilingual in Canada's official languages. In elementary school, students in Grades 4 to 8 must study French as a second language. Secondary school students must earn at least one credit in French as a second language to graduate. Secondary students may also count two additional French credits as compulsory credits toward their diplomas. The mandatory French requirement can be met through core French programs, which involve the study of the French language, or through French immersion and extended French programs. In these two types of programs, French is not only taught as a subject but also serves as the language of instruction in other subjects.

Schools must offer core French programs from Grade 4 to the end of Grade 12. The delivery of French immersion and extended French programs is optional.

Read more:

- [A guide for Ontario Schools: Including students with special education needs in French as a Second Language programs](#)

1.1.3.2 Admission to an English-language school board

School boards must admit students who are qualified to be resident pupils of the board as defined in the *Education Act*.

Secondary students may attend a school of either the public or Roman Catholic Separate school board in the jurisdiction in which they live. The school board the parent(s)/guardian(s) support is irrelevant to the right to attend secondary school.

1.1.3.3 Information to be provided by English-language school boards

English-language school boards must inform French-speaking parent(s)/guardian(s) of their right to enrol their children in a French-language school if they qualify under [Section 23 of the Canadian Charter of Rights and Freedoms](#).

Boards must also inform parent(s)/guardian(s) who do not meet Section 23 criteria but who come from countries where the language of public administration or schooling is French that their children may also be eligible for Ontario's French-language schools.

1.1.3.4 French-language schools

Education provided in French-language schools is intended to enhance students' bonds with Ontario's French-language communities and support the development of their sense of cultural identity. (For more information, see Ontario's [Aménagement Linguistique Policy for French- Language Education](#).)

In French-language schools, students study French as a subject from Kindergarten to Grade 12, and they are required to start learning English as a subject by Grade 5 (but this is usually offered starting in Grade 4). The requirements regarding language of instruction and English classes in French-language schools mirror those in English-language schools.

1.1.3.5 Admission to a French-language school board

[PPM 148: Policies Governing Admission to French-Language Schools in Ontario](#) outlines for French-language school boards, a process for reviewing their policies, guidelines, and administrative directives relating to admission of students to their schools. This is to ensure that admission to French-language schools is inclusive and that the admission process is

transparent.

1.1.3.6 American Sign Language

For students who are deaf or hard-of-hearing, English-language school boards may provide instruction using American Sign Language (ASL). If there are multiple students who are deaf or hard-of-hearing in a school, a board may provide bilingual/bicultural classes for students, in which both ASL and English are used as languages of instruction.

Lire la suite:

- [Ontario Regulation 298, “Operation of Schools – General”, R.R.O. 1990, Section 32](#)

1.1.3.7 Langue des signes Québécoise

For students who are deaf or hard-of-hearing, French-language school boards may provide instruction using Langue des signes québécoises (LSQ). If there are multiple students who are deaf or hard-of-hearing in a school, a board may provide bilingual/bicultural classes for them, in which both LSQ and French are used as languages of instruction.

Lire la suite:

- [R.R.O. 1990, Reg. 298: OPERATION OF SCHOOLS - GENERAL \(ontario.ca\)](#)

1.1.4 The Ontario Curriculum, Grades 1 to 12

[The Ontario Curriculum](#) outlines the knowledge and skills students, from Grades 1 to 12, are expected to develop and demonstrate. For an overview of Ontario’s curriculum process, see [The Ontario Curriculum Review and Revision Guide](#).

All curriculum expectations from the relevant curriculum policies for an elementary grade or secondary course must be accounted for when planning the classroom program. Changes to curriculum expectations may be made for French- or English-language learners and for students with special education needs.

Elementary and secondary schools may also offer online as well as blended learning opportunities programs of interest to learners of all ages.

In Roman Catholic separate school boards, learning programs also include religious education programs and courses.

Lire la suite:

- [Curriculum and Resources website \(Ontario.ca/curriculum\)](#)
- [The Ontario Curriculum Review and Revision Guide](#)

1.1.5 Learning programs in English- and French-language schools

In Ontario elementary schools, learning programs must include the following curricula:

English-language schools

- the arts
- French as a second language (core French required beginning in Grade 4; boards may also offer extended or immersion French)
- Language
- health and physical education
- mathematics
- science and technology
- social studies (Grades 1 to 6)
- history and geography (Grades 7 and 8)

French-language schools

- the arts

- English (required beginning in Grade 5 but usually offered starting in Grade 4)
- French
- health and physical education
- mathematics
- science and technology
- social studies (Grades 1 to 6)
- history and geography (Grades 7 to 8)

For students in need of such programs, schools must offer French-language development programs, support programs for newcomers, and English for beginners programs.

Schools may also offer Indigenous languages, in accordance with the relevant curriculum policy. The elementary curriculum does not mandate the study of international languages, but parent(s)/guardian(s) may request international language classes for their children.

In Ontario secondary schools, the courses that may be offered to secondary school students are described in the curriculum policy for the various disciplines.

Secondary schools may also offer, in accordance with the relevant ministry policies, locally developed courses, dual credit courses and alternative (non-credit) courses not outlined in curriculum policy. All Ontario Curriculum courses, and locally developed courses may be offered as cooperative education. Schools may offer other experiential learning programs, including job shadowing and job twinning, as well as specialized programs. By successfully completing courses based on the Ontario Curriculum policy and other ministry-authorized courses, students earn credits toward the Ontario Secondary School Diploma.

In addition to curriculum expectations, elementary and secondary school teachers must also address the learning skills and work habits described in “Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools”. They must also ensure their programs clearly reflect ministry policy on:

- safe and healthy schools
- environmental education
- equity and inclusive education
- Indigenous education
- financial literacy education
- English/French language learners
- students with special education needs
- knowledge and skills relevant to education and career/life planning

Read more:

- [Elementary curriculum \(K–8\)](#)
- [Secondary curriculum \(9 – 12\)](#)

1.1.6 Information for a selecting secondary school

School boards must ensure Grade 8 students and their families have access to information about secondary school program offerings in order to make informed selections for a secondary program or school. Students and families must also be given information about how to access guidance personnel and other appropriate secondary school staff who can help them with secondary educational planning.

1.1.7 Promotion and transition from Grade 8 to Grade 9

Students who successfully complete Grade 8 will be promoted from elementary school and admitted to a secondary school in Grade 9.

Student success teams in secondary schools are responsible for implementing strategies to promote a smooth transition from Grade 8 to Grade 9 for students who are facing barriers to success and may require additional supports to be successful in secondary school.

Transition strategies may include:

- sharing student information (e.g., students' Individual Education Plan, as applicable) between elementary and secondary schools, subject to privacy and disclosure rules
- working with students and their families to identify and name the specific barriers students face in order to collaboratively develop intentional strategies for addressing them
- creating individual student profiles that highlight strengths and interests, as well as learning, social and emotional needs
- supporting students and their families during orientation and other pre-entry activities
- providing individualized timetabling and support strategies, based on student strengths and needs
- identifying advocates and mentors for students who need additional support
- ensuring ongoing tracking and monitoring of student progress

In consultation with students and parent(s)/guardian(s), the student success team may implement timetabling strategies to address the particular needs of students who may have difficulty with the Grade 9 program. Some examples of timetabling strategies include:

- delaying some compulsory courses until the second semester
- considering substitutions for compulsory credit requirement scheduling one-credit mathematics, English or science courses over the full school year to allow students more time to achieve the expectations of the course, coupled with a guidance and career education course to earn two credits over the full school year and ensure that the student does not fall behind in terms of credit accumulation (220 hours total)
- ensuring timetables include a range of courses students find interesting and engaging and that are appropriate to students' learning needs

Read more:

- [Education Act, R.S.O. 1990, Chapter E.2, Part II, subsection 41 \(1\), "Admission to secondary school"](#)

1.2 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 9–10, 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 11–12, 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 (junior kindergarten / kindergarten to Grade 3); junior (Grades 4–6); intermediate (Grades 7–10); and senior (Grades 11–12). Schools are broadly organized into elementary (K–Grade 8) and secondary (Grades 9–12) schools, although many variations on these organizations exist (K–Grade 6, Grades 6–8, Grades 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.

1.2.1 French-language schools

1.2.1.1 Francophone community

Section 23 of the *Canadian Charter of Rights and Freedoms* guarantees access to French-language education to children in Ontario who have at least one parent who is a minority-language education rights holder.

A minority-language education rights holder is a parent or guardian who is a Canadian citizen and meets at least one of the following criteria:

- Their native language is French (that is, the first language learned and still understood).
- They received their education at the elementary level in a French-language education institution in Canada.

They are the parent (or guardian) of a child who has received or receives their education at the elementary or secondary level in a French-language education institution in Canada.

1.2.1.2 French-language education in Ontario

The *Education Act* gives Franco-Ontarians control over their educational facilities (schools and school boards). The right to management and control provided by Section 23 of the *Charter* applies to the cultural and linguistic aspects of the school, as well as those non-linguistic aspects necessary to maintain the school's linguistic character.

1.2.1.3 Mandate of Ontario's French-language schools

French-language schools have a double mandate. First, they are to offer a high-quality education in French that promotes the academic success and well-being of every student. Second, they are to foster students' sense of belonging to *la Francophonie* and thus contribute to the linguistic and cultural vitality and growth of Ontario's dynamic and pluralistic Francophone community.

1.2.1.4 Ontario's Aménagement Linguistique Policy for French-Language Education

Ontario's Aménagement Linguistique Policy for French-Language Education (in French, la Politique d'aménagement linguistique de l'Ontario pour l'éducation en langue française, or PAL) is a foundational policy for French-language elementary and secondary schools — and the cornerstone of all French-language education activities.

Additional resources and guides are available to support educators in the French-language school system.

Read more:

- [Ontario's Aménagement Linguistique Policy for French-Language Education \(2005\)](#)
- Un personnel qui se distingue! Profil d'enseignement et de leadership pour le personnel des écoles de langue française de l'Ontario (2011) [A staff that stands out! Teaching and Leadership Profile for Staff in Ontario's French-Language Schools: User Guide - Edusource \(edusourceontario.com\)](#)
- Une approche culturelle de l'enseignement pour l'appropriation de la culture dans les écoles de langue française de l'Ontario : Cadre d'orientation et d'intervention (2009) [A Cultural Approach to Teaching for Cultural Appropriation in Ontario's French-Language Schools: A Framework for Guidance and Intervention - Édusource \(edusourceontario.com\)](#)
- [PPM No.148, "Policies Governing Admission to French-Language Schools in Ontario"](#)
- [Énoncé de politique et directives, L'admission, l'accueil et l'accompagnement des élèves dans les écoles de langue française de l'Ontario \(2009\)](#)
- [French-language education in Ontario](#)

1.2.2 English-language schools

All students in English-language schools must graduate with the ability to use the English language effectively for thinking, learning, and communicating. English is a required subject and opportunities to promote English skills should be integrated into the curriculum in all subject areas.

English is taught in each grade in elementary school. Students in secondary school must earn four credits in English (one per grade) and meet the provincial secondary school literacy graduation requirement. For English-language learners, schools must offer programs and courses to help them develop proficiency in English.

Schools must offer core French programs from Grade 4 to the end of Grade 12. The delivery of French immersion and extended French programs is optional.

Read more:

- [A guide for Ontario Schools: Including students with special education needs in French as a Second Language programs](#)

1.2.3 Roman Catholic schools

Roman Catholic school boards are responsible for developing credit courses in religious education. A Roman Catholic board that develops such courses does not have to seek ministry approval for them. Students may earn up to four credits in religious education.

Credit courses may be developed in religious education by inspected private schools. These locally developed courses require ministry approval. Students may earn up to four credits in religious education.

1.2.4 Specialized schools

School boards may establish schools that specialize in areas such as the arts, business studies, the environment, languages, pure and applied sciences, or technological education. A secondary school may also offer programs in subjects with low enrolment (for example, programs in some languages). However, a school should not specialize to the point where it cannot offer the full range of courses students need to obtain the Ontario Secondary School Diploma.

1.2.5 Alternative schools

School boards may establish alternative schools to provide an option for students who have educational needs that cannot be met in their existing schools or to respond to needs expressed in the community.

1.2.6 Provincial and demonstration schools

The Ministry of Education operates provincial schools and demonstration schools to provide education for students who are Deaf, blind or deafblind, as well as those with severe learning disabilities.

Admittance to a provincial school is recommended by a provincial schools admission committee and determined by the superintendent of the Provincial and Demonstration Schools Branch, in accordance with the requirements set out in [Ontario Regulation 296, Ontario Schools for the Blind and the Deaf, R.R.O. 1990](#).

School boards, with parental consent, can apply for support or admission to demonstration schools on behalf of students. The provincial committee on learning disabilities determines whether a student is eligible, in accordance with [PPM 89: The Residential Demonstration Schools for Students with Learning Disabilities: General Information and Details of the Referral Process](#).

Read more:

- [Ministry of Education Provincial and Demonstration Schools Branch](#)
- [Ontario Regulation 296, "Ontario Schools for the Blind and the Deaf", R.R.O. 1990](#)
- [PPM 89: The Residential Demonstration Schools for Students with Learning Disabilities: General Information and Details of the Referral Process](#)

1.2.7 Centre Jules-Léger Consortium

The [Centre Jules-Léger Consortium](#) (CJLC) established in 1979, operates French-language provincial and demonstration schools. It was operated by the Ministry of Education until August 17, 2020, when its governance was transferred to trustees appointed from among the elected trustees of French-language school boards.

The provincial school, which includes a residential component, serves Francophone students who are Deaf, hard-of-hearing or deafblind, whereas the demonstration school serves Francophone students with severe learning disabilities. The CJLC also

offers consultancy services to French-language school boards, teachers and Francophone families who have children who are deaf, blind or deafblind.

Read more:

- [Centre Jules-Léger Consortium](#)

1.2.8 Private schools

Students who attend ministry-inspected private schools or First Nation/federally operated schools that offer courses for credit toward the Ontario Secondary School Diploma may be eligible to earn the diploma if they fulfil all requirements. All credits achieved will be recorded on the student's Ontario Student Transcript (OST). Students registered in publicly funded schools may concurrently earn credits through an inspected private school. The principal of the publicly funded school will record the credit with the notation "P" in the "Notes" column on the student's OST.

Private schools, including First Nation/federally operated schools, that request the authority to offer credits toward the OSSD must meet the same requirements related to credit integrity, assessment and reporting as publicly funded schools. They must also meet the additional requirements and procedures set out in the "Private Schools: Policy and Procedures Manual" and other relevant policy documents or legislation related to private schools.

Read More:

- [Private schools | ontario.ca](#)

1.2.9 Students transferring between schools within Ontario

Elementary school students who transfer from one Ontario elementary school to another will be placed in the appropriate grade by the principal, based on the information in the student's provincial report card and Ontario Student Record. This decision is also informed by other relevant documentation (such as an Individual Education Plan) or consultation with parent(s)/guardian(s) and the student.

Secondary school students who transfer from one Ontario secondary school to another will have their credits (as recorded on their Ontario Student Transcript) transferred with them. Also transferred is information on their progress toward graduation requirements, including whether they have met the literacy and online learning requirements, as well as their accumulated community involvement hours. The principal of the receiving school may award credit for work started in the previous school and completed in the receiving school. If this work cannot be completed in the receiving school, the receiving principal may, after consulting with the principal of the previous school, award partial credit in recognition of the student's achievement of some of the course expectations.

If a student transfers from a French-language to an English-language secondary school, they must successfully complete at least one compulsory Grade 12 English course to meet graduation requirements. If a student transfers from an English-language to a French-language secondary school, they must successfully complete at least one compulsory Grade 12 French course. A student who transfers before having met the literacy graduation requirement will have to meet the requirement in the language of instruction of the new school.

1.3 Explanation of Terms Used (including special education/student services terms)

Accommodation

Special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning. The provincial curriculum expectations for the grade are not altered for a student receiving accommodations.

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.

Assessment

The process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course and/or the learning expectations identified in the student's IEP. The primary purpose of assessment is to improve student learning.

Community involvement

The requirement that each secondary school student must complete at least forty hours of community involvement in order to graduate. The requirement is intended to help students develop an awareness and understanding of civic responsibility.

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. 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.

Course type

For Grades 9–10, courses are designated as Academic, Applied, Destreamed 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. 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 they have 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, and/or college, courses while still in secondary school; credits earned count towards both the OSSD and a postsecondary certificate, diploma, or degree.

English language learners (ELL), English as a second language (ESL), English language development (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 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 they are 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.

Evaluation

The process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the grade/subject/course, often at the end of a period of learning.

Individual Education Plan (IEP)

An Individual Education Plan (IEP) 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.

Independent Learning Centre (ILC)

The Independent Learning Centre (ILC) 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.

Identification, Placement, and Review Committee (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.

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 after January 1st of the school 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.

Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) is the official record that contains a summary of the coursework and diploma requirements completed by a student.

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.

Ontario Secondary School Diploma (OSSD)

OSSD is the abbreviation of Ontario Secondary School Diploma.

Ontario Secondary School Literacy Test (OSSLT) and Ontario Secondary School Literacy Course (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.

Prior Learning Assessment and Recognition (PLAR)

Prior Learning Assessment and Recognition (PLAR) 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 of 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.

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.

Student success programs

Ministry-funded initiatives to provide targeted support to students in Grades 7–12 to ensure that every student can have a good outcome from his or her education. The key goals of the programs are to ensure that all students have the knowledge and skills required to succeed in school and beyond, to provide students with relevant learning opportunities that build on their strengths and interests, and to provide students with the supports needed for successful transitions.

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.

1.4 Course Designation

1.4.1 Secondary school courses in the Ontario Curriculum

Secondary school courses in the Ontario Curriculum are organized by discipline, grade, and course type.

In Grade 9 the course types offered are de-streamed, academic, and open. In Grade 10 the course types offered are academic, applied, and open.

In Grades 11 and 12 the courses are destination related (university, college, workplace, and open).

In the current Ontario Curriculum, there is a clear distinction between course types. Depending on the subject and/or discipline, students may earn credit for the successful completion of more than one course in the same subject at any given grade level if the course type is different.

All schools must offer a range of courses and course types to enable students to meet the diploma requirements. Schools are not expected to offer all courses in all course types, but they must provide a range of choices appropriate to the needs and interests of their students.

Course selection for students under the age of 18 years must be made with parental approval, except in the case of 16- or 17-year-old students who have withdrawn from parental control. Students are supported in making informed decisions about their secondary school program through the development of their Individual Pathways Plans.

1.4.2 Grade 9 and 10 courses

In Grades 9 and 10, students will select an appropriate combination of courses to build their knowledge and skills, and to explore their interests before determining the courses and course types they will undertake in Grades 11 and 12. When selecting their courses in Grades 9 and 10, students are not expected to make binding decisions about a particular educational or career pathway.

In Grade 9, all courses are offered in a single stream — either as academic, de-streamed, or open course types. In Grade 10, the course types offered are academic, applied, and open.

Course types are as follows:

- **Academic** courses develop students' knowledge and skills through the study of theory and abstract problems. They focus on the essential concepts of a subject and explore related concepts. 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 they study.
- **De-streamed** courses equip every student with the knowledge and skills they need to prepare for senior secondary courses.
- **Open** courses, which comprise a set of expectations that are appropriate for every student, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, nor the workplace in mind.

1.4.3 Grade 11 and 12 courses

In Grades 11 and 12, students will focus increasingly on their individual interests as they identify and prepare for their initial postsecondary destinations. These grades also offer more opportunities for learning experiences beyond the school. These may include cooperative education, work experience and specialized programs such as the Ontario Youth Apprenticeship Program, specialist high skills major programs, school-work transition programs, and dual credit programs.

School boards must ensure that students in Grades 11 and 12 have access to appropriate destination-related courses in English, mathematics and science, in accordance with the course types included in the curriculum for these disciplines.

The following five types of courses are offered in Grades 11 and 12:

- **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.
- **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 universities and colleges.
- **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 workforce directly after graduation) or the requirements for admission to certain apprenticeship or other training programs.
- **Open courses**, which comprise a set of expectations that are appropriate for every student, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, nor the workplace in mind.

1.4.4 Courses with a particular focus or emphasis

The curriculum policy documents for the arts, classical studies, and international languages, describe courses that schools may develop to focus on a particular area of the subject of 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 11 and 12 may be designed for up to 330 hours of instructional time to allow students to specialize and/or practice 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.

Read more:

- [Course Codes for Focus Courses in the Arts, Grades 9 to 12 \(2010\)](#)
- [Course Codes for International Languages](#)
- [Course Codes for Emphasis Courses in Technological Education, Grades 11 and 12 \(2009\)](#)

1.4.5 Locally developed courses

Locally developed courses are developed by a board for students in a particular school or region to accommodate educational or career preparation needs that are not met through the Ontario Curriculum. These courses must be approved by the ministry, with the exception of religious education courses developed by Roman Catholic school boards.

Boards may develop courses locally that can be counted as optional credits in Grades 9–12 in any discipline. They may also develop locally and offer one Grade 9 course each in English, mathematics, science, and French as a second language, as well as one Grade 10 course each in English, mathematics, science, and Canadian history. These courses may be counted as compulsory credits in their respective disciplines. Students may count no more than seven locally developed courses as compulsory credits. Students who successfully complete eight locally developed compulsory credit courses may count the eighth course as an optional credit.

The following seven locally developed compulsory credit courses have been approved by the ministry for use by school boards across the province:

- Grade 9 English
- Grade 10 English
- Grade 9 mathematics
- Grade 10 mathematics
- Grade 9 science
- Grade 10 science
- Grade 10 Canadian history

These courses are identified in the prerequisite charts of the relevant curriculum policies, along with the courses to which they might lead. Boards wishing to offer these courses must still go through the approval process outlined in the "[Guide to](#)

[Locally Developed Courses](#)”, but the process will be expedited.

Locally developed compulsory credit courses may be used only to meet the compulsory credit requirements they have been designed to meet. They may not be substituted for courses that meet any other compulsory credit requirements.

If universities, colleges, or employers recognize a board’s Grade 11–12 locally developed course for admission purposes, this information must be stated clearly in the board’s program/course calendar. It must also be made clear to students that some postsecondary institutions or employers may not recognize a locally developed course.

The policy for locally developed courses also applies to inspected private schools.

Read more:

- [Guide to Locally Developed Courses, Grades 9 to 12: Development and Approval Procedures \(2004\)](#)

1.4.6 Alternative (non-credit) courses

Alternative (non-credit) courses are individualized courses, documented in a student’s Individual Education Plan, that include expectations not outlined in the Ontario Curriculum. These courses are usually designed to prepare students for daily living, including employment (supported or independent) or community living. Course codes for alternative (non-credit) courses begin with “K”.

Read more:

- [Course codes for alternative \(non-credit\) courses](#)

1.4.7 Course codes

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

Course codes consist of five characters:

- The first three characters identify the subject
- The fourth character identifies the grade (i.e., Grade 9 courses are represented by 1, Grade 10 by 2, Grade 11 by 3, and Grade 12 by 4)
- The fifth character identifies the type of course (i.e., W refers to “de-streamed”, P to “applied”, D to “academic”, U to “university”, M to “university/college”, C to “college”, E to “workplace”, and O to “open”).

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)

For example:

- ENG2P represents English, Grade 10, Applied.
- MCV4U represents Calculus and Vectors, Grade 12, University Preparation.
- ESLB0 represents ESL Level 2, Open.
- LBABD represents Albanian, Level 2, Academic.

1.5 Time Allotments and Course Load

1.5.1 Secondary school credits

Credits are granted to students by a principal on behalf of the Minister of Education for the successful completion of courses

developed or authorized by the ministry.

Specifically, one credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. A half-credit may be granted for each 55-hour part of a 110-hour ministry-developed course in accordance with the curriculum policy.

Most courses are offered as single-credit courses. Some courses, such as technological education, interdisciplinary studies, and cooperative education courses, may be offered as multiple-credit courses.

To earn a credit for a course, a student must complete the course with a final mark of 50% or higher. 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 a course. Planned learning activities include interaction between the teacher and the student and assigned individual or group work (other than homework) related to the achievement of the learning expectations in the course. Planned learning activities will be delivered through classroom or online instruction and activities and/or through community placements related to work experience and cooperative education.

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.

Most students will complete their high school diploma requirements in four years, but they are not required to do so. Students may earn up to eight 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 (four credits per term) or over the course of the full school year (eight courses per year). Students may earn more than eight credits in a school year if they participate in Continuing Education and other programs such as Dual Credits.

1.6 Curriculum Organization

1.6.1 About the Ontario Curriculum

Ontario is helping all students develop the knowledge and skills they need to become informed, productive, and responsible citizens.

Ontario recognizes that the needs of students are diverse. It is important that curriculum is meaningful to students, and that they see themselves reflected in what is taught, how it is taught, and how it applies to the world.

The Ontario Curriculum is not a direct translation between French and English. There are some differences in learning between the two languages, so it is best to review the curriculum in the language of your school board.

The Ontario curriculum includes the following:

- **Kindergarten:** one program (in English and French).
- **Elementary (Grades 1–8):** eight subjects for English-language school boards and 11 subjects for French-language school boards.
- **Secondary (Grades 9–12):** 19 English disciplines and 21 French disciplines. Within each of the 40 secondary curricula, there are specific courses available, with a total of over 300 individual courses (for both English and French).

Curriculum is developed by the Ministry of Education in consultation with education stakeholders and partners. It has mandatory learning expectations (what students must learn) and optional teaching supports (tools and information that teachers may use to help students learn). It also includes information about ministry policies related to student learning (e.g., assessment, evaluation and reporting, special education, equity and inclusive education policies).

1.6.2 Curriculum development

The Ministry of Education is responsible for developing curriculum, while school boards and schools manage the implementation. Having province-wide curriculum and assessment policies provides for consistent planning, implementation, evaluation, and reporting of student learning and achievement across school boards.

Curriculum is based on research into teaching methods and learning approaches in other parts of Canada and the world. Curriculum development also involves in-depth consultations with a wide range of individuals and organizations, such as educators, students, parents, subject experts, education stakeholders, and Indigenous partners. Curriculum is fact-checked by academics and other experts prior to release.

Ontario's curriculum is designed to be current, relevant, and balanced. It is set up to provide a continuum of learning where students develop, refine and demonstrate their skills and knowledge from Kindergarten through Grade 12.

1.6.3 Curriculum Structure

Curriculum is organized into three main sections:

- **Program Planning** (general information):
 - Program Planning information applies to the curriculum in all subjects and disciplines in Grades 1–12. It provides the most up-to-date information on policy governing education in publicly funded schools across the province. For example, it includes information regarding the creation of safe, accepting, and inclusive classrooms
- **Curriculum Context** (information for specific curriculum):
 - Each curriculum has a section that supports the teaching of the specific subjects. This section often includes the vision and goals for the curriculum. It also has information that guides educators as they develop lessons and programs. For example, the math curriculum has specific information about how teachers approach mathematics education. This content is part of the official Ontario curriculum.
- **Curriculum Expectations** (what students learn) **and Teacher Supports** (how students might learn):
 - The curriculum combines the curriculum expectations (what students learn) with teacher supports (how students might learn) while giving teachers the flexibility to choose appropriate resources and teaching strategies.
 - The curriculum for each subject or discipline is made up of a set of learning expectations that outline the knowledge and skills students are expected to learn and apply by the end of a grade or course.
 - For each subject, expectations are arranged into sections (or strands) to help with organization. However, educators look at the learning goals across the entire grade or course as they plan for and develop lessons and learning activities.
 - **Curriculum expectations are mandatory**, and courses of study and classroom programs in each grade must be developed from them.
 - There are two sets of curriculum expectations — overall expectations and specific expectations:
 - **Overall expectations** describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each grade.
 - **Specific expectations** describe the expected knowledge and skills in greater detail. They are often organized under numbered subheadings, so that they can be identified within the overall expectation.
 - Curriculum expectations are often accompanied by optional “teacher supports” that give educators tools, examples, and resources related to specific learning goals.
 - Teacher supports are for educators to use to help them plan their work in the classroom but **are not a mandatory component** of the curriculum.
 - Teacher supports may include examples, sample teacher prompts, and other teaching resources. These show how students may achieve the learning outlined in the curriculum expectations. Teachers can choose to use the examples and prompts that work for their classrooms, or they may develop their own approaches.

1.6.4 Secondary (9–12) curriculum

- [American Sign Language as a Second Language](#)
[Level 1](#)
- [The Arts](#)
[Grade 9](#), [Grade 10](#), [Grade 11](#), [Grade 12](#),
- [Business Studies](#)
[Grade 9](#), [Grade 10](#), [Grade 11](#), [Grade 12](#),
- [Canadian and World Studies](#)
[Grade 9](#), [Grade 10](#), [Grade 11](#), [Grade 12](#),
- [Classical Studies and International Languages](#)
[Level 1](#), [Level 2](#), [Level 3](#),
- [Computer Studies](#)
[Grade 10](#), [Grade 11](#), [Grade 12](#),
- [Cooperative Education Courses English](#)
[Grade 9](#), [Grade 10](#), [Grade 11](#), [Grade 12](#),
- [English as a Second Language and English Literacy Development](#)
[Level 1](#), [Level 2](#), [Level 3](#), [Level 4](#), [Level 5](#),
- [First Nations, Métis, and Inuit Studies](#)
[Grade 9](#), [Grade 10](#), [Grade 11](#), [Grade 12](#),
- [French as a Second Language](#)
[Grade 9](#), [Grade 10](#), [Grade 11](#), [Grade 12](#),
- [Guidance and Career Education](#)
[Grade 9](#), [Grade 10](#), [Grade 11](#), [Grade 12](#),
- [Health and Physical Education](#)
[Grade 9](#), [Grade 10](#), [Grade 11](#), [Grade 12](#),
- [Interdisciplinary Studies](#)
[Grade 11](#), [Grade 12](#)
- [Mathematics](#)
[Grade 9](#), [Grade 10](#), [Grade 11](#), [Grade 12](#),
- [Native Languages](#)
[Level 1](#), [Level 2](#), [Level 3](#), [Level 4](#), [Level 5](#)
- [Science](#)
[Grade 9](#), [Grade 10](#), [Grade 11](#), [Grade 12](#),
- [Social Sciences and Humanities](#)
[Grade 9](#), [Grade 10](#), [Grade 11](#), [Grade 12](#),
- [Technological Education](#)
[Grade 9](#), [Grade 10](#), [Grade 11](#), [Grade 12](#),

1.7 Prerequisites and/or Co-requisites

1.7.1 Procedures for students who wish to change course types

Students may change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they may need. Schools must make provisions to allow students to make such changes of direction and must clearly describe these provisions in their school program/course calendars.

In Grades 10–12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, they may take one of the specified prerequisite courses through summer school, night school, online learning, the Independent Learning Centre, or independent study.

If the principal believes that a student can succeed in a particular course without having taken the specified prerequisite course, the principal may waive the prerequisite.

1.7.2 Course descriptions and prerequisites

Course descriptions are standard, one-paragraph descriptions that summarize what students will learn in each course. The descriptions are gathered here in a separate section for each discipline, and each section is introduced by a course list and a prerequisite chart. (A prerequisite is a course deemed essential for the successful understanding and completion of a subsequent course.) The prerequisite charts diagram the relationships among courses to assist students, with the help of their parents and guidance counsellors, in selecting the courses that will put them on the right path to their postsecondary destination.

Read more:

- [Course descriptions and prerequisites](#)

1.8 Assessment and Evaluation Practices; and Transcripts (including issuing authority)

1.8.1 Assessment, evaluation and reporting

The primary purpose of assessment and evaluation is to improve student learning. The following seven fundamental principles lay the foundation for rich and challenging practice. When these principles are fully understood and observed by all teachers, they will guide the collection of meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning.

Assessment for the purpose of improving student learning is seen as both “assessment for learning” and “assessment as learning”. Evaluation of student learning is based on “assessment of learning” that provides evidence of student achievement at strategic times throughout the grade/course/program, often at the end of a period of learning.

The Seven Fundamental Principles

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

1. are fair, transparent, and equitable for all students;
2. support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
3. are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
4. are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
5. are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
6. provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement; and,
7. develop students’ self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

[Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools](#) outlines the policies and practices for assessing, evaluating and reporting on student’s achievement of curriculum expectations and on the development of learning skills and work habits.

Read more:

- [Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools](#) (2010)

1.8.2 Secondary school students facing barriers to success

Every secondary school must have a student success team to support students facing barriers to earning their Ontario Secondary School Diploma.

The student success team must include a student success teacher and at least one representative each from administration, guidance, and special education. Other members may also be included based on local needs, such as classroom teachers, child and youth workers, graduation coaches, social workers, and attendance counsellors.

The responsibilities of the student success team include:

- supporting school-wide efforts to improve outcomes for students facing barriers to success
- supporting students in their education and career/life planning
- working with families and the community to support student success
- providing direct support for differentiated instruction to meet the learning needs of students and improve their achievement, promote their school engagement, and support significant transitions
- monitoring and tracking individual students' progress
- ensuring students have a voice in determining ways that they can engage meaningfully in their own learning
- re-engaging early school leavers

1.8.3 Procedures for students who do not achieve course expectations

If a student does not achieve the curriculum expectations of a course, the school's principal and teaching staff will consult with the student and their parents to determine how to best enable the student to meet those expectations and earn credit for the course. If possible, the student should be allowed to repeat the material relating only to the expectations not achieved, as long as the eligibility requirements for credit recovery are met. Alternatively, the student may repeat the entire course.

A student who fails or withdraws from a compulsory credit course must be informed of the consequences and possible impacts on the Ontario Secondary School Diploma and Ontario Student Transcript. Program options available to meet the requirements should be outlined and possible alternative courses identified.

Read more:

- [The Ontario Student Transcript \(OST\) Manual \(2013\)](#)
- [Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools — First Edition, Covering Grades 1 to 12 \(2010\)](#)

1.8.4 Credit recovery

The credit recovery program helps secondary school students successfully demonstrate any unmet expectations of a completed course for which they received a failing grade. Course credits must be recovered within two years from the time the student fails the course. A student may work on recovering more than one credit at a time and there is no limit on the number of credits a student may recover.

Boards and schools should make these programs available to their students as part of the regular day school program, through summer school or through online learning. Instruction must be delivered by qualified teachers. The credit recovery program may accommodate continuous intake.

Read more:

- [Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools — First Edition, Covering Grades 1 to 12 \(2010\)](#)

1.8.5 Ontario Student Record (OSR)

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. It is an ongoing record that is transferred along with a student who transfers to another school in Ontario. Principals must collect and

record information in the OSR for each student enrolled in the school. They are also responsible for establishing, maintaining, retaining, transferring, and disposing appropriately of the OSR.

The OSR Guideline sets out the requirements governing:

- establishment of the OSR
- responsibility for the OSR
- components of the OSR
- access to the OSR
- use and maintenance of the OSR
- transfer of the OSR
- retention, storage, and destruction of information in the OSR
- correction or removal of information in the OSR

Read more:

- [Ontario Student Record \(OSR\) Guideline, 2000 \(revised 2020\)](#)

1.8.6 Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) is a comprehensive record of all course work and diploma requirements achieved by a student. An OST must be established for each student enrolled in an Ontario secondary school course, whether or not they are taking the course for credit. All information in the OST must be kept up-to-date, either in print or electronic form. Upon the student's graduation or other retirement, a current and accurate copy of their OST must be stored in the OSR folder. When a printed copy is required, all information must be copied onto an official OST form.

The OST Manual provides information and guidelines on the establishment, maintenance, issue and storage of the OST. It also outlines the procedures that apply to the recording of information in various situations.

Read more:

- [The Ontario Student Transcript Manual \(2013\)](#)

1.9 List of Graduation Credentials (including credentials giving access to postsecondary education), Requirements for Graduation, and Issuing Authorities

1.9.1 Ontario Secondary School Diploma

To earn an Ontario Secondary School Diploma (OSSD), a student must:

- earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits with at least two of the 30 credits earned online
- meet the provincial secondary school literacy requirement
- complete 40 hours of community involvement activities

Students who complete a specialist high-skills major (SHSM) program as part of the requirements for their OSSD will receive a diploma with an SHSM seal.

Compulsory credits

Students must earn a total of 18 compulsory credits to obtain their Ontario Secondary School Diploma (OSSD). The courses students can take to meet the compulsory credit requirements are described in the curriculum policy for the various disciplines. The compulsory credits are to be distributed as follows:

- 4 credits in English (1 per grade)
 - The Ontario Secondary School Literacy Course (OSSLC) may be used as either the Grade 11 or the Grade 12 compulsory English credit.
 - The Grade 11 course "Understanding Contemporary First Nations, Métis and Inuit Voices" may be used as the Grade 11 compulsory English credit.

- For English language learners, a maximum of three compulsory English credits may be earned from English as a second language (ESL) or English literacy development (ELD) courses. The fourth credit must be a Grade 12 compulsory English course.
- 3 credits in mathematics (at least 1 in Grade 11 or Grade 12)
- 2 credits in science
- 1 credit in the arts
 - The Grade 9 course “Expressions of First Nations, Métis and Inuit Cultures” may be used as the compulsory arts credit.
- 1 credit in Canadian geography (Grade 9)
- 1 credit in Canadian history (Grade 10)
- 1 credit in French as a second language
 - Students who have taken Indigenous languages in place of French as a second language in elementary school may use a Level 1 or 2 Indigenous languages course as the compulsory credit for French as a second language.
- 1 credit in health and physical education
- 0.5 credits in career studies
- 0.5 credits in civics and citizenship
- 3 additional credits, consisting of 1 credit from curricula within each of the following groups:

Group 1:

- English (including the OSSLC)
- French as a second language
- Indigenous languages
- First Nations, Métis, and Inuit studies
- classical and international languages
- social sciences and the humanities
- Canadian and world studies
- guidance and career education
- cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

Group 2:

- health and physical education
- the arts
- business studies
- French as a second language
- cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

Group 3:

- science (Grade 11 or 12)
- technological education
- French as a second language
- computer studies
- cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

The following conditions apply to selections from the above three groups:

- A maximum of 2 credits in French as a second language may be used as additional compulsory credits: 1 credit from Group 1 and 1 credit from either Group 2 or Group 3.

- A maximum of 2 credits in cooperative education may be used as additional compulsory credits, selected from any group.

Please note that the Langue des signes québécoise langue seconde course is only available in French-language schools.

The school board and principal may recommend that students take certain courses in addition to the compulsory credits. However, they may not identify additional courses as compulsory for the OSSD.

English as a second language (ESL) and English literacy development (ELD)

Students who are English language learners may count up to three credits in ESL or ELD towards the four compulsory credits in English.

The fourth credit must be a Grade 12 compulsory English course.

Optional credits

In addition to the 18 compulsory credits, students must earn 12 optional credits. Students earn these credits by successfully completing courses from the Ontario Curriculum.

Substitutions for compulsory credit requirements

Principals may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements to provide the flexibility to tailor an individual student's program to the student's needs and to support their progress through secondary school. Substitutions should be made to promote and enhance student learning or to respond to special needs or interests.

Substitutions may be requested by parent(s)/guardian(s), an adult student or initiated by the principal. In consultation with parent(s)/guardian(s) or an adult student and appropriate staff, the principal will determine whether a substitution should be made. If a parent or adult student disagrees with the decision, they may ask the appropriate supervisory officer to review the matter.

All substitutions will be noted on the student's Ontario Student Transcript.

Secondary school literacy graduation requirement

All secondary school students must meet the literacy graduation requirement to earn an Ontario Secondary School Diploma (OSSD). The requirement is based on the expectations for reading and writing throughout the Ontario Curriculum up to and including Grade 9. Its purpose is to ensure students have the reading and writing skills they will need to succeed in school, at work and in daily life.

To meet this requirement, students are expected to take and successfully complete the Ontario Secondary School Literacy Test (OSSLT) in Grade 10 in accordance with policies outlined. Once students have successfully completed the OSSLT, they may not retake it.

Students who do not successfully complete the OSSLT will have additional opportunities to meet the literacy graduation requirement. These opportunities are based on the policies of the OSSLT, the Ontario Secondary School Literacy Course (OSSLC) and the adjudication process.

Mature students may enroll directly in the OSSLC without first attempting the OSSLT. They may choose to meet the literacy graduation requirement by successfully completing the OSSLT.

Students whose Individual Education Plans indicate that they are not working toward an OSSD may, with parental consent and principal approval, be exempted from writing the OSSLT or taking the OSSLC.

Students who are working toward an OSSD under the revised edition of "Ontario Schools, Intermediate and Senior Divisions

(Grades 7-12 OACs): Program and Diploma Requirement (1989)” or are working toward an earlier diploma, such as the Secondary School Graduation Diploma are not required to meet the literacy graduation requirement.

Ontario Secondary School Literacy Test (OSSLT)

The Ontario Secondary School Literacy Test (OSSLT) is the usual means by which students meet the provincial secondary school literacy requirement for graduation. The test identifies students who have demonstrated the required skills in literacy as well as those who will need to do further work. Feedback provided on the Individual Student Report highlights areas of focus, as needed.

The administration period is determined by the Education Quality and Accountability Office (EQAO). Schools administer the test as per guidelines stated in the EQAO User Guide for the Administration of the OSSLT. The OSSLT is offered in the fall and spring. Students can attempt the OSSLT during the fall or spring session (or both, if desired, if they are not yet successful on their previous attempt).

EQAO is an arm’s length government agency that contributes to the quality and accountability of Ontario’s publicly funded education system for K-12.

Students usually take the OSSLT in the school year following Grade 9, unless granted a deferral by the principal.

Students who do not successfully complete the OSSLT will have opportunities to retake the test, during the next administration period scheduled by the EQAO. Once students have successfully completed the OSSLT, they may not retake it.

English language learners may be entitled to special provisions. For students with special education needs, accommodations specified in their Individual Education Plan must be available on the day(s) of the test.

Students take the OSSLT in the language of instruction of the school where they are enrolled at the time of the test. School boards should ensure students and parent(s)/guardian(s) are aware of this policy, particularly in those cases of students who may be transferring between the English-language system and the French-language system and who have not fulfilled the literacy graduation requirement. These students will be considered to have met the literacy requirement if they successfully completed the OSSLT in either English or French at their previous board. They will not have to retake the test in the other language after transferring to the receiving board.

School boards must provide remedial assistance for students who do not complete the OSSLT successfully. This remedial assistance could be designed to help students improve their skills so that they are better prepared to retake the literacy test. For example, a board could offer a credit course on learning strategies or a course on literacy skills (see the [English curriculum](#)) for these students.

For students who entered Grade 9 in the 1999–2000 school year, successful completion of the test was not required. However, for those students who took the field test of the OSSLT in 2000–2001, failed the test and chose to retake the OSSLT in October 2001, successful completion of the provincial literacy graduation requirement became a diploma requirement.

Read more:

- EQAO [User Guide for the Administration of the Ontario Secondary School Literacy Test \(OSSLT\)](#).

Ontario Secondary School Literacy Course (OSSLC)

Students who pass the Ontario Secondary School Literacy Course (OSSLC) course are considered to have met the literacy graduation requirement.

If a student has had two opportunities to take the OSSLT and is “not yet successful”, at least once, the student is eligible to enrol in the OSSLC. Principals have the discretion to allow students to enrol in the OSSLC before they have had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interest of the student. Mature students may enrol directly in the OSSLC. They may also choose to meet the literacy graduation requirement by successfully

completing the OSSLT.

The credit earned for successfully completing the OSSLC may also be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English or to meet the Group 1 compulsory credit requirement for the Ontario Secondary School Diploma. A student cannot be granted credit for the OSSLC through the challenge process from the prior learning assessment and recognition policy.

For students with special education needs, accommodations specified in their Individual Education Plan (IEP) must be available throughout the course. However, because achievement of the expectations in this course represents fulfilment of the literacy requirement for graduation, no modifications of the expectations are permitted.

Students who are receiving special education programs or services and have IEPs documenting accommodations required for the OSSLT may be eligible to enroll directly in the OSSLC if the required accommodations are not available when the OSSLT is administered. In such cases, the student must have been present to take the test but the required accommodations or a reasonable alternative to them, were unavailable during part or all of the test. Students in these circumstances in their graduating year may be eligible for the adjudication process established by their school board.

Read more:

- [The Ontario Curriculum: English — The Ontario Secondary School Literacy Course \(OSSLC\), Grade 12 \(2003\)](#)

Adjudication

School boards may establish adjudication panels at the end of the school year to provide students with an additional opportunity to meet the literacy graduation requirement. Adjudication is designed for students who, through no fault of their own, have not been able to take advantage of the normal opportunities to take the Ontario Secondary School Literacy Test (OSSLT) or complete the Ontario Secondary School Literacy Course (OSSLC) because of unforeseen circumstances.

Read more:

- [Secondary School Literacy Graduation Requirement: Adjudication Process for 2018](#)

40-hour community involvement requirement

[PPM 124: Ontario Secondary School Diploma Requirement: Community Involvement Activities in English-Language Schools](#) requires students to complete a minimum of 40 hours of community involvement activities as part of the Ontario Secondary School Diploma (OSSD) requirements. The purpose is to encourage students to develop an awareness and understanding of civic responsibility, and also the role they can play in supporting and strengthening their communities.

Principals will determine, at their discretion, the number of hours (between 0 and 40) of community involvement activities that a mature student who is working toward the OSSD may have to complete.

Read more:

- [PPM 124: Ontario Secondary School Diploma Requirement: Community Involvement Activities](#)

Online learning requirement

[PPM 167: Online Learning Graduation Requirement](#) provides direction to Ontario schools on the implementation of the online learning graduation requirement and opt-out process.

Read more:

- [PPM 167: Online Learning Graduation Requirement](#)

1.9.2 Ontario Secondary School Certificate

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of 18 without having met the requirements for the Ontario Secondary School Diploma (OSSD). To be

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

- 7 compulsory credits
 - 2 credits in English
 - 1 credit in mathematics
 - 1 credit in science
 - 1 credit in Canadian history or Canadian geography
 - 1 credit in health and physical education
 - 1 credit in the arts, computer studies, or technological education
- 7 optional credits, selected by the student from available courses.

The provisions for making substitutions for compulsory credits also apply to the OSSC.

1.9.3 Certificate of Accomplishment

Students who are leaving secondary school upon reaching the age of 18 without having met the requirements for the Ontario Secondary School Diploma (OSSD) or the Ontario Secondary School Certificate (OSSC) may be granted a Certificate of Accomplishment. This certificate may be a useful way to recognize achievement for students who plan to take certain kinds of further training or find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript (OST). For students who have an Individual Education Plan (IEP), a copy of the plan may also be included. Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly.

However, they will not be issued a new Certificate of Accomplishment. An Ontario Secondary School Diploma (OSSD) or Ontario Secondary School Certificate (OSSC) will be granted when the student has fulfilled the appropriate requirements.

1.9.4 Granting of diplomas and certificates

On the recommendation of the principal, the Minister of Education grants diplomas and certificates at any time during the year to students who have successfully completed the necessary requirements.

If a student completes the requirements through private study, night school, summer school, or online learning, the diploma or certificate will be issued by the principal of the school that holds the student's Ontario Student Record (OSR) when the final credit is earned. If the final credit is earned through the Independent Learning Centre, the student may choose to have the diploma or certificate issued by the director of the Independent Learning Centre (ILC) or the principal of the school last attended. The person issuing the diploma or certificate will submit the necessary report to the Ministry of Education.

1.9.5 Ontario Scholar Program

[PPM 53: Ontario Scholar Program](#) provides direction to school boards and schools concerning the designation of a student as an Ontario Scholar.

The Ontario Scholar Program recognizes students who have:

- earned an Ontario Secondary School Diploma in the current or previous school year
- attained an aggregate of at least 480 marks in any combination of ministry-approved courses that provide a total of six credits

Read more:

- [PPM 53: Ontario Scholar Program](#)

1.10 Other Types of Programs

1.10.1 Supervised alternative learning

Ontario Regulation 374/10 outlines requirements for supervised alternative learning (SAL). Although most students will

successfully complete secondary school, a small number of students are at risk of leaving school early. If retention and engagement strategies are not successful, SAL may be used to meet the needs of students who are at least 14 and up to 17 years of age. The goal is to help them maintain a connection to learning and to support their continued progress toward graduation or achievement of other educational and personal goals.

SAL may be requested by a parent, principal, or student 16 years or older who has withdrawn from parental control through an application process. Review and approval of the application are made by a board's SAL committee.

These students must continue to participate in learning under the supervision of the board and/or a school of the board. Eligible students may continue in SAL for multiple years, but renewal must be authorized annually by the SAL committee.

Read more:

- [Supervised Alternative Learning: Policy and Implementation](#) (2010)
- [Enrolment register instructions](#)
- [Ontario Education Act, R.S.O. 1990, Section 21, "Compulsory attendance"](#)

1.10.2 Education and Community Partnership Programs

Education and Community Partnership Programs (ECPPs) are exclusively for students who cannot attend regular school due to their primary needs for care or treatment or due to a court order.

The authority to conduct ECPPs is granted under subsection 171(1) of the [Education Act](#). The [Guidelines for Approval and Provision of an Education and Community Partnership Program \(ECPP\)](#) provide direction to school boards regarding the approval and delivery of educational programs for students in an ECPP.

Read more:

- [Guidelines for Approval and Provision of an Education and Community Partnership Program \(ECPP\)](#)
- [Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide](#) (2017)

1.10.3 Experiential learning and specialized programs for secondary school students¹

Experiential learning is hands-on learning that occurs in person or virtually and provides developmentally appropriate opportunities for students of all ages to:

- participate in rich experiences connected to the world outside the school
- reflect on the experiences to derive meaning
- apply the learning to their decisions and actions

Experiential learning can include:

- learning in the outdoors
- land-, project-, or program-based learning
- job shadowing or twinning
- work experience
- cooperative education

It may be delivered as part of the curriculum in all disciplines and programs, engaging students in the experiential learning cycle.

Experiential learning is a foundational element of several specialized programs that support secondary students' transition to postsecondary destinations. These programs could include short-term opportunities such as work experience, longer-term opportunities such as cooperative education, and work placements that may make up all or part of a student's

¹ Adapted from David A. Kolb, *Experiential Learning: Experience as the Source of Learning and Development*, 2nd ed. (Upper Saddle River, N.J.: Pearson Education, 2015)

supervised alternative learning program. Schools and school boards may develop such programs to address the needs of students with particular educational or career interests.

[PPM 76A: Workplace Safety and Insurance Coverage for Students in Work Education Programs](#) provides direction to school boards and schools concerning coverage under the *Workplace Safety and Insurance Act* for students, including adult learners, who are participating in various experiential learning programs where the student is considered a worker.

Specialized programs are intended primarily for students in Grades 11 and 12. They may also allow participation by students in Grades 9 and 10. However, students participating in work education or cooperative education placements must be at least 14 years old.

When planning and implementing any form of experiential learning, boards must adhere to all relevant legislation and policies, including the applicable sections of the Ontario Curriculum.

Read more:

- [PPM 76A: Workplace Safety and Insurance Coverage for Students in Work Education Programs](#)

Cooperative education

Cooperative education provides secondary school students with a wide range of learning opportunities in safe environments in the community.

All cooperative education courses must include a classroom component and a community placement component. They must adhere to all relevant legislation and policies, including those relating to privacy protection and workplace health and safety. Cooperative education and other experiential learning opportunities do not count toward the 40 hours of community involvement graduation requirement.

Two cooperative education courses are included in the Ontario Curriculum:

- Cooperative Education Linked to a Related Course (or Courses)
- Creating Opportunities Through Co-op

Schools are encouraged to offer both courses to ensure every student has access to cooperative education, to meet the diverse needs of individual students and to support a broad range of experiential learning opportunities.

Cooperative education must be available to all students, including adult learners, who demonstrate the desire and the readiness to participate, regardless of their individual circumstances. That means school boards must proactively identify and address any existing or potential barriers to participation. They should also offer cooperative education courses through a variety of delivery models (for example, full-day, half-day, continuous intake, summer school, and night school) to meet all students' needs. Students with special education needs may require additional support or accommodations, as described in their Individual Education Plans.

Read more:

- [The Ontario Curriculum, Grades 11 and 12: Cooperative Education, 2018](#)
- [PPM 76A: Workplace Safety and Insurance Coverage for Students in Work Education Programs](#)

Specialist High Skills Major (SHSM) programs

Specialist High Skills Major (SHSM) programs are career-focused programs that allow students to acquire technical knowledge and skills in specific economic sectors while meeting the requirements of the Ontario Secondary School Diploma (OSSD). Boards and schools may offer only SHSM programs for which they have ministry approval. A school approved to offer an SHSM program must offer the program in all four pathways: apprenticeship training, college, university, and the workplace.

Students who complete the requirements for the OSSD and an SHSM program will receive an OSSD embossed with a SHSM seal. Credits earned through an SHSM program are indicated on the provincial report card and completion of the program is recorded on the Ontario Student Transcript (OST). In addition, students receive an SHSM record outlining their achievement in the required components and a copy of that record is filed in the student's Ontario Student Record (OSR).

A student who is enrolled in an SHSM program in one school and transfers to a new school should be supported by the board, when possible, to complete the SHSM requirements.

If a student opts out of an SHSM program, transfers to another school, or graduates without completing all program components, a copy of the SHSM record with the notation "partially completed" will show the requirements completed to date. The record will be filed in the student's OSR and forwarded to the new school.

SHSM programs must be developed and implemented according to the requirements outlined in Specialist High Skills Major.

Read more:

- [Specialist High Skills Major: Policy and Implementation Guide](#)

Dual credit programs

Dual credit programs are ministry-approved programs that allow students to take college courses or apprenticeship training while they are still in secondary school. These courses count toward both their Ontario Secondary School Diploma (OSSD) and a postsecondary certificate, diploma, degree or Certificate of Apprenticeship.

Dual credit programs are primarily targeted at Grade 11 and 12 students who are facing significant challenges in obtaining their OSSD. They are intended to provide these students with a way to re-engage if they have the potential and interest to succeed in college courses or apprenticeship training. Students enrolled in a Specialist High Skills Major (SHSM) program or the Ontario Youth Apprenticeship Program (OYAP) are also eligible to participate.

Dual credit programs must be developed and implemented in accordance with ministry policy.

Read more:

- [Dual Credit Programs: Policy and Program Requirements](#) (2020)

Ontario Youth Apprenticeship Program (OYAP)

The Ontario Youth Apprenticeship Program (OYAP) allows students to earn credits toward the Ontario Secondary School Diploma (OSSD) by taking a cooperative education course for which the community component is in an apprenticeship trade.

To be eligible for OYAP, students must be 15 years or older, have completed 14 credits toward the OSSD and be enrolled as a part-time or full-time student in a secondary school or continuing education program. Students (and their parents, if required) must also complete an OYAP participant application form. Students are considered OYAP participants once the form is submitted.

OYAP participants have the opportunity to become apprentices with registered training agreements while attending secondary school. As apprentices, they may have the opportunity to complete Level 1 apprenticeship training offered by an approved training delivery agent. They must also receive trade-specific health and safety training by the placement employer or supervisor.

Each OYAP participant will have a cooperative education learning plan. This plan includes the relevant skills outlined in the on-the-job Apprenticeship Training Standard for the specific trade. It also includes the information listed on Pages 21–24 of [The Ontario Curriculum, Grades 11 and 12: Cooperative Education](#). Students and OYAP placement employers or supervisors must document the student's achievement of these skills in the learning plan.

In addition to meeting the OYAP-specific administrative requirements, schools must meet all relevant policy requirements as outlined in the Ontario Curriculum.

Read more:

- [The Ontario Curriculum, Grades 11 and 12: Cooperative Education](#) (2018)
- [Ontario Youth Apprenticeship Program \(OYAP\)](#)
- [Prepare for apprenticeship](#)
- [Pathways to Apprenticeship: Options for Secondary School Students](#) (2017)

1.10.4 Online learning

[PPM 167: Online learning](#) graduation requirement requires students, beginning with the cohort that entered Grade 9 in the 2020-21 school year, to earn a minimum of two online learning credits as part of the requirements for an Ontario Secondary School Diploma (OSSD) unless they have opted out or been exempted in accordance with the processes described in PPM 167.

Online learning courses or online learning credits are also known as “e-learning” courses or credits. These are Grades 9–12 credit courses that are delivered entirely using the internet and do not require students to be physically present with one another or with their educator in the school, except where they may need to, for examinations or access to internet connectivity, learning devices, or other school-based supports.

In online learning courses delivered by Ontario’s publicly funded secondary schools, coursework is teacher-led. The content is offered through a secure learning management system, allowing students and educators to communicate and share learning and coursework online.

All online learning credits earned at a school authorized to offer credits toward an Ontario Secondary School Diploma (OSSD) may count toward the online learning graduation requirement.

Credits that shall not count toward the online learning graduation requirement include those earned through in-person learning, blended learning, flipped classrooms, and remote learning, with the exception of one secondary school credit earned by Grade 9 students in the 2020–21 school year.

1.10.5 Remote learning

[PPM 164: Requirements for Remote Learning](#) provides direction to school boards on remote learning requirements, including implementation and reporting. It also identifies effective practices that school boards should develop to support students during remote learning.

Remote learning occurs when classes are taught at a distance and when students and educators are not in a conventional classroom setting. Remote learning takes place in times of extended interruption to in-person learning (for example, during a pandemic).

Read more:

- [PPM 164: Requirements for Remote Learning](#)

1.10.6 Continuing education

Continuing education supports learners of all ages by offering credit and non-credit learning opportunities during days, evenings, weekends, and summers. These include:

- credit courses for adolescents and adults
- international and Indigenous language programs for elementary school students
- remedial literacy and numeracy programs for students in Grades 7–12 as well as their families
- non-credit Indigenous language programs for adults

A statement of achievement for all credit courses delivered through continuing education will be reported on each student’s

provincial report card, which will be issued by the principal of the continuing education program. Each student's achievement will also be reported to the principal of the school that holds their Ontario Student Record (OSR) for recording on their Ontario Student Transcript (OST).

Adult education

Adult education provides opportunities for adults to complete their Ontario Secondary School Diploma (OSSD) or specific credit courses required for entry into postsecondary institutions, apprenticeship programs, or the workplace. Flexible for-credit programming offered online, during the day, in the evenings, on weekends, and during the summer allows adults to learn while fulfilling other obligations. Courses generally include 90–110 hours of instructional time and may be offered in modules, terms, or quadesters of approximately six to eight weeks.

Adult education programs may include non-credit Indigenous language courses or remedial literacy and numeracy programs. In partnership with other ministries, they may also offer:

- literacy training programs for adults
- non-credit English or French as a second language training programs for adults

Because of the broader life experience of mature students, the prior learning assessment and recognition process is a critical tool for ensuring the formal and informal learning experiences of adults are recognized for credit. This supports a smoother path to further education, training, or the workplace.

Summer school

School boards may offer summer school programs through continuing education to elementary, secondary, and adult students. The terms of admission to a secondary 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 regular school year (with the exception of pre-placement activities for summer cooperative education programs) and must end before the first school day of the following school year.

For-credit summer school courses may be offered to meet a variety of student needs, such as:

- taking additional credit courses, including dual credits
- retaking courses they have not successfully completed or improve their achievement in courses they have already taken
- achieving a credit through credit recovery of a course they have not successfully completed
- completing required components of specialized programs (for example, Specialist High Skills Major (SHSM) programs)

Summer school credit courses must fulfil the same credit requirements as courses offered during the regular school year, including the requirement that each one-credit course be scheduled for 110 hours.

The principal of the continuing education program must ensure all for-credit courses meet the curriculum expectations.

Boards may also offer non-credit summer school courses and programs to address elementary and secondary students' remedial needs and interests, such as programs for students with special education needs.

On or before the last day of August, a statement of achievement in credit courses will be issued by the principal of the summer school. For-credit courses will also be reported on the provincial report card and to the principal of the school that holds the student's Ontario Student Record for recording on the Ontario Student Transcript.

Evening credit courses

School boards may offer evening credit courses through continuing education to day school students and adults who need to complete requirements for the Ontario Secondary School Diploma or for entry into postsecondary institutions, apprenticeship training or the workplace.

To be considered for admission to an evening for-credit continuing education course, including dual credits, a day school student must provide:

- a statement signed by their day school principal granting enrolment in the course
- evidence of parental approval for students under the age of 18 who have not withdrawn from parental control

All evening for-credit courses must be at least 90 hours long. The principal of the continuing education program must ensure all courses meet the relevant curriculum expectations to align with the day school program. A statement of achievement will be reported on each student's provincial report card, which will be issued by the principal of the continuing education program. The achievement will also be reported to the principal of the school that holds the student's Ontario Student Record (OSR) for recording on the Ontario Student Transcript (OST).

1.10.7 Independent study

Independent study is an arrangement through which a student is excused from attending some or all classes in a course to study independently under the supervision of a teacher.

There is no restriction on the number of classes a principal may allow for independent study within any given course. The course's teacher is responsible for assigning course components, suggesting available resources, evaluating achievement, and ensuring the work involved is equivalent to that expected in the time scheduled for the course. Students must demonstrate achievement of the overall curriculum expectations of the course. Achievement of the course will be issued on the provincial report card and recorded by the principal on the student's Ontario Student Transcript (OST).

1.10.8 Private study

A student may be permitted to take one or more courses through private study if the school is willing to monitor progress and evaluate work **and** one of the following:

- The student is deemed to have a valid reason for not attending classes.
- The school does not offer the course(s).

Courses offered through the Independent Learning Centre (ILC) may form part of a private study program.

Students should submit an application for private study to the principal of the school that will monitor the learning:

- on or before the first school day in September (or the beginning of Semester 1) if the student intends to complete the course by January 31
- on or before the first school day in February (or the beginning of Semester 2) if the student intends to complete the course by June 30

Achievement in courses taken through private study will be issued on the provincial report card and recorded by the principal on the student's Ontario Student Transcript (OST).

1.10.9 Independent Learning Centre (ILC)

Students may take courses for credit toward the Ontario Secondary School Diploma (OSSD) through the Independent Learning Centre (ILC). ILC courses offer distance education through an independent study model with support from secondary school teachers certified through the Ontario College of Teachers.

When a student has taken a Grade 11 or 12 ILC course or successfully completed a Grade 9 or 10 ILC course, the principal of the school that holds the student's Ontario Student Record (OSR) will record the achievement on their Ontario Student Transcript (OST). Grade 9 and 10 courses not successfully completed will not be recorded.

Students under the age of 18 may take an ILC course with the principal's permission if their school has a day school agreement with the ILC. Adult learners and students not enrolled in a public school may enroll directly with the ILC. [See the ILC website](#) for more information about eligibility, enrolment procedures, and course offerings.

Read more:

- [TVO Independent Learning Centre](#)

1.10.10 Reach-ahead opportunities for elementary school students

Under exceptional circumstances, a student in Grade 8 may be given permission to “reach ahead” to take secondary school courses, either during the school year or in the summer before Grade 9.

The decision on whether reaching ahead would be in the student’s best interest is made on a case-by-case basis by the principals of the elementary and secondary schools involved. The decision is also subject to parental consent. The principal of the secondary school will be responsible for evaluating the student’s achievement and for granting and recording the credit.

Students in Grade 8 may also reach ahead to start earning community involvement hours in the summer before Grade 9.

1.10.11 School board programs for students on long-term suspension and expelled students

[PPM 141: School board programs for students on long-term suspension](#) provides direction to school boards regarding the development of board programs for students on long-term suspension.

[PPM 142: School board programs for expelled students](#) provides direction to school boards regarding the development of board programs for expelled students.

School boards must provide programming for students who are on long-term suspension or who have been expelled to ensure these students have the opportunity to continue their educations.

Resources dedicated to suspension programs may also be used for students who have not been suspended or expelled but have shown behaviours that, if unchanged, could lead to a suspension or expulsion.

Read more:

- [PPM 141: School board programs for students on long-term suspension](#)
- [PPM 142: School board programs for expelled students](#)
- [Education Act, R.S.O. 1990, Chapter E.2, Part XIII: Behaviour, discipline and safety](#)
- [Ontario Regulation 472/07, “Behaviour, Discipline and Safety of Pupils”](#)
- [Supporting bias-free progressive discipline in schools: a resource guide for school and system leaders](#)

1.10.12 Programs in music taken outside of school

A student may be awarded a maximum of two optional credits for music programs taken outside of school through one or both of the following options:

Option 1

For music programs completed outside of school, the principal of a secondary school may award a maximum of two university/college preparation credits (one Grade 11 credit and one Grade 12 credit) toward the Ontario Secondary School Diploma (OSSD). The course titles and codes for these credits are:

- Music — External (Conservatory), AMX3M
- Music — External (Conservatory), AMX4M

The credits will be awarded upon presentation of the official forms or certificates documenting the required achievement. They are optional credits and may **not** be used to meet the compulsory credit requirement in the arts or the additional compulsory credit requirement for Group 2. They may be awarded in addition to any other music credits from Ontario Curriculum courses delivered in school.

Notes:

- These credits may **not** be used to satisfy the related course requirement for a cooperative education program.
- A student awarded two external music credits may not earn additional Grade 10–12 music credits through a prior learning assessment and recognition (PLAR) process.
- A maximum of four credits earned through a combination of college-delivered dual credit programs and a program in music taken outside of school may be used to meet the optional credit requirement for the OSSD.

Option 2

Students may be awarded up to two music credits in Grades 10–12 through a PLAR challenge process. Music credits granted through the PLAR process may be used to meet the compulsory credit requirement in the arts or the additional compulsory credit requirement for Group 2. They may also be used to satisfy the related course requirement for a cooperative education program.

Read more:

- [PPM 129: Prior Learning Assessment and Recognition \(PLAR\): Implementation in Ontario Secondary Schools](#)

Music certificates accepted for credits

A maximum of one Grade 11 university/college preparation music credit may be awarded toward the Ontario Secondary School Diploma (OSSD) for the successful completion of one of the following:

- Level 7 Practical **and** Level 7 Theory of the Royal Conservatory of Music (Toronto, Ontario)
- Grade VII Practical **and** Grade III Theory of Conservatory Canada (London, Ontario)
- Collegial I Practical **and** Collegial I Theory of any conservatory of music in the province of Quebec
- Grade V Practical **and** Grade III Theory of Trinity College (London, England)
- Grade VII Practical **and** Grade VI Theory of the Royal Schools of Music (London, England)

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

- Level 8 Practical **and** Level 8 Theory of the Royal Conservatory of Music (Toronto, Ontario)
- Grade VIII Practical **and** Grade IV Theory of Conservatory Canada (London, Ontario)
- Collegial II Practical **and** Collegial II Theory of any conservatory of music in the province of Quebec
- Grade VI Practical **and** Grade IV Theory of Trinity College (London, England)
- Grade VIII Practical **and** Grade VIII Theory of the Royal Schools of Music (London, England)

Notes:

- The term *practical* refers to any musical instrument on which performance is examined. It includes voice (singing) but not speech arts.

The mark credited to the student is calculated by averaging the marks the student has earned in the practical and theory components.

1.11 Assessment of Out-of-Province/Out-of-Territory and Foreign Studies

1.11.1 Students transferring from home schooling, a non-inspected private school, or a school outside Ontario

Elementary school students who transfer from home schooling, a non-inspected private school, or a school outside Ontario will be placed in an age-appropriate grade by the principal of the receiving school. This decision is informed by documentation (including attendance records, report cards, and other assessment materials) as well as consultations with the student, their family, and school staff.

For secondary students who are transferring from home schooling, a non-inspected private school, or a school outside Ontario, the principal of the receiving school will determine the total credit equivalency of the student's previous learning along with the number of compulsory and optional credits still to be earned. The credit equivalency total and the number of compulsory credits included will be recorded in the student's Ontario Student Transcript (OST). The student will have to

meet the literacy graduation requirement. The principal will also determine the number of hours of community involvement activities the student will have to complete.

The principal will also ensure a determination is made regarding how many online learning credits toward the graduation requirement may be considered completed based on their evaluation of the student's learning. If the student was previously exempted from the online learning graduation requirement, a new opt-out form will need to be completed.

Final decisions regarding placement are made by the principal in consultation with the student, staff, and family. The principal will communicate the final placement decision and rationale to the student and their family. The principal should note the results of the assessment and the reasons for the decision in the student's Ontario Student Record.

1.11.2 Prior learning assessment and recognition (PLAR)

Prior learning includes the knowledge and skills students have acquired, in both formal and informal ways, outside of Ontario's secondary school system. The prior learning assessment and recognition (PLAR) process evaluates skills and knowledge against the overall expectations of the Ontario Curriculum. Students transferring into an Ontario secondary school, including continuing education, the Independent Learning Centre (ILC), and inspected private schools, may have their skills and knowledge evaluated to earn credits toward the Ontario Secondary School Diploma (OSSD). PLAR procedures are carried out under the direction of the school principal, who grants the credits.

The implementation of PLAR is mandatory. The PLAR process involves two components:

- Challenge is the process of assessing students' prior learning for the purpose of granting credit from the Ontario Curriculum.
- Equivalency involves assessing credentials from other jurisdictions.

For mature students, the challenge and equivalency processes are slightly different.

1.11.2.1 Prior learning assessment and recognition for adolescent students

[*PPM 129: Prior Learning Assessment and Recognition \(PLAR\): Implementation in Ontario Secondary Schools*](#) provides direction to school boards regarding PLAR for adolescent students. For students who are transferring from home schooling, a non-inspected private school, or a school outside Ontario, principals will grant equivalency credits for placement purposes based on their evaluation of students' previous learning.

Read more:

- [PPM 129: Prior Learning Assessment and Recognition \(PLAR\): Implementation in Ontario Secondary Schools](#)

Guide to determining diploma requirements for students transferring into Ontario secondary schools.

For regular day school students who are transferring from home schooling, a non-inspected private school including a non-inspected First Nation/federally-operated school, or a school outside Ontario, principals will grant equivalency credits for placement purposes through the prior learning assessment and recognition (PLAR) process. Equivalency credits will be recorded on the student’s Ontario Student Transcript (OST

Principals will use the following table as a guide to determine the number of credits and additional graduation requirements a student needs to complete to earn the Ontario Secondary School Diploma (OSSD).

Requirements to qualify for the OSSD for students who are transferring into Ontario secondary schools, where the student has normally completed:

| | Students who have completed one year in a secondary school program (i.e., completed Grade 9) | Students who have completed two years in a secondary school program (i.e., completed Grade 10) | Students who have completed three years in a secondary school program (i.e., completed Grade 11) | Students who have completed more than three years in a secondary school program (i.e., completed more) |
|---|--|--|--|--|
| | Grade 9 | Grade 10 | Grade 11 | More than Grade 11 |
| Number of years successfully completed in a secondary school program | 1 | 2 | 3 | more than 3 |
| Minimum number of credits, in total, still to be earned toward the OSSD | 22 | 14 | 7 | 4 |
| Minimum number of compulsory credits still to be earned and requirements to be met: | | | | |
| • English | 3 | 2 | 1 | 1* |
| • mathematics | 2 | 1 | 0 | 0 |
| • science | 1 | 0 | 0 | 0 |
| Literacy graduation requirement | Required | Required | Required | Required |
| Community involvement graduation requirement (40 hours) | Required | † | † | † |
| Online learning graduation requirement (2 credits) | Required | Required | Required | Required |

† The principal will determine the number of hours of community involvement required for students who have successfully completed two or more years in a secondary school program.

In addition to the requirements identified above, principals will ensure the following requirements are met:

- A student who has no previous Ontario credits but who has successfully completed more than three years of secondary school must earn a minimum of four credits in Grade 11 or Grade 12 courses to be eligible for the OSSD.
- A student who has successfully completed more than three years of secondary school education, has previously earned at least three Ontario credits and has returned to the Ontario educational system may qualify for the OSSD by completing a minimum of one Grade 11 or Grade 12 credit.

1.11.3 Prior learning assessment and recognition for mature students

[PPM 132: Prior Learning Assessment and Recognition \(PLAR\) for Mature Students: Revised Mandatory Requirements](#), provides direction to school boards regarding PLAR for mature students who are enrolled in Ontario schools.

Because of the broader life experience of mature students, PLAR requirements are different than for adolescent students.

Read more:

- [PPM 132: Prior Learning Assessment and Recognition \(PLAR\) for Mature Students: Revised Mandatory Requirements](#)

Part 2 — Summary of Course Content

Please note: The following is a resource document for exploratory purposes. For more detailed information, including the most recent updates to the Ontario curriculum, please refer to the [Ontario Curriculum and Resources website](#).

2.1 English (First Language)

| P/T | Course Name | Course Code | Grade/Level | Description | Prerequisite | Link |
|---------|-------------|-------------|------------------------|---|--|---|
| Ontario | English | ENL1W | Grade 9 De-Streamed | This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum. | None | English (2023) (gov.on.ca) |
| | English | ENG2D | Grade 10 Academic | This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course. | None | https://www.edu.gov.on.ca/eng/curriculum/secondary/english910currb.pdf#page=70 |
| | English | ENG2P | Grade 10 Applied | This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course. | Grade 9 Academic, Applied or De-Streamed English ENG1D/1P/1W | The Ontario Curriculum, Grades 9 and 10: English, 2007 (Revised) (gov.on.ca) |

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| Literacy Skills: Reading and Writing | ELS20 | 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 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. | Grade 9 Academic, Applied or De-Streamed English ENG1D/1P/1W. Or an English LADCC. | https://www.edu.gov.on.ca/eng/curriculum/secondary/english910currb.pdf#page=102 |
| English | ENG3U | Grade 11 University | This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college. | Grade 10 Academic English ENG2D | https://www.edu.gov.on.ca/eng/curriculum/secondary/english1112currb.pdf#page=42 |
| English | ENG3C | Grade 11 College | This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course. | Grade 10 Applied English ENG2P | https://www.edu.gov.on.ca/eng/curriculum/secondary/english1112currb.pdf#page=60 |
| English | ENG3E | Grade 11 Workplace | This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will study the content, form, and style of a variety of contemporary informational, graphic, and literary texts; and create oral, written, and media texts in a variety of forms for practical purposes. An important focus will be on using language clearly and accurately in a variety of formal and informal contexts. The course is intended to prepare students for the compulsory Grade 12 workplace preparation course. | ENG2P | https://www.edu.gov.on.ca/eng/curriculum/secondary/english1112currb.pdf#page=76 |

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| English: Media Studies | EMS30 | 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. | ENG2P | The Ontario Curriculum, Grades 11 and 12: English, 2007 (Revised) (gov.on.ca) |
| English: Presentation and Speaking Skills | EPS30 | 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. | ENG2P | The Ontario Curriculum, Grades 11 and 12: English, 2007 (Revised) (gov.on.ca) |
| English: Canadian Literature | ETC3M | Grade 11 University/C ollege | 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. | ENG2P | The Ontario Curriculum, Grades 11 and 12: English, 2007 (Revised) (gov.on.ca) |

2.2 French (First Language)

| P/T | Course Name | Course Code | Grade/Level | Description | Prerequisite | Link |
|---------|---------------|-------------|----------------------|--|-------------------------------------|---|
| Ontario | French (2023) | FRL1W | Grade 9: De-streamed | This course enables students to develop and consolidate fundamental knowledge and skills in reading, writing, and oral and visual communication. Throughout the course, students will enhance their media literacy and critical literacy skills, while developing and practicing transferable skills, including digital literacy. Students will make connections between their lived experiences and society; and expand their understanding of the importance of language and literacy across the curriculum. | None | Français (2023) (gov.on.ca) |
| Ontario | French | FRA1D | Grade 9: Academic | This course enables students to develop their language skills in oral communication, reading, and writing. Students will study a variety of media productions. They will interpret and produce a variety of current and literary texts, leading them to reflect on the values that characterize the French-speaking community, and developing their critical thinking skills and sense of belonging to the French-speaking world. In their productions, students use information and communication technologies and apply various strategies to communicate effectively. This course is designed to prepare students for the Grade 10 French academic course, which provides access to university preparation or college courses in Grades 11 and 12. | None | Le curriculum de l'Ontario: Français 9e et 10e année (révisé) (gov.on.ca) |
| | French | FRA2D | Grade 10: Academic | This course enables students to develop their language skills in oral communication, reading, and writing. Students will study a variety of media productions, as well as interpret and produce a variety of literary and everyday texts. In literature, students will develop their ability to appreciate literary texts, including a novel, a play, and the student's choice of a story, a tale, or a literary short story. Students reflect on the values that characterize the French-speaking community and develop their critical thinking skills and sense of belonging to the French-speaking world. In their productions, students use information and communication technologies and apply various strategies to communicate effectively. This course is designed to prepare students to take a compulsory university preparation or college course in Grade 11. | Grade 9 French, Academic or Applied | Le curriculum de l'Ontario: Français 9e et 10e année (révisé) (gov.on.ca) |
| | French | FRA2P | Grade 10: Applied | This course enables students to develop their language skills in oral communication, reading, and writing. In oral communication, students have the opportunity to familiarize themselves with a variety of media productions, and to interpret and present them. In reading and writing, | Grade 9 French, Academic or Applied | Le curriculum de l'Ontario: Français 9e et 10e année (révisé) (gov.on.ca) |

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| | | | | the course offers a variety of current and literary texts, including a novel, a play, a fable, and the student's choice of a story, a tale, or a legend. Students reflect on the values that characterize the Francophone community, developing their critical thinking skills and sense of belonging to the French-speaking world. In their productions, students use information and communication technologies and apply strategies to communicate effectively. This course is designed to prepare students to take a compulsory college or workplace course in Grade 11. | | |
| French | FRA3U | Grade 11: University Preparation | This course enables students to deepen their knowledge of oral communication, reading, and writing. In literature, students will study contemporary works from French Canada, significant excerpts from eighteenth- and nineteenth-century French literature, and a few excerpts from works from Ontario, Canada and the rest of the world written before 1960. They will reflect on the challenges facing the French-speaking world and their commitment to the French language and culture. In oral and written expression, students use information and communication technologies and apply their knowledge and language skills to produce a variety of texts. This course is designed to prepare students to take a compulsory university preparation or college course in Grade 12. | Grade 10 French, Academic | Le curriculum de l'Ontario: Français 11e et 12e année (révisé) (gov.on.ca) | |
| French | FRA3C | Grade 11: College Preparation | This course enables students to perfect their language skills in oral communication, reading and writing. Through the study of contemporary literary works, including a novel, a play, and poems or songs from French Canada, students will gain an appreciation of Canadian literature and reflect on the challenges of the French-speaking world and their place within it. In oral and written expression, students use information and communication technologies and apply their knowledge and language skills to produce a variety of texts. This course is designed to prepare students to take a compulsory college or workplace course in Grade 12. | Grade 10 French, Applied | Le curriculum de l'Ontario: Français 11e et 12e année (révisé) (gov.on.ca) | |
| French | FRA3E | Grade 11: Workplace Preparation | This course enables students to consolidate their skills in oral communication, reading, and writing. In oral communication, the focus is on interpreting current media products. In reading and writing, students will interpret and produce utilitarian texts related to the world of work and everyday life. Through the study of a novel, a story, a comic strip, or a poem, students gain a better understanding and appreciation of the French-speaking world. Students will use their linguistic knowledge and information and communication technologies to | Grade 10 French, Applied | Le curriculum de l'Ontario: Français 11e et 12e année (révisé) (gov.on.ca) | |

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| | | | | communicate a message effectively. This course is designed to prepare students to take a compulsory workplace course in Grade 12. | | |
| French | FRA4U | Grade: 12 University preparation | This course enables students to deepen their knowledge of oral communication, reading, and writing. The interpretation and production of a variety of oral texts, as well as the study of contemporary works from French Canada and a few significant excerpts from twentieth- and twenty-first-century French literature, and a few significant excerpts from works from Ontario, Canada, and the rest of the world written after 1960, enrich students' cultural background and lead them to reflect on the fundamental issues of the Francophonie and their commitment to the French language and culture. Carrying out a large-scale independent project enables students to develop critical thinking skills and independent learning. Students will use information and communication technologies to complete their research and assignments. This course is designed to prepare students for university and college courses, or for the world of work. | Grade 11 French: University Preparation | Le curriculum de l'Ontario: Français 11e et 12e année (révisé) (gov.on.ca) | |
| French | FRA4C | Grade: 12 College Preparation | This course enables students to perfect their language skills in oral communication, reading, and writing. Through the study of novels, short stories, and poetry, students will gain an appreciation of French-language literature in Ontario, Canada, and elsewhere, and will develop important cultural references and a commitment to the French-speaking world. In both oral and written form, students will use information and communication technologies and apply their knowledge and language skills to produce everyday texts used in the workplace. This course is designed to prepare students for college or the workplace. | Grade 11 French: College Preparation | Le curriculum de l'Ontario: Français 11e et 12e année (révisé) (gov.on.ca) | |
| French | FRA4E | Grade 12: Workplace Preparation | This course enables students to consolidate their oral communication, reading and writing skills. This course focuses on the interpretation and production of utilitarian texts in both oral and written communication to prepare students for the world of work. The study of a novel, literary stories, or short stories, and a variety of poems, provides students with cultural references and a better understanding and appreciation of the French-speaking world. Students will use their linguistic knowledge and information and communication technologies to communicate a message effectively. This course is designed to prepare students for the world of work or for college studies. | Grade 11 French: Workplace Preparation | Le curriculum de l'Ontario: Français 11e et 12e année (révisé) (gov.on.ca) | |
| Canadian Literature | FLC4M | Grade 12: University / | This course provides students with an overview of French-language literature from Quebec, Acadia, Ontario, and the Western provinces. With the help of literary criticism, students will analyze, appreciate, and | Grade 11 University / | Le curriculum de l'Ontario: Français 11e et | |

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| | | College Preparation | respond to a number of outstanding works. An independent research project gives students the opportunity to explore the country's contemporary literature and analyze its characteristic themes. | College Preparation | 12e année (révisé) (gov.on.ca) |
| French Media Studies | FFM30 | Grade 11: Open | This course enables students to analyze various types of media to better understand their role and influence in society. By interpreting and producing television, radio, film, and Internet productions, students acquire knowledge and skills that foster the development of their critical and artistic faculties. Various projects give students the opportunity to work alone and as part of a team, and to make use of information and communication technologies. | Grade 10 French: Academic or Applied | Le curriculum de l'Ontario: Français 11e et 12e année (révisé) (gov.on.ca) |
| Functional Competence in Oral Communication, Reading and Writing | FCC30 | Grade 11: Open | This course enables students to consolidate their basic knowledge of French and develop the necessary oral communication, reading, and writing skills. Students will apply a variety of oral communication techniques. Students will consolidate their language skills by using oral communication, reading, and writing processes to interpret and produce a variety of oral and written texts. Students will deepen their linguistic knowledge and learn to make effective use of information and communication technologies to ensure the quality of the content of their written and oral productions. | Grade 10 French: Academic or Applied | Le curriculum de l'Ontario: Français 11e et 12e année (révisé) (gov.on.ca) |
| French For Business And Technology | FAF40 | Grade 12: Open | This course enables students to develop communication skills related to French for business and technology. By analyzing a variety of specialized documents such as contracts, minutes, and other technical and administrative texts, and by listening to messages related to the world of business and technology, students will perfect their administrative and technical communication skills. Students will present oral communications in accordance with established protocols, and write a variety of texts using appropriate conventions. | Grade 11 French, University, College, or Workplace Preparation | Le curriculum de l'Ontario: Français 11e et 12e année (révisé) (gov.on.ca) |
| Writing Workshop | FAE40 | Grade 12: Open | This course enables students to develop their creativity and acquire the skills and knowledge necessary for to produce quality written communications. Writing is prepared through the analysis of models from a variety of media at the data collection and prewriting stages. Students write a variety of literary and everyday texts, including media and technical texts, complete individual and group projects, and respond to the writing of other students | Grade 11 French, University, College, or Workplace Preparation | Le curriculum de l'Ontario: Français 11e et 12e année (révisé) (gov.on.ca) |

2.3 Indigenous Language Education

| P/T | Course Name | Course Code | Grade/Level | Description | Prerequisite | Link |
|---------|------------------|---------------|---------------------|--|--|---|
| Ontario | Native Languages | LNAAO — LNOAO | Level 1, Open (NL1) | This course is open to the entire student body and will allow students who have no prior Native language experience to develop an appreciation for a Native language and culture, to explore and experience a unique world view, and to learn to speak a Native language. Students will use the language being studied for greetings and daily routines, become familiar with its writing and sound system, and practise basic vocabulary and phrases. Students will also use information technology during course-related activities. | None | nativelang910curr.pdf (gov.on.ca) |
| | Native Languages | LNABO — LNOBO | Level 2, Open (NL2) | This course will enable students to experience the unique respect for life that permeates Native languages and cultures. Students will expand their vocabularies and knowledge of phrases and expressions, using them in simple dialogues, narrative writing, grammatical constructions, reading, and to exchange information electronically. | This course is open to any student who has successfully completed at least four years of elementary Native languages study, has successfully completed NL1 (LNAAO — LNOAO), or demonstrates the required proficiency | nativelang910curr.pdf (gov.on.ca) |
| | Native Languages | LNACO — LNOCO | Level 3, Open (NL3) | This course will provide students an opportunity to expand their knowledge of a Native language and of Native philosophy, spirituality, and values, and to enhance their identity and self-worth. Students will communicate by using a variety of phrases and expressions, create short conversations, skits, stories, and narratives, use information technology, and develop an awareness of the structural and functional workings of a Native language. | This course is open to students who have successfully completed NL2 (LNABO — LNOBO), or who can demonstrate the required proficiency. | nativelang910curr.pdf (gov.on.ca) |
| | Native Languages | LNADO — LNODO | Level 4, Open (NL4) | This course will provide students with opportunities to further develop their knowledge of a Native language and of Native philosophy, spirituality, and values, and to enhance their sense of | Native Languages, Level 3, Open (LNACO — | Ontario Curriculum, Grades 11 and 12 Native Languages (gov.on.ca) |

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| | | | | identity and self-worth. Students will increase their vocabularies and improve their facilities in using idioms, and will use the Native language to analyse literature, discuss various issues that affect the local community, and exchange information electronically. | LNOCO), or demonstrated proficiency | |
| Native Languages | LNAEO — LNOEO | Level 5, Open (NL5) | | This course provides students with opportunities to increase their knowledge of a Native language and culture. Students will increase their vocabulary; use complex language patterns and formal language; and use the Native language to analyse literature, discuss issues (e.g., economic development, personal development), and study Native customs, traditions, and world views. They will examine differences in dialects while communicating with others electronically. | Native Languages, Level 4, Open (LNADO — LNODO), or demonstrated proficiency | Ontario Curriculum, Grades 11 and 12 Native Languages (gov.on.ca) |
| English (De-streamed) | ENL1W | Grade 9, Compulsory | | This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, oral, and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum. | None | English (2023) (gov.on.ca) |

2.4 English (Second/Additional Language)

| P/T | Course Name | Course Code | Grade/Level | Description | Prerequisite | Link |
|---------|-------------|-------------|--------------|--|--------------|---|
| Ontario | ESL Level 1 | ESLAO | Level 1 Open | 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. | N/A | Course Descriptions and Prerequisites (gov.on.ca) |
| | ESL Level 2 | ESLBO | Level 2 Open | 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. | ESL Level 1 | Course Descriptions and Prerequisites (gov.on.ca) |
| | ESL Level 3 | ESLCO | Level 3 Open | This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations; read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues. | ESL Level 2 | Course Descriptions and Prerequisites (gov.on.ca) |
| | ESL Level 4 | ESLDO | Level 4 Open | This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and | ESL L3vel 3 | Course Descriptions and Prerequisites (gov.on.ca) |

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| | | | | 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. | | |
| ESL Level 5 | ESLO | LEVEL 5 Open | | This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts. | ESL Level 4 | Course Descriptions and Prerequisites (gov.on.ca) |
| ELD Level 1 | ELDAO | Level 1 Open | | 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. | None | Course Descriptions and Prerequisites (gov.on.ca) |
| ELD Level 2 | ELDBO | Level 2 Open | | 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. | ELD Level 1 or equivalent | Course Descriptions and Prerequisites (gov.on.ca) |
| ELD Level 3 | ELDCO | Level 3 Open | | 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 | ELD Level 2 or equivalent | Course Descriptions and Prerequisites (gov.on.ca) |

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| | | | | 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. | | |
| ELD Level 4 | ELDDO | Level 4 Open | | 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. | ELD Level 3 or equivalent | Course Descriptions and Prerequisites (gov.on.ca) |
| ELD Level 5 | ELDEO | Level 5 Open | | 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 to contribute to Canadian society as informed citizens. | ELD Level 4 or equivalent | Course Descriptions and Prerequisites (gov.on.ca) |

2.5 French (Second/Additional Language)

| P/T | Course Name | Course Code | Grade/ Level | Description | Prerequisite | Link |
|---------|-------------|-------------|-------------------|---|--|--|
| Ontario | Core French | FSF1D | Grade 9 Academic | This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning. | Minimum of 600 hours of French instruction, or equivalent | The Ontario Curriculum, Grades 9 to 12: French as a Second Language — Core, Extended, and Immersion, 2014 (gov.on.ca) |
| | Core French | FSF1O | Grade 9 Open | This is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening, speaking, reading, and writing by discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary for lifelong language learning. | None | The Ontario Curriculum, Grades 9 to 12: French as a Second Language — Core, Extended, and Immersion, 2014 (gov.on.ca) |
| | Core French | FSF2D | Grade 10 Academic | This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. | Core French, Grade 9, Academic (FSF1D) or Applied (FSF1P) or De-streamed (FSF1W) | The Ontario Curriculum, Grades 9 to 12: French as a Second Language — Core, Extended, and Immersion, 2014 (gov.on.ca) |
| | Core French | FSF2P | Grade 10 Applied | This course provides opportunities for students to communicate in French about everyday matters and topics of personal interest in real-life situations. Students will exchange information, ideas, and opinions with others in structured, guided, and increasingly spontaneous spoken interactions. Students will develop their skills in listening, | Core French, Grade 9, Academic (FSF1D) or Applied (FSF1P) | The Ontario Curriculum, Grades 9 to 12: French as a Second Language — Core, Extended, and |

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| | | | speaking, reading, and writing using language learning strategies for understanding texts and communicating clearly. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. | or De-streamed (FSF1W) | Immersion, 2014 (gov.on.ca) |
| Core French | FSF2O | Grade 10 Open | This course provides opportunities for students to speak French in guided and structured interactive settings. Students will communicate about matters of personal interest and familiar topics through listening, speaking, reading, and writing in real-life situations, using print, oral, visual, and electronic texts. Students will develop a general understanding and appreciation of diverse French-speaking communities, as well as skills necessary for lifelong language learning. | Core French, Grade 9, Open (FSF1O) | The Ontario Curriculum, Grades 9 to 12: French as a Second Language — Core, Extended, and Immersion, 2014 (gov.on.ca) |
| Core French | FSF3U | Grade 11 University Preparation | This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning. | Core French, Grade 10, Academic (FSF2D) | The Ontario Curriculum, Grades 9 to 12: French as a Second Language — Core, Extended, and Immersion, 2014 (gov.on.ca) |
| Core French | FSF3O | Grade 11 Open | This course provides opportunities for students to speak and interact in French in real-life situations. Students will develop their ability to communicate, making connections to previous experiences and using newly acquired skills in listening, speaking, reading, and writing. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. | Core French, Grade 10, Academic (FSF2D), Applied (FSF2P), or Open (FSF2O) | The Ontario Curriculum, Grades 9 to 12: French as a Second Language — Core, Extended, and Immersion, 2014 (gov.on.ca) |
| Core French | FSF4U | Grade 12 University Preparation | This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning. | Core French, Grade 11, University Preparation (FSF3U) | The Ontario Curriculum, Grades 9 to 12: French as a Second Language — Core, Extended, and Immersion, 2014 (gov.on.ca) |
| Core French | FSF4O | Grade 12 Open | This course provides a variety of opportunities for students to speak and interact in French. Students will develop their listening, speaking, reading, and writing skills, use language-learning strategies in a variety | Core French, Grade 11, University | The Ontario Curriculum, Grades 9 to 12: French as a Second Language — |

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| | | | | of real-life situations and personally relevant contexts, and develop their creative and critical thinking skills by responding to and interacting with a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. | Preparation (FSF3U) or Open (FSF3O) | Core, Extended, and Immersion, 2014 (gov.on.ca) |
| Extended French | FEF1D | Grade 9 Academic | This course provides opportunities for students to speak and interact in French in a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Extended French program. They will develop their creative and critical thinking skills by independently responding to and interacting with a variety of oral and written texts. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. | Minimum of 1260 hours of French instruction, or equivalent | The Ontario Curriculum, Grades 9 to 12: French as a Second Language — Core, Extended, and Immersion, 2014 (gov.on.ca) | |
| Extended French | FEF2D | Grade 10 Academic | This course provides extensive opportunities for students to use their communication skills in French and to apply language learning strategies. Students will develop their skills in listening, speaking, reading, and writing by responding to and interacting with French oral and written texts in a variety of real-life contexts, using their creative and critical thinking skills to explore and evaluate information and ideas in the texts. Students will increase their knowledge of the French language through the study of French authors. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. | Extended French, Grade 9, Academic (FEF1D) | The Ontario Curriculum, Grades 9 to 12: French as a Second Language — Core, Extended, and Immersion, 2014 (gov.on.ca) | |
| Extended French | FEF3U | Grade 11 University Preparation | This course provides opportunities for students to communicate about concrete and abstract topics in various situations. Students will consolidate and refine their skills in listening, speaking, reading, and writing by applying language learning strategies, as well as creative and critical thinking skills, in a variety of real-life contexts. Students will develop their knowledge of the French language through the study of contemporary French authors and well-known French European authors. They will also deepen their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning. | Extended French, Grade 10, Academic (FEF2D) | The Ontario Curriculum, Grades 9 to 12: French as a Second Language — Core, Extended, and Immersion, 2014 (gov.on.ca) | |

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| | Extended French | FEF4U | Grade 12 University Preparation | This course further emphasizes the consolidation of communication skills required to interact in French for various purposes about concrete and abstract topics. Students will independently apply language learning strategies in a variety of real-life and personally relevant contexts in listening, speaking, reading, and writing, and will broaden their creative and critical thinking skills by responding to and analysing oral and written texts. Students will increase their knowledge of the French language through the study of Canadian and international French literature. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. | Extended French, Grade 11, University Preparation (FEF3U) | The Ontario Curriculum, Grades 9 to 12: French as a Second Language — Core, Extended, and Immersion, 2014 (gov.on.ca) |
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2.6 French (Immersion)

| P/T | Course Name | Course Code | Grade/ Level | Description | Prerequisite | Link |
|---------|------------------|-------------|---------------------------------|--|---|---|
| Ontario | French Immersion | FIF1D | Grade 9 Academic | This course provides opportunities for students to speak and interact in French independently in a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing, as well their ability to communicate in French with confidence, by using language learning strategies introduced in the elementary French Immersion program. Students will enhance their knowledge of the French language through the study of French Canadian literature. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. | Minimum of 3800 hours of French instruction, or equivalent | The Ontario Curriculum, Grades 9 to 12: French as a Second Language — Core, Extended, and Immersion, 2014 (gov.on.ca) |
| | French Immersion | FIF2D | Grade 10 Academic | This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will use a variety of language learning strategies in listening, speaking, reading, and writing, and will respond to and interact with print, oral, visual, and electronic texts. Students will develop their knowledge of the French language through the study of contemporary French literature and historically well-known French European literature. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. | French Immersion, Grade 9, Academic (FIF1D) or Applied (FIF1P) or De-streamed (FIF1W) | The Ontario Curriculum, Grades 9 to 12: French as a Second Language — Core, Extended, and Immersion, 2014 (gov.on.ca) |
| | French Immersion | FIF2P | Grade 10 Applied | This course emphasizes the development and use of skills and strategies in communication and interaction in French. Students will acquire literacy skills by using creative and critical analysis processes in listening, speaking, reading, and writing in real-life contexts. They will also increase their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning. | French Immersion, Grade 9, Academic (FIF1D) or Applied (FIF1P) or De-streamed (FIF1W) | The Ontario Curriculum, Grades 9 to 12: French as a Second Language — Core, Extended, and Immersion, 2014 (gov.on.ca) |
| | French Immersion | FIF3U | Grade 11 University Preparation | This course provides opportunities for students to consolidate the communication skills required to speak and interact with increasing confidence and accuracy in French in a variety of academic and social contexts. Students will use their skills in listening, speaking, reading, and writing and apply language learning strategies while exploring a variety of concrete and abstract topics. Students will increase their | French Immersion, Grade 10, Academic (FIF2D) | The Ontario Curriculum, Grades 9 to 12: French as a Second Language — Core, Extended, and Immersion, 2014 (gov.on.ca) |

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| | | | | knowledge of the French language through the study of French literature from around the world. They will also deepen their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning. | | |
| French Immersion | FIF3O | Grade 11 Open | | This course provides opportunities for students to speak and interact in French in real-life situations for practical purposes. Students will develop their skills in listening, speaking, reading, and writing, and will explore and create a variety of texts, with a particular focus on using skills related to the study of French that can be applied in the workplace and beyond. Students will also deepen their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning. | French Immersion, Grade 10, Academic (FIF2D) or Applied (FIF2P) | The Ontario Curriculum, Grades 9 to 12: French as a Second Language — Core, Extended, and Immersion, 2014 (gov.on.ca) |
| French Immersion | FIF4U | Grade 12 University Preparation | | This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will consolidate their listening, speaking, reading, and writing skills and apply language learning strategies while communicating about concrete and abstract topics, and will independently respond to and interact with a variety of oral and written texts. Students will study a selection of French literature from the Middle Ages to the present. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. | French Immersion, Grade 11, University Preparation (FIF3U) | The Ontario Curriculum, Grades 9 to 12: French as a Second Language — Core, Extended, and Immersion, 2014 (gov.on.ca) |
| French Immersion | FIF4O | Grade 12 Open | | This course provides opportunities for students to consolidate communication and critical and creative thinking skills related to the study of French that can be applied in the workplace and beyond. Students will develop collaborative skills and self-confidence through hands-on activities in listening, speaking, reading, and writing, using French in real-life contexts and new and familiar situations. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. | French Immersion, Grade 11, University Preparation (FIF3U) or Open (FIF3O) | The Ontario Curriculum, Grades 9 to 12: French as a Second Language — Core, Extended, and Immersion, 2014 (gov.on.ca) |

2.7 Other Languages

| P/T | Course Name | Course Code | Grade/Level | Description | Prerequisite | Link |
|---------|---|--------------|--------------------------------|--|--|---|
| Ontario | American Sign Language as a Second Language | LASBO | Level 1 | This course provides opportunities for students to begin to develop foundational language skills and cultural competencies in American Sign Language (ASL). Students will begin to engage in basic ASL conversational discourses in guided and interactive settings. Using a variety of strategies, they will develop skills to comprehend, construct, and present various basic ASL literary works and ASL texts, and begin to develop an understanding of the connections between ASL language, culture, and community. They will also develop the knowledge and skills necessary for lifelong language learning. | None | American Sign Language as a Second Language (gov.on.ca) |
| | Classical Language (Ancient Greek/Latin) | LVGBD/LV LBD | Level 1 Academic | This course introduces students to the achievements of the classical world through the study of Latin or ancient Greek. Students will learn vocabulary and grammatical concepts essential for reading and translating adapted classical texts. English is the language of instruction, and students will develop their oral communication, reading, and writing skills in both English and the classical language. Through a variety of enrichment activities, students will explore aspects of life in the ancient world, including trade, commerce, education, arts, sports, ecology, daily life, and social practices, and will make connections across the curriculum between the classical world and the world around them. | None | THE ONTARIO CURRICULUM, GRADES 9–12 Classical Studies and International Languages (gov.on.ca) |
| | Classical Language (Ancient Greek/Latin) | LVGCU/LV LCU | Level 2 University Preparation | This course provides students with opportunities to continue their exploration of the achievements of the classical world through the study of Latin or ancient Greek. Students will expand their vocabularies and consolidate their knowledge of grammatical concepts by reading and translating moderately complex adapted selections in the classical language. English is the language of instruction, and students will further improve their ability to use their oral communication, reading, and writing skills in both English and the classical language. Students will also explore diverse aspects of classical culture, including science and technology, architecture, politics and military campaigns, geography and the environment, and religion, while developing their ability to think critically and to make connections across the curriculum between the classical world and the world around them. | Classical Languages, Level 1, Academic LVGBD/LVLBD | THE ONTARIO CURRICULUM, GRADES 9–12 Classical Studies and International Languages (gov.on.ca) |
| | Classical Language | LVGDU/LV LDU | Level 3 University Preparation | This course provides students with opportunities to further develop their knowledge of the achievements and rich cultural legacy of the classical world through the study of Latin or ancient Greek. Students will increase | Classical Languages, Level 2, University | THE ONTARIO CURRICULUM, GRADES 9–12 |

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| (Ancient Greek/Latin) | | | their vocabularies and refine their use of grammatical concepts by reading and translating a broad selection of adapted and original classical texts, including prose and poetry. English is the language of instruction, and students will further refine their ability to use oral communication, reading, and writing skills in both English and the classical language. Students will apply research and critical thinking skills to investigate diverse aspects of classical culture and make increasingly insightful connections between the classical world and other societies. | Preparation LVGCU/LVLCU | Classical Studies and International Languages (gov.on.ca) |
| Classical Studies: Classical Civilization | LVV4U | Grade 12 University Preparation | This course introduces students to the rich cultural legacy of the classical world. Students will investigate aspects of classical culture, including mythology, literature, art, architecture, philosophy, science, and technology, as well as elements of the ancient Greek and Latin languages. Students will develop creative and critical thinking skills through exploring and responding to works by classical authors in English translation and examining material culture brought to light through archaeology. They will also increase their communication and research skills by working both collaboratively and independently and will acquire an understanding and appreciation of the interconnectedness of ancient and modern societies. | English, Grade 10, Academic (ENG2D), or Classical Languages, Level 2, University Preparation (LVGCU/LVLCU) | THE ONTARIO CURRICULUM, GRADES 9–12 Classical Studies and International Languages (gov.on.ca) |
| International Languages | LBABO — LDYBO | Level 1 Open | This course provides opportunities for students to begin to develop and apply fundamental skills in listening, speaking, reading, and writing in the language of study. Students will communicate and interact in structured activities and practical situations, with a focus on matters of personal interest and familiar topics, and will read and write simple texts in the language. Throughout the course, students will acquire a general understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also develop skills necessary for lifelong language learning. | None | THE ONTARIO CURRICULUM, GRADES 9–12 Classical Studies and International Languages (gov.on.ca) |
| International Languages | LBABD — LDYBD | Level 1 Academic | This course provides opportunities for students to begin to develop and apply skills in listening, speaking, reading, and writing in the language of study. Students will communicate and interact in structured activities, with a focus on matters of personal interest and familiar topics, and will read and write simple texts in the language. Throughout the course, students will acquire an understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also develop skills necessary for lifelong language learning. | None | THE ONTARIO CURRICULUM, GRADES 9–12 Classical Studies and International Languages (gov.on.ca) |
| International Languages | LBACO — LDYCO | Level 2 Open | This course provides opportunities for students to develop competence and confidence in listening, speaking, reading, and writing in the language of study. Students will communicate about matters of personal | International Languages, Level 1, Academic | THE ONTARIO CURRICULUM, GRADES 9–12 |

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| | | | | interest and everyday topics in interactive settings that emphasize real-life applications and will read and write a variety of texts of increasing complexity in the language. Students will continue to develop their understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also explore personal and professional contexts in which knowledge of the language is required and develop skills necessary for lifelong language learning. | (LBABD — LDYBD) or Open (LBABO — LDYBO) | Classical Studies and International Languages (gov.on.ca) |
| International Languages | LBACU — LDYCU | Level 2 University Preparation | | This course provides opportunities for students to increase their competence and confidence in listening, speaking, reading, and writing in the language of study. Students will communicate about academic and personally relevant topics in increasingly spontaneous spoken interactions and will develop their creative and critical thinking skills through exploring and responding to a variety of oral and written texts. Students will continue to enrich their understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also investigate personal and professional contexts in which knowledge of the language is required and develop skills necessary for lifelong language learning. | International Languages, Level 1, Academic LBABD — LDYBD | |
| International Languages | LBADO — LDYDO | Level Open | | This course provides opportunities for students to communicate and interact in the language of study in a variety of practical contexts and real-life situations. Students will refine their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to simple and some complex oral and written texts, including authentic texts. They will also increase their understanding and appreciation of diverse communities where the language is spoken and develop skills necessary for lifelong language learning. | International Languages, Level 2, University Preparation (LBACU — LDYCU) or Open (LBACO — LDYCO) | THE ONTARIO CURRICULUM, GRADES 9–12 Classical Studies and International Languages (gov.on.ca) |
| International Languages | LBADU — LDYDU | Level University Preparation | | This course provides extended opportunities for students to communicate and interact in the language of study in a variety of social and academic contexts. Students will refine and enhance their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of diverse communities where the language is spoken and develop skills necessary for lifelong language learning. | International Languages, Level 2, University Preparation (LBACU — LDYCU) | THE ONTARIO CURRICULUM, GRADES 9–12 Classical Studies and International Languages (gov.on.ca) |

2.8 Mathematics

| P/T | Course Name | Course Code | Grade/Level | Description | Prerequisite | Link |
|---------|---|-------------|----------------------|--|--------------|---|
| Ontario | Mathematics | MTH1W | Grade 9 De-Streamed | This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking. | None | Mathematics (2021) (gov.on.ca) |
| | Mathematics: Principles of Mathematics | MPM2D | 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. | None | math910curr.pdf (gov.on.ca) |
| | Mathematics: Foundations of Mathematics | MFM2P | Grade 10: Applied | This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. | None | math910curr.pdf (gov.on.ca) |
| | Mathematics: Functions | MCR3U | Grade 11: University | This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will | MPMED | The Ontario Curriculum, Grades 11 and 12: Mathematics, 2007 (gov.on.ca) |

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| | | | | reason mathematically and communicate their thinking as they solve multi-step problems. | | |
| Mathematics: Functions and Applications | MCF3M | Grade 11: University /College | This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in 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. | Grade 10 Academic or Applied Math MPM2D/2P | The Ontario Curriculum, Grades 11 and 12: Mathematics, 2007 (gov.on.ca) | |
| Mathematics: Foundations for College Mathematics | MBF3C | Grade 11: College | This course enables students to broaden their understanding of mathematics as a problem solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, 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. | Grade 10 Applied Foundations of Math MFM2P | The Ontario Curriculum, Grades 11 and 12: Mathematics, 2007 (gov.on.ca) | |
| Mathematics: Mathematics for Work and Everyday Life | MEL3E | Grade 11: Workplace | This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. | Grade 9 Math MTH1W / A Ministry Approved LDC for Grade 10 | The Ontario Curriculum, Grades 11 and 12: Mathematics, 2007 (gov.on.ca) | |
| Mathematics: Advanced Functions | MHF4U | Grade 12: University | This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs. | Grade 11 University Functions MCR3U Grade 11 Foundations for College Math MBF3C | The Ontario Curriculum, Grades 11 and 12: Mathematics, 2007 (gov.on.ca) | |

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| Mathematics: Calculus and Vectors | MCV4U | Grade 12: University | This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course. | None | The Ontario Curriculum, Grades 11 and 12: Mathematics, 2007 (gov.on.ca) |
| Mathematics: Mathematics of Data Management | MDM4U | Grade 12: University | This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest. | Grade 11 University Functions MCR3U Grade 11 University/Collag e Functions and Applications MCF3M | The Ontario Curriculum, Grades 11 and 12: Mathematics, 2007 (gov.on.ca) |
| Mathematics: Mathematics for College Technology | MCT4C | Grade 12: College | 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. | Grade 11 University Functions MCR3U Grade 11 University/Collag e Functions and Applications MCF3M | The Ontario Curriculum, Grades 11 and 12: Mathematics, 2007 (gov.on.ca) |
| Mathematics: Foundations for College Mathematics | MAP4C | Grade 12: College | 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 | Grade 11 University/Collag e Functions and Applications MCF3M | The Ontario Curriculum, Grades 11 and 12: Mathematics, 2007 (gov.on.ca) |

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| | | | | communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, human services, and for certain skilled trades. | Grade 11 Foundations for College Math MBF3C | |
| Mathematics: Mathematics for Work and Everyday Life | MEL4E | Grade 12: Workplace | This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics; apply the concept of probability to solve problems involving familiar situations; investigate accommodation costs, create household budgets, and prepare a personal income tax return; use proportional reasoning; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. | Grade 11 Workplace Math MEL3E | The Ontario Curriculum, Grades 11 and 12: Mathematics, 2007 (gov.on.ca) | |

2.9 Sciences

| P/T | Course Name | Course Code | Grade/ Level | Description | Prerequisite | Link |
|---------|------------------|-------------|----------------------|--|---------------------------------|---|
| Ontario | Science | SNC1W | Grade 9: De-Streamed | This course enables students to develop their understanding of concepts related to biology, chemistry, physics, Earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens. | None | Science (2022) (gov.on.ca) |
| | Science | SNC2P | 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 | Grade 9 Science SNC1W | The Ontario Curriculum, Grades 9 and 10: Science, 2008 (revised) (gov.on.ca) |
| | Science | SNC2D | 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. | Grade 9 Science SNC1W | The Ontario Curriculum, Grades 9 and 10: Science, 2008 (revised) (gov.on.ca) |
| | Science: Biology | SBI3U | Grade 11: University | This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and 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. | Grade 10 Academic Science SNC2D | The Ontario Curriculum, Grades 11 and 12: Science, 2008 (revised) (gov.on.ca) |
| | Science; Biology | SBI3C | Grade 11: College | This course focuses on the processes that occur in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of | Grade 10 Academic Science SNC2D | The Ontario Curriculum, Grades 11 and 12: Science, 2008 |

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| | | | concepts, and on the skills needed for further study in various branches of the life sciences and related fields. | Grade 10 Applied Science SNC2P | (revised) (gov.on.ca) |
| Science: Chemistry | SCH3U | Grade 11: University | This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment. | Grade 10 Academic Science SNC2D | The Ontario Curriculum, Grades 11 and 12: Science, 2008 (revised) (gov.on.ca) |
| Science: Environmental Science | SVN3M | Grade 11: University/College | This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in life after secondary school. Students will explore a range of topics, including the role of science in addressing contemporary environmental challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationships between science, the environment, and society in a variety of areas. | Grade 10 Academic Science SNC2D Grade 10 Applied Science SNC2P | The Ontario Curriculum, Grades 11 and 12: Science, 2008 (revised) (gov.on.ca) |
| Science: Environmental Science | SVN3E | Grade 11: Workplace | This course provides students with the fundamental knowledge 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. | Grade 9 or 10 LDCC science | The Ontario Curriculum, Grades 11 and 12: Science, 2008 (revised) (gov.on.ca) |
| Science: Physics | SPH3U | Grade 11: University | This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment. | Grade 10 Academic Science SNC2D | The Ontario Curriculum, Grades 11 and 12: Science, 2008 (revised) (gov.on.ca) |
| Science: Biology | SBI4U | Grade 12: University | This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic | Grade 11 University Biology SBI3U | The Ontario Curriculum, Grades 11 and 12: |

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| | | | processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields. | | Science, 2008 (revised) (gov.on.ca) |
| Science: Chemistry | SCH4U | Grade 12: University | This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment. | Grade 11 University Chemistry SCH3U | The Ontario Curriculum, Grades 11 and 12: Science, 2008 (revised) (gov.on.ca) |
| Science: Chemistry | SCH4C | Grade 12: College | This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment. | GRADE 10-SCIENCE: APPLIED OR ACADEMIC SNC2D SNC2P | The Ontario Curriculum, Grades 11 and 12: Science, 2008 (revised) (gov.on.ca) |
| Science: Earth Space Science | SES4U | Grade 12: University | This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence. | Grade 10 Academic: SNC2D | The Ontario Curriculum, Grades 11 and 12: Science, 2008 (revised) (gov.on.ca) |
| Science: Physics | SPH4U | Grade 12: University | 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 | Grade 11 Physics: University SPH3U | The Ontario Curriculum, Grades 11 and 12: Science, 2008 (revised) (gov.on.ca) |

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| | | | | consider the impact of technological applications of physics on society and the environment. | | |
| Science: Physics | SPH4C | Grade 12: College | This course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment. | GRADE 10- SCIENCE: APPLIED OR ACADEMIC SNC2D SNC2P | | The Ontario Curriculum, Grades 11 and 12: Science, 2008 (revised) (gov.on.ca) |
| Science | SNC4M | Grade 12: University/College | This course enables students, including those pursuing postsecondary programs outside the sciences, to increase their understanding of science and contemporary social and environmental issues in health-related fields. Students will explore a variety of medical technologies, pathogens and disease, nutritional science, public health issues, and biotechnology. The course focuses on the theoretical aspects of the topics under study and helps refine students' scientific investigation skills. | Science, Grade 10, Academic, or any Grade 11 university, university/college, or college preparation course in science SNC2D SBI3U SBI3C SCH3U SVN3M SPH3U | | The Ontario Curriculum, Grades 11 and 12: Science, 2008 (revised) (gov.on.ca) |
| Science | SNC4E | Grade 12: Workplace | This course provides students with fundamental science knowledge and workplace skills needed to prepare them for success beyond secondary school. Students will explore hazards in the workplace, chemicals in consumer products, disease and its prevention, electricity at home and at work, and nutritional science. Emphasis is placed on current topics in science and relevant, practical activities that develop students' literacy and mathematical literacy skills and enhance their scientific literacy. | Science, Grade 10, Applied, or a Grade 10 locally developed compulsory credit (LDCC) course in science. SNC2P | | The Ontario Curriculum, Grades 11 and 12: Science, 2008 (revised) (gov.on.ca) |

2.10 Social Studies

| P/T | Course Name | Course Code | Grade/Level | Description | Prerequisite | Link |
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| Ontario | Exploring Family Studies | HIF10; HIF20 | Grade 9: HIF10 Grade 10: HIF20 | This course explores, within the context of families, some of the fundamental challenges people face: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will explore adolescent development and will have opportunities to develop interpersonal, decision-making, and practical skills related to daily life. They will learn about the diverse ways in which families function in Canada and will use research skills as they explore topics related to individual and family needs and resources. | None | Social Sciences Humanities - The Ontario Curriculum Grades 9 to 12 - 2013 (gov.on.ca) |
| | Food and Nutrition | HFN10; HFN20 | Grade 9: HFN10 Grade 10: HFN20 | This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food-marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food-preparation skills and introduces them to the use of social science research methods in the area of food and nutrition. | None | Social Sciences Humanities - The Ontario Curriculum Grades 9 to 12 - 2013 (gov.on.ca) |
| | Clothing | HNL20 | Grade 10 | This course introduces students to the world of clothing. Students will gain knowledge about clothing and demonstrate basic skills associated with various techniques and technologies used to create garments and accessories. Students will learn about the functions of clothing and accessories and what clothing communicates about the wearer. They will learn how to enhance their personal wardrobe by assessing garment quality, developing shopping strategies, and developing an understanding of the advantages and disadvantages of various retail formats. Students will develop research skills as they investigate topics related to clothing. | None | Social Sciences Humanities - The Ontario Curriculum Grades 9 to 12 - 2013 (gov.on.ca) |
| | Gender Studies | HSG3M | Grade 11: University / College Preparation | This course enables students to explore the social construction of gender. Students will learn about the dynamic nature of gender roles and norms; sexism and power relations; and the impact of representations of women and men in the media, popular culture, and the arts. Students will analyse a range of gender equity issues, including gender-based violence and workplace equity, in both Canadian and global contexts. Students will develop and apply research skills and will design and implement a social action initiative relating to gender equity. | None | Social Sciences Humanities - The Ontario Curriculum Grades 9 to 12 - 2013 (gov.on.ca) |

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| Equity, Diversity, and Social Justice, | HSE3E | Grade 11: Workplace Preparation | This course enables students to develop an understanding of historical and contemporary issues relating to equity, diversity, and social justice in a variety of contexts. Students will explore the nature of diversity and power relations in Canada and how social norms shape individual identity. They will learn about social activism and how to address situations that involve discrimination, harassment, and denial of rights. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity, diversity, or social justice issue. | None | Social Sciences Humanities - The Ontario Curriculum Grades 9 to 12 - 2013 (gov.on.ca) |
| Understanding Fashion | HNC3C | Grade 11: College Preparation | This course introduces students to the world of fashion. Students will gain an understanding of theories related to fashion trends and of how culture, media, fashion cycles, retailing, and social and environmental factors influence fashion trends and consumer behaviour. Students will use various tools, technologies, and techniques safely and correctly to create fashion items. In addition, students will apply knowledge of fibres, fabrics, and the elements and principles of design when creating and assessing fashion-related products. Students will develop research skills as they investigate topics related to fashion | None | Social Sciences Humanities - The Ontario Curriculum Grades 9 to 12 - 2013 (gov.on.ca) |
| Housing and Home Design | HLS30 | Grade 11 | This course introduces students to a range of issues related to housing and home design. Students will learn about the needs that housing fulfils; housing options; home maintenance and safety; and environmental, economic, legal, and social considerations related to housing. They will use the elements and principles of design to analyse design and decorating decisions. Students will develop research skills as they investigate issues related to housing and home design. | None | Social Sciences Humanities - The Ontario Curriculum Grades 9 to 12 - 2013 (gov.on.ca) |
| Food and Culture | HFC3M | Grade 11: University / College Preparation | This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food-related etiquette in many countries and cultures, and explain how Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigating foods and food practices from around the world. | None | Social Sciences Humanities - The Ontario Curriculum Grades 9 to 12 - 2013 (gov.on.ca) |
| Food and Culture | HFC3E | Grade 11: Workplace Preparation | This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will demonstrate the ability to cook with ingredients and equipment from a range of cultures, describe food-related etiquette in a variety of countries and cultures, and explore ways in which Canadian food choices and traditions have been influenced by other cultures. Students will have opportunities to develop practical skills | None | Social Sciences Humanities - The Ontario Curriculum Grades 9 to 12 - 2013 (gov.on.ca) |

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| | | | | and apply research skills as they investigate foods and food practices from around the world. | | |
| Dynamics of Human Relationships | HHD30 | Grade 11 | | This course focuses on helping students understand the individual and group factors that contribute to healthy relationships. Students will examine the connections between their own self-concept and their interpersonal relationships. They will learn and practise strategies for developing and maintaining healthy relationships with friends, family, and community members, as well as with partners in intimate relationships. Students will use research and inquiry skills to investigate topics related to healthy relationships. | None | Social Sciences Humanities - The Ontario Curriculum Grades 9 to 12 - 2013 (gov.on.ca) |
| Working With Infants and Young Children | HPW3C | Grade 11: College Preparation | | This course prepares students for occupations involving children from birth to six years of age. Students will study theories about child behaviour and development and will have opportunities for research and observation and for practical experiences with young children. Students will become familiar with occupational opportunities and requirements related to working with infants and young children. They will also have opportunities to develop research and critical-thinking skills as they investigate and evaluate current research about early childhood education. | None | Social Sciences Humanities - The Ontario Curriculum Grades 9 to 12 - 2013 (gov.on.ca) |
| Raising Healthy Children | HPC30 | Grade 11 | | This course focuses on the skills and knowledge parents, guardians, and caregivers need, with particular emphasis on maternal health, pregnancy, birth, and the early years of human development (birth to six years old). Through study and practical experience, students will learn how to meet the developmental needs of young children, communicate with them, and effectively guide their early behaviour. Students will develop their research skills through investigations related to caregiving and child rearing. | None | Social Sciences Humanities - The Ontario Curriculum Grades 9 to 12 - 2013 (gov.on.ca) |
| Introduction to Anthropology, Psychology, and Sociology | HSP3C | Grade 11: College Preparation | | This course introduces students to theories, questions, and issues related to anthropology, psychology, and sociology. Students learn about approaches and research methods used by social scientists. Students will be given opportunities to apply theories from a variety of perspectives, to conduct social science research, and to become familiar with current issues within the three disciplines. | None | Social Sciences Humanities - The Ontario Curriculum Grades 9 to 12 - 2013 (gov.on.ca) |
| Introduction to Anthropology, Psychology, and Sociology | HSP3U | Grade 11: University Preparation | | This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines. | The Grade 10 academic course in English (ENG2D), or the Grade 10 academic history course (Canadian | Social Sciences Humanities - The Ontario Curriculum Grades 9 to 12 - 2013 (gov.on.ca) |

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| | | | | | and world studies) (CHC2D) | |
| Philosophy: The Big Questions, | HZB3M | Grade 11: University/ College Preparation | This course encourages exploration of philosophy's big questions, such as: What is a meaningful life? What separates right from wrong? What constitutes knowledge? What makes something beautiful? What is a just society? Students will develop critical thinking and philosophical reasoning skills as they identify and analyse the responses of philosophers to the big questions and formulate their own responses to them. Students will explore the relevance of philosophical questions to society and to their everyday lives. They will develop research and inquiry skills as they investigate various topics in philosophy. | None | | Social Sciences Humanities - The Ontario Curriculum Grades 9 to 12 - 2013 (gov.on.ca) |
| World Religions and Belief Traditions: Perspectives, Issues, and Challenges | HRT3M | Grade 11: University/ College Preparation | This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human expressions of belief. | None | | Social Sciences Humanities - The Ontario Curriculum Grades 9 to 12 - 2013 (gov.on.ca) |
| World Religions and Belief Traditions in Daily Life | HRF3O | Grade 11 | This course enables students to study world religions and belief traditions in local, Canadian, and global contexts. Students will explore aspects of the human quest for meaning and will examine world religions and belief traditions as exemplified in various sacred teachings and principles, rites, and passages. They will also study the interaction throughout history between society and various belief traditions, and will have opportunities to develop research and inquiry skills related to the study of world religions and belief traditions. | None | | Social Sciences Humanities - The Ontario Curriculum Grades 9 to 12 - 2013 (gov.on.ca) |
| Equity and Social Justice: From Theory to Practice | HSE4M | Grade 12 University/ College Preparation | This course enables students to develop an understanding of the theoretical, social, and historical underpinnings of various equity and social justice issues and to analyse strategies for bringing about positive social change. Students will learn about historical and contemporary equity and social justice issues in Canada and globally. They will explore power relations and the impact of a variety of factors on equity and social justice. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity or social justice issue | Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies | | Social Sciences Humanities - The Ontario Curriculum Grades 9 to 12 - 2013 (gov.on.ca) |
| World Cultures | HSC4M | Grade 12 University/ | This course examines the nature of culture; how cultural identities are acquired, maintained, and transformed; and theories used to analyse | Any university, college, or | | Social Sciences Humanities - The |

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| | | | College Preparation | cultures. Students will explore world cultures, with an emphasis on the analysis of religious and spiritual beliefs, art forms, and philosophies. They will study the contributions and influences of a range of cultural groups and will critically analyse issues facing ethnocultural groups within Canada and around the world. Students will develop and apply research skills and will design and implement a social action initiative relating to cultural diversity. | university/college preparation course in social sciences and humanities, English, or Canadian and world studies | Ontario Curriculum Grades 9 to 12 - 2013 (gov.on.ca) |
| The World of Fashion | HNB4M | Grade 12 University/ College Preparation | Grade 12 University/ College Preparation | This course gives students the opportunity to explore the world of fashion. Students will learn how to create a fashion product using various tools, techniques, and technologies while developing their practical skills. Students will learn about various factors that affect the global fashion industry, the needs of specialized markets, and the impact of fibre and fabric production and care. In addition, they will learn about social and historical influences on fashion. Students will apply research skills when investigating aspects of the fashion world. | Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies | Social Sciences Humanities - The Ontario Curriculum Grades 9 to 12 - 2013 (gov.on.ca) |
| Nutrition and Health | HFA4U | Grade 12 University Preparation | Grade 12 University Preparation | This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health. | Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies | Social Sciences Humanities - The Ontario Curriculum Grades 9 to 12 - 2013 (gov.on.ca) |
| Nutrition and Health | HFA4C | Grade 12 College Preparation | Grade 12 College Preparation | This course focuses on the relationship between nutrition and health at different stages of life and on global issues related to food production. Students will investigate the role of nutrition in health and disease and assess strategies for promoting food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and refine their ability to use social science research and inquiry methods to investigate topics related to nutrition and health. | Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies | Social Sciences Humanities - The Ontario Curriculum Grades 9 to 12 - 2013 (gov.on.ca) |

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| Food and Healthy Living | HFL4E | Grade 12 Workplace Preparation | This course focuses on the fundamental food needs of young adults. Students will learn how to stock a kitchen, make nutritious food choices, and accommodate the food needs of others. Through a range of practical experiences, they will develop skills needed in food preparation for personal use and for employment in the food industry. They will also learn about dining etiquette in different contexts and about responsible consumer practices. Students will use social science research methods to investigate issues related to food preparation and nutrition. | None | Social Sciences Humanities - The Ontario Curriculum Grades 9 to 12 - 2013 (gov.on.ca) |
| Families in Canada | HHS4U | Grade 12 University Preparation | This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships. | Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies | Social Sciences Humanities - The Ontario Curriculum Grades 9 to 12 - 2013 (gov.on.ca) |
| Families in Canada | HHS4C | Grade 12 College Preparation | This course enables students to develop an understanding of social science theories as they apply to individual development, the development of intimate relationships, and family and parent-child relationships. Students will explore a range of issues relating to the development of individuals and families in contemporary Canadian society as well as in other cultures and historical periods. They will develop the investigative skills required to conduct research on individuals, intimate relationships, and parent-child roles and relationships in Canada. | Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies | Social Sciences Humanities - The Ontario Curriculum Grades 9 to 12 - 2013 (gov.on.ca) |
| Human Development Throughout the Lifespan | HHG4M | Grade 12 University/ College Preparation | This course offers a multidisciplinary approach to the study of human development throughout the lifespan. Students will learn about a range of theoretical perspectives on human development. They will examine threats to healthy development as well as protective factors that promote resilience. Students will learn about physical, cognitive, and social-emotional development from the prenatal period through old age and will develop their research and inquiry skills by investigating issues related to human development. | Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies | Social Sciences Humanities - The Ontario Curriculum Grades 9 to 12 - 2013 (gov.on.ca) |

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| Personal Life Management | HIP4O | Grade 12 | This course focuses on preparing students for living independently and working successfully with others. Students will learn to manage their personal resources to meet their basic needs for food, clothing, and housing. They will also learn about their personal, legal, and financial responsibilities and develop and apply interpersonal skills to make wise and responsible personal and occupational choices. Students will apply research and inquiry skills while investigating topics related to personal life management. The course emphasizes the achievement of expectations through practical experiences. | None | Social Sciences Humanities - The Ontario Curriculum Grades 9 to 12 - 2013 (gov.on.ca) |
| Working with School-Age Children and Adolescents | HPD4C | Grade 12 College Preparation | This course prepares students for occupations involving school-age children and adolescents. Students will study a variety of theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with older children. Students will become familiar with occupational opportunities and requirements related to working with older children and adolescents. They will develop research skills used in investigating child and adolescent behaviour and development. | Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies | Social Sciences Humanities - The Ontario Curriculum Grades 9 to 12 - 2013 (gov.on.ca) |
| Challenge and Change in Society | HSB4U | Grade 12 University Preparation | This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change. | Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies | Social Sciences Humanities - The Ontario Curriculum Grades 9 to 12 - 2013 (gov.on.ca) |
| Philosophy: Questions and Theories | HZT4U | Grade 12 University Preparation | This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, and aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy. | Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies | Social Sciences Humanities - The Ontario Curriculum Grades 9 to 12 - 2013 (gov.on.ca) |

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| Expressions of First Nations, Métis, and Inuit Cultures | NAC10 | Grade 9 | This course explores various arts disciplines (dance, drama, installation and performance art, media arts, music, storytelling, utilitarian or functional art, visual arts), giving students the opportunity to create, present, and analyse art works, including integrated art works/ productions, that explore or reflect First Nations, Métis, and Inuit perspectives and cultures. Students will examine the interconnected relationships between art forms and individual and cultural identities, histories, values, protocols, and ways of knowing and being. They will demonstrate innovation as they learn and apply art-related concepts, methods, and conventions, and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to creative arts challenges. | None | Expressions of First Nations, Métis, and Inuit Cultures (gov.on.ca) |
| First Nations, Métis, and Inuit in Canada | NAC20 | Grade 10 | This course explores the histories of First Nations and Inuit in Canada from precontact, as well as Métis from their beginnings, to the present day. Students will examine the continuing impact of past social, cultural, economic, political, and legal trends and developments on First Nations, Métis and Inuit individuals and communities. Students will apply the concepts of historical thinking and the historical inquiry process to investigate a range of issues, events, and interactions that have affected First Nations, Métis, and Inuit individuals and communities, including those that continue to affect relations between Indigenous and non-Indigenous peoples in Canada. | None | First Nations, Métis, and Inuit in Canada (gov.on.ca) |
| Contemporary First Nations, Métis, and Inuit Issues and Perspectives | NDA3M | Grade 11 University/ College Preparation | This course explores existing and emerging issues of local, regional, and national importance to First Nations , Métis , and Inuit in Canada. Students will analyse diverse perspectives on issues and events related to land, community, governance, identity, culture, and global trends. Using the concepts of political thinking and the tools of political inquiry, students will explore their own and others' ideas and investigate issues to determine what needs to change and why. Students are also given the opportunity to develop their own problem-solving strategies to address an issue of their choice. | First Nations, Métis, and Inuit in Canada, Grade 10, Open (NAC20), or a Canadian History since World War I, Grade 10, Academic (CHC2D) or Applied (CHC2P) | Contemporary First Nations, Métis, and Inuit Issues and Perspectives (gov.on.ca) |
| English: Understanding Contemporary First Nations, Métis, and Inuit Voices | NBE3U | Grade 11 University Preparation | This course explores the themes, forms, and stylistic elements of a variety of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also examines the perspectives and influence of texts that relate to those cultures. In order to fully understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will analyse the changing use of text forms by Indigenous | English, Grade 10, Academic (ENG2D) | English: Understanding Contemporary First Nations, Métis, and Inuit Voices (gov.on.ca) |

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| | | | authors/creators from various periods and cultures in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English university or college preparation course. | | |
| English: Understanding Contemporary First Nations, Métis, and Inuit Voices | NBE3C | Grade 11 College Preparation | This course explores the themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also looks at the perspectives and influences of texts that relate to those cultures. To understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will study the use of text forms by Indigenous authors/creators from other periods in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English college preparation course. | English, Grade 10, Academic (ENG2D) or Applied (ENG2P) | English: Understanding Contemporary First Nations, Métis, and Inuit Voices (gov.on.ca) |
| English: Understanding Contemporary First Nations, Métis, and Inuit Voices | NBE3E | Grade 11 Workplace Preparation | This course explores themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media texts emerging from First Nations, Métis, and Inuit cultures in Canada, as well as some texts that relate to those cultures. In order to better understand contemporary texts, students will explore connections between traditional and contemporary text forms and cultural and community aspects of identity, relationships, and self-determination, sovereignty, or self-governance. Students will also create oral, written, and media texts focusing on the development of literacy, communication, and critical thinking skills necessary for success in the workplace and daily life. The course is intended to prepare students for the compulsory Grade 12 English workplace preparation course. | English, Grade 10, Academic (ENG2D) or Applied (ENG2P), or Grade 10 locally developed compulsory credit (LDCC) course in English | English: Understanding Contemporary First Nations, Métis, and Inuit Voices (gov.on.ca) |
| World Views and Aspirations of First Nations, Métis, and Inuit Communities in Canada | NBV3C | Grade 11 College Preparation | This course explores the diverse knowledge, world views, and aspirations that shape the actions of First Nations , Métis , and Inuit individuals and communities in Canada. Students will examine the historical and contemporary context of those beliefs, values, aspirations, and actions, including the impact of colonization and decolonization . Students will explore the factors that shape world views to develop an understanding of how acknowledging diverse cultures, values, and ways of knowing contributes to truth, reconciliation, and renewed nation-to-nation | First Nations, Métis, and Inuit in Canada, Grade 10, Open (NAC20), or Canadian History since World War I, Grade 10, Academic (CHC2D) | World Views and Aspirations of First Nations, Métis, and Inuit Communities in Canada (gov.on.ca) |

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| | | | | relationships . Students are also given the opportunity to develop their own problem-solving strategies to build mutual understanding related to First Nations, Métis, and Inuit world views and aspirations. | or Applied (CHC2P) | |
| World Views and Aspirations of First Nations, Métis, and Inuit Communities in Canada | NBV3E | Grade 11 Workplace Preparation | This course explores diverse knowledge, world views, and aspirations that shape the actions of First Nations , Métis , and Inuit individuals and communities in Canada. Students will examine issues of identity facing First Nations, Métis, and Inuit individuals and communities with respect to changing relationships with the land, nature, one another, and Canada. Students will explore their own and others' world views, and the factors that shape world views over time, to develop an understanding of how traditional and contemporary beliefs and values influence the aspirations and practices of First Nations, Métis, and Inuit communities. Students are given the opportunity to develop further understanding about the impacts of colonization and how reconciling diverse knowledge, world views, and aspirations contributes to a call for societal understanding. | First Nations, Métis, and Inuit in Canada, Grade 10, Open (NAC20), or Canadian History since World War I, Grade 10, Academic (CHC2D) or Applied (CHC2P), or Grade 10 locally developed compulsory credit (LDCC) course in history | World Views and Aspirations of First Nations, Métis, and Inuit Communities in Canada (gov.on.ca) | |
| Contemporary Indigenous Issues and Perspectives in a Global Context | NDW4 M | Grade 12 | This course examines global issues from the perspectives of Indigenous peoples. Students will explore the depth and diversity of Indigenous cultures, traditions, and knowledge. Students will consider how diverse Indigenous communities persevere despite current global environmental and economic trends, and will investigate topics such as identity, social justice, human rights, spirituality, resilience, and advocacy for change. | Any Grade 11 university, university/college, or college preparation course in First Nations, Métis, and Inuit studies, Canadian and world studies, or social studies and humanities | Contemporary Indigenous Issues and Perspectives in a Global Context (gov.on.ca) | |
| First Nations, Métis, and Inuit Governance in Canada | NDG4 M | Grade 12 | This course explores aspects of First Nations , Métis , and Inuit governance in Canada as well as laws, policies, and judicial decisions that have affected and continue to affect the lives of Indigenous peoples in this country. Students will investigate historical and contemporary relations between First Nations, Métis, and Inuit communities and colonial, federal, and provincial/territorial governments and will develop their understanding of Indigenous rights in Canada. Students will examine how traditional values and cultural practices inform models of Indigenous governance and leadership as they explore strategies being used to revitalize and strengthen First Nations, Métis, and | Any Grade 11 university, university/college, or college preparation course in First Nations, Métis, and Inuit studies, or any Grade 11 | First Nations, Métis, and Inuit Governance in Canada | |

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| | | | | Inuit sovereignty , self-governance , and self-determination in Canada. | university, university/college, or college preparation course in Canadian and world studies, or Any Grade 11 university, university/college, or college preparation course in social sciences and humanities | |
| Business Studies: introduction to Business | BBI10 | Grade 9: Open | This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives. | None | business910curr.pdf (gov.on.ca) | |
| Business Studies: Information and Communication Technology In Business | BTT10 | Grade 9 Open | This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology. | None | business910curr.pdf (gov.on.ca) | |
| Business Studies: Introduction to Business | BBI20 | Grade 10 Open | This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives. | None | business910curr.pdf (gov.on.ca) | |
| Business Studies: Information and | BTT20 | Grade 10 Open | This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. | None | business910curr.pdf (gov.on.ca) | |

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| Communication Technology in Business | | | Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology. | | |
| Accounting: Financial Accounting Fundamentals | BAF3M | Grade 11 University/ College Preparation | This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, ethics, and current issues in accounting. | None | business1112currb.pdf (gov.on.ca) |
| Accounting: Accounting Essentials | BAI3E | Grade 11 Workplace preparation | This course introduces students to the accounting cycle of a service business. Students will use computer applications software to record business transactions and to prepare financial statements. Students will also investigate banking and cash management, decision making, ethical behaviour, and career opportunities in the field of accounting. | None | business1112currb.pdf (gov.on.ca) |
| Entrepreneurship: The Venture | BDI3C | Grade 11 College Preparation | This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a school-based or student-run business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs. | None | business1112currb.pdf (gov.on.ca) |
| Entrepreneurship: The Enterprising Person | BDP3O | Grade 11 Open | This course examines the importance of enterprising employees in today's changing business environment. Students will learn about the skills and attributes of enterprising employees, the distinguishing features of their work environments, and the challenges and rewards of becoming an enterprising person. Students will also have an opportunity to demonstrate and develop enterprising skills by planning and organizing a school or community event. | None | business1112currb.pdf (gov.on.ca) |
| Marketing: Goods, Services, Events | BMI3C | Grade 11 College Preparation | This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice. | None | business1112currb.pdf (gov.on.ca) |
| Marketing: Retail and Service | BMX3E | Grade 11 Workplace Preparation | This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in | None | business1112currb.pdf (gov.on.ca) |

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| | | | | marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice. | | |
| Information and communication Technology: The Digital Environment | BTA30 | Grade 11 Open | | This course prepares students for the digital environment. Using a hands-on approach, students will further develop information and communication technology skills through the use of common business software applications. The concept and operation of e-business will be explored, and students will design and create an e-business website. The skills developed in this course will prepare students for success in the workplace and/or postsecondary studies. | None | business1112curr.pdf (gov.on.ca) |
| Geography: Issues in Canadian Geography | CGC1D | Grade 9 Academic | | This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live. | None | THE ONTARIO CURRICULUM, GRADES 9 AND 10 Canadian and World Studies (gov.on.ca) |
| Politics: Civics and Citizenship | CHV20 | Grade 10 Open | | This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities. | None | Civics and Citizenship (revised 2022) (gov.on.ca) |
| History: Canadian History Since World War I | CHC2D | Grade 10 Academic | | This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will | None | THE ONTARIO CURRICULUM, GRADES 9 AND 10 Canadian and World Studies (gov.on.ca) |

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| | | | | develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914. | | |
| History: Canadian History Since World War I | CHC2P | Grade 10 Applied | This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities, since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to heritage and identities in Canada. Students will develop an understanding of some key political developments and government policies that have had an impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada. | None | THE ONTARIO CURRICULUM, GRADES 9 AND 10 Canadian and World Studies (gov.on.ca) | |
| Geography: Regional Geography | CGD3M | Grade 11 University/ College Preparation | This course explores interrelationships between the land and people in a selected region as well as interconnections between this region and the rest of the world. Students will explore the region's environmental, socio-economic, and cultural characteristics and will investigate issues related to natural resources, economic development and sustainability, population change, globalization, and quality of life. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate a range of geographic issues in the region. | Issues in Canadian Geography, Grade 9, Academic (CGC1D) or Applied (boards are using the academic course code) | THE ONTARIO CURRICULUM, GRADES 11 AND 12 Canadian and World Studies (gov.on.ca) | |
| Geography: Force of Nature: Physical Processes and Disasters | CGFF3M | Grade 11 University/ College Preparation | In this course, students will explore physical processes related to the earth's water, land, and air. They will investigate how these processes shape the planet's natural characteristics and affect human systems, how they are involved in the creation of natural disasters, and how they influence the impacts of human disasters. Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process and use spatial technologies to analyse these processes, make predictions related to natural disasters, and assess ways of responding to them. | Issues in Canadian Geography, Grade 9, Academic (CGC1D) or Applied (boards are using the academic course code) | THE ONTARIO CURRICULUM, GRADES 11 AND 12 Canadian and World Studies (gov.on.ca) | |
| Geography: Travel and Tourism: A Geographic Perspective | CGG30 | Grade 11 Open | This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends, as well as tensions related to tourism, and will predict future tourism destinations. | Issues in Canadian Geography, Grade 9, Academic (CGC1D) or Applied (boards | THE ONTARIO CURRICULUM, GRADES 11 AND 12 Canadian and World Studies | |

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| | | | | Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate the impact of the travel industry on natural environments and human communities. | are using the academic course code) | gov.on.ca |
| Geography: Introduction to Spatial Technology | CGT30 | Grade 11 Open | | This course enables students to develop practical skills associated with spatial technologies and to investigate related career opportunities. Students will develop their ability to use geographic information systems (GIS), global positioning systems (GPS), and remote sensing technologies. They will apply the concepts of geographic thinking and the geographic inquiry process when conducting fieldwork, collecting and organizing data, and analysing spatial images such as maps and aerial photographs. Throughout the course, students' local context is emphasized. | Issues in Canadian Geography, Grade 9, Academic (CGC1D) or Applied (boards are using the academic course code) | THE ONTARIO CURRICULUM, GRADES 11 AND 12 Canadian and World Studies gov.on.ca |
| History: American History | CHA3U | Grade 11 University Preparation | | This course explores key aspects of the social, economic, and political development of the United States from precontact to the present. Students will examine the contributions of groups and individuals to the country's evolution and will explore the historical context of key issues, trends, and events that have had an impact on the United States, its identity and culture, and its role in the global community. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating various forces that helped shape American history. | Canadian History since World War I, Grade 10, Academic (CHC2D), or Applied (CHC2P) | THE ONTARIO CURRICULUM, GRADES 11 AND 12 Canadian and World Studies gov.on.ca |
| History: World History to the End of the Fifteenth Century | CHW3M | Grade 11 University/ College Preparation | | This course explores the history of various societies and civilizations around the world, from the earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras. | Canadian History since World War I, Grade 10, Academic (CHC2D), or Applied (CHC2P) | THE ONTARIO CURRICULUM, GRADES 11 AND 12 Canadian and World Studies gov.on.ca |
| History: Organization and Citizenship: The History of a Canadian Ethnic Group | CHE3O | Grade 11 Open | | This course focuses on the history of people who came to Canada from a specific country or region. Students will explore historical developments and events in the group's country of origin, the factors that influenced the decision of members of this group to emigrate, their historical experiences in Canada, and their contributions to Canadian identity and heritage. Students will apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating various aspects of the group's history. | Canadian History since World War I, Grade 10, Academic (CHC2D), or Applied (CHC2P), or the locally developed compulsory course | THE ONTARIO CURRICULUM, GRADES 11 AND 12 Canadian and World Studies gov.on.ca |

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| | | | | | (LDCC) in Canadian history | |
| History: World History Since 1900: Global and Regional Interaction | CHT30 | Grade 11 Open | This course focuses on major developments in world history from 1900 to the present. Students will explore the causes and consequences of global and regional conflicts, the impact of significant individuals and social movements, and the effects of social, economic, and political developments around the world. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating interactions within and between nations and other historical developments and events, including those that continue to affect people in various parts of the world. | | Canadian History since World War I, Grade 10, Academic (CHC2D), or Applied (CHC2P), or the locally developed compulsory course (LDCC) in Canadian history | THE ONTARIO CURRICULUM, GRADES 11 AND 12 Canadian and World Studies (gov.on.ca) |
| Politics (Civics): Politics in Action: Making Change | CPC30 | Grade 11 Open | This course enables students to develop plans for change in the local, national, and/or global communities. Students will explore various issues, investigating their causes as well as their impact, and determining where change is needed, and why. They will examine the effectiveness of various problem-solving strategies used by individuals and groups that have brought about and/or are attempting to bring about political change in democratic societies. In addition, students will analyse the role and perspectives of governments and other stakeholders in relation to issues of political importance and will consider factors affecting their own and others' political engagement. Students will apply the concepts of political thinking and the political inquiry process as they investigate various issues of political importance and develop a plan of action to address a selected issue. | | Civics and Citizenship, Grade 10, Open CHV20 | THE ONTARIO CURRICULUM, GRADES 11 AND 12 Canadian and World Studies (gov.on.ca) |
| Economics: The Individual and the Economy | CIE3M | Grade 11 University/ College Preparation | This course explores issues and challenges facing the Canadian economy as well as the implications of various responses to them. Students will explore the economic role of firms, workers, and government as well as their own role as individual consumers and contributors, and how all of these roles contribute to stability and change in the Canadian economy. Students will apply the concepts of economic thinking and the economic inquiry process, including economic models, to investigate the impact of economic issues and decisions at the individual, regional, and national level. | | Canadian History since World War I, Grade 10, Academic (CHC2D), or Applied (CHC2P) | THE ONTARIO CURRICULUM, GRADES 11 AND 12 Canadian and World Studies (gov.on.ca) |
| Law: Understanding Canadian Law | CLU3M | Grade 11 University/ College Preparation | This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and | | Canadian History since World War I, Grade 10, Academic (CHC2D), or Applied (CHC2P) | THE ONTARIO CURRICULUM, GRADES 11 AND 12 Canadian and World Studies (gov.on.ca) |

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| | | | | formulating and communicating informed opinions about them. | | |
| Law: Understanding Canadian Law in Everyday Life | CLU3E | Grade 11 Workplace Preparation | This course enables students to develop a practical understanding of laws that affect the everyday lives of people in Canada, including their own lives. Students will gain an understanding of the need for laws, and of their rights, freedoms, and responsibilities under Canadian law. Topics include laws relating to marriage, the workplace, cyberbullying, and criminal offences. Students will begin to develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating legal issues that are relevant to life in Canada today. | Canadian History since World War I, Grade 10, Academic (CHC2D), or Applied (CHC2P), or the locally developed compulsory course (LDCC) in Canadian history | THE ONTARIO CURRICULUM, GRADES 11 AND 12 Canadian and World Studies (gov.on.ca) | |
| Geography: Worlds Issues: A Geographic Analysis | CGW4U | Grade 12 University Preparation | In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and they will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world. | Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities | THE ONTARIO CURRICULUM, GRADES 11 AND 12 Canadian and World Studies (gov.on.ca) | |
| Geography: World Geography: Urban Patterns and Population Issues | CGU4M | Grade 12 University/ College Preparation | The world's population is growing, it is moving and intermixing, and it is increasingly found in cities. This course explores these changes and the challenges that come with them. It investigates the forces that are shaping the world's communities, the patterns of interaction between them, the quality of life within them, and their impact on the world around them. Students will apply the concepts of geographic thinking, the geographic inquiry process, and spatial skills and technologies as they investigate issues related to population change and urban life and propose ways of enhancing the sustainability of communities around the world. | Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities | THE ONTARIO CURRICULUM, GRADES 11 AND 12 Canadian and World Studies (gov.on.ca) | |
| Geography: The Environment and Resource Management | CGR4M | Grade 12 University/ College Preparation | This course investigates interactions between natural and human systems, with a particular emphasis on the impacts of human activity on ecosystems and natural processes. Students will use the geographic inquiry process, apply the concepts of geographic thinking, and employ a variety of spatial skills and technologies to analyse these impacts and propose ways of reducing them. In the course of their investigations, they will assess resource management and sustainability practices, as well as related government policies and international accords. They will also consider questions of individual responsibility and environmental stewardship as they explore | Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities | THE ONTARIO CURRICULUM, GRADES 11 AND 12 Canadian and World Studies (gov.on.ca) | |

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| | | | | ways of developing a more sustainable relationship with the environment. | | |
| Geography: Spatial Technologies in Action | CGO4M | Grade 12 University/ College Preparation | This course provides a foundation for students who are considering a career involving computer-based spatial technologies. Students will analyse and propose solutions to real-life issues related to spatial organization, such as determining transportation routes, appropriate locations for community services, or potential conservation and preservation areas. Students will extend their ability to use geographic information systems (GIS), global positioning systems (GPS), and remote sensing and to create maps, charts, and graphs. Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process to investigate various issues related to spatial organization. | Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities | THE ONTARIO CURRICULUM, GRADES 11 AND 12 Canadian and World Studies (gov.on.ca) | |
| Geography: World Issue: A Geographic Analysis | CGW4C | Grade 12 College Preparation | This course explores many difficult challenges facing Canada and the world today — challenges such as unequal access to food, water, and energy; urbanization; globalization; and meeting the needs of a growing world population while ensuring the sustainability of the natural environment. Students will explore these and other world issues from environmental, social, economic, and political perspectives, while applying the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations. | Issues in Canadian Geography, Grade 9, Academic (CGC1D) or Applied (board are using the academic course code) | THE ONTARIO CURRICULUM, GRADES 11 AND 12 Canadian and World Studies (gov.on.ca) | |
| Geography: Living in a Sustainable World | CGR4E | Grade 12 Workplace Preparation | This course examines the impact of human activity on the natural environment. Students will explore the use of natural spaces and resources and the effects of planning decisions and consumer choices on natural systems. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate practical solutions to environmental issues, enabling them to make more sustainable decisions at home, in the workplace, and in the local community | Issues in Canadian Geography, Grade 9, Academic (CGC1D) or Applied (boards are using the academic course code) | THE ONTARIO CURRICULUM, GRADES 11 AND 12 Canadian and World Studies (gov.on.ca) | |
| History: Canada: History, Identity and Culture | CHI4U | Grade 12 University Preparation | This course traces the history of Canada, with a focus on the evolution of our national identity and culture as well as the identity and culture of various groups that make up Canada. Students will explore various developments and events, both national and international, from precontact to the present, and will examine various communities in Canada and how they have contributed to identity and heritage in Canada. Students will investigate the development of culture and identity, including national identity, in Canada and how and why they have changed throughout the country's history. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate the people, events, and forces that have shaped Canada. | Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities | THE ONTARIO CURRICULUM, GRADES 11 AND 12 Canadian and World Studies (gov.on.ca) | |

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| History: World History Since the Fifteenth Century | CHY4U | Grade 12 University Preparation | This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history. | Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities | THE ONTARIO CURRICULUM, GRADES 11 AND 12 Canadian and World Studies (gov.on.ca) |
| History: World History Since the Fifteenth Century | CHY4 | Grade 12 College Preparation | This course explores key developments and events in world history since approximately 1450, with a focus on interactions within and between various regions. Students will examine social, economic, and political developments and how they have affected different peoples. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key turning points in world history and historical forces that have shaped our world. | Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities | THE ONTARIO CURRICULUM, GRADES 11 AND 12 Canadian and World Studies (gov.on.ca) |
| History: Adventures in World History | CHM4E | Grade 12 Workplace Preparation | This course examines significant developments and events in world history from earliest times to the present. Students will explore a variety of social, cultural, economic, and political developments in different regions of the world and during different periods. In addition to investigating how conflict, religion, work, and technology have helped shape people's lives, students will examine the contributions of some significant individuals to our global heritage. Students will apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating a variety of human experiences in world history. | Canadian History since World War I, Grade 10, Academic (CHC2D) or Applied (CHC2P) or the locally developed compulsory course (LDCC) in Canadian history | THE ONTARIO CURRICULUM, GRADES 11 AND 12 Canadian and World Studies (gov.on.ca) |
| Politics (Civics): Canadian and International Politics | CP4U | Grade 12 University Preparation | This course explores various perspectives on issues in Canadian and world politics. Students will explore political decision making and ways in which individuals, stakeholder groups, and various institutions, including governments, multinational corporations, and non-governmental organizations, respond to and work to address domestic and international issues. Students will apply the concepts of political thinking and the political inquiry process to investigate issues, events, and developments of national and international political importance, and to develop and communicate informed opinions about them. | Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities | THE ONTARIO CURRICULUM, GRADES 11 AND 12 Canadian and World Studies (gov.on.ca) |
| Economics: Analysing Current | CIA4U | Grade 12 University Preparation | This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, | Any university or university/college preparation course in Canadian | THE ONTARIO CURRICULUM, GRADES 11 AND 12 Canadian and |

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| Economic Issues | | | trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues. | and world studies, English, or social sciences and humanities | World Studies (gov.on.ca) |
| Economics: Making Personal Economic Choices | CIC4E | Grade 12 Workplace Preparation | This course provides students with a fundamental understanding of a variety of key economic issues and practices, helping them develop their ability to make informed economic choices in their day-to-day lives. Students will examine practical financial matters, such as personal budgeting, taxes, credit and debt, and savings and investment, as well as various economic issues, such as those related to the underground economy, economic inequality, and consumer behaviour. Students will apply the concepts of economic thinking, the economic inquiry process, and economic models to investigate various economic issues and structures and to analyse the impact of economic decisions, including their own decisions, at the individual, community, and national levels. | Canadian History since World War I, Grade 10, Academic (CHC2D) or Applied (CHC2P), or the locally developed compulsory course (LDCC) in Canadian history | THE ONTARIO CURRICULUM, GRADES 11 AND 12 Canadian and World Studies (gov.on.ca) |
| Law: Canadian and International Law | CLN4U | Grade 12 University Preparation | This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts. | Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities | THE ONTARIO CURRICULUM, GRADES 11 AND 12 Canadian and World Studies (gov.on.ca) |
| Law: Legal Studies | CLN4C | Grade 12 College Preparation | This course provides a foundation for students who wish to pursue a career that requires an understanding of law. Students will explore the importance of law, analysing contemporary legal issues and their relevance to daily life. They will investigate the requirements for various law-related careers, as well as legal responsibilities in the workplace. Students will apply the concepts of legal thinking and the legal studies inquiry process to investigate their rights and responsibilities, legal processes and structures, and the role of law in a changing society. | Civics and Citizenship, Grade 10, Open CHV20 | THE ONTARIO CURRICULUM, GRADES 11 AND 12 Canadian and World Studies (gov.on.ca) |

2.11 Physical Education

| P/T | Course Name | Course Code | Grade/Level | Description | Prerequisite | Link |
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| Ontario | Healthy Active Living Education | PPL10 | Grade 9 | This course equips students with the knowledge and skills they need to make healthy choices now and to lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. | None | The Ontario Curriculum, Grades 9-12: Health and Physical Education, 2015 - revised (gov.on.ca) |
| | Healthy Active Living Education | PPL20 | Grade 10 | This course enables students to further develop the knowledge and skills they need to make healthy choices now and to lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. | None | The Ontario Curriculum, Grades 9-12: Health and Physical Education, 2015 - revised (gov.on.ca) |
| | Healthy Active Living Education, | PPL30 | Grade 11 | This course enables students to further develop the knowledge and skills they need to make healthy choices now and to lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. | None | The Ontario Curriculum, Grades 9-12: Health and Physical Education, 2015 - revised (gov.on.ca) |
| | Healthy Active Living Education | PPL40 | Grade 12 | This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of | None | The Ontario Curriculum, Grades 9-12: Health and Physical Education, |

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| | | | | settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively | | 2015 - revised (gov.on.ca) |
| Health for Life | PPZ3C | Grade 11 — College Preparation | This course enables students to examine the factors that influence their own health practices and behaviours as well as those factors that contribute to the development of healthy communities. It emphasizes the concept of wellness, which addresses all aspects of well-being — physical, cognitive, emotional, spiritual, and social — and promotes healthy eating, physical activity, and building and maintaining a positive sense of self. Students will develop the skills necessary to make healthy choices and create a personal wellness plan. They will also design initiatives that encourage others to lead healthy, active lives. The course prepares students for college programs in health sciences, fitness, wellness, and health promotion. | None | The Ontario Curriculum, Grades 9-12: Health and Physical Education, 2015 - revised (gov.on.ca) | |
| Introductory Kinesiology | PSK4U | Grade 12 — University Preparation | This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration | Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 course in health and physical education | The Ontario Curriculum, Grades 9-12: Health and Physical Education, 2015 - revised (gov.on.ca) | |
| Recreation and Healthy Active Living Leadership | PLF4M | Grade 12 — University/ College Preparation | This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership. | Any health and physical education course | The Ontario Curriculum, Grades 9-12: Health and Physical Education, 2015 - revised (gov.on.ca) | |

2.12 Arts

| P/T | Course Name | Course Code | Grade/Level | Description | Prerequisite | Link |
|---------|-----------------------|-------------|---------------------|---|--------------|---|
| Ontario | Arts: Dance | ATC10 | Grade 9: Open | This course gives students the opportunity to explore their technical and compositional skills by applying the elements of dance and the tools of composition in a variety of performance situations. Students will generate movement through structured and unstructured improvisation, demonstrate an understanding of safe practices with regard to themselves and others in the dance environment, and identify the function and significance of dance within the global community. | None | The Ontario Curriculum, Grades 9 and 10: The Arts, 2010 (gov.on.ca) |
| | Arts: Drama | ADA10 | Grade 9: Open | This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them | None | The Ontario Curriculum, Grades 9 and 10: The Arts, 2010 (gov.on.ca) |
| | Arts: Integrated Arts | ALC10/20 | Grade 9 or 10: Open | This course integrates two or more of the arts (dance, drama, media arts, music, and visual arts), giving students the opportunity to produce and present integrated art works created individually or collaboratively. Students will demonstrate innovation as they learn and apply concepts, styles, and conventions unique to the various arts and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges. | None | The Ontario Curriculum, Grades 9 and 10: The Arts, 2010 (gov.on.ca) |
| | Arts: Music | AMU10 | Grade 9: Open | This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life. | None | The Ontario Curriculum, Grades 9 and 10: The Arts, 2010 (gov.on.ca) |
| | Arts: Visual Arts | AVI10 | Grade 9: Open | This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. | None | The Ontario Curriculum, Grades 9 and 10: The Arts, 2010 (gov.on.ca) |

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| | | | | Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context. | | |
| Arts: Dance | ATC20 | Grade 10: Open | | This course emphasizes the development of students' techniques and creative skills relating to the elements of dance and the tools of composition in a variety of performance situations. Students will identify responsible personal and interpersonal practices related to dance processes and production, and will apply technologies and techniques throughout the process of creation to develop artistic scope in the dance arts. | None | The Ontario Curriculum, Grades 9 and 10: The Arts, 2010 (gov.on.ca) |
| Arts: Drama | ADA20 | Grade 10 | | This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures, representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences. | None | The Ontario Curriculum, Grades 9 and 10: The Arts, 2010 (gov.on.ca) |
| Art: Integrated Arts | ALC10/20 | Grade 9 and 10: Open | | This course integrates two or more of the arts (dance, drama, media arts, music, and visual arts), giving students the opportunity to produce and present integrated art works created individually or collaboratively. Students will demonstrate innovation as they learn and apply concepts, styles, and conventions unique to the various arts, and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges. | None | The Ontario Curriculum, Grades 9 and 10: The Arts, 2010 (gov.on.ca) |
| Art: Music | AMU20 | Grade 10: Open | | This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures. | None | The Ontario Curriculum, Grades 9 and 10: The Arts, 2010 (gov.on.ca) |
| Art: Visual Art | AVI20 | Grade 10: Open | | This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context. | None | The Ontario Curriculum, Grades 9 and 10: The Arts, 2010 (gov.on.ca) |

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| Arts: Media Arts | ASM20 | Grade 10: Open | This course enables students to create media art works by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communications skills that are transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. Students will develop the skills necessary to create and interpret media art works. | None | The Ontario Curriculum, Grades 9 and 10: The Arts, 2010 (gov.on.ca) |
| Arts: Dance | ATC3M | Grade 11: University/College | This course emphasizes the development of students' artistry, improvisational and compositional skills, and technical proficiency in dance genres from around the world. Students will apply dance elements, techniques, and tools in a variety of ways, including performance situations; describe and model responsible practices related to the dance environment; and reflect on how the study of dance affects personal and artistic development. | Grade 9 or 10, Dance: ATC10 ATC20 | The Ontario Curriculum, Grades 11 and 12: The Arts, 2010 (gov.on.ca) |
| Arts: Dance | ATC30 | Grade 11: Open | This course emphasizes the development of students' movement vocabulary relating to dance genres from around the world, and of their understanding of the elements of dance and the tools of composition in a variety of performance situations. Students will research and explain how physical, intellectual, and artistic skills developed in dance can be applied in a wide range of careers. They will apply tools and techniques throughout the process of creation and presentation and reflect on how studies in the dance arts affect personal identity. | None | The Ontario Curriculum, Grades 11 and 12: The Arts, 2010 (gov.on.ca) |
| Arts: Drama | ADA3M | Grade 11: University/College | This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences. | Grade 9 or 10, Drama: Open ADA20 ADA10 | |
| Arts: Drama | ADA30 | Grade 11: Open | This course requires students to engage in dramatic processes and the presentation of dramatic works, and emphasizes the application of drama skills in other contexts and opportunities. Students will interpret and present works in a variety of dramatic forms, create and script original works, and critically analyse the processes involved in producing dramatic works. Students will develop a variety of skills related to collaboration and the presentation of drama works. | None | The Ontario Curriculum, Grades 11 and 12: The Arts, 2010 (gov.on.ca) |
| Arts: Exploring and | AEA30 / AEA40 | Grade 11 Or 12 | This course offers students the opportunity to explore connections between dance, drama, media arts, music, and/or visual arts. Students will use the creative process individually and/or collaboratively to produce integrated art works that draw on various disciplines, and they will critically | ANY Grade 9 or 10, Arts Courses | The Ontario Curriculum, Grades 11 and 12: The Arts, 2010 (gov.on.ca) |

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| Creating in The Arts | | | analyse art works and determine how interpreting these works affects their own development. Students will develop responsible practices that are transferable beyond the classroom. They will explore solutions to integrated arts challenges and discover that art is everywhere, influencing and reflecting society. | | |
| Arts: Music | AMU3M | Grade 11: University/ College | This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers. | MUSIC Grade 9 or 10: Open AMU10 AMU20 | The Ontario Curriculum, Grades 11 and 12: The Arts, 2010 (gov.on.ca) |
| Arts: Music | AMU3O | Grade 11: Open | This course develops students' musical literacy through performance and the preparation and presentation of music productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyse music from various genres and periods, and they will develop skills transferable to other aspects of their life and their careers. | None | The Ontario Curriculum, Grades 11 and 12: The Arts, 2010 (gov.on.ca) |
| Arts: Media Arts | ASM3O | Grade 11: Open | This course enables students to create media art works using available and emerging technologies such as computer animation, digital imaging, and video, and a variety of media. Students will explore the elements and principles of media arts, the connections between contemporary media art works and traditional art forms, and the importance of using responsible practices when engaged in the creative process. Students will develop the skills necessary to create and interpret media art works. | None | The Ontario Curriculum, Grades 11 and 12: The Arts, 2010 (gov.on.ca) |
| Arts: Visual Arts | AVI3M | Grade 11: University / Collee | This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, information design). | Visual Arts, Grade 9 or 10, Open AVI10 AVI20 | The Ontario Curriculum, Grades 11 and 12: The Arts, 2010 (gov.on.ca) |

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| Arts: Visual Arts | AVI30 | Grade 11: Open | This course focuses on studio activities in one or more of the visual arts, including drawing, painting, sculpture, photography, printmaking, collage, and/or multimedia art. Students will use the creative process to create art works that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context. | None | The Ontario Curriculum, Grades 11 and 12: The Arts, 2010 (gov.on.ca) |
| Arts: Media Arts | ASM3M | Grade 11: University /College | This course focuses on the development of media arts skills through the production of art works involving traditional and emerging technologies, tools, and techniques such as new media, computer animation, and web environments. Students will explore the evolution of media arts as an extension of traditional art forms, use the creative process to produce effective media art works, and critically analyse the unique characteristics of this art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture, and values. | Media Arts, Grade 10, Open ASM10 ASM20 | The Ontario Curriculum, Grades 11 and 12: The Arts, 2010 (gov.on.ca) |
| Arts: Dance | ATC4M | Grade 12: University /College | This course emphasizes the development of students' technical proficiency, fluency in the language of movement in dance genres from around the world and understanding of dance science. Students will explain the social, cultural, and historical contexts of dance; apply the creative process through the art of dance in a variety of ways; and exhibit an understanding of the purpose and possibilities of continuing engagement in the arts as a lifelong learner. | Dance, Grade 11, University/College Preparation ADA2M ADA3M | The Ontario Curriculum, Grades 11 and 12: The Arts, 2010 (gov.on.ca) |
| Arts: Dance | ATC4E | Grade 12: Workplace | This course enables students to develop performance and interpersonal skills through the study of dance. Students will apply the elements of dance and the tools of composition to develop a physical vocabulary that can be used to create and communicate through dance. Students will research and explain how physical, intellectual, and artistic skills developed in the dance arts are transferable to a wide range of careers and workplace environments. They will develop an understanding of practices associated with healthy living, the benefits of self-discipline, and the importance of continuing engagement in the arts. | Dance, Grade 11, Open ATC30 | The Ontario Curriculum, Grades 11 and 12: The Arts, 2010 (gov.on.ca) |
| Arts: Drama | ADA4M | Grade 12: University /College | This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other texts and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school. | Drama, Grade 11, University/College Preparation ATC3M | The Ontario Curriculum, Grades 11 and 12: The Arts, 2010 (gov.on.ca) |

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| Arts: Drama | ADA4E | Grade 12: Workplace | This course requires students to create, present, and analyse a variety of dramatic works relevant to the workplace. Students will build trust and collaborative skills and develop self-confidence through hands-on experience and project-based learning in drama activities. Students will also explore skills related to the study of drama that can be applied in the workplace. | Drama, Grade 11, Open ADA30 | The Ontario Curriculum, Grades 11 and 12: The Arts, 2010 (gov.on.ca) |
| Arts: Exploring and Creating in The Arts | AEA30 AEA40 | Grade 11 Or 12: Open | This course offers students the opportunity to explore connections between dance, drama, media arts, music, and/or visual arts. Students will use the creative process individually and/or collaboratively to produce integrated art works that draw on various disciplines, and they will critically analyse art works and determine how interpreting these works affects their own development. Students will develop responsible practices that are transferable beyond the classroom. They will explore solutions to integrated arts challenges and discover that art is everywhere, influencing and reflecting society. | Any Grade 9 or 10 arts course | The Ontario Curriculum, Grades 11 and 12: The Arts, 2010 (gov.on.ca) |
| Arts: Music | AMU4M | Grade 12: University /College | This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers. | Music, Grade 11, University/College Preparation AMU3M | The Ontario Curriculum, Grades 11 and 12: The Arts, 2010 (gov.on.ca) |
| Arts: Music | AMU4E | Grade 12: Workplace | This course provides students with the fundamental knowledge and skills needed to succeed in the music workplace. Students will, at a level consistent with previous experience, perform appropriate musical works. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, and market music presentations that reflect a broad spectrum of workplace contexts. In addition, students will explore ethical and safe practices related to music. | Music, Grade 11, Open AMU3O | The Ontario Curriculum, Grades 11 and 12: The Arts, 2010 (gov.on.ca) |
| Arts: Visual Arts | AVI4M | Grade 12: University/C ollege | This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts. | Visual Arts, Grade 11, University/College Preparation AVI3O | The Ontario Curriculum, Grades 11 and 12: The Arts, 2010 (gov.on.ca) |

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| Arts: Visual Arts | AVI4E | Grade 12: Workplace | This course focuses on a practical approach to a variety of art and design projects related to the workplace. Students will use the creative process to produce a traditional and/or digital portfolio of their work in a variety of media. Students may focus on various aspects of visual arts, including advertising, ceramics, fashion design, graphic arts, jewellery design, and/or web design. | Visual Arts, Grade 11, Open AVI30 | The Ontario Curriculum, Grades 11 and 12: The Arts, 2010 (gov.on.ca) |
| Arts: Media Arts | ASM4M | Grade 12: University /College | This course emphasizes the refinement of media arts skills through the creation of a thematic body of work by applying traditional and emerging technologies, tools, and techniques such as multimedia, computer animation, installation art, and performance art. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in either career or postsecondary education applications. Students will critically analyse the role of media artists in shaping audience perceptions of identity, culture, and community values. | Media Arts, Grade 11, University/College Preparation ASM3M | The Ontario Curriculum, Grades 11 and 12: The Arts, 2010 (gov.on.ca) |
| Arts: Media Arts | ASM4E | Grade 12: Workplace | This course focuses on a practical approach to a variety of media arts challenges related to the interests of the student and provides students with opportunities to examine media arts in relation to the world of work. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in postsecondary work experiences. Students will critically analyse the role of media artists in shaping audience perceptions of identity, culture, and community values, particularly within the context of the workplace. | Media Arts, Grade 11, Open ASM30 | The Ontario Curriculum, Grades 11 and 12: The Arts, 2010 (gov.on.ca) |

2.13 Technology

| P/T | Course Name | Course Code | Grade/ Level | Description | Prerequisite | Link |
|---------|--------------------------------------|-------------|----------------------------------|---|--|--|
| Ontario | Introduction to Computer Studies | ICS20 | Grade 10 | This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers. | None | The Ontario Curriculum Grades 10 to 12 Computer Studies — Revised (2008) (gov.on.ca) |
| | Introduction to Computer Science | ICS3U | Grade 11: University Preparation | This course introduces students to computer science. Students will design software independently and as part of a team, using industry standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields. | None | The Ontario Curriculum Grades 10 to 12 Computer Studies — Revised (2008) (gov.on.ca) |
| | Introduction to Computer Programming | ICS3C | Grade 11: College Preparation | This course introduces students to computer programming concepts and practices. Students will write and test computer programs, using various problem-solving strategies. They will learn the fundamentals of program design and apply a software development life-cycle model to a software development project. Students will also learn about computer environments and systems, and explore environmental issues related to computers, safe computing practices, emerging technologies, and postsecondary opportunities in computer-related fields | None | The Ontario Curriculum Grades 10 to 12 Computer Studies — Revised (2008) (gov.on.ca) |
| | Computer Science | ICS4U | Grade 12: University Preparation | This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field. | Introduction to Computer Science, Grade 11, University Preparation (ICS3U) | The Ontario Curriculum Grades 10 to 12 Computer Studies — Revised (2008) (gov.on.ca) |

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| | Computer Programming | ICS4C | Grade 12: College Preparation | <p>This course further develops students' computer programming skills. Students will learn object-oriented programming concepts, create object-oriented software solutions, and design graphical user interfaces. Student teams will plan and carry out a software development project using industry standard programming tools and proper project management techniques. Students will also investigate ethical issues in computing and expand their understanding of environmental issues, emerging technologies, and computer-related careers.</p> | <p>Introduction to Computer Programming, Grade 11, College Preparation (ICS3C)</p> | <p>The Ontario Curriculum Grades 10 to 12 Computer Studies — Revised (2008) (gov.on.ca)</p> |
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2.14 Guidance and Career Education

| P/T | Course Name | Course Code | Grade/Level | Description | Prerequisite | Link |
|---------|---|---------------------|---|---|---|---|
| Ontario | Learning Strategies 1: Skills for Success in Secondary School | GLS10; GLE10; GLE20 | Grade 9: GLS10 ; GLE10 Grade 10: GLE20 | This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond. | For GLS10: None For GLE10 and GLE20: Recommendation of principal | https://www.edu.gov.on.ca/eng/curriculum/secondary/guidance910curr.pdf#page=28 |
| | Career Studies (revised 2019) | GLC20 | Grade 9 | This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management — including the variety of saving and borrowing tools available to them and how to use them to their advantage — and develop a budget for their first year after secondary school. | None | Career Studies (revised 2019) (gov.on.ca) |
| | Discovering the Workplace | GLD20 | Grade 10 | This course provides students with opportunities to discover and develop the workplace essential skills and work habits required to be successfully employed. Students will develop an understanding of work through practical hands-on experiences in the school and in the community, using real workplace materials. They investigate occupations of interest through experiential learning opportunities, such as worksite visits, job shadowing, work experience, simulations, and entrepreneurial projects. This course helps students make plans for continued learning and work. | None | The Ontario Curriculum, Grades 9 and 10: Guidance and Career Education, 2006 (gov.on.ca) |
| | Advanced Learning Strategies: Skills for Success After | GLS40; GLE40; GLE30 | Grade 11: GLE30 Grade 12: GLS40; GLE40 | This course improves students' learning and personal-management skills, preparing them to make successful transitions to work, training, and/or postsecondary education. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal management techniques to maximize their learning. Students will investigate trends and resources to support their postsecondary employment, training, and/or education choices | For GLS40 — None For GLE40 and GLE30 — Recommendation | guidance1112currb.pdf (gov.on.ca) |

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| Secondary School | | | and develop a plan to help them meet their learning and career goals. | tion of principal | |
| Designing Your Future | GWL30 | Grade 11 | This course prepares students to make successful transitions to postsecondary destinations as they investigate specific postsecondary options based on their skills, interests, and personal characteristics. Students will explore the realities and opportunities of the workplace and examine factors that affect success, while refining their job search and employability skills. Students will develop their portfolios with a focus on their targeted destination and develop an action plan for future success | None | guidance1112currb.pdf (gov.on.ca) |
| Leadership and Peer Support | GPP30 | Grade 11 | This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles, for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities. | None | guidance1112currb.pdf (gov.on.ca) |
| Navigating the Workplace | GLN40 | Grade 12 | This course provides students with opportunities to develop the workplace essential skills and work habits required for success in all types of workplaces. Students will explore occupations and careers of interest through participation in real workplace experiences. They will make plans for continued learning and work, work with others to design learning experiences, and investigate the resources and support required to make a smooth transition to their postsecondary destination. | None | guidance1112currb.pdf (gov.on.ca) |

2.15 Vocational and Applied Education and Training

| P/T | Course Name | Course Code | Grade/Level | Description | Prerequisite | Link |
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| Ontario | Exploring Technologies | TIJ10 | Grade 9 Open | This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and societal issues, and will begin to explore secondary and postsecondary education and training pathways leading to careers in technology-related fields. | None | The Ontario Curriculum, Grades 9 and 10: Technological Education, 2009 (revised) (gov.on.ca) |
| | Communications Technology | TGJ20 | Grad 10 Open | This course introduces students to computer systems, networking, and interfacing, as well as electronics and robotics. Students will assemble, repair, and configure computers with various types of operating systems and application software. Students will build small electronic circuits and write computer programs to control simple peripheral devices or robots. Students will also develop an awareness of related environmental and societal issues, and will learn about secondary and postsecondary pathways and career opportunities in computer technology. | None | Technological Education (gov.on.ca) |
| | Computer technology | TEJ20 | Grade 10 Open | This course introduces students to computer systems, networking, and interfacing, as well as electronics and robotics. Students will assemble, repair, and configure computers with various types of operating systems and application software. Students will build small electronic circuits and write computer programs to control simple peripheral devices or robots. Students will also develop an awareness of related environmental and societal issues, and will learn about secondary and postsecondary pathways and career opportunities in computer technology. | None | Technological Education (gov.on.ca) |
| | Construction Technology | TCJ20 | Grade 10 | This course introduces students to building materials and processes through opportunities to design and build various construction projects. Students will learn to create and read working drawings; become familiar with common construction materials, components, and processes; and perform a variety of fabrication, assembly, and finishing operations. They will use a variety of hand and power tools and apply knowledge of imperial and metric systems of measurement, as appropriate. Students will develop an awareness of environmental and societal issues related to construction technology, and will explore secondary and postsecondary pathways leading to careers in the industry. | None | Technological Education (gov.on.ca) |

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| Green Industries | THJ20 | Grade 10 Open | This course introduces students to the various sectors of the green industries: agriculture, forestry, horticulture, floristry, and landscaping. Using materials, processes, and techniques commonly employed in these industries, students will participate in a number of hands on projects that may include plant or animal propagation; production, maintenance, and harvesting activities; the development of floral or landscaping designs; and/or related construction activities. Students will also develop an awareness of environmental and societal issues related to green industry activities, learn about safe and healthy working practices, and explore secondary and postsecondary education and training pathways and career opportunities in the various industry sectors. | None | Technological Education (gov.on.ca) |
| Hairstyling and Aesthetics | TXJ20 | Grade 10 Open | This course presents hairstyling, make-up, and nail care techniques from a salon/spa perspective. Using materials, processes, and techniques used in the industry, students learn fundamental skills in hairstyling, giving manicures and facials, and providing hair/scalp analyses and treatments. Students will also consider related environmental and societal issues, and will explore secondary and postsecondary pathways leading to careers in the field of hairstyling and aesthetics. | None | Technological Education (gov.on.ca) |
| Health Care | TPJ20 | Grade 10 Open | This course introduces students to personal health promotion, child and adolescent health concerns, and a variety of medical services, treatments, and technologies. Students will become familiar with various instruments and equipment and will learn about human anatomy, organs, and body chemistry, as well as the effects that lifestyle choices can have on personal well-being. They will plan recreational activities for youth, perform a dietary analysis, and evaluate health care practices. Students will develop an awareness of environmental and societal issues related to health care, and will explore secondary and postsecondary pathways leading to careers in the field. | None | Technological Education (gov.on.ca) |
| Hospitality and Tourism | TFJ20 | Grade 10 Open | This course provides students with opportunities to explore different areas of hospitality and tourism, as reflected in the various sectors of the tourism industry, with an emphasis on food service. Students will study culinary techniques of food handling and preparation, health and safety standards, the use of tools and equipment, the origins of foods, and event planning, and will learn about tourism attractions across Ontario. Students will develop an awareness of related environmental and societal issues, and will explore secondary and postsecondary pathways leading to careers in the tourism industry. | None | Technological Education (gov.on.ca) |
| Manufacturing Technology | TMJ20 | Grade 10 Open | This course introduces students to the manufacturing industry by giving them an opportunity to design and fabricate products using a variety of | None | Technological Education |

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| | | | | processes, tools, and equipment. Students will learn about technical drawing, properties and preparation of materials, and manufacturing techniques. Student projects may include a robotic challenge, a design challenge, or a fabrication project involving processes such as machining, welding, vacuum forming, or injection moulding. Students will develop an awareness of environmental and societal issues related to manufacturing, and will learn about secondary and postsecondary pathways leading to careers in the industry. | | (gov.on.ca) |
| Technological Design | TDJ20 | Grade 10 Open | | This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design, and will learn about secondary and postsecondary education and training leading to careers in the field. | None | Technological Education (gov.on.ca) |
| Transportation Technology | TTJ20 | Grade 10 Open | | This course introduces students to the service and maintenance of vehicles, aircraft, and/or watercraft. Students will develop knowledge and skills related to the construction and operation of vehicle/craft systems and learn maintenance and repair techniques. Student projects may include the construction of a self-propelled vehicle or craft, engine service, tire/wheel service, electrical/battery service, and proper body care. Students will develop an awareness of related environmental and societal issues, and will explore secondary and postsecondary pathways leading to careers in the transportation industry. | None | Technological Education (gov.on.ca) |
| Communications Technology | TGJ3M | Grade 11 University/College Preparation | | This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues, and will explore college and university programs and career opportunities in the various communications technology fields. | None | Technological Education (gov.on.ca) |
| Communications Technology: Broadcast and | TGJ30 | Grade 11 Open | | This course enables students to develop knowledge and skills in the areas of graphic communication, printing and publishing, audio and video production, and broadcast journalism. Students will work both | None | Technological Education (gov.on.ca) |

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| Print and Production | | | independently and as part of a production team to design and produce media products in a project-driven environment. Practical projects may include the making of signs, yearbooks, video and/or audio productions, newscasts, and documentaries. Students will also develop an awareness of related environmental and societal issues, and will explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields. | | |
| Computer Engineering Technology | TEJ3M | Grade 11 University/College Preparation | This course examines computer systems and control of external devices. Students will assemble computers and small networks by installing and configuring appropriate hardware and software. Students will develop knowledge and skills in electronics, robotics, programming, and networks, and will build systems that use computer programs and interfaces to control and/or respond to external devices. Students will develop an awareness of related environmental and societal issues, and will learn about college and university programs leading to careers in computer technology. | None | Technological Education (gov.on.ca) |
| Computer Technology | TEJ3E | Grade 11 Workplace Preparation | This course enables students to develop knowledge and skills related to computer hardware, networks, operating systems, and other software. Students will use utility and application software, and learn proper procedures for installing, maintaining, and troubleshooting computer systems and networks. Students will develop an awareness of environmental and societal issues related to the use of computers, and will learn about apprenticeships and other employment opportunities in the field of computer technology that they may choose to pursue after graduation. | None | Technological Education (gov.on.ca) |
| Construction Engineering Technology | TCJ3C | Grade 11 College Preparation | This course focuses on the development of knowledge and skills related to residential construction. Students will gain hands-on experience using a variety of construction materials, processes, tools, and equipment; learn about building design and planning construction projects; create and interpret working drawings and sections; and learn how the Ontario Building Code and other regulations and standards apply to construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and will explore career opportunities in the field. | None | Technological Education (gov.on.ca) |
| Construction Technology | TCJ3E | Grade 11 Workplace Preparation | This course enables students to develop technical knowledge and skills related to carpentry, masonry, electrical systems, heating and cooling, and plumbing for residential construction. Students will gain hands-on experience using a variety of materials, processes, tools, and equipment to design, lay out, and build projects. They will create and read technical | None | Technological Education (gov.on.ca) |

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| | | | | drawings, learn construction terminology, interpret building codes and regulations, and apply mathematical skills as they develop construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and will explore postsecondary and career opportunities in the field | | |
| Custom Woodworking | TWJ3E | Grade 11 Workplace Preparation | | This course enables students to develop knowledge and skills related to cabinet making and furniture making. Students will gain practical experience using a variety of the materials, tools, equipment, and joinery techniques associated with custom woodworking. Students will learn to create and interpret technical drawings and will plan, design, and fabricate projects. They will also develop an awareness of environmental and societal issues related to the woodworking industry, and will explore apprenticeships, postsecondary training, and career opportunities in the field that may be pursued directly after graduation. | None | Technological Education (gov.on.ca) |
| Green Industries | THJ3M | Grade 11 University/ College Preparation | | This course enables students to develop knowledge and skills related to agriculture, forestry, horticulture, and landscaping. Students will study the identification, growth, and management of plants and animals and develop process, design, and management skills required in the green industries. Students will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and they will explore postsecondary education programs and career opportunities | None | Technological Education (gov.on.ca) |
| Hairstyling and Aesthetics | TXJ3E | Grade 11 Workplace Preparation | | This course enables students to develop knowledge and skills in cosmetology and offers a variety of applications that will equip students to provide services for a diverse clientele. Students will identify trends in the hairstyling and aesthetics industry, learn about related health and safety laws, and expand their communication and interpersonal skills through interactions with peers and clients. Students will also consider environmental and societal issues related to the industry, and will acquire a more detailed knowledge of apprenticeships and direct-entry work positions. | None | Technological Education (gov.on.ca) |
| Health Care | TPJ3M | Grade 11 University/ College Preparation | | This course enables students to develop their understanding of basic health care procedures, including the safe use of appropriate instruments, equipment, and materials. Students will focus on health care fundamentals, including the anatomical features and physiology of the major body systems and the factors that affect homeostasis in the human body. Students will develop an awareness of health and safety issues in the health care field, analyse environmental and societal issues related to health care, and learn about professional practice standards and career | None | Technological Education (gov.on.ca) |

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| | | | | opportunities in the field. | | |
| Health Care | TPJ3C | Grade 11 College Preparation | This course enables students to develop their understanding of basic health care procedures, including the safe use of appropriate instruments, equipment, and materials. Students will focus on health care fundamentals, including health care terminology and the anatomical features and physiology of some major body systems. Students will develop an awareness of health and safety issues in the health care field, environmental and societal issues related to health care, professional practice standards, and career opportunities in the field. | None | Technological Education (gov.on.ca) | |
| Hospitality and Tourism | TFJ3C | Grade 11 College Preparation | This course enables students to develop or expand knowledge and skills related to hospitality and tourism, as reflected in the various sectors of the tourism industry. Students will learn about preparing and presenting food, evaluating facilities, controlling inventory, and marketing and managing events and activities, and they will investigate customer service principles and the cultural and economic forces that drive tourism trends. Students will develop an awareness of health and safety standards, environmental and societal issues, and career opportunities in the tourism industry. | None | Technological Education (gov.on.ca) | |
| Hospitality and Tourism | TEF3E | Grade 11 Workplace Preparation | This course enables students to acquire knowledge and skills related to the food and beverage services sector of the tourism industry. Students will learn how to prepare, present, and serve food using a variety of tools and equipment, and will develop an understanding of the fundamentals of providing high-quality service to ensure customer satisfaction and the components of running a successful event or activity. Students will develop an awareness of health and safety practices, environmental and societal issues, and career opportunities in the food and beverage services sector. | None | Technological Education (gov.on.ca) | |
| Manufacturing Technology | TMJ3C | Grade 11 College Preparation | This course enables students to develop knowledge and skills through hands-on, project-based learning. Students will acquire design, fabrication, and problem solving skills while using tools and equipment such as lathes, mills, welders, computer-aided machines, robots, and control systems. Students may have opportunities to obtain industry standard certification and training. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about pathways leading to careers in the industry. | None | Technological Education (gov.on.ca) | |
| Manufacturing Technology | TMJ3E | Grade 11 Workplace Preparation | This hands-on, project-based course is designed for students planning to enter an occupation or apprenticeship in manufacturing directly after graduation. Students will work on a variety of manufacturing projects, developing knowledge and skills in design, fabrication, and problem solving and using tools and equipment such as engine lathes, milling machines, and welding machines. In addition, students may have the opportunity to | None | Technological Education (gov.on.ca) | |

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| | | | | acquire industry-standard certification and training. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about secondary school pathways that lead to careers in the industry. | | |
| Technological Design | TDJ3M | Grade 11 University/ College Preparation | | This course examines how technological design is influenced by human, environmental, financial, and material requirements and resources. Students will research, design, build, and assess solutions that meet specific human needs, using working drawings and other communication methods to present their design ideas. They will develop an awareness of environmental, societal, and cultural issues related to technological design, and they will explore career opportunities in the field, as well as the college and/or university program requirements for them. | None | Technological Education (gov.on.ca) |
| Technological Design the Environment | TDJ3O | Grade 11 Open | | This course enables students to apply a systematic process for researching, designing, building, and assessing solutions to address specific human and environmental challenges. Through their work on various projects, students will explore broad themes that may include aspects of industrial design, mechanical design, architectural design, control system design, and/or apparel design. Students will develop an awareness of environmental and societal issues related to technological design, and they will learn about secondary and postsecondary pathways leading to careers in the field. | None | Technological Education (gov.on.ca) |
| Transportation Technology | TTJ3C | Grade 11 College Preparation | | This course enables students to develop technical knowledge and skills as they study, test, service, and repair engine, electrical, suspension, brake, and steering systems on vehicles, aircraft, and/or watercraft. Students will develop communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will develop an awareness of environmental and societal issues related to transportation, and they will learn about apprenticeship and college programs leading to careers in the transportation industry. | None | Technological Education (gov.on.ca) |
| Transportation Technology: Vehicle Ownership | TTJ3O | Grade 11 Open | | This general interest course enables students to become familiar with the options and features of various vehicles, issues of registration, and the legal requirements affecting vehicle owners. Students will also learn about vehicle financing and insurance, vehicle maintenance, emergency procedures, and the responsibilities of being a vehicle owner. Students will develop an awareness of environmental and societal issues related to vehicle ownership and use, and will explore career opportunities in the transportation industry. | None | Technological Education (gov.on.ca) |

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| Manufacturing Engineering Technology, Grade 11/12 | TMJ3M | Grade 11/12, University/ College Preparation | This course enables students to develop knowledge and skills related to design, process planning, control systems, and quality assurance. Students will use a broad range of tools and equipment and will combine modern manufacturing techniques and processes with computer-aided manufacturing as they develop critical decision making, problem solving, and project management skills. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about pathways leading to careers in the industry. | None | The Ontario Curriculum, Grades 11 and 12: Technological Education, 2009 (revised) (gov.on.ca) |
| Communications Technology, Grade 12 | TGJ4M | Grade 12, University/ College Preparation | This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology, and they will investigate career opportunities and challenges in a rapidly changing technological environment. | Communications Technology, Grade 11, University/College Preparation | The Ontario Curriculum, Grades 11 and 12: Technological Education, 2009 (revised) (gov.on.ca) |
| Communications Technology: Digital Imagery and Web Design, Grade 12 | TGJ4O | Grade 12, Open | This course enables students to develop knowledge and skills in the areas of photography, digital imaging, animation, 3D modelling, and web design. Students will work both independently and as part of a production team to design and produce media products in a project-driven environment. Practical projects may include photo galleries, digital images, animations, 3D models, and websites. Students will also expand their awareness of environmental and societal issues related to communications technology, and they will explore postsecondary education, training, and career opportunities | None | The Ontario Curriculum, Grades 11 and 12: Technological Education, 2009 (revised) (gov.on.ca) |
| Computer Engineering Technology, Grade 12 | TEJ4M | Grade 12, University/ College Preparation | This course extends students' understanding of computer systems and computer interfacing with external devices. Students will assemble computer systems by installing and configuring appropriate hardware and software, and will learn more about fundamental concepts of electronics, robotics, programming, and networks. Students will examine related environmental and societal issues, and will explore postsecondary pathways leading to careers in computer technology | Computer Engineering Technology, Grade 11, University/College Preparation | The Ontario Curriculum, Grades 11 and 12: Technological Education, 2009 (revised) (gov.on.ca) |
| Computer Technology, Grade 12 | TEJ4E | Grade 12, Workplace Preparation | This course enables students to further develop their practical understanding of computer hardware, software, networks, and operating systems. Students will use utility and application software, and will follow proper procedures for installing, maintaining, and troubleshooting computer systems and networks. In addition to demonstrating an understanding of the ethical use and environmental effects of computers, | Computer Technology, Grade 11, Workplace Preparation | The Ontario Curriculum, Grades 11 and 12: Technological Education, 2009 (revised) (gov.on.ca) |

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| | | | | students will develop marketable skills and assess career opportunities in the field. | | (gov.on.ca) |
| Construction Engineering Technology, Grade 12 | TCJ4C | Grade 12, College Preparation | This course enables students to further develop knowledge and skills related to residential construction and to explore light commercial construction. Students will gain hands on experience using a variety of materials, processes, tools, and equipment, and they will learn more about building design and project planning. They will continue to create and interpret construction drawings and will extend their knowledge of construction terminology and of relevant building codes and regulations, as well as health and safety standards and practices. Students will also focus on environmental and societal issues related to construction engineering technology, and they will explore career opportunities in the field. | Construction Engineering Technology, Grade 11, College Preparation | The Ontario Curriculum, Grades 11 and 12: Technological Education, 2009 (revised) (gov.on.ca) | |
| Construction Technology, Grade 12 | TCJ4E | Grade 12, Workplace Preparation | This course enables students to further develop technical knowledge and skills related to residential construction and to explore light commercial construction. Students will continue to gain hands-on experience using a variety of materials, processes, tools, and equipment; create and interpret construction drawings; and learn more about building design and project planning. They will expand their knowledge of terminology, codes and regulations, and health and safety standards related to residential and light commercial construction. Students will also expand their awareness of environmental and societal issues related to construction technology, and will explore entrepreneurship and career opportunities in the industry that may be pursued directly after graduation | Construction Technology, Grade 11, Workplace Preparation | The Ontario Curriculum, Grades 11 and 12: Technological Education, 2009 (revised) (gov.on.ca) | |
| Custom Woodworking, Grade 12 | TWJ4E | Grade 12, Workplace Preparation | This course enables students to further develop knowledge and skills related to the planning, design, and construction of residential and/or commercial cabinets and furniture. Students will gain further experience in the safe use of common woodworking materials, tools, equipment, finishes, and hardware, and they will learn about the entrepreneurial skills needed to establish and operate a custom woodworking business. Students will also expand their awareness of health and safety issues and environmental and societal issues related to woodworking, and will explore career opportunities that may be pursued directly after graduation. | Custom Woodworking, Grade 11, Workplace Preparation | The Ontario Curriculum, Grades 11 and 12: Technological Education, 2009 (revised) (gov.on.ca) | |
| Green Industries, Grade 12 | THJ4M | Grade 12, University/College Preparation | This course focuses on more complex concepts and skills related to the green industries. Students will focus on developing process skills, design and management techniques, and ways of enhancing environmental sustainability. They will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and explore career opportunities. The knowledge and skills acquired in this course will prepare students for more | Green Industries, Grade 11, University/College Preparation | The Ontario Curriculum, Grades 11 and 12: Technological Education, 2009 (revised) (gov.on.ca) | |

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| | | | specialized studies at the college- and university-level. | | |
| Green Industries, Grade 12 | THJ4E | Grade 12, Workplace Preparation | This course enables students to gain further experience with a variety of industry procedures and operations and to acquire additional industry-specific skills. Students will study more complex processes, develop more advanced design and maintenance skills, and explore ways of enhancing environmental sustainability. They will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and explore career opportunities in the various industries. The knowledge and skills acquired in this course will prepare students for the workplace and apprenticeship training. | Green Industries, Grade 11, Workplace Preparation | The Ontario Curriculum, Grades 11 and 12: Technological Education, 2009 (revised) (gov.on.ca) |
| Hairstyling and Aesthetics, Grade 12 | TXJ4E | Grade 12, Workplace Preparation | This course enables students to develop increased proficiency in a wide range of hairstyling and aesthetics services. Working in a salon/spa team environment, students will strengthen their fundamental cosmetology skills and develop an understanding of common business practices and strategies in the salon/spa industry. Students will also expand their understanding of environmental and societal issues and their knowledge of postsecondary destinations in the hairstyling and aesthetics industry. | Hairstyling and Aesthetics, Grade 11, Workplace Preparation | The Ontario Curriculum, Grades 11 and 12: Technological Education, 2009 (revised) (gov.on.ca) |
| Health Care, Grade 12 | TPJ4M | Grade 12, University/ College Preparation | This course focuses on the development of a range of skills needed to analyse and interpret clinical findings. Students will learn about accepted health care practices and demonstrate an understanding of basic procedures and the use of appropriate instruments and equipment. They will acquire an understanding of basic concepts related to the function of the human immune system and explore the relationship between pathology and disease prevention and treatment. Students will expand their awareness of workers' health and safety issues, analyse environmental and societal issues related to health care, and further explore professional practice standards and postsecondary destinations in the field. | Health Care, Grade 11, University/Co llege Preparation | The Ontario Curriculum, Grades 11 and 12: Technological Education, 2009 (revised) (gov.on.ca) |
| Health Care, Grade 12 | TPJ4C | Grade 12, College Preparation | This course focuses on the development of clinical skills needed to assess general health status. Students will learn about accepted health care practices, demonstrate an understanding of some basic procedures, and the use of appropriate instruments and equipment. They will identify the characteristics of the human immune system and learn about pathology and disease prevention and treatment. Students will expand their awareness of workers' health and safety issues, environmental and societal issues related to health care, professional practice standards, and postsecondary destinations in the field. | Health Care, Grade 11, College Preparation | The Ontario Curriculum, Grades 11 and 12: Technological Education, 2009 (revised) (gov.on.ca) |

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| Child Development and Gerontology, Grade 12 | TOJ4C | Grade 12, College Preparation | This course enables students to examine the stages of child development and the aging process. Students will study the processes of disease and factors contributing to health and well-being in early and later life, and will develop skills required to meet the needs of children and older adults (care skills). Students will also learn about legislation governing the care of children and older adults; evaluate social and recreational activities, programs, and services for improving quality of life; and develop an awareness of health and safety issues, environmental and social issues, and career opportunities related to child care and gerontology. | None | The Ontario Curriculum, Grades 11 and 12: Technological Education, 2009 (revised) (gov.on.ca) |
| Health Care: Support Services, Grade 12 | TPJ4E | Grade 12, Workplace Preparation | This course enables students to develop the basic skills needed for careers in a range of health care support services. Students will practise and apply a variety of clinical procedures and infection control skills as they learn about principles of infection control, service excellence, and the nature of the health care industry. Students will also investigate workers' health and safety issues, environmental and societal issues related to health care, and career opportunities in the field. | None | The Ontario Curriculum, Grades 11 and 12: Technological Education, 2009 (revised) (gov.on.ca) |
| Hospitality and Tourism, Grade 12 | TFJ4C | Grade 12, College Preparation | This course enables students to further develop knowledge and skills related to the various sectors of the tourism industry. Students will demonstrate advanced food preparation and presentation skills; increase health and wellness knowledge; develop tourism administration and management skills; design and implement a variety of events or activities; and investigate principles and procedures that contribute to high-quality customer service. Students will expand their awareness of health and safety issues, environmental and societal issues, and career opportunities in the tourism industry. | Hospitality and Tourism, Grade 11, College Preparation | The Ontario Curriculum, Grades 11 and 12: Technological Education, 2009 (revised) (gov.on.ca) |
| Hospitality and Tourism, Grade 12 | TFJ4E | Grade 12, Workplace Preparation | This course enables students to further develop knowledge and skills related to the food and beverage services sector of the tourism industry. Students will demonstrate proficiency in using food preparation and presentation tools and equipment; plan nutritious menus, create recipes, and prepare and present finished food products; develop customer service skills; and explore event and activity planning. Students will expand their awareness of health and safety practices, environmental and societal issues, and career opportunities in the food and beverage services sector. | Hospitality and Tourism, Grade 11, Workplace Preparation | The Ontario Curriculum, Grades 11 and 12: Technological Education, 2009 (revised) (gov.on.ca) |
| Manufacturing Engineering Technology, Grade 12 | TMJ4M | Grade 12, University/College Preparation | This course enables students to further develop knowledge and skills related to design, process planning, control systems, project management, quality assurance, and business operations. Students will use a broad range of tools and equipment, enhance their skills in computer aided design, and collaborate in managing a project. Students will critically analyse and solve complex problems involved in manufacturing products. Students will | Manufacturing Engineering Technology, Grade 11, University/College | The Ontario Curriculum, Grades 11 and 12: Technological Education, 2009 (revised) (gov.on.ca) |

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| | | | | expand their awareness of environmental and societal issues and of career opportunities in the manufacturing industry. | llege Preparation | (gov.on.ca) |
| Manufacturing Technology, Grade 12 | TMJ4C | Grade 12, College Preparation | This course enables students to further develop knowledge and skills related to machining, welding, print reading, computer numerical control (CNC), robotics, and design. Students will develop proficiency in using mechanical, pneumatic, electronic, and computer control systems in a project-based learning environment and may have opportunities to obtain industry standard training and certification. Students will expand their awareness of environmental and societal issues and career opportunities in the manufacturing industry. | Manufacturing Technology, Grade 11, College Preparation | The Ontario Curriculum, Grades 11 and 12: Technological Education, 2009 (revised) (gov.on.ca) | |
| Manufacturing Technology, Grade 12 | TMJ4E | Grade 12, Workplace Preparation | This project-driven, hands-on course builds on students' experiences in manufacturing technology. Students will further develop knowledge and skills related to the use of engine lathes, milling machines, welding machines, and other tools and equipment as they design and fabricate solutions to a variety of technological challenges in manufacturing. Students may also have opportunities to acquire industry standard training and certification. Students will expand their awareness of environmental and societal issues and of career opportunities in the manufacturing industry. | Manufacturing Technology, Grade 11, Workplace Preparation | The Ontario Curriculum, Grades 11 and 12: Technological Education, 2009 (revised) (gov.on.ca) | |
| Technological Design, Grade 12 | TDJ4M | Grade 12, University/College Preparation | This course introduces students to the fundamentals of design advocacy and marketing, while building on their design skills and their knowledge of professional design practices. Students will apply a systematic design process to research, design, build, and assess solutions that meet specific human needs, using illustrations, presentation drawings, and other communication methods to present their designs. Students will enhance their problem solving and communication skills, and will explore career opportunities and the postsecondary education and training requirements for them | Technological Design, Grade 11, University/College Preparation | The Ontario Curriculum, Grades 11 and 12: Technological Education, 2009 (revised) (gov.on.ca) | |
| Technological Design in the Twenty-first Century, Grade 12 | TDJ4O | Grade 12, Open | This course focuses on the relationship between society and technological development. Students will use appropriate tools, techniques, and strategies to research, design, build, and assess prototypes for products and/or processes that respond to society's changing needs. Students will describe how social factors, including culture, media, politics, religion, and environmental concerns, influence technological design. Students will also learn about professional practices in the field, and will research postsecondary pathways leading to careers related to technological design. | None | The Ontario Curriculum, Grades 11 and 12: Technological Education, 2009 (revised) (gov.on.ca) | |
| Transportation Technology, Grade 12 | TTJ4C | Grade 12, College Preparation | This course enables students to further develop technical knowledge and skills as they study, test, service, and repair engine management systems; powertrains; steering/control, suspension, brake, and body systems on | Transportation Technology, Grade 11, | The Ontario Curriculum, Grades 11 and 12: | |

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| | | | vehicles, aircraft, and/or watercraft; and/or small engine products. Students will refine communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will expand their awareness of environmental and societal issues related to transportation and their knowledge of apprenticeship and college programs leading to careers in the transportation industry | College Preparation | Technological Education, 2009 (revised) (gov.on.ca) |
| Transportation Technology: Vehicle Maintenance, Grade 12 | TTJ4E | Grade 12, Workplace Preparation | This course introduces students to the servicing, repair, and maintenance of vehicles through practical applications. The course is appropriate for all students as a general interest course to prepare them for future vehicle operation, care, and maintenance or for entry into an apprenticeship in the motive power trades. Students will develop an awareness of environmental and societal issues related to transportation, and they will learn about careers in the transportation industry and the skills and training required for them. | None | The Ontario Curriculum, Grades 11 and 12: Technological Education, 2009 (revised) (gov.on.ca) |
| Cooperative Education (2018) — Cooperative Education Linked to a Related Course (or Courses) * | | Grade 11 and Grade 12 | This course consists of a learning experience connected to a community and a cooperative education curriculum that incorporates relevant expectations from the student’s related course (or courses). Students will develop skills, knowledge, and habits of mind that will support them in their learning, including their education and career/life planning, at school and beyond, today and in the future. Within the context of their experience connected to a community, students will apply, extend, and refine skills and knowledge acquired in their related course or courses and will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being. They will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives. | None | THE ONTARIO CURRICULUM, GRADES 11 AND 12 Cooperative Education (gov.on.ca) |
| Cooperative Education (2018): Creating Opportunities through Co-op | DC030 | Grade 11 | This course consists of a learning experience connected to a community and a cooperative education curriculum focused on developing skills, knowledge, and habits of mind that will support students in their learning, including their education and career/life planning, at school and beyond, today and in the future. Within the context of their experience connected to a community, students will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being and that will strengthen their inquiry, decision-making, and leadership skills. Students will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives. | None | THE ONTARIO CURRICULUM, GRADES 11 AND 12 Cooperative Education (gov.on.ca) |

2.16 Other Courses

| P/T | Course Name | Course Code | Grade/ Level | Description | Prerequisite | Link |
|---------|---------------------------|--------------|----------------------------------|--|--|---|
| Ontario | Interdisciplinary Studies | IDC30/IDP 30 | Grade 11 | This course will help students combine the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Through individual and collaborative inquiry and research, students will analyse the connections among diverse subjects and disciplines; develop information literacy skills in analysing, selecting, evaluating, and communicating information; and become aware of a variety of resources and viewpoints on contemporary issues. They will also examine their own learning styles, relate their inquiries and research to real-life situations, and investigate career opportunities in new disciplines. | for IDC30, none; for IDP30, the prerequisite for each of the courses in the package | interdisciplinary1112curr.pdf (gov.on.ca) |
| Ontario | Interdisciplinary Studies | IDC4U/IDP 4U | Grade 12, University Preparation | This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyse historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge. | for IDC4U, any university or university/college preparation course; for IDP4U, the prerequisite for each of the courses in the package | interdisciplinary1112curr.pdf (gov.on.ca) |
| Ontario | Interdisciplinary Studies | IDC4O/IDP 4O | Grade 12 Open | This course emphasizes the development of practical skills and knowledge to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Through individual and collaborative inquiry and research into contemporary issues, real-life situations, and careers, students will apply the principles and skills derived from the complementary subjects and disciplines studied, evaluate the reliability of information, and examine how information technology can be used safely, effectively, and legally. They will also learn how to select strategies to define problems, research alternative solutions, assess their thinking in reaching decisions, and adapt to change as they acquire new knowledge | for IDC4O, none; for IDP4O, the prerequisite for each of the courses in the package | interdisciplinary1112curr.pdf (gov.on.ca) |

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