**Virtual High School Ontario Diploma Program**

**Required Course Guide**

**Courses to be taken in grades 9 and 10:**

* **English 9, English 10**
* **Math Fundamentals 9 and 10**
* **Science 9, Science 10**
* **Geography**
* **Canadian History Since WWI**
* **Healthy Active Living**
* **Information and Communication Technology in Business**
* **Integrated Arts**
* **Career Studies**
* **Civics and Citizenship**
* **Foreign Language (2 years of the same language) Keystone\***

**\*All courses delivered by SKI instructors, except Keystone Languages**

**Geography: 1 credit/unit**

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.

* **What Is Geography?**
  + This unit offers an introduction to the types of tools geographers use and how those tools are utilized in the study of geography. Various steps of the inquiry process are explored in detail. The inquiry process is used throughout the unit to answer questions and explore the types of issues geographers seek to address.
* **Interactions in the Physical Environment**
  + This unit explores different geographic regions. The content offers in-depth descriptions of the landforms and climate regions and explains how these different regions were formed. The unit discusses how different regions influence the cultural and economic activities people practice today. It also explores how interactions between nations and the environment are producing new challenges at home and abroad.
* **Managing Resources and Industries**
  + This unit examines the connections between a nation’s geographic make-up, its resources, and their influences on industry and the economy. The content explores what might be the future of Canada’s economy and how the country can sustainably manage its resources. It reviews the different economic sectors before investigating their importance to the economy and how they are influenced by trade between countries.
* **Changing Populations**
  + This unit introduces the topic of demography. It examines the population of Canada and other nations and how the impact that a changing population has on the world. The unit offers investigations into population trends, migration, immigration, ageing populations, and urbanization. All topics are explored in relation to how they influence the balance of economic and social demands.
* **Livable Communities**
  + This unit explores the unique challenges posed by land use and development. It identifies various factors that influence land use and explains how they affect land use patterns. Topics such as urban growth, sustainability, and the management of developing communities are examined according to various case studies. Energy, transportation, and food systems are all studied in relation to sustainable, cost-effective growth and management.
* **Project**
  + The final project allows students to choose from a variety of different topics or issues to explore. Students will use the geographic inquiry process to generate an inquiry question that will guide their research. They will make use of a variety of geographic skills, concepts, terms, and content to help address their inquiry question. They will communicate their research findings in a written report.

**Course Standards**

|  |  |
| --- | --- |
| **A. Geographic Inquiry and Skill Development** | |
| A1 | **Geographic Inquiry**: use the geographic inquiry process and the concepts of geographic thinking when investigating issues relating to geography. |
| A2 | **Developing Transferable Skills**: apply in everyday contexts skills, including spatial technology skills, developed through the investigation of Canadian geography, and identify some careers in which a background in geography might be an asset |
| **B. Interactions in the Physical Environment** | |
| B1 | The Physical Environment and Human Activities: analyze various interactions between physical processes, phenomena, and events and human activities |
| B2 | **Interrelationships between Physical Systems, Processes, and Events**: analyze characteristics of various physical processes, phenomena, and events affecting nations and their interrelationship with global physical systems |
| B3 | **The Characteristics of Canada’s Natural Environment**: describe various characteristics of the natural environment and the spatial distribution of physical features in Canada, and explain the role of physical processes, phenomena, and events in shaping them |
| **C. Managing Canada’s Resources and Industries** | |
| C1 | **The Sustainability of Resources**: analyze impacts of resource policy, resource management, and consumer choices on resource sustainability |
| C2 | **The Development of Resources**: analyze issues related to the distribution, availability, and development of natural resources in Canada from a geographic perspective |
| C3 | **Industries and Economic Development**: assess the relative importance of different industrial sectors to the Canadian economy and Canada’s place in the global economy, and analyze factors that influence the location of industries in these sectors |
| **D. Changing Populations** | |
| D2 | **Immigration and Cultural Diversity**: describe the diversity of population, and assess some social, economic, political, and environmental implications of immigration and diversity |
| D3 | **Demographic Patterns and Trends**: analyze patterns of population settlement and various demographic characteristics of the population |
| **E. Livable Communities** | |
| E1 | **The Sustainability of Human Systems**: analyze issues relating to the sustainability of human systems |
| E2 | **Impacts of Urban Growth**: analyze impacts of urban growth |
| E3 | **Characteristics of Land Use**: analyze characteristics of land use in various communities, and explain how some factors influence land-use patterns |

**Canadian History Since WWI: 1 credit/unit**

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

* **1914-1918: First World War**
  + This unit discusses Canada’s role in the First World War, and how it contributed to Canadian identity. It will address the issues of Canadian sovereignty, French- English relations, and the Aboriginal contribution to the war effort. The unit will also examine how, during this period and because of the war, the economy, the status of women, and immigration policy all changed.
* **1918-1928: The Roaring Twenties?**
  + This unit will address the following questions: How did Canada exert and gain sovereignty during this period? Why is it significant that Canada’s sovereignty was recognized by other nations? How did the political climate of Canada change during this period of time? Why were these changes significant? How did the economic state of regions of Canada, Canada as a whole, and the world, influence events and attitudes in Canada during this time? How have Canadian attitudes towards human rights changed since the 1920s?
* **1929-1938: The Great Depression**
  + This unit examines the ways in which the Great Depression affected Canadians’ daily lives, as well as the changes in Canadian domestic and international policies. This period marks the rise of Socialism, the Cooperative Commonwealth Federation, and new social welfare policies. In keeping with the course’s larger themes, this unit also addresses the issue of Canadian identity and sovereignty with the introduction of the Statute of Westminster (1931).
* **1939-1945: Second World War**
  + The Second World War was a major turning point in Canadian (and World) history. WWII was the deadliest conflict in human history. This, in addition to the mass slaughter of civilians during this time, led to massive social, political, and economic changes in Canada, and throughout the world. International organizations were implemented to make sure atrocities, such as the Holocaust, would never occur again. Citizens felt entitled to more rights and a higher standard of living after what they had contributed to their country. This led to the formation of many human rights organizations, and the implementation of new social welfare policies.
* **1946-1967: Challenge and Change**
  + This unit examines in greater depth the social, political and cultural themes from the previous unit. During this era, racist policies were removed from immigration orders, the fight for equal pay for women began in earnest, and status Aboriginals were finally given the right to vote without having to give up being status Aboriginals. Refugees, once turned away from Canada’s borders, entered by the hundreds of thousands. However, despite these improvements to human rights, conflict continued. The Cold War started immediately after WWII between western capitalist democracies and eastern communist dictatorships, both sides testing nuclear bombs in Korea, Vietnam and elsewhere.
* **1968-1983: Canadian Identity**
  + This unit deals with the era in Canada that spans Trudeau’s time as Prime Minister (with an interlude in 1979 of Joe Clark’s premiership). It was a time when Québec nationalism turned to sovereigntism, when the West’s wealth grew rich through hard work in the oil fields, and when Acadians fought for access to the same services as their English compatriots. Canada was forever changed directly by Trudeau’s changes, like his policies on bilingualism, multiculturalism and environmentalism. The Charter of Rights and Freedoms, which Canadians celebrate and enjoy to this day, is also a legacy of Trudeau’s government. On the other hand, much of modern history can be seen as a reaction to Trudeau’s policies. The Québec referenda in 1980 and 1995 were held partly in response to Trudeau’s hardline federalism. Civil rights groups still debate his response to terrorism in 1970, and financial analysts still debate his attitude towards the country’s money.
* **1984-2012: Global Context**
  + This unit examines the theme of French-English relations with a discussion of the patriation of the constitution and the failure of the Meech Lake and Charlottetown accords, and the Québec referendum in 1995. It will also study the fall of the Berlin Wall in 1989, and the end of the Cold War. With only one super-power left in the world, politics became, in some ways, more complex. The European Union was born; Iraq became an enemy state to the West; Yugoslavia and Rwanda became notorious during periods of intense violence. Undoubtedly, the greatest sea change was the terrorist attack of September 11, 2001, and the world’s response to it, which continues to this day.
* **Project**
  + For this assignment, students will produce a virtual museum (digital or online) exhibit on a specific topic in Canadian history. The exhibit can be presented via website, blog, PowerPoint, Prezi presentation or another media form (to be approved by the student’s teacher).

**Course Standards**

|  |  |
| --- | --- |
| **A. Historical Inquiry and Skill Development** | |
| A1 | **Historical Inquiry**: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914 |
| A2 | **Developing Transferable Skills**: apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful |
| **B. Canada, 1914–1929** | |
| B1 | **Social, Economic, and Political Context**: describe some key social, economic, and political events, trends, and developments between 1914 and 1929, and assess their significance for different groups in Canada |
| B2 | **Communities, Conflict, and Cooperation**: analyze some key interactions within and between different communities in Canada, and between Canada and the international community, from 1914 to 1929, and how they affected Canadian society and politics |
| B3 | **Identity, Citizenship, and Heritage**: explain how various individuals, organizations, and specific social changes between 1914 and 1929 contributed to the development of identity, citizenship, and heritage in Canada |
| **C. Canada, 1929–1945** | |
| C1 | **Social, Economic, and Political Context**: describe some key social, economic, and political events, trends, and developments between 1929 and 1945, and assess their Impact on different groups in Canada |
| C2 | **Communities, Conflict, and Cooperation**: analyze some key interactions within and between communities in Canada, and between Canada and the international community, from 1929 to 1945, with a focus on key issues that affected these interactions and changes that resulted from them |
| C3 | **Identity, Citizenship, and Heritage**: explain how various individuals, groups, and events, including some major international events, contributed to the development of identity, citizenship, and heritage in Canada between 1929 and 1945 |
| **D. Canada, 1945–1982** | |
| D1 | **Social, Economic, and Political Context**: describe some key social, economic, and political events, trends, and developments in Canada between 1945 and 1982, and assess their significance for different groups in Canada |
| D2 | **Communities, Conflict, and Cooperation**: analyze some key experiences of and interactions between different communities in Canada, as well as interactions between Canada and the international community, from 1945 to 1982 and the changes that resulted from them |
| D3 | **Identity, Citizenship, and Heritage**: analyze how significant events, individuals, and groups, including Aboriginal peoples, Québécois, and immigrants, contributed to the development of identity, citizenship, and heritage in Canada between 1945 and 1982 |
| **E. Canada, 1982 to the Present** | |
| E1 | **Social, Economic, and Political Context**: describe some key social, economic, and political events, trends, and developments in Canada from 1982 to the present, and assess their significance for different groups in Canada |
| E2 | **Communities, Conflict, and Cooperation**: analyze some significant interactions within and between various communities in Canada, and between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions |
| E3 | **Identity, Citizenship, and Heritage**: analyze how various significant individuals, groups, organizations, and events, both national and international, have contributed to the development of identity, citizenship, and heritage in Canada from 1982 to the present |

**Healthy Active Living: 1 credit/unit**

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

* **Fit for Life**
  + In this unit, students will learn about the different aspects of fitness and how to integrate them into an exercise plan (minimum four weeks) that will lead to active and healthy living. Students will also learn how to use attributes, such as motivation and visualization, to help them achieve their health and fitness goals.
* **Healthy Eating**
  + In this unit, students will learn how to integrate healthy eating habits into their lives. Through the creation of a food plan, students will create healthy eating goals that will challenge their current conceptions of a healthy diet. Students will learn how to identify factors that influence their decisions about what to eat and understand that careful planning can help lead to a healthy lifestyle.
* **Mindfulness for Holistic Health**
  + In this unit, students will focus on their mental well-being with an emphasis on exploring mindfulness. Using a combination of physical activities and mindfulness techniques, students will learn about factors that tie emotional and mental well-being to their physical health. Through the use of case studies and self-reflection, students will learn how to identify issues with mental health and the appropriate responses.
* **Preparing for Emergency Situation**
  + In this unit, students will explore the different safety considerations for both the individual and others. Whether it is being proactive by undergoing a proper warm-up to ensure your body is ready for physical activity or learning how to perform CPR in an emergency, this unit will examine how we can be safe while being active.
* **Individual Activity Appreciation and Skill Development**
  + In this unit, students will explore three different games and activities that they can participate in on their own. The unit will focus on the principles of participation, movement skill development, activity-specific skill execution, and the different strategies required to be successful and increase the student’s overall enjoyment.
* **Human Health and Behavior**
  + In this unit, students will learn that environmental and social risk factors can affect their mental and physical well-being. Students will reflect on how the decisions they make impact their lives while learning how to remain resilient in the face of adversity.
  + The unit focuses on building healthy relationships and making good decisions based on the core values of the student to promote healthy and active living.

**COURSE STANDARDS**

|  |  |
| --- | --- |
| **A. Active Living** | |
| A1 | participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that can influence and support their participation in physical activity now and throughout their lives; |
| A2 | demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living; |
| A3 | demonstrate responsibility for their own safety and the safety of others as they participate in physical activities. |
| **B. Movement Competence: Skills, Concepts, and Strategies** | |
| B1 | perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities; |
| B2 | apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities. |
| **C. Healthy Living** | |
| C1 | demonstrate an understanding of factors that contribute to healthy development; |
| C2 | demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being; |
| C3 | demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviors affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being. |
| **D. Living Skills** | |
| D1 | use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living |
| D2 | use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living |
| D3 | communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living |
| D4 | apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members |
| D5 | use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analyzing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education |

**Information and Communication Technology in Business: 1 credit/unit**

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.

* **Basics of Computing**
  + This unit provides students with a strong foundation of knowledge on the history of computing, computer functionality, and proper ways to use a computer in a business setting. Topics include the parts of a computer, networking, graphical user interfaces, and storage options as well as ergonomics and health while using a computer. Knowing the basics of computing helps students understand the functionality of programs and computer features they will use throughout the remainder of the course. Ergonomics and health education teach students how to finish the course in a safe and healthy way. Students will have the opportunity to reflect on computer functionality.
* **Communication Modes**
  + Without communication, a business cannot operate on a daily basis. In today’s world, there are more methods of communication than ever before, including texting, emails, and chat software. While many people are familiar with different forms of communication, many do not know how to optimize their functionality and use them appropriately. In this unit, students will explore different forms of communication in detail and how to use them effectively and efficiently in a business setting. Particular attention is paid to creating emails, writing appropriate messages for a particular audience or purpose, and ethics in the workplace. Students will have opportunities to create appropriate messages for different situations as well as explore and analyze acceptable use policies in the workplace.
* **The Internet**
  + The internet is essential for business in today’s world, but a few decades ago, it did not exist. Businesses around the world very quickly became experts at networking and computing to keep up with colleagues and competitors alike. This unit explores how the internet changed over time, its impact on the business world, the ways in which devices connect to the internet, the role of service providers, the importance of internet security, and the infrastructure that makes the internet available. Students will have the opportunity to investigate how various internet-enabled devices are used differently in work and home environments.
* **Research**
  + The internet is a great tool, but it is not very useful in a business environment if it is not used effectively and efficiently. In this unit, students will learn how to optimize web searches, utilize browser features, evaluate electronic sources, and conduct market research. Students will have the opportunity to conduct their own market research and analyze websites for specific business purposes.
* **Websites in Business**
  + Electronic databases and websites are great for conducting research, but businesses also need to create their own websites for marketing and to share information. In this unit, students will be introduced to the traits of effective website design, creating websites for specific audiences and business types, and using features and content to attract customers and clientele. Students will have the opportunity to implement their newly gained knowledge by creating their own web pages.
* **Marketing in Business**
  + Technology has greatly altered how businesses advertise and present their brands or products. From websites to social media, knowing how to create an effective ad is incredibly important to the success of any business. In this unit, students will learn the basics of graphic design principles to create effective advertising with desktop publishing software and successful presentations communicating their brand or product’s purpose in the best possible way. Students will have the opportunity to apply their new skills by creating presentations reflecting real-world marketing situations.
* **Business Documents**
  + Computers are often at every desk in a business environment, and they are commonly used to create various documents essential to smoothly running a business. In this unit, students will learn how to use word processors, spreadsheet software, and database software to create effective and useful business documents. Students will also learn and practice effective business writing skills.
* **Privacy and Security in ICT**
  + Connecting to the internet is essential, but it can also be potentially dangerous for businesses. As a result, they need to protect their many documents and communications from several outside threats. In this unit, students will learn the ins and outs of privacy and security in ICT. Lessons focus on the threats businesses face, such as viruses, malware, and cyberbullying, as well as solutions to keep employees and employers safe from such threats. Through case studies, students will explore real-life security breaches of large and small businesses.
* **Legal and Ethical Issues in ICT**
  + ICT has allowed businesses to reach a world of potential markets, but this is not without its challenges. In this unit, students will learn about legal and ethical issues businesses encounter. Lessons focus on threats posed by sharing and finding information as well as how access to information or lack thereof affects individuals and society as a whole. Students will explore case studies on how limited access to ICT affects the success of businesses and industries in certain communities.
* **A Purposeful Portfolio**
  + In this unit, students will learn how a variety of ICT skills and competencies are required for employees in today’s workforce. Lessons focus on exploring the skills and competencies of a variety of careers in ICT and the pathways to obtain these positions. Students will also have the opportunity to explore their own skills and competencies and learn how to present them to potential employers.

**COURSE STANDARDS**

|  |  |
| --- | --- |
| **A. Digital Literacy** | |
| A1 | demonstrate an understanding of the terminology associated with information and communication technology; |
| A2 | demonstrate an understanding of the computer workstation environment; |
| A3 | manage electronic files and folders; |
| A4 | analyze options for accessing the Internet; |
| A5 | apply effective techniques when conducting electronic research. |
| **B. Productivity Software** | |
| B1 | use word processing software to create common business documents; |
| B2 | use spreadsheet software to perform a variety of tasks; |
| B3 | manage information, using database software. |
| **C. Design Software** | |
| C1 | use presentation software to create and deliver effective presentations; |
| C2 | use desktop publishing software to create publications; |
| C3 | demonstrate an understanding of the uses and design of effective websites, and develop their own web pages. |
| **D. Business Communications** | |
| D1 | demonstrate an understanding of the characteristics of effective business documents and communications; |
| D2 | use appropriate technology to facilitate effective communication; |
| D3 | maintain a portfolio of exemplary work that illustrates their skills in information and communication technology, including the ability to create effective business communications. |
| **E. Ethics and Issues in Information and Communication Technology** | |
| C1 | demonstrate an understanding of legal, social, and ethical issues relating to information and communication technology; |
| C2 | analyze privacy and security issues relating to information and communication technology; |
| C3 | assess the impact of information and communication technology on personal health and the environment. |

**Integrated Arts: 1 credit/unit**

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.

* **What is Art?**
  + In this unit students will be introduced to the four art disciplines that will be explored throughout the course. An introduction to some of the questions that surround the creative process, as well as a first look at the process of combining two or more art disciplines in an integrated way. This will provide the first opportunity for discussion. Students will finish the unit with a reflection on an integrated arts work. Assessment opportunities in this unit will include prompted discussion, process worksheets, written responses, artistic interpretations and peer reflection.
* **Art and You**
  + In this unit, students will begin working through the art disciplines of dance and visual arts. Students will work through the artistic elements of space, movement and rhythm in order to develop an understanding of language, conventions, history and technique. Assessment opportunities in this unit include artistic expression, peer reflection, personal reflection, written responses, historical reports, performance, process worksheets and a quiz. Students will complete this unit with a choice of an integrated arts work with written reflection.
* **Art and Us**
  + In this unit, students will explore the effect of art on culture and the effect of culture on art. Using the disciplines of drama and visual art, students will explore the artistic elements of value, character and tension. By the end of this unit, students will complete an integrated arts work based on their understanding of the works studied throughout the course. Assessment opportunities in this unit include written responses, performances and reflections, historical reports, discussions, artistic works, style analysis and a quiz.
* **Art and the World**
  + In this unit, students will explore the role of the arts outside of the classroom. Identifying career opportunities, the role of the environment in various works, and how community can work to create a culture of art will allow students to examine the practical uses of art disciplines. Students will work within the discipline of media arts to create a series of integrated projects which relate to the outside world. Assessment opportunities in this unit include an analysis of green art, written reflections, discussion, career graphic organizers, performances and reviews, written responses to articles and works, a quiz and multimedia creations.

**COURSE STANDARDS**

|  |  |
| --- | --- |
| **A. Creating and Presenting** | |
| A1 | **The Creative Process:** apply the creative process to create integrated art works/productions, individually and/or collaboratively; |
| A2 | **Elements and Principles:** apply key elements and principles from various arts disciplines when creating, modifying, and presenting art works, including integrated art works/productions; |
| A3 | **Tools, Techniques, and Technologies:** use a variety of tools, techniques, and technologies to create integrated art works/productions that communicate specific messages and demonstrate creativity; |
| A4 | **Presentation and Promotion:** present and promote art works, including integrated art works / productions, for a variety of purposes, using appropriate technologies and conventions. |
| **B. Reflecting, Responding, and Analysing** | |
| B1 | **The Critical Analysis Process:** demonstrate an understanding of the critical analysis process by applying it to study works from various arts disciplines as well as integrated art works/productions; |
| B2 | **The Function of the Arts in Society:** demonstrate an understanding of various functions of the arts in past and present societies; |
| B3 | **Values and Identity:** demonstrate an understanding of how creating, presenting, and analyzing art works has affected their understanding of personal, community, and cultural values and of Canadian identity; |
| B4 | **Connections Beyond the Classroom:** describe the types of skills developed through creating, presenting, and analyzing art works, including integrated art works/productions, and identify various opportunities to pursue artistic endeavors outside the classroom. |
| **C. Foundations** | |
| C1 | **Terminology:** demonstrate an understanding of, and use proper terminology when referring to, elements, principles, and other key concepts related to various arts disciplines; |
| C2 | **Contexts and Influences:** demonstrate an understanding of symbols and themes associated with art works produced by various cultures, and describe past and present influences on various arts disciplines; |
| C3 | **Conventions and Responsible Practices:** demonstrate an understanding of conventions and responsible practices associated with various arts disciplines, and apply these practices when creating, presenting, and experiencing art works. |

**Career Studies: .5 credit/unit**

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

* **Finding a Job**
  + Students already have a range of skills, interests and experiences that make them employable, the challenge is finding just the right match between their current profile and employment that is available. In this unit, students analyze current strengths and interests. They then discuss what strategies they might employ right now to become more competitive in the job market. Students discuss what to expect, in terms of their rights and responsibilities, if they get a job. Finally, students go through strategies for résumé and cover letter writing, approaching employers with or without job ads, interviewing, and other skills prerequisite to the job hunt.
* **Taking the Reins**
  + While students might be employable now, they might not yet be in a position to go after their dream career. That might take some more schooling, experience or other skills. Students are provided with an overview in this unit of a wide range of educational opportunities available to them beyond secondary school. Students discuss types of jobs available in a number of different sectors, and some of the professional organizations that regulate them. Then, students analyze one interesting possibility-that of entrepreneurship, or being their own boss.
* **Future Career**
  + Students now have a sense of their skills and interests, they have identified one or more careers that they might like to have in the future, and they’ve been presented with a variety of opportunities available to them after high school to get there. Where do they begin? This unit is about taking what students know about themselves and about what is available, and making a plan. The unit goes over planning a path for education, job experience, and acquiring skills that will make them competitive. They discuss the virtues of, and strategies for, networking both in person and on the web. Finally, there is a section all about the more realistic aspects of the job hunt-job futures analysis, what to do in the case of unemployment, and strategies for planning alternate career paths without compromising their primary goals.
* **Life After High School**
  + Students have worked out a plan for what they want to do throughout the course, but they need to consider how they will pay for it all. This unit goes through various methods of paying, saving, and budgeting for their future. It explores expenses they will face in their first year living on their own, post-secondary education costs, financial planning, sources of income, options for loans, bursaries, banking, and creating a post-secondary that will help them achieve their financial goals.

**COURSE STANDARDS**

|  |  |
| --- | --- |
| **A. Developing the Skills, Strategies, and Habits Needed to Succeed** | |
| A1 | demonstrate an understanding of the skills, strategies, and habits that can contribute to success in the pursuit of educational and career/life opportunities and in the achievement of a healthy school/life/work balance |
| A2 | apply various decision-making strategies to help them set goals, reflecting on and documenting their goal-setting process |
| **B. Exploring and Preparing for the World of Work** | |
| B1 | demonstrate an understanding, based on research, of a variety of local and global trends related to work and employment, including the effect some of those trends have had on workers’ rights and responsibilities and on the role of transferable skills in career development today |
| B2 | develop a personal profile based on an exploration of their interests, values, skills, strengths, and needs, and examine the range of factors that can influence their future education and career/life opportunities |
| B3 | taking their personal profile into account, explore, research, and identify a few postsecondary destinations of interest, whether in apprenticeship training, college, community living, university, or the workplace, and investigate the secondary school pathways that lead to those destinations |
| **C. Preparation for Transitions and Change** | |
| C1 | develop a plan for their first postsecondary year, whether in apprenticeship training, college, community living, university, or the workplace, and prepare a variety of materials for communicating their strengths and aspirations to prospective mentors, program administrators, employers, and/or investors |
| C2 | demonstrate an understanding of responsible management of financial resources and of services available to support their financial literacy as they prepare a budget for their first postsecondary year |

**Civics and Citizenship: .5 credit/unit**

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

* **Civics: Issues and Ideas**
  + Civics is the study of how people use politics, laws, words and actions to govern themselves. What is politics? What are laws? What is government? What do they all have to do with each other? This unit deals with the theory behind civics, defining and describing the origin of government, the different types of law, and the role of people in their creation and maintenance.
* **National Context: Canada/United States/St. Kitts and Nevis/Other**
  + With a solid understanding of what laws and governments are, we will next turn to the complex ways in which they are determined in a selected nation: federal, provincially and municipally. We will consider how things are now, and evaluate alternative approaches. We’ll pay special attention to how citizens help to make laws and governments work every day.
* **Global Context**
  + In this final unit, students consider some responses to challenges and changes around the globe. Students will evaluate Canada’s a number of international organizations. Finally, we’ll analyze what it means to be a global citizen in today’s world.

**Course Standards**

|  |  |
| --- | --- |
| **Political Inquiry and Skill Development** | |
| A1 | **Political Inquiry**: use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance |
| A2 | **Developing Transferable Skills**: apply in everyday contexts skills developed through investigations related to civics and citizenship education, and identify some careers in which civics and citizenship education might be an asset |
| **B. Civic Awareness** | |
| B1 | **Civic Issues, Democratic Values**: describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one’s position on civic issues |
| B2 | **Governance in Canada**: explain, with reference to a range of issues of civic importance, the roles and responsibilities of various institutions, structures, and figures in Canadian governance |
| B3 | **Rights and Responsibilities**: analyze key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected |
| **C. Civic Engagement and Action** | |
| C1 | **Civic Contributions**: analyze a variety of civic contributions, and ways in which people can contribute to the common good |
| C2 | **Inclusion and Participation**: assess ways in which people express their perspectives on issues of civic importance and how various perspectives, beliefs, and values are recognized and represented in communities in Canada |
| C3 | **Personal Action on Civic Issues**: analyze a civic issue of personal interest and develop a plan of action to address it |

**CORE COURSES:**

|  |  |  |
| --- | --- | --- |
| **ENGLISH** | **MATH** | **SCIENCE** |
| **9: ACADEMIC** ONLY  Short Story/Poetry  Shakespeare: *12th Night*  *Midsummer Night’s Dream*  *Taming of the Shrew*  Novel: TBA  Vocabulary/Test Prep  Media Studies: Research and Presentations | **9: ACADEMIC** ONLY  Linear Systems  Analytical Geometry  Algebraic Skills  Quadratic Functions  Quadratic Equations  Trigonometry | **9: ACADEMIC** ONLY  *Biology*: Sustainable Ecosystems  *Chemistry*: Atoms, Elements, and Compounds  *Physics*: Electricity  *Earth/Space*: Universe |
| **10: ACADEMIC** ONLY  Short Story  Poetry  Novel: *Things Fall Apart*  Shakespeare: *Macbeth* | **10: ACADEMIC** ONLY  Linear Systems  Analytical Geometry  Algebraic Skills  Quadratic Functions  Quadratic Equations  Trigonometry | **10: ACADEMIC** ONLY  *Bio*: Tissues/Organs/Systems of Living Things  *Chem*: Chemical Reactions  *Earth/Space*: Climate  *Physics*: Light/Optics |
| **11: ACADEMIC** LEVEL  Communication Skills  Poetry  Novel: *Anthem* and *Frankenstein*  **11: APPLIED** LEVEL  Applied English 11 | **11: ACADEMIC –** *Functions*  Exploring Functions  Characteristics  Exponential  Discrete  Trigonometry/Graphs  **11: APPLIED** LEVEL  *Mathematics for College*  *Functions/Applications* | **11: ACADEMIC** LEVEL  Biology I  Chemistry I  Physics I |
| **12: ACADEMIC** LEVEL  Novel: *1984* OR *Mr. Pip*  Shakespeare: *Hamlet*  Oral Communication  Media Awareness  **12: APPLIED** LEVEL  Applied English 12 | **12: ACADEMIC** LEVEL  *Advanced Functions*  *Mathematics of Data Management*  **12: APPLIED** LEVEL  Foundations of College Math  Mathematics for College Technology | **12: ACADEMIC** LEVEL  Biology II  Chemistry II  Physics II  **12: APPLIED** LEVEL  *Issues in Science*  *Basic Physics* |
| **Electives**:  *Studies in Literature*  *The Writer’s Craft*  *American Literature* | **Electives**:  *Calculus/Vectors*  *Data Management* |  |

**Social Studies/History**

|  |  |  |
| --- | --- | --- |
| **11**   * *American History* (VHS/K12) * *World History: to 1600* | **12**  *World History Since 1600* | **Electives**   * *World Issues in Geography* * *Canada Identity and Culture* * *Analysis of Current Economic Issues* * *Canadian and International Politics* |

**VHS ELECTIVES: (some courses require prerequisites)**

Challenge and Change in Society

Philosophy: The Big Questions

Philosophy: Questions and Theories

Introduction to Computer Science

Computer Science 12

Data Science

Health for Life

Introduction to Kinesiology

Nutrition and Health

Introduction to Business

Financial Accounting Fundamentals

International Business Fundamentals

Media Studies

Designing Your Future

**Descriptions and standards for each course can be found on the VHS Ontario website.**