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CONTENTS

<u>THE SECONDARY SCHOOL PROGRAM</u>	
A) COURSES.....	1
B) COURSE CODES - WHAT DO THEY SAY?	2
i) Grade.....	2
ii) What Does 'Level' Mean?	2
iii) What is a Credit?	3
C) DIPLOMAS AND DIPLOMA REQUIREMENTS	3
D) RECOMMENDED PRE-REQUISITE COURSES	5
E) FRENCH LANGUAGE INSTRUCTION FOR SECONDARY SCHOOL STUDENTS	5
F) FLEXIBLE SCHOOL BOUNDARIES	6
G) SAVE A YEAR PLAN	6
H) PARENT AND STUDENT'S RIGHTS	6
I) SEMESTERED PROGRAMS	6
J) INDEC (INDIVIDUAL EDUCATION CENTRE)	6
K) MINISTRY OF EDUCATION CORRESPONDENCE COURSES	6-7
L) DENTAL ASSISTANT'S COURSE	7
M) APPLIED AND VISUAL ART	7
COUNSELLING SERVICES AT PORT CREDIT	7-7a
FLOW CHARTS	7a-10
 <u>YEAR ONE COURSES OF STUDY (GRADE 9)</u>	
ART	11
BUSINESS EDUCATION	11
ENGLISH	11-12
FAMILY STUDIES: HOME ECONOMICS	12
GEOGRAPHY	12-13
HISTORY	13-14
MATHEMATICS	14-15
MODERN LANGUAGES	15
MUSIC	15-17
PHYSICAL EDUCATION	17
SCIENCE	18
TECHNICAL STUDIES	18-19
 <u>YEAR TWO TO FIVE COURSES OF STUDY (GRADE 10 TO GRADE 13)</u>	
ART	20-22
BUSINESS EDUCATION	22-26
ENGLISH	27-29
FILM ARTS	29
THEATRE ARTS	30
FAMILY STUDIES (HOME ECONOMICS)	31-33
GEOGRAPHY	33-36
HISTORY AND SOCIAL SCIENCES	36-39
LANGUAGES - CLASSICS	39
- MODERNS	40-42
MATHEMATICS	42-44
MUSIC	44-48
PHYSICAL EDUCATION	48-50
SCIENCE	50-52
TECHNICAL STUDIES	53-61

THE SECONDARY SCHOOL PROGRAMME

A) COURSES

The courses offered at Port Credit Secondary School are grouped into four areas of study which broadly defined, is a grouping of subjects into an area of knowledge and enquiry. In order to ensure adequate breadth in a student's programme a minimum of three credits must be taken from each of the four areas of study. The remaining 15 credits to make up the 27 required for the Ontario Secondary School Graduation Diploma may be taken from any of the four areas of study.

The four areas of study are:

Communications: Studies concerned with interchange of thought and modes of human expression. Subjects included in this area are English, French, German, Latin, Shorthand, Office Practice, and Typing.

Social and Environmental Studies: Studies primarily concerned with man's unique nature and his interaction with his environment and with his fellows. Subjects included in this area: History, Geography, Economics, Man in Society, Law, Consumer Education, Business Organization and Management, Canadian Family in Perspective, Politics, Senior Home Economics and Marketing.

Pure and Applied Sciences: Those studies and the skills facilitating them which are primarily concerned with the properties of matter and energy and the conditions of their interaction, and with the application of this understanding to the solution of practical problems. Subjects included in this area: Mathematics, Biology, Physics, Chemistry, Space Science, Technical Courses, Applied Mechanics, Junior Home Economics, Accounting, Business Finance, Computer Science, and Bookkeeping.

Arts: Those studies which are concerned with the aesthetic nature of man and the creative expression of that nature. Subjects included in this area: Art, Home Economics, Film Arts, Theatre Arts, Music and Physical Education.

NOTE - Availability of Courses

All course offerings are subject to adequate enrolment. Offering courses at the beginning level does not guarantee their continuation.

B) COURSE CODES - WHAT DO THEY SAY?

Each course has a six symbol code - three alphabetic and three numeric. The three alphabetic symbols indicate the subject and the course.

Department designations:

COURSES (A)

A	-	Art
B	-	Business Education
C	-	Canadian Studies
E	-	English
F	-	Family Studies (Home Economics)
G	-	Geography
H	-	History and Social Science
L	-	Languages & Classics
M	-	Mathematics
P	-	Physical Education
S	-	Science
T	-	Technical
U	-	Music

FOLLOWING THE THREE ALPHABETIC SYMBOLS, THE FIRST DIGIT INDICATES THE GRADE, AND SECOND, THE LEVEL OF DIFFICULTY AND THE FINAL DIGIT DESIGNATES THE CREDIT VALUE.

i) GRADE (FIRST DIGIT)

The "grade" of any course is indicated by the first numeral 1, 2, 3, 4 or 5 and is the grade when the student would normally take the course.

Numeral 1: refers to the first year in secondary school - corresponding to Grade 9

Numeral 2: Grade 10 - second year in secondary school

Numeral 3: Grade 11 - third year in secondary school

Numeral 4: Grade 12 - fourth year in secondary school

Numeral 5: Grade 13 - fifth year in secondary school

ii) WHAT DOES LEVEL MEAN? (SECOND DIGIT)

It is the degree of difficulty of materials, content and assignments of a course.

Each year a student must select, in consultation with his parents, teachers and counsellor, those courses for which he has the recommended pre-requisites and has demonstrated the ability. The selection of level largely determines the student's programme and future vocational or educational opportunities, and he is advised to select the level that matches his interests, previous achievements and educational goals.

- Level 0 - Designed for an integration of Level 4 and Level 5 students where such an integration is felt to be suitable to the objectives of the particular course, eg. HLW 301 (a wide spectrum of experiences and attitudes is desirable).
- Level 3 - These BASIC courses will provide the student with the opportunity to gain basic knowledge and skills. The academic work and related skills will be perceived by the student as being useful. Level 3 courses will also provide a good occupational preparation for direct entry from the secondary school into employment.
- Level 4 - These are GENERAL level courses emphasizing skills that lead to a Secondary School Graduation Diploma at the end of Year 4. This level is for student's who are not planning to continue to Year 5 but may be going on to Community Colleges.
- Level 5 - These are ADVANCED level courses that lead to Year 5, Community College and University.
- Level 6 - These are ENRICHED courses that offer an indepth treatment of the course content. These courses lead to Year 5 or University and also try to inculcate more responsibility in the student.

iii) WHAT IS A CREDIT? (FINAL DIGIT)

A credit is granted in recognition of successful completion of a course of study for which a minimum of 110 hours has been scheduled. Half credits are only in Grade 9 Technical subjects, with each half credit representing 55 hours of instruction.

IN SUMMARY:

Therefore, for example, SPS 151 represents Science - Physical, (GR.9) Year 1, Level 5 and 1 credit value.

ENG 401 represents English - (GR. 12) Year 4, non-level, and a 1 credit value.

TMS 107 indicates Machine Shop - (GR. 9) Year 1, non-level and a ½ credit value (the digit '7' indicates ½ credit value).

c) DIPLOMAS AND DIPLOMA REQUIREMENTS

- i) A Secondary School Graduation Diploma will be granted on the recommendation of the Principal of the Secondary School last attended to a student who has completed satisfactorily a minimum of 27 credits, with a minimum of three credits from each of the four study areas. (See following page for further requirements.)

At Port Credit Secondary School, the following minimum number of credits per year is strongly recommended:

- (Year 1) Grade 9 - 8 credits
- (Year 2) Grade 10 - 8 credits
- (Year 3) Grade 11 - 7 credits
- (Year 4) Grade 12 - 6 credits

NOTE: Students who begin September, 1979 in Ontario (going into Grade 9) must include within their programme during the first two years, courses in required subjects as follows:

English:	Courses in English	2 credits
Mathematics:	Courses in Mathematics	2 credits
Science:	Course(s) in Science	1 credit
Canadian History:		1 credit
Canadian Geography:		1 credit

(Choice will be made by the school on arrival as to whether History or Geography will be taken in Grade 9 or Grade 10.)

(In addition, two further English credits must be achieved at the Senior Level during Years 3 and 4.)

NOTE: Students who begin September, 1978 in Ontario (going into Grade 10) must include within their program during the first two years, courses in required subjects as follows:

English:	Courses in English	2 credits ✓
Mathematics:	Courses in Mathematics	2 credits ✓
Science:	Course(s) in Science	1 credit ✓
Canadian Studies:		

Canadian History 1 credit ✓

and

Canadian Geography 1 credit ✓

NOTE: Students who began September, 1977 in Ontario (going into Grade 11) must have included within their programme during the first two years courses in required subjects as follows:

English:	Courses in English	2 credits
Mathematics:	Courses in Mathematics	2 credits
Science:	Course(s) in Science	1 credit
Canadian Studies:		

Canadian History 1 credit

and

Canadian Geography 1 credit

or

Two Canadian History 2 credits

NOTE: Students who began high school in Ontario from September, 1974 to September, 1976, (going into Grade 12) must include within their programme courses in required areas as follows:

Communications:	3 credits
Arts:	3 credits
Pure and Applied Sciences:	3 credits
Social Science:	3 credits
Canadian Studies:	2 credits from the following courses, (if they have not already acquired two credits):
	CMS 341 Man in Society
	CUR 451 Urban Geography
	CCL 341 Consumer Law
	CIE 451 Economics
English Studies:	4 credits minimum

NOTE: Students who began high school in Ontario prior to September, 1974, must check with their counsellor for their diploma requirements.

NOTE: Students from outside Ontario must check with their counsellor for their diploma requirements.

ii) A Secondary School Honour Graduation Diploma will be granted on the recommendation of the Principal of the Secondary School in which the student last gained standing to a student who has earned six credits comprising work acceptable for the Secondary School Honour Graduation Diploma. At Port Credit Secondary School these credits are earned in Year 5 courses (Grade 13).

D) 'RECOMMENDED PRE-REQUISITE' COURSES

It is strongly advised that these courses be taken before the next year level of that particular subject or another related subject is studied in order to maintain the cumulative nature of the programme.

E) FRENCH LANGUAGE INSTRUCTION FOR SECONDARY SCHOOL STUDENTS

1. The Peel Board of Education will pay the cost of tuition and accommodation on behalf of any French speaking Peel Secondary School student who wishes to enrol at:

- a) Etienne Brule Ecole Secondaire (North York) or
- b) Georges P. Vanier Ecole Secondaire (Hamilton).

2. The Peel Board of Education will assist with transportation as follows:

- a) provide a bus to Etienne Ecole Secondaire in North York.
- b) Subsidize students' transportation to Georges P. Vanier Ecole Secondaire in Hamilton, but the student must find his own mode of transportation.

F) FLEXIBLE SCHOOL BOUNDARIES

Students may elect to attend a school other than their neighbourhood school. This is dependent upon such conditions as availability of space and programme. The Board will not accept responsibility for the transportation of students taking advantage of this policy. Anyone interested should contact the office.

G) SAVE A YEAR PLAN

Students may elect to earn their Secondary School Graduation Diploma (27 credits) and their Honour Diploma (6 credits) in four years by attaining additional credits beyond the normal eight per year through summer school, night school or independent study. Factors such as limiting the scope of the students' programme and acceleration beyond ones peers should be carefully discussed by the students' parents, and a counsellor who will also assist in formulating the entire programme.

H) PARENT AND STUDENT RIGHTS

Principals and their staff are expected to make recommendations regarding the selection of courses. Such advice will have a significant influence on the choices made by students with the approval of their parents. However, students and their parents have the right to make alternative course selections provided that the diploma requirements are being met. Students who have attained the age of majority may accept responsibility for their own curricular choices.

I) SEMESTERED PROGRAMS

The Peel Board of Education provides semestered schools within its jurisdiction. These schools provide students with opportunities to study fewer subjects during a longer time frame in half a school year. A student could acquire four credits in the period September to January and an additional four credits from February to June.

J) INDEC (INDIVIDUAL EDUCATION CENTRE)

INDEC is open to all students who are 16 years of age or older. at INDEC, students have considerable responsibility for individual learning. There are no scheduled classes; students meet their teachers by individual appointment. Academic courses are offered at the Year 3, 4, and 5 levels. For further information, please contact The Peel Board of Education.

K) MINISTRY OF EDUCATION CORRESPONDENCE COURSES

Students in Years 3, 4, and 5 may apply to the Correspondence Branch of the Ministry of Education to take a course offered by correspondence and not available to the student in the school. The

principal of the school must give written approval before the course is started. Further information may be obtained from the Counselling Office.

L) DENTAL ASSISTANT'S COURSE

Lorne Park Secondary School offers a Dental Assistant's Course to eligible students in Peel schools who have completed a minimum of fourteen (14) credits. Further information may be obtained from Lorne Park Secondary School.

M) APPLIED AND VISUAL ART

All secondary schools of the Peel Board of Education offer a general Visual Arts option. The specialized art program at T.L. Kennedy offers this general program and also a more intensive program geared for the student who may wish to pursue Commercial Art as a career.

COUNSELLING SERVICES AT PORT CREDIT

The Counselling Service is concerned with understanding the individual student and with helping the student to a better understanding of himself, his opportunities, and his social responsibilities. We attempt to provide the student with information and experiences that will arouse his curiosity and initiative to explore the many various facets of life available to him. We assist the student in assessing the results of his educational and vocational research and help him to make the most suitable selections and adjustments in choosing his life style. It should be made clear that the purpose of the Counselling Service is not to make the decision for the student but to enable him to make a more responsible decision through awareness of all the possible alternatives. On this basis, it is hoped that the individual will develop into a self-guiding, responsible decision-making person.

The Counselling Service provides a variety of services to the student, the most important of which is individual counselling. The student is encouraged to request an appointment with a counsellor whenever he feels it would be beneficial. Counselling regarding study habits, change of timetable, subject performance, option choices, post-secondary educational planning and personal problems provide some of the scope for the Counselling Service.

The Counselling Service is also concerned with the liaison between the parents and the school. One of our primary functions is to provide more meaningful communication between the school and the parents in order to facilitate the difficult, ever changing decisions facing our students. While matters pertaining to an individual subject are better discussed with the subject teachers, the student's overall performance can be discussed quite readily by telephoning the school and contacting the Counselling Service.

Because of the wide range of choices in programmes being offered at the Secondary School level each student is able to select a programme suited to his individual needs and goals. It is most important that both students and parents have a clear, precise understanding of such terms as the credit system, areas of study, level, and prerequisites, in order to take full advantage of the educational opportunities available at Port Credit.

A brief explanation of some of the terminology is available. However, to ensure that students and parents are fully confident in their understanding of the Port Credit programme, consultation with a member of Port Credit's Counselling staff is encouraged.

FLOW CHARTS

Arrows indicate 'recommended pre-requisites' for courses if required.

- * Asterisks indicate some suggested preconditions for courses. Check the course description for information.

Courses beginning with 'C' denote Canadian Studies.

Areas of Study:	A	Arts
(on flow charts	C	Communications
in brackets)	P	Pure and Applied Sciences
	S	Social Sciences

COURSE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
<u>ART</u>	ART 151(A)	ART 251(A) ART 261(A)	ADP 451 (A) ADX 451 (A) ALD 451 (A) ASC 451 (A) APD 451 (A) TCM 401 (A,P) AHI 451 (AS)		*ART 551
<u>BUSINESS EDUCATION</u> ACCOUNTING TYPING OFFICE PRACTICE FORKNER SHORTHAND BUSINESS MATH & MACH. BUSINESS FINANCE DATA PROCESSING CONSUMER EDUCATION BUSINESS COMMUNICATION BUSINESS LAW	BTY 141(CP)	BTY 241(CP) BMA 241(P) BDP 241(CP)	BAC 341(P) BOP 341(CP) BSF 341(CP) BMA 341(P) BDP 341(CP) CCL 341(S)	BAC 441(P) BCT 441(C)(P) BOP 441(CP) BSF 441(CP) BFI 441(S) BCE 441(S)	*BAC 551
<u>ENGLISH</u>	ENG 131(C) ENG 141(C) ENG 151(C)	ENG 231(C) ENG 241(C) ENG 251(C)	ENG 341(C) ENG 301 (C) EFA 301(A) ETA 351(A)	ENG 441 (C) ENG 401 (C) EFA 401(A) ETA 451(A)	ENA 551 ENB 551 ETA 551
<u>FAMILY STUDIES</u> (HOME ECONOMICS)	FHE 101(PA)	FHE 201(PA)	FHE 301(AS)	FHE 451(AS) FHS 401(AS)	FGF 551
<u>GEOGRAPHY</u>	GEA 101(S) GCA 141(S) GCA 151(S)	GCA 241(S) GCA 251(S) GEA 201(S)	GEC 341(S) GPH 351(S)	*GUR 451(S) GES 441(S)	*GCS 551

COURSE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
<u>HISTORY AND SOCIAL SCIENCES</u>	HCW 141(S) HCW 151(S) HMU 151(S)	HCW 241(S) HCW 251(S) HMU 251(S)	CMS 341(S) HIS 351(S) HMP 351(S) HLW 301(S)	HWP 401(S) * HMR 451(S) * CIE 451(S)	* HCU 551
<u>LANGUAGES:</u>					
i) CLASSICS		LLA 251(C)	LLA 351 (C) LGR 351 (C)	LLA 451(C)	LLA 551
ii) MODERNS French German	LFR 151(C) LFR 161(C)	LFR 251(C) LFR 261(C) LGE 251(C)	LFR 351(C) LFR 361(C)	LFR 451(C) LGE 451(C)	LFR 551 LGE 551
<u>MATHEMATICS</u>	MAT 131(P) MAT 141(P) MAT 151(P)	MAT 231(P) MAT 241(P) MAT 251(P)	MAT 341 (P) MAT 351 (P)	MAT 441 (P) MAT 451 (P)	*MAI 551 MAA 561 MAR 551 MAC 551
<u>MUSIC</u>	UMI 151(A) UMI 161(A) UMV 151(A) UMS 151(A)	UMI 251(A) UMI 261(A) UMV 251(A) UMS 251(A)	UMI 351(A) UMV 351(A) UMS 351(A)	UMI 451(A) UMV 451(A) UMS 451(A)	UMS 551
<u>PHYSICAL & HEALTH EDUCATION</u>	PEB 101(A) PEG 101(A)	PEB 201(A) PEG 201(A)	PEB 301(A) PEG 301(A)	PEB 461(A) PEG 461(A) PEB 401(A) PEG 401(A)	
<u>SCIENCE</u>	SPS 141(P) SPS 151(P)	*SBS 241(P) SBS 251(P)	SBS 301(P) SPH 341(P) SPH 351(P)	SCH 441(P) SCH 451(P)	SBS 551 SCH 551 SPH 551

COURSES	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
TECHNICAL:					
TAM -AUTO MECHANICS	TAM 107(P)	TAM 201(P)	TAM 301(P)	* TAM 401(P)	
TBC -BUILDING CONST.			* TAM 341(P)	* TAM 441(P)	
TWW - & WOODWORKING	TWW 107(P)	TBC 201(P)	TBC 301(P)	→ TBC 401(P)	
TDR -DRAFTING - ARCH.			TWW 301(P)	TFI 401(P)	
- & MECHANICAL	TDR 107(P)	TDR 201(P)	→ TDA 301(P)	→ TDA 401(P)	
TEY -ELECTRICITY	TEY 107(P)	TEY 201(P)	→ TDA 341(P)	→ TDA 441(P)	
TEL -ELECTRONICS		TEL 201(P)	TDM 301(P)	→ TDM 401(P)	
TMS -MACHINE SHOP	TMS 107(P)	TMS 201(P)	* TEY 301(P)	→ TEY 401(P)	
TSW -SHEET METAL &	TSW 107(P)	TSW 201(P)	* TEL 301(P)	* TEL 401(P)	
TFW - WELDING			* TEL 341(P)	→ TEL 441(P)	
TCM -CREATIVE METALWORK			* TMS 301(P)	→ TMS 401(P)	
TFI -FURNITURE DESIGN &			* TFW 301(P)	* TFW 401(P)	
UPHOLSTERING			TCM 301(P)(A)	* TCM 401(P)(A)	
TDA -DRAFTING - ARCH			TEE 301(P)		

GRADE 9 (YEAR ONE) COURSES OF STUDY:

ART (VISUAL)

FOUNDATION COURSE IN ART - ART 151

This course is devised to introduce the student to the basic material and techniques of art. The student will become familiar with a wide range of media as he examines various phases of drawing, paintings, sculpture, ceramics, architecture, etc. While artistic skills will be developed, the course is also intended to give the student a basic vocabulary for the appreciation and understanding of a work of art. A supplies fee of approximately \$2.00 is required.

BUSINESS EDUCATION

TYPING - INTRODUCTORY - BTY 141

This course is offered to anyone who wishes to learn to type. The basic techniques of touch typing, (typing without looking at the keys), should be mastered during this year. Topics covered in detail include: horizontal and vertical centering of material on different sizes of paper: word division; tabulation and setting up of columns; placement and arrangement of notices, programmes and invitations; simple letters and envelopes; and simple report and manuscript typing. Composition at the typewriter, (typing ideas without notes), will be an important part of this year's course since many take it for personal use. Composition at the typewriter is also an important ingredient of the course.

Students wishing to continue Typing may take BTY 241 in Year 2, followed by BOP 341 and BOP 441 in Years 3 and 4. Students will be expected to supply their own typing paper.

ENGLISH

ENGLISH - ENG 131

This course is aimed at students with basic language difficulties who are interested in applied rather than academic programmes. It provides a variety of approaches to improve basic language skills such as reading, writing, grammar, spelling, talking, listening and writing.

ENGLISH Continued

ENGLISH - ENG 141

In language communications, special emphasis is given to the development of effective skills in reading, writing and speaking. Material in literature will include modern one act plays, novels, short stories, and poetry. The texts for study are carefully chosen to consider the interests, abilities and reading level of the students.

ENGLISH - ENG 151

The emphasis in this course will be from the language itself. Daily attention will be given to spelling, grammar, the meaning and effectiveness of words, effective sentence structure and well developed paragraphs. Reading and literature will expose the student to the pleasures of the short story, novels, the Shakespeare play, modern plays, mythology and poetry.

FAMILY STUDIES: HOME ECONOMICS

FAMILY STUDIES - FHE 101

"Family Studies has as its focus the well-being of people in the family setting." Students should learn some of the basic skills which contribute to the quality of family living. Development of understanding of and appreciation for family relationships are important goals. The study of food and nutrition is designed to develop a knowledge and appreciation of the importance of good nutrition, meal planning, and preparation to family welfare. Work in clothing and textiles includes study of a variety of textile fibres and fabrics, related consumer education and clothing construction. Both theory and practical work are included. Students should be prepared to provide materials for 2 clothing projects.

GEOGRAPHY

NOTE: Students in the first two years must take a Canadian Geography and Canadian History (at level 4 or 5). Students will be assigned to Geography or History in Grade 9 by the school administration according to numbers. For example, if the student studies Geography in Grade 9, he must take History in Grade 10. The only choice is level 4 or 5. If a student fails the subject in Grade 9, he must take both Canadian Studies (Geography and History) in Grade 10. Please note that additional courses are available as electives for those students keenly interested in the Social Sciences.

GEOGRAPHY Continued

EURASIA - GEA 101

Eurasia, the largest land mass on the planet, combines both Europe and Asia. The course provides almost unlimited possibilities for the student to explore the variety of cultural, physical and economic characteristics of this large region. China and social change in developing nations is also discussed.

Student participation is essential, and class assignments involving maps, photos and group research will be introduced.

GEOGRAPHIC REGIONS IN CANADA - GCA 141

The course follows a thematic approach throughout the various regions in the Canadian landscape. Using a variety of visual, verbal and written material, combined with the skills of mapping, graphing and description, students will examine themes such as the disappearing lifestyle of the Newfoundland fisherman, and the cultural mosaic in Toronto, and the changing energy story in Canada. The central theme which flows throughout the course considers the diversity or difference in the human and physical makeup of Canada.

Student participation is an essential component of the course, which will include practical exercises, demonstrations, field work and group study and discussions.

CANADIAN GEOGRAPHY: ISSUES & PROSPECTS - GCA 151

The course examines basic materials related to Canada's location and importance in the world. Following this, our attention focuses on specific problems and plans related to Geography, such as the Pickering Airport, a geographic study of Peel County, Alberta Tar Sands Development, and Arctic development.

Individuals will be expected to complete research assignments, seminars and various field exercises. Selection of several topics will depend on the interests of the individual.

HISTORY

NOTE: Students in the first two years must take a Canadian Geography and Canadian History (at level 4 or level 5). Students will be assigned to Geography or History in Grade 9 by the school administration according to numbers. For example, if the student studies Geography in Grade 9, he must take History in Grade 10. The only choice is level 4 or 5. If a student fails the subject in Grade 9, he must take both Canadian Studies (Geography and History) in Grade 10. Please note that additional courses are available as electives for those students keenly interested in the Social Sciences. i.e. HMU 151.

HISTORY Continued

THE 20th CENTURY - HCW 141

This History course includes a study of Canadian, American relations, Canada's role in World Peace, the English-French conflict in Canada as well as a study of the period between World War One and Two. The rise of Adolf Hitler and his Nazi Party will be studied during the World War 2 section. The "Roaring Twenties" and the Dirty Thirties" will be discussed in detail. This is a course where basic reading and writing skills will be stressed.

THE 20th CENTURY - HCW 151

This History course is for students who have a serious desire to learn and discuss the issues relating to Canada's role with the United States as well as the relationship the French and English have within Canada. Demands on students will be firm as they study the Government and Law of this nation. Time will be taken to research our history from the beginning of World War One through the "Roaring Twenties", the "Dirty Thirties" and the completion of the Second World War. An issue of concern to Canada and the world, such as Canada's NATO committment, will be studied as part of a "Newspaper Study".

CANADA'S MULTICULTURAL HERITAGE - HMU 151

This course looks at the contributions made by the many nationalities who settled here. In our local history section we will look at the persons who settled in Peel around Port Credit. A field trip will be part of this unit. Later study will focus on the Eskimo, and the Indian from Eastern and Western Canada. Questions to be analysed in this course are: Is Canada's immigration policy racist; what qualifications are necessary for an immigrant to enter Canada; why do you suffer culture shock when you travel to French Canada; and what are the advantages to being a Canadian citizen? A special "Ethnic Day" will be part of this course when all students will experience the food, customs and culture of the many Canadian ethnic groups. This course will include student discussion of the above issues, student debates, films and guest speakers.

MATHEMATICS

BASIC MATHEMATICS - MAT 131

This course is designed for students requiring special attention in improving their arithmetic skills. The course will strengthen and reinforce the basic operations of Arithmetic. It will apply these operations to problems that the students will be likely to encounter in their future - both personally and in the world of employment.

MATHEMATICS - MAT 141

Work on the number operations with whole numbers, fractions and decimals, equations, formulas and problems, areas and volumes, plotting charts and experimental geometry. Liberal use of practical problems from business

and industry. This course is more practical than theoretical and is intended for students who plan on graduating after year 4 (Grade 12). Technology students who plan on attending a community college should attempt MAT 151.

MATHEMATICS - MAT 151

An introductory course in Algebra. Simplification of algebraic expressions, Factoring, formal solution of first degree equations and inequations; development of the number systems through to the real numbers, geometry and measurement. This course is intended for those students who plan to take Year 5 (Grade 13) Mathematics and for technology students who plan on attending a community college.

MODERN LANGUAGES

FRENCH - LFR 151

This course begins with a review of topics from Grades 6 to 8 in the written form. After the review, we begin Passeport Français at Volume 2. This course is highly orally slanted, but uses reading and writing to support oral work. The main topics covered are: noun-forms, prepositions, and adjective-forms. Tapes and recordings will help your ear-training. Visuals and slides and films add to both the enjoyment and cultural aspects of the course. A short reader in Term 3 increases your vocabulary.

FRENCH - LFR 161 - PRE-REQUISITE - First Class standing in Grade 8
(RECOMMENDED) and permission of the French Department.

This course is for students who have proven oral ability, and can deduce grammar from examples rather than explanation. After a few weeks of Review, we begin Le français International, Volume 3. The main grammar points of the year are: adjective-forms, verb forms (three tenses), pronouns, and prepositions.

Most of the grammar is done orally, with written work as a reinforcement. Visuals and tapes are used for eye and ear training. Students are encouraged to use the content creatively. A reader is used in third term. Since the course is highly concentrated and relies on students' powers of deduction, top-notch achievement in Grades 6 - 8 is called for. Successful students normally pass into LFR 261, 361 and 551.

MUSIC

This year the music department offers three streams of musical studies:

1. Instrumental - choice of any brass, woodwind or percussion instrument.
2. Vocal - voice training and music appreciation through singing and listening to a variety of recorded music.
3. Strings - choice of the violin, viola, cello, string bass.

Each stream consists of three (3) divisions, performance, theory and history that must be completed for one full credit.

NOTE: As part of the credit all students should participate in at least one of the following performing ensembles related to their choice of stream: Concert band, Intermediate band, Junior band, String ensemble, choir. Students may choose only two of these three streams.

INSTRUMENTAL - UMI 151 -

The three divisions of this course are:

- a) performance - 4 periods per week to learn how to play an instrument of the student's choice.
- b) theory - 1 period per week to study the basics of music
- c) history - a general survey of different musical eras with emphasis on the composers and their contributions to music.

INSTRUMENTAL - UMI 161 - PRE-REQUISITE - a minimum of one year's performance on an orchestral instrument (brass, woodwind or percussion).
(RECOMMENDED)

The three divisions of this course are as follows:

- a) performance - 4 periods per week concentrating on further development of technique with special emphasis on tone production.
- b) theory - as for UMI 151
- c) history - as for UMI 151

STRINGS - UMS 151 - PRE-REQUISITE - student should know how to read music.
(RECOMMENDED)

This is a course offered to the students who wish a real challenge in the studies of instrumental playing. The student has a choice of the violin, viola, cello or string bass.

The three divisions of the course are:

- a) performance - the student will learn the basic performing skills on his instrument through exercises as well as appropriate repertory for the beginners level.
- b) theory - same as UMI 151

MUSIC Continued

- c) history - a brief introduction to the four main eras, Baroque, Classical, Romantic and Contemporary with emphasis on the development of Chamber Music and the Symphony.

VOCAL - UMV 151

The three divisions of this course are as follows:

- a) performance - a development of basic vocal techniques and sight reading skills.
- b) theory - as for UMI 151
- c) history - as for UMI 151 with emphasis on the development of vocal music.

PHYSICAL EDUCATION

PHYSICAL EDUCATION - PEB 101 (male)
- PEG 101 (female)

It is highly recommended that each student complete three years of Physical Education when qualifying for the Secondary School Graduation Diploma.

The grade 9 course is a survey course designed to expose each student to a wide variety of activities. The school year is divided into units of approximately 12 periods. Emphasis is placed on the following:

- a) basic skill development
- b) knowledge of rules
- c) interest in activity and physical fitness.

Activities: Track and Field, Soccer, Rugger, Tennis, Volleyball, Wrestling, Gymnastics, Basketball, Field Hockey, Folk Dance, Badminton, Rythmics, Circuit Training, and low organization games. Some of the activities are limited to boys, others to girls. The classes are not co-educational.

Each student must complete 3 units of Health selected from the Peel Board of Education Health Core Programme. The contents include:

- a) sex education
- b) physical fitness and nutrition
- c) common health problems

SCIENCE

PHYSICAL SCIENCE - SPS 141

A basic non-mathematical course in physical science for students planning to graduate at the end of Grade 12 (Year 4). It is a study of matter and energy similar to SPS 151 but with emphasis on the experimental techniques, basic concepts in physical science and their application in everyday life and other sciences.

PHYSICAL SCIENCE - SPS 151 - PRE-REQUISITE - NONE, but MAT 151 is recommended as part of the student's programme.

This course is a study of interactions of matter and energy. The study of matter includes the structure of matter, the states of matter, and the properties of matter. This study leads to the development of atomic theory which, in turn, is used to explain observed chemical changes. In the final segment of the course the different types of energy are examined to observe their effects on matter. Throughout the course, development of experimental techniques is stressed.

TECHNICAL STUDIES

Year 1 and 2 subjects are primarily exploratory in nature. A student is urged to select from a variety of technological areas in order to determine which subject area(s) is best suited to his aptitudes, interests and needs.

In year one (Grade 9) choose a one, two or three credit programme. On the first school day in September students will be given an opportunity to select two, four or six of the following:

Available half credit courses:

- TMS 107 - Machine shop 1
- TDR 107 - Drafting 1
- TAM 107 - How automobiles work 1
- TWW 107 - Woodworking 1
- TEY 107 - Electricity 1
- TSW 107 - Basic sheet metal and welding 1

AUTO MECHANICS: HOW AUTOMOBILES WORK 1 - TAM 107

At this level, the purpose of the course is primarily teaching shop skills and basic knowledge in automotive operation. Two and four stroke cycle engine operation, including lubrication and cooling system, transmission and rear axle are examined. Steering and suspension basics are also covered. Use of films and other audiovisual equipment plus work on actual shop units is extensive.

BUILDING CONSTRUCTION AND WOODWORKING: WOODWORKING 1 - TWW 107

This course provides the student with a chance to develop skills with hand tools and woodworking machinery. Also the student learns about

TECHNICAL STUDIES Continued

tree structure, different types of wood, basic techniques of finishing, painting, sanding and layout of a project. A knowledge of how to calculate board feet, do a bill of material and make up a cutting list is also acquired. The emphasis in Year 1 is on the practical portion of the course with special attention given to safety precautions and rules. The student chooses some of the projects that he would like to build.

ELECTRICITY 1 - TEY 107

This half credit course is a fascinating way of learning about basic electricity and electronics by constructing projects and experimenting with small circuits and devices eg. bells and buzzers, alarm circuits, lights, meters and other devices.

MACHINE SHOP 1 - TMS 107

This is an introductory course in machine shop practice that will teach students how to develop skills in the use and operation of hand tools and measuring instruments. The basic fundamentals and operation of such machine tools as the lathe, milling machine, shaper, power saws, etc. is accomplished by students while working on a variety of projects.

MECHANICAL/ARCHITECTURAL DRAFTING: DRAFTING 1 - TDR 107

This course is designed to appeal to all students. Instructions will be given in the use of mechanical instruments to develop good lettering and drawing techniques. The course is intended to provide a basic knowledge of functional technical drawings and their proper preparation. The student will also gain an insight into reading technical drawings which should prove useful in constructing projects in most of the other technical shops.

SHEET METAL AND WELDING: BASIC SHEET METAL AND WELDING 1 - TSW 107

An introduction to sheet metal, welding and metal fabrication industries. The purpose of the course is to acquaint the student with the industrial skills and the wide opportunities for employment in these fields. The course provides instruction in the use of hand tools, machines, pattern layout, trade specifications, materials, shaping and scaling procedures. The fundamentals of oxy-acetylene include gas welding equipment and the basic brazing of similar and dissimilar metals.

GRADE 10 TO GRADE 13

(YEARS TWO TO FIVE)

COURSES OF STUDY

ART (VISUAL)

The value which a student receives from the study of art is difficult to calculate. Eventually through actual practice and studio work in a variety of materials, the student will become more proficient technically. But perhaps of greater importance, the student is encouraged and stimulated through his own efforts to be creative, to sharpen his senses, and to develop a sensitivity to the world around him.

CREATIVE ART - ART 251 - PRE-REQUISITE - RECOMMENDED - ART 151

This course will continue to enlarge the student's experience in art through a wide range of activities in drawing, painting, sculpture, ceramics, architecture. The course is open both to students who intend to continue their art education in this year, and to students who intend to continue their art education in succeeding years. A supplies fee of approximately \$3.00 is required.

ADVANCED CREATIVE ART - ART 261 - PRE-REQUISITE - RECOMMENDED-75% in ART 151

This advanced course in art is open to all students who (a) have a definite and keen interest in art and (b) have attained at least 75% (A standing) in ART 151. This course like ART 251, will offer a wide range of art activities but will also introduce the student to techniques in acrylics, water-colours, and to more sophisticated problems in sculpture and ceramics. A supplies fee of approximately \$3.00 is required.

SENIOR ART (Years 3 and 4)

Senior visual art courses aim for a well balanced understanding of three basic components; a study of art - past and present, concepts of design, and studio processes. Senior Art courses are designed to cover the major areas of art activity (sculpture, design and painting, etc.) and, therefore, to allow a student a certain degree of specialization in his particular interests. For this purpose no distinction is made between third and fourth year students. Any student with the proper skills may take any senior art course. The pre-requisites recommended for any senior art course (except AHI 451) is ART 251 or ART 261 or the consent of the head of the department. A senior art course may be repeated at an advanced level but only with the permission of the head of the art department. An art fee of approximately \$3.00 for ADP, APD, ADS, ALD and ART 551, and an approximate fee of \$5.00 for ASC is required because of the increasing cost of materials.

DRAWING AND PAINTING

NOTE : Two drawing and painting courses may be selected in the senior section for full credits in years 3 and 4. These courses are distinguished in content and emphasis and for purposes of identification are called ADP 451 and APD 451.

DRAWING AND PAINTING - ADP 451 PRE-REQUISITE - ART 251 or 261
(RECOMMENDED)

Here the student will be encouraged to gain mastery of various materials used in drawing and painting. In fact the emphasis of the course will stress the proper use of materials such as charcoal, pastel, oil, acrylic. The student will be introduced to a number of advanced techniques through which, it is hoped, he will gain more insight into the art of drawing and painting. References will also be made to actual examples from art history to clarify the use of the various materials.

PAINTING AND DRAWING - APD 451 - PRE-REQUISITE - ART 251 or 261
(RECOMMENDED)

Here the student will, through various studio projects in oils, water-colours, tempera, charcoal, conte, examine the methods of artists of the past and the various styles of different schools of art through his own creative efforts. Paintings and drawings will be done to master such techniques and styles as hatched, stylization, broken colour, pointalism, cubism, sur-realism, chiaroscuro. Reference will frequently be made to art history as a source for the various techniques and styles.

ART HISTORY - AHI 451

A student in Year 3 or 4 may take this course without any pre-requisite in art.

Related design and studio work will be included in this course. The student will also examine art and the way art of the past presents insights into the various societies which created works of art. The course will deal mainly with ideas, and the works of art will be presented to illustrate these ideas. (The student completing this course should obtain a deeper understanding of the past and of the present and of the significance of the past in relation to the present.) This course will begin with a study of stone age man and progress through considerations of various cultures including Egyptian, Greek, Roman, Byzantine, Gothic and will end with a study of contemporary art. The study of art history will depend mainly upon the text, History of Art for Young People, slides, resource books and films.

SCULPTURE AND CERAMICS - ASC 451 - PRE-REQUISITE - ART 251 or 261
(RECOMMENDED)

Three dimensional art. This course provides an intensive exploration into three dimensional forms through work in such materials as clay, plaster, papier mache, soapstone, wood, paper, bristol board, welded material. The student will learn the steps of the ceramic process in

both ceramic sculpture, slab pottery and glazemaking and will be expected, to some degree, to develop his own interests and activities in three dimensional art.

DESIGN - ADX 451 PRE-REQUISITE - ART 251 or 261
(RECOMMENDED)

This course will not be a rigid study of design but will concentrate on those elements of design and those principles of composition which contribute to a successful work of art. Projects will be done in a variety of materials and in a variety of forms such as graphics, (print making) painting, drawing. This course may also lead to three dimensional work in stage design, architecture, manufacturing design, depending upon the individual student's interests.

LIFE DRAWING - ALD 451 PRE-REQUISITE - ART 251 or 261 and permission
(RECOMMENDED) of the department head

Life drawing (for mature students only). This course provides a study in a variety of materials (oils, tempera, charcoal, conte crayon, pencil, clay) of the human figure. Some time will be spent on the portrait and some time on various aspects of the figure. A study of anatomy will be related to this course as a method of mastering the human figure in drawing and painting.

CREATIVE METAL WORK - TCM 401

This course is designed to give students an introduction to the world of metal work as a new medium in metal sculpture. It teaches the basic techniques of designing, layouts, forming and joining metals by soldering, brazing and welding into the student's own artistic project. Such items as wire sculptures, copper enamelled jewellery, coach lamps, and ornamental scrollwork, will be made providing the student with a means to express his or her work. Stress is laid on the student's creativity, initiative and commitment.

ART - YEAR 5 - ART 551 PRE-REQUISITE - A student may qualify to select
(RECOMMENDED) this course if he has received two full credits (two senior credits) in Art.

This course offers an examination into current art techniques and trends and will investigate them directly through field trips to current exhibitions in Metro and area. The practical work will offer an opportunity for students to try their own versions and variations of current art in whatever media they may choose. It is assumed that the student will possess an ability to work and study independently in pursuit of his own interests.

BUSINESS EDUCATION

Since the introduction of the credit system there has been a definite change in the composition of most Business Education classes. There are many more students enrolled in various courses now who are interested

BUSINESS EDUCATION Continued-

in the subject for their own personal use as opposed to specifically using the credit as a means of getting a job.

Consequently, we offer a wider range of "interest" courses including such subjects as: Data Processing - Computer Concepts, Personal Typewriting, Business Finance - Investments, Consumer Education, Forkner Shorthand, and Consumer Law.

Of course, the backbone of most Business Education Departments remains the skill subjects such as: Typewriting, Accounting, Office Practice, Shorthand and Mathematics. We encourage students who seek a career in Business to supplement these courses with some of the "interest" ones.

TYPING - INTERMEDIATE - BTY 241 PRE-REQUISITE - BTY 141
(RECOMMENDED)

This is a second year course in typewriting. It further develops the typewriting skills learned in the first year. New topics to be covered include: the setup for various styles and lengths of business letters, envelopes, carbon copies, business forms, tabulations, reports and manuscripts, special characters, typing from hand-written work, and more composition at the typewriter. Speed and accuracy will be stressed at all times. The speed objective for all students by June is 40 net words a minute. This course is designed for a student to whom quick and efficient note production will become important, or for one who is considering a career which involves typing. Students will be required to supply their own typing paper.

BUSINESS MATHEMATICS - BMA 241 - PRE-REQUISITE : NONE
(RECOMMENDED)

Development of skills in the basic arithmetic operations of addition, subtraction, multiplication and division with whole numbers, fractions and decimals. Mental drills will be an integral part of the course. Simple problem solving will be introduced involving percentages and fractions. Some instruction and practice on business machines will be given in machine operations of addition, multiplication, subtraction, division and multiple operations, as related to simple business applications. It will be necessary to purchase a workbook at a cost of approximately \$5.00.

DATA PROCESSING AND COMPUTER CONCEPTS - BDP 241 - PRE-REQUISITE - NONE
(RECOMMENDED)

This is the first of two courses offered in Data Processing. It is designed to introduce the students to various methods of processing data including the use of a computer. Topics covered will include: an overview, introduction to computers, programming in low level language, flowcharting, input and output devices, simple high level language, computer applications in modern society. Students will use a computer system in the classroom for portions of each term.

BUSINESS EDUCATION

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ACCOUNTING - INTRODUCTORY - BAC 341 - PRE-REQUISITE - NONE
(RECOMMENDED)

The main objective of this course is to provide the student with a thorough understanding of basic accounting principles. It should provide a solid foundation for further study, if so desired. Topics to be covered will include: analysis of business transactions, journalizing using different systems, preparation of statements, cash and banking activities. It will be necessary to purchase a workbook for approximately \$5.00.

OFFICE PRACTICE - INTRODUCTORY - BOP 341 - PRE-REQUISITE - BTY 241
(RECOMMENDED)

This course develops further the typewriting skills and techniques learned in the first two years of typewriting. It serves also as a course which aids the students to become familiar with the requirements, the characteristics and the organization of business offices. Topics studied in detail include the typing of business letters with multiple copies; preparation of rough drafts to include more advanced centering and tabulation problems with completion to final report form; office department and grooming; typing spirit and stencil masters, and the use of office machines; filing; postal services; and the proper use of the business telephone. The speed objective for June is 50 words a minute or better. Students will be expected to supply their own typing paper.

FORKNER SHORTHAND - BSF 341 - PRE-REQUISITE - NONE
(RECOMMENDED)

This is a course in speed writing for students who wish to develop skill in taking notes at speeds of 60 words a minute or higher. The system is based on the written language as you already know it, with a few symbols added. The technique is mastered quickly and useful results appear early in the course. This is a practical course for personal uses, such as taking notes in school and at university, or it may be taken in a second year to lead to career opportunities. Students should be able to transcribe their notes quickly and accurately using this system. It will be necessary to purchase a workbook at a cost of approximately \$5.00.

BUSINESS MATHEMATICS - BMA 341 - PRE-REQUISITE - BMA 241
(RECOMMENDED)

This course is a continuation of BMA 241 in which business problem-solving with the use of machines will be stressed. Topics to be included are: simple interest; bank services; buying and selling of goods; calculations of profit (or loss); and calculation of wages and commissions. It may be necessary to purchase a workbook at a cost of approximately \$5.00.

CONSUMER LAW - CCL 341 - PRE-REQUISITE - NONE, - for senior students.

To acquaint the student with his/her legal rights and obligations with respect to all personal business matters. Topics to be covered will include: A brief outline of our Canadian judicial system and its history; Contractual law; Laws of Renting (Apartments, etc.); Real Estate Law (buying of property); Conditional Sales Contracts (buying

BUSINESS EDUCATION Continued

and selling of cars, appliances, etc.); Employee-employer relations; Motor vehicle Laws; and Laws of Inheritance. It will be necessary to purchase a workbook at a cost of approximately \$5.00

DATA PROCESSING - BDP 341 -(PRE-REQUISITE - BDP 241
RECOMMENDED)

This course is a continuation of BDP 241 that will deal with some of the same topics in more depth and also introduce some new work. New topics are: storage unit, arithmetic and control units, information processing systems, aids to data processing, forms design, computer installations, time flowcharting, decision tables, systems design. Problem solving using the computer will be studied again but will include additional material on branching, arrays, subroutines, and use of data files.

ACCOUNTING - SENIOR - BAC 441 -(PRE-REQUISITE - BAC 341
RECOMMENDED)

Expansion of basic theory including special transactions, petty cash fund operation, cash and banking activities, basic accounting systems including purchasing, sales, inventory control and payroll. Adjustments for financial statements, classified statements, closing and reversing entries will complete the accounting cycle. Some time should be spent on partnership, limited liability and manufacturing accounting. This course should complete a sound basic knowledge in the bookkeeping - accounting field for students who wish either to pursue one of the accounting degrees or enter directly into a vocation in this subject area. Students will be required to purchase a workbook at a cost of approximately \$5.00.

OFFICE PRACTICE - BOP 441 -(PRE-REQUISITE - BOP 341
RECOMMENDED)

In this course, typewriting skills and techniques will be further refined. Since this is the last year of a four-year program in typewriting and office procedures, the students will become familiar with the characteristics and organization of business offices through special projects. Topics include: machine transcription, sources of information, meeting the public, advanced filing procedures, handling routine correspondence, some legal typing, complete manuscript typing and applying for a job. Students will spend a minimum of five days in the practice and school offices. The speed objective for June is 60 - 65 net words per minute. Students will be expected to supply their own typing paper.

FORKNER SHORTHAND - BSF 441 -(PRE-REQUISITE - BSF 341
RECOMMENDED)

This is the second year of the Forkner Shorthand system in which there will be increased emphasis on ease in the use of rapid writing techniques. The expansion of vocabulary, writing and transcribing from dictation at increased rates and for continuous periods will be expected. Practice will be given in taking dictation at uneven rates with stress placed on comprehension of a variety of dictated material and production of mailable copy. Students may be required to purchase a workbook at a cost of approximately \$5.00.

BUSINESS EDUCATION Continued

BUSINESS FINANCE - BFI 441 - PRE-REQUISITE - NONE

To acquaint the students with the varied sources of finances, and the different philosophies of financial planning for businesses. Topics will include: different forms of business; investing in business by individuals in stocks, bonds and commodity-trading; Government's role in a capitalistic system. Emphasis will be placed on analysis of company reports, selected readings from financial periodicals, newspapers, books and magazines. Participation in the Wilfrid Laurier Stock Market Game and trips to a Stock Exchange and Brokerage Houses will be an integral part of the course. (Please note that simple calculations involving percentages will be required throughout this course.)

CONSUMER EDUCATION - BCE 441 - PRE-REQUISITE - NONE

The purpose of this course is to familiarize students with the problems of money management on a personal basis. Topics to be covered include: our economic system as seen by the consumer; how to be a wise and informed consumer when purchasing goods and/or services such as homes, apartments, automobiles, insurances and other major purchases. The how, why, when and costs of rising credit and where to turn when a consumer problem arises are also discussed in depth.

**BUSINESS COMMUNICATION/TRANSCRIPTION - BCT 441 - PRE-REQUISITE (RECOMMENDED
(May be used as a mandatory English credit.)** **BTY 241 or permission of
Department.**

Students entering business directly, or those entering Colleges, may be interested in this course. Students will study the forms of communication which are important to business. Literature, Language Study, Composition, Vocabulary Study, Business Correspondence, and Machine Transcription will be the areas of concentration.

ACCOUNTING - BAC 551 - PERMISSION OF DEPARTMENT HEAD

A no pre-requisite accounting course for senior students who have decided they wish to pursue careers in business either directly from high school or following college or university courses in this field. The objectives would be to provide a better understanding of the business world and a sound foundation for further study of accounting. Topics would include fundamentals of bookkeeping, trading operations, control of cash, fixed assets, departmental accounting, manufacturing accounting and analysis of financial statements. The pace and methodology of this course will closely resemble that of a first year university level programme. The student will be required to purchase accounting paper at approximately \$3.00.

ENGLISH

The significance of any individual's existence is determined by how much he can respond to the deepest concerns of life. Maturity demands a sensitive rapport with experience, an ability to choose alternatives - this means opening up experiences, not narrowing them. His fulfillment to himself and his contribution to society depend upon this.

A significance of an education in our society is the attempt to make available the manifold terms of life in all their manifestations to each individual relative to his ability to comprehend them. Education specifically in English must equip the individual for searching into the corners of the deepest human experiences which are common to all men. As teachers of English we neither impose truth nor do we ignore the enigmas involved in the search for truth. Such a search can go on only with enlightened speculation and controversy about all areas of human experience. A major part of a school's function is to keep that search alive by developing in each individual the intellectual maturity and human sensitivity necessary for clear speculation and for handling controversy with intelligence.

In the English classroom this search takes place. By tradition it has been the place where the students have an opportunity to acquire the basic skills of communication - reading, writing, listening and speaking. As a result a major portion of our English programme is aimed at developing these skills in our students to the best of their abilities.

But the English programme is more than just a skill-building facility. The English class can be a place where a student can discover that he is "a human being and, as such, is worthy of study and celebration" and a place where he may gain "an appreciation of the nature and worth of human experience and increased insight into human nature" of which he is an integral part.

The best way to help students form general concepts about human nature is to present those concepts in numerous and varied situations through the pages of literature, the medium of film, and the participation in theatre arts. Thus our programme attempts to develop skills in the process of examining concepts as they appear in the foregoing media.

ENGLISH - ENG 231 - RECOMMENDED PRE-REQUISITE - ENG 131

This course in developmental reading may be offered in the 1979 - 1980 session at the discretion of the English Department. As improvement of reading comprehension is of prime importance in the achievement of objectives for the English programme, students may continue this phase of their work according to progress made at the Year 1 level.

ENGLISH - ENG 241 - RECOMMENDED PRE-REQUISITE - ENG 141 or 151

The literature programme, will provide a variety of reading experiences based upon the students' needs and interests. These will be experienced in short stories, novels, short plays, poetry and longer drama.

The language programme, will emphasize the development of the students' ability to express themselves clearly, accurately and logically in both written and spoken English. Application of classroom study to the students' practical need will be an essential part of the programme.

ENGLISH - ENG 251 - RECOMMENDED PRE-REQUISITE - ENG 151

The student continues his study of the literary genre, but in greater depth. Special emphasis will be given to North American literature from 1900 to the present. In composition and language study more mature writing assignments and higher standards in the quality of writing will be expected in order to foster in the student a wish to express himself capably in language. The programme in composition will be both creative and positive, leading to progressive improvement of thought and expression. Individual study may be arranged at the discretion of the teacher.

ENGLISH - SENIOR DIVISIONENGLISH - ENG 341 - (PRE-REQUISITE - ENG 251 or ENG 241 or permission
RECOMMENDED) of English Department

This English course is designed for students not proceeding to fifth year English. Writing assignments will be short concentrating upon accuracy and precision using basic skills. A wide variety of reading experiences concentrating upon writers of this century will be offered.

ENGLISH - ENG 301 - (PRE-REQUISITE - ENG 251
RECOMMENDED)

The subject matter will be divided into unified, coherent trimester courses called electives. Three electives comprise a school year. Students will be allowed to choose the electives they wish to take. Each elective is assigned a value of 1/3 credit. Year-end promotion will be based on the average of marks obtained in the electives undertaken in the year. Electives will be offered only if there is sufficient demand and if staff resources permit. Students may, therefore, have to accept a second choice elective. The electives will include Shakespeare, the theme of love, man at war, science fiction, modern drama, shorter literature and fantasy. One third of each elective will provide continuous instruction and re-inforcement in all phases of language skills. Special emphasis will be placed on the development of writing skills.

ENGLISH Continued

ENGLISH - ENG 441 - PRE-REQUISITE - ENG 341 or 301 or permission of English Department.
(RECOMMENDED)

This programme is for students who have experienced some difficulty in English in the past. It is not designed to equip students intending to study English in year five. Written assignments will continue to stress ease and accuracy of expression as well as assistance in basic skills where necessary. The literature programme will emphasize the individual's concerns as experienced by writers in all types of literature.

ENGLISH - ENG 401 - RECOMMENDED PRE-REQUISITE - ENG 301

The subject matter will, once again, be divided into electives and the same conditions apply. The electives will include: novels of struggle, Shakespeare (King Lear), shorter literature, modern drama, myths, science fiction, and Canadian literature. Course material will develop the concepts established in the third year course. Once again, one third of each elective will provide an extensive study of language and writing skills with special emphasis on the precis and the research essay.

ENGLISH - ENA 551 - RECOMMENDED PRE-REQUISITE - ENG 401

In this final year of English studies, the student is challenged with both the breadth and depth of his studies. He will be offered a number of electives from which a selection of any three will make up the year's work. The electives will include Shakespearean Drama, Canadian Novels, American Literature, Comedy, Twentieth Century Drama, Satire, Modern Poetry. As English is an integrated process, attention will be directed to all aspects and effects of the various works, that is to reading, speaking, writing and language study rather to any of these in isolation.

ENGLISH - ENB 551 - RECOMMENDED PRE-REQUISITE - ENG 401

This course is offered to students who desire a second credit in Year Five English. It will consist of a study of either six of the electives described in ENA 551 or five of those electives as well as the completion of an individual study project.

NOTE: Students of Year Five English who desire one credit will indicate ENA 551 on their selection sheet. Students who wish two credits must indicate both ENA 551 and ENB 551 on their selection sheet.

FILM ARTS

FILM ARTS - EFA 301

This course is an introduction to the medium of film. Students will experience an involvement in film by making several short films during the year. These films will give students the opportunity to employ their own ideas and to practice filming styles discussed in class.

Each film will also be accompanied by a sound track. In addition to making films, students will review films for meaning and technique. Areas of emphasis in the course will be: the narrative film, animation, filming techniques, scripting, editing, the camera, sound tracks, and social problems in film. Films will be shown, whenever possible, to illustrate styles and techniques discussed in class work.

FILM ARTS - EFA 401 - RECOMMENDED PRE-REQUISITE - EFA 301 or permission of the department.

This course is a logical continuation of EFA 301 Film Arts. Several concepts introduced in EFA 301 will be reviewed and expanded in this course. Some of these are exposure, filming techniques, animation, special effects, script techniques, editing, and the camera. The course will place its major emphasis on the production of films -- all students will be involved in making films. The impact of Super 8 m.m. films will be heightened with the addition of a sound track and an aim for technical excellence. We shall be discussing topics such as: film stocks, lighting, colour, composition and use of sound. During the second term it is hoped that all students will take part in the production of at least one 16 m.m. film.

THEATRE ARTS

THEATRE ARTS - ETA 351

Exercises in creative drama will be a major part of the course this year. The emphasis will be on dramatic presentation. The students will prepare a number of workshop improvisations and performances. The emphasis is on working with others, teaching the need for co-operation and self effort.

The course will include workshops in design, sound and movement and will culminate in the production of a student prepared performance.

THEATRE ARTS - ETA 451 - RECOMMENDED PRE-REQUISITE - ETA 351 or permission of department.

This course will combine the skills of experimentation and presentation already mastered. Through creative drama, students will experiment with plays selected from the Development of Western Theatre. Greek, Roman, Medieval, Elizabethan, Restoration, Nineteenth Century and Modern Drama will be explored.

Students will participate in workshops involving design, sound and movement and will present a modern one-act play.

THEATRE ARTS - ETA 551 - RECOMMENDED PRE-REQUISITE - ETA 351 and ETA 451 or permission of the department.

This course may be offered in 1979 - 1980 if there is sufficient enrolment. This course is a logical, continued growth of Years 3 and 4, Theatre Arts. It will combine aspects of creative drama with those

THEATRE ARTS Continued

of dramatic presentation. The emphasis is on modern theatre and on group work which should produce up to four workshop productions for some audience during the year. Students will consider theorists of the modern theatre; Appia, Brecht, Stanislavski, Grotowski, Brook and Artaud. They will also experiment with plays that have influenced the development of modern drama from:

The Beginnings of Modern Drama	- Ibsen, Chekhov, Shaw
European Theatre	- Brecht, Durrenmatt, Pirandello
British Theatre	- Pinter, Fry
American Theatre	- Miller, Williams
Canadian Theatre	- Reaney, Freeman
Experimental Theatre	- Beckett, Ionesco

The plays will be chosen in an attempt to complement the Year 5 English course. Students will be researching and learning newer concepts of stage, set and costume design, lighting techniques, make-up techniques (e.g. masks) as well as reinforcing their knowledge of what is necessary to make a theatre run.

FAMILY STUDIES (HOME ECONOMICS)

The Ministry of Education provides the following description and general aims:

"Family Studies is an applied field of knowledge with roots in many disciplines." To organize this extensive knowledge, it is possible to divide the field into five areas: family and child development, management of family resources, housing, food and nutrition, and clothing.

"The following aims apply to all areas of Family Studies:

- * to appreciate the family as an environment which has a profound effect upon its members.
- * to learn some of the basic skills which contribute to the quality of family living.
- * to learn as much as possible about family relationships that contribute to the fulfillment of each family member and to develop commitment to the building of such relationships.
- * to understand and appreciate that many decisions in all areas of family living are, in the ultimate analysis, decisions affecting personal relationships.
- * to develop the ability to attack problems independently and to make decisions sensibly and humanely."

FAMILY STUDIES (HOME ECONOMICS) Continued

FAMILY STUDIES - FHE 201 - PRE-REQUISITE - FHE 101
(RECOMMENDED)

The year two course is a general Family Studies programme building upon the basic work in family, food, nutrition, clothing, textiles and related studies from year one, focussing on these areas as they concern Canadian families and extending the students' experience in both theoretical and practical areas. Students should be pre-pared to provide materials for two clothing projects during the year.

FAMILY STUDIES - FHE 301

The year three course has two main sections:

The first, FAMILY AND CHILD, includes a consideration of the influence of the family on the child and the effect of the child on the family, child development in the family setting, responsible parenthood, effects of social change on family structure and functions, and family traditions including food traditions as important components of cultural heritage.

The second section, CLOTHING, includes fashion as reflection of social mores and values, clothing and the family, clothing and the consumer, clothing as a form of artistic expression and communication, and practical application of creativity in dress. Students should be prepared to provide materials for a project.

FAMILY STUDIES - FHE 451

This course has three main sections:

Section one, FOOD AND NUTRITION, includes a study of world wide nutrition problems and food resources, food and man throughout history, food traditions of other cultures, and application of nutrition information.

Section two, HOUSING, looks at the home as a people-centred environment: as physical, social and psychological environment for family living. This includes choosing a place to live, designing living space, the provision of housing, evolution of present-day housing in Canada and the search for solutions to housing problems.

Section three, MANAGEMENT OF FAMILY RESOURCES, considers social and economic influences on individual and family management and includes a study of the application of management principles to the use of resources for personal and family living, and the relationship between management of resources and the quality of family life.

FUTURE SURVIVAL - FHS 401

A one year course intended primarily for senior students with little or no previous formal study of Family Studies. Emphasis will be on skills needed for "survival" as independent adults, with focus on:

FAMILY STUDIES (HOME ECONOMICS) Continued

human nutrition and cuisine, competence as a consumer and a manager of both human and material resources and selection of living space; creation and maintenance of a pleasing environment for daily living.

CANADIAN FAMILY IN PERSPECTIVE - FCF 551 PERMISSION OF THE DEPARTMENT HEAD

"The Canadian Family in Perspective is a more advanced and specialized version of the Family and Child area of Family Studies, with emphasis on the changing contemporary family in Canada. It shares with other Family Studies courses the basic unifying concepts: family as environment, within environment, values, interpersonal relationships, and decision making."

The units include:

1. Roots of the Canadian Family in the Culture of Western Civilization
2. The Family in Contemporary Canadian Society
3. Socialization: a Primary Function of the Canadian Family
4. Economics and the Family in Canada
5. The Canadian Family in Cross-cultural Perspective
6. A Major Independent Study Project

GEOGRAPHY

Geography is the study of the relationships between human beings and their environment. The subject of geography involves the study of patterns and the distribution of physical features, resources and human activities.

The distribution patterns usually fall under such categories as Physical (e.g. land forms and climate), Human (e.g. slum areas, population patterns cultural groupings) and Economic (e.g. resources, and transportation networks). Courses in Geography places a high priority on the presentation of current and meaningful material. It is our hope that, in doing so, students will relate personally to the analysis of their world and its societies.

The Geography Department offers eleven courses. Two of these courses GCA 251 and particularly GPH 351 contain content which should be considered as fundamental to the study of Geography at the secondary school level. Students who wish to take Grade 13 Geography (GCS 551) are strongly advised to have GPH 351 in their background. In addition, students should consider GRG 251 as part of their preparation for Grade 13 Geography.

GEOGRAPHY Continued

NOTE: Students in the first two years must take Canadian Geogrphay and Canadian History Level 4 or Level 5. Students will be assigned to Geography or History in Grade 9 by the school administration according to numbers. For example, if the student studies Geography in Grade 9, they must take History in Grade 10. The only choice is level 4 or 5. If the student fails the subject in Grade 9, he must take both Canadian Studies (Geography and History) in Grade 10. Please note that additional courses are available as electives for those students keenly interested in the Social Sciences.

EURASIA - GEA 201

Eurasia the largest land mass on the planet, combines both Europe and Asia. The course provides almost unlimited possibilities for the student to explore the variety of cultural, physical and economic characteristics of this large region. China and social change in developing nations is also discussed.

Student participation is essential and class assignments involving maps, photos and group research will be introduced.

GEOGRAPHIC REGIONS IN CANADA - GCA 241

The course follows a thematic approach throughout the various regions in the Canadian landscape. Using a variety of visual, verbal and written material, combined with the skills of mapping, graphing and description, students will examine themes such as the disappearing lifestyle of the Newfoundland fisherman, and the cultural mosaic in Toronto, and the changing energy story in Canada. The central theme which flows throughout the course considers the diversity or difference in the human and physical makeup of Canada.

Student participation is an essential component of the course, which will include practical exercises, demonstrations, field work and group study and discussions.

CANADIAN GEOGRAPHY: ISSUES & PROSPECTS - GCA 251

The course examines basic materials related to Canada's location and importance in the world. Following this, our attention focuses on specific problems and plans related to geography, such as the Pickering Airport, a geographic study of Peel County, Alberta Tar Sands Development and Arctic development.

Individuals will be expected to complete research assignments, seminars and various field exercises. Selection of several research topics will depend on the interests of the individual.

GEOGRAPHY Continued

ECONOMIC GEOGRAPHY: RESOURCES AND RESOURCE PLANNING - GEC 341

The purpose of this course is to examine critically man's use of his natural resources. By studying various types of economic activity, the patterns, values and conflicts which arise are revealed. Topics such as hunting, gathering, nomadic herding, fishing, mining, farming, transportation, manufacturing and energy will be studied so that students can obtain a fundamental grasp of economic activities as they are practised around the world. Students will be encouraged to work on special interest topics using a wide range of materials which are available for this course.

EARTH FORMS AND CHANGE: A STUDY IN GEOGRAPHIC ELEMENTS - GPH 351

As the title implies, the course examines the present earth formations and their change and modification through time. Aspects of astronomy, geology, meteorology and climatology will be explored on both an elementary and advanced level, depending on student interests, ability and background. Geographic skills will be introduced which are essential tools for advanced geography courses in higher levels. Materials examined will include topographic maps and serial photographs, weather forecasts and equipment, satellite photos, remote sensing and others.

Student participation is an essential requirement for the course, as it will involve theoretical discussions, student demonstrations and presentations, practical field exercises and lab experiments.

This course is recommended for students wishing to take Year 5 Geography.

GEOGRAPHIC - ENVIRONMENTAL STUDIES - GES 441

This course focuses on four particular themes: Man's Natural Environment and its Components, Man within the Natural Environment, Man's modification of his Environment, and Planning for a Future Environment. Such questions as: what was the environment like before man arrived? How did man initially adapt to his environment? Has he been successful in modifying it? and, How may he manage his resources to ensure a useful environment will be maintained?, will be considered. Group work, individual research and field work will be among the study methods used.

URBAN GEOGRAPHY - CUR 451

This course focuses upon the city in Canada. Students can examine the historical factors which led to our present city scene, the reasons why towns and cities are located as they are today, and examine the internal characteristics of our major cities. Topics such as social problems, political structures, theories of urban structure, land uses, transportation networks, industrial location, shopping patterns, town planning, and parks and recreational facilities will be among those studied. Group work, individual research and fieldwork will be among the study methods used. This course is recommended for students wishing to take Year 5 Geography.

GEOGRAPHY Continued

CANADA - GCS 551 - PRE-REQUISITE - One previous senior Phase 5 Geography
(RECOMMENDED) course or the permission of the
geography department head.

The grade 13 programme deals with the current themes and issues in Canadian Geography, such as Regional Disparity, Resource Planning, Urbanization, and development of the North. Students will be expected to consult newspapers, government documents, reports and journals to gain insight into present trends and prospects. Independent study, research, field work, group work seminars and other techniques will be used as the basis for evaluation.

HISTORY AND SOCIAL SCIENCE

This department is devoted to helping Canadian youth understand themselves, their society, and world in which they live. In addition, our aims are to help students to think critically and to acquire those skills which will lead to the full development of their capabilities as human beings.

Courses other than History courses offered include Economics, Law, Man in Society and Politics.

THE 20th CENTURY - HCW 241

This History course includes a study of Canadian, American relations, Canada's role in World Peace, the English-French conflict in Canada as well as a study of the period between World War One and Two. The rise of Adolf Hitler and his Nazi Party will be studied during the World War 2 section. The "Roaring Twenties" and the "Dirty Thirties" will be discussed in detail. This is a course where basic reading and writing skills will be stressed.

THE 20th CENTURY - HCW 251

This History course is for students who have a serious desire to learn and discuss the issues relating to Canada's role with the United States as well as the relationship the French and English have within Canada. Demands on students will be firm as they study the Government and Law of this nation. Time will be taken to research our history from the beginning of World War One through the "Roaring Twenties", the "Dirty Thirties" and the completion of the Second World War. An issue of concern to Canada and the world, such as Canada's NATO commitment, will be studied as part of a "Newspaper Study".

CANADA'S MULTICULTURAL HERITAGE - HMU 251

This course looks at the contributions made by the many nationalities who settled here. In our local history section we will look at the persons who settled in Peel around Port Credit. A field trip will be part of this unit. Later study will focus on the Eskimo, and the Indian

HISTORY AND SOCIAL SCIENCES Continued

from Eastern and Western Canada. Questions to be analysed in this course are: Is Canada's immigration policy racist; what qualifications are necessary for an immigrant to enter Canada; why do you suffer culture shock when you travel to French Canada; and what are the advantages to being a Canadian citizen? A special "Ethnic Day" will be part of this course when all students will experience the food, customs and culture of the many Canadian ethnic groups. This course will include student discussion of the above issues, student debates, film and guest speakers.

LAW - HLW 301

HLW 301 will focus on legal issues that are of critical concern to today's society. Some of the topics under examination are: "Organized Crime and the Mafia", "The Criminal Personality", "Violent Teenage Gangs", "Native Peoples Land Claims", "Electronic Bugging and Police Power", "Terrorism and Political Kidnappings", "The Legal Rights of Women", "Strikes, Unions and Labour Law", "Juvenile Delinquency", "Taking the Law into Your Own Hands", "Punishments and Prison", "The Canadian Court System" and "The Death Penalty". The course will include student discussion of issues, field trips, films, and guest speakers.

MAN IN SOCIETY - CMS 341

This course is designed to assist Port Credit students in answering two basic questions about themselves, "Who am I" and "What is my Purpose in Life". Special attention will be given to the student's education, rights and family life.

Themes running through the course include comparisons with other cultures and an evaluation of the effect of social status on social life. Other topics discussed will be prejudice, poverty, violence and drugs in sport, rape and women's "lib".

Since Port Credit Secondary School students live in a city, time will be spent looking at the social planning, recreation facilities and services in Mississauga.

A field trip will provide added information on this theme. Similarly, films, guest speakers and student debates will be part of CMS 341.

THE ANCIENT WORLD - HIS 351

This course examines the Ancient world and traces the development of man from savagery to civilization. Emphasis is placed on the study of three great civilizations, Egypt, Greece and Rome.

The course seeks answers to basic questions such as how were these people governed? How did they educate their children, earn their living, spend their spare time? What contributions did they make to warfare, science, art and architecture? What made each civilization unique? What did they pass on to us? Why did they decay and disappear?

Because religion has played such an important part in the shaping of mankind, the major religions of the world such as Judaism, Christianity, Islam, Hinduism and Buddhism will also be studied.

MODERN POLITICS - HMP 351

In this course a study of such issues as law, conscience, authority, freedom, social justice, revolution, power and conflict take place. What are the basic strengths and weaknesses of life under Democracy and Totalitarianism (i.e. Communism and Fascism)?, are discussed. How does a totalitarian government control the lives of its people?

HISTORY AND SOCIAL SCIENCES Continued

Discussion of major political news stories such as Watergate, Quebec separatism, federal and/or provincial elections will play a part in this course. Personalities such as Pierre Trudeau, Joe Clark, Jimmy Carter, Lenin, Winston Churchill will be examined.

Guest speakers, debates, films and an optional field trip are also included.

TODAY'S WORLD - HWP 401

Two thirds of the world's population live in the shadow of death from starvation and disease. The numbers are growing each year. How is it that some countries are rich, others poor? This course explores the causes and effects of under-development in the Third World. Issues such as the population explosion, illiteracy, disease and poor sanitation are studied. Other related themes pursued are the appeal of Communism and one party Government, foreign ownership in Canada, black versus white in South Africa and the modern day societies of China and Cuba.

Group work, seminars, debates, films and a possible field trip will be part of this course.

AN INTRODUCTION TO ECONOMICS - CIE 451 - One previous Phase 5 History or Politics Course Recommended

Economics is the study of scarce resources and how man makes the choice as to how he will use them. Through the use of films, video-tape and speakers. Students will discuss the theory of economics and how it applies to contemporary issues in society. Unemployment, inflation, an 80¢ dollar, taxation, northern resources, and Canada's trade deficit are some of the topics that will be discussed. Supply and demand theory will be used to explain these topics as well as day by day newspaper stories relating to modern day Canada.

THE RISE OF MODERN MAN 1600 - 1970's HMR 451 - PRE-REQUISITE RECOMMENDED : Any one History or Politics course at the phase level 5 or permission of the Department.

This course examines those ideas and events from 1600 to 1970's which have shaped modern Western Civilization. Among these are the great revolutions in France and Russia, and the achievements of Napoleon, Bismark and Hitler. The major "isms" of the 19th and 20th Centuries such as nationalism, conservatism and socialism will be considered as well as what has happened in China since her revolution in 1949. For this we will use some recent and interesting film documentaries. Films, debates, individual research outside the classroom and group seminars will interest students. This course is strongly recommended for those who are considering grade thirteen history or wish to gain an understanding of the roots of our modern society.

CANADA AND THE UNITED STATES - HCU 551 - PRE-REQUISITES RECOMMENDED - One previous Phase 5 History, Politics or Economics course or the permission of Head of the History Department.

The first part of the course is a study of American foreign policy from Presidents Washington to Carter. This will include the birth and

HISTORY AND SOCIAL SCIENCES Continued

growth of the United States and the development of its relations with Canada and the rest of the world. Some of the topics to be considered will be the Watergate Scandal, the Bay of Pigs fiasco, and the assassination of the Kennedys.

The second part of the course will be an investigation of French Canadian/English Canadian relations and an analysis of Canada's search for a national identity. The 1970 FLQ Crisis and the significance of the threat of Rene Levesque to Canada's future will be two of the issues studied. Group work, seminars, guest speakers, a field trip and lectures will be some of the approaches utilized.

LANGUAGES - CLASSICS

The study of Latin encourages mental discipline of a type which students generally lack. The discipline imposed by even a year's study of Latin will aid a student in his approach to all subjects and will provide him with a sound knowledge of the structure of his own language. A knowledge of Latin and Greek will make the student resourceful in discovering the meaning of English words. Latin and Greek in the later years present the authors whose ideas and styles have influenced the philosophy and literature of all succeeding generations. For the receptive student, the courses can open up many fields of interest. Any student who intends to do work in English or in Modern Languages at a University will find the training of the Classics invaluable. For those who consider post-graduate work in Philosophy and History it will also be an asset. The student who is willing to accept the demands imposed by the study of Latin and Greek is enriching himself far more than he realizes at the time.

NOTE: We will offer these courses at the Grade 10, 11, 12, and 13 levels but point out that there must be sufficient enrolment to ensure their continuation.

LATIN - INTRODUCTION TO LATIN - LLA 251 - PRE-REQUISITE - NONE

The Latin beginners' course includes Latin grammar but stresses the reading of Latin, the study of English words derived from Latin and life in Roman times.

LATIN - LLA 351 -(PRE-REQUISITE - LLA 251
(RECOMMENDED)

The second course in Latin follows the same pattern as 1.

LATIN - LLA 451 - PRE-REQUISITE - LLA 351
(RECOMMENDED)

The third course in Latin completes the study of basic Latin grammar. Such Latin authors as Suetonius, Ceasar, Catullus, Ovid and Vergil are introduced in this year.

LATIN - LLA 551 - PRE-REQUISITE - LLA 451
(RECOMMENDED)

The course at this level includes a review of Latin grammar and composition and adds additional points of syntax. The student reads

LANGUAGES - CLASSICS Continued

more of Catullus, Vergil, and Caesar and is introduced to Horace and Cicero. Emphasis is placed upon reading Latin at sight.

GREEK - LGR 351 - PRE-REQUISITE - NONE

Because only a few students elect to study Greek, etc., the course is offered in a three-year cycle. In the year 1979 - 1980 Greek is offered at the beginners level.

LANGUAGES - MODERNS

Language is communication. By the end of the senior course, you should be able to understand the target language with good comprehension, and be able to express yourself (on non-technical matters) with sufficient clarity to be easily understood by a native speaker. Your reading should be fairly fluent and your writing skill sufficient for your personal needs.

Language is communication, but students have many uses for communication: some may wish to travel; others may wish to make friends among speakers of other languages; others may need a language in a future occupation. Whatever the specific need, you will need to build on listening and speaking skills and this will require active effort on your part.

FRENCH - LFR 251 - PRE-REQUISITE - LFR 151 or 161
(RECOMMENDED)

This course continues the Passeport Francais series begun in LFR 151. Verb tenses, adverbs, prepositions, object and subject pronouns are the main grammar topics. The text is highly conversational, but written work will reinforce the oral aspect. A short reader is also used along with tapes, discs and films.

LFR 261 - PRE-REQUISITE - LFR 161 - AND Permission of the Department Head.
(RECOMMENDED)

This course is offered when numbers permit. LFR level 4 is used. Verb tenses, word-study, and freer use of grammatical features are stressed. Films, slides, readers, tapes and discs will build all-round oral and mental skills. Readings of a more mature level than in LFR 251 are employed.

FRENCH - LFR 351 - PRE-REQUISITE - LFR 251 or 261
(RECOMMENDED)

This course continues the Passeport series begun in Grade 9. This year, stress is laid on verb-forms and pronouns. Authors' stories are taken from extra texts to increase vocabulary and to provide bases for oral discussion. Slides, filmstrips, records, and occasional films will add to cultural and linguistic appreciation of French.

FRENCH - LFR 361 - PRE-REQUISITE - LFR 261 and permission of the
(RECOMMENDED) Department Head.

This course continues the series LFR from 261. The stress will be on

LANGUAGES - MODERNS Continued

on the uses of verb forms such as subjunctives and conditionals, Insights into the idiomatic uses of French, both in meaning and word-forms and reading of current situational uses. Stress is on the oral-communicational use of language.

FRENCH - LFR 451 - PRE-REQUISITE - LFR 351 or 361
(RECOMMENDED)

This course finishes the Passeport Series, Books VII and VIII. The concentration in grammar is on verbal forms. Oral discussions on topics of current importance to teenagers provide vocabulary and ear-practice. Short stories expand your vocabulary. A-V presentations provide cultural insights.

FRENCH - LFR 551 - PRE-REQUISITE - LFR 451
(RECOMMENDED)

This course follows the old core of Grade 13 with a much greater oral stress. Topics will include:

- a) uses of prepositions
- b) verbs and objects
- c) passives
- d) conditionals
- e) subjunctives
- f) review of tenses

The authors section includes selected short stories and a modern play. Recordings, slides, filmstrips and full-length and short films are used. A study is made also of French language and its English counterparts. Word studies of tricky English expressions are covered. French 'culture' is touched upon, as well as French 'cuisine'. Hopefully, we shall have excursions to French locales in Toronto and if sufficient students participate even to the Province of Quebec.

GERMAN

We will offer these courses at Grade 10, 12 and 13 levels but there must be sufficient enrolment to ensure their continuation.

GERMAN - LGE 251 - PRE-REQUISITE - NONE, but prior foreign-language achievement desirable.
(RECOMMENDED)

This introductory course is highly oral in nature. Basic noun, adjective and verb-forms are covered. Vocabulary is modern and colloquial. Useful situations are used as bases for structural patterns. Grammatical explanations are clear and concise. Written exercises reinforce vocabulary and grammar.

GERMAN - LGE 451 - (PRE-REQUISITE RECOMMENDED) - LGE 351

The main topics of this course in grammar are: verb tenses, model verbs, uses of the subjunctive mood, conditional sentences, and the passive voice. Idioms of the mature level are also covered. This course concentrates on speaking and reading rather than grammar. One short novel and the operetta

LANGUAGES - MODERNS Continued

"The Merry Widow" are covered. Slides, films, Lieder and excursions aid in Kultur.

GERMAN - LGE 551 - (PRE-REQUISITE RECOMMENDED) - LGE 451

A refreshing grammar review is done in the first term. Short stories are covered as "Authors". Oral work will be stressed in both composition and authors classes. Word-study and idiom are stressed.

MATHEMATICS

We hope to give students the power to meet and solve everyday problems in an organized way. To do this we teach three basic methods of reasoning; deduction, analysis and induction. Deduction is the reasoning used by logicians. By starting with accepted facts and using rules of logic, a series of statements is built up until the desired statement is arrived at. Most proofs in mathematics are accomplished in this manner, especially deductions in Euclidean Geometry. Analysis allows us to decompose a complex problem using a step by step procedure. Without this knowledge one would not be able to programme a computer. Induction is an experimental way of thinking. Pattern formations and analogies are important in making conjectures which are really only educated guesses. This procedure encourages creative thinking.

We hope to show students how mathematics contributes to the understanding of natural phenomena. Almost any event or situation can be considered from an organized, logical and systematic point of view.

Our investigations illustrate how mathematics contributes to our cultural heritage. We introduce the history of mathematics at appropriate times and show how our subject integrates with other subjects on the curriculum.

Students learn the necessity of communicating concepts and facts correctly, clearly and precisely to others.

Although all the aims mentioned above are important, we hope to develop more than vocabulary, facts, skills, techniques and principles, more than the ability to analyze a problem, more than the ability to deduce the conclusion from given facts, more than the understanding of a mathematical system. We hope to develop minds which can use the logic of mathematics to distinguish fact from opinion, the relevant from the irrelevant and experimental results from proven theorems. It is our desire to stimulate curiosity so that these young minds will enjoy exploring new ideas and theories.

MATHEMATICS - MAT 241 - (PRE-REQUISITE RECOMMENDED) - Year 1 Mathematics

Extension of the areas covered in MAT 141. Irrationals, square roots, relations and linear functions, ratio and proportion. Purchasing of personal property including a comparison of effective interest rates. This course is more practical than theoretical and is intended for the students who plan on graduating after year 4.

MATHEMATICS - MAT 251 - (PRE-REQUISITE RECOMMENDED) - MAT 151

Number systems reviewed. An introduction to finite systems, operations with radicals, relations and functions and deductive geometry.

BASIC MATHEMATICS - MAT 231

Basic mathematics involves work on the number operations with whole numbers, fractions and decimals, equations, formulas and problems, areas and volumes, plotting charts and experimental geometry. Liberal use is made of practical problems from business and industry.

MATHEMATICS Continued

MATHEMATICS - MAT 341 - PRE-REQUISITE - Year 3 Mathematics
(RECOMMENDED)

An extension of topics covered in MAT 241. Radicals and exponents, analytic geometry of the straight line, linear systems, vectors, personal finance, and income tax.

MATHEMATICS - MAT 351 - PRE-REQUISITE - MAT 251
(RECOMMENDED)

Review of number systems, polynomials and rational expressions, radicals and radical equations. Euclidean Geometry - ratio and proportion, similarity, analytic geometry, and trigonometry.

MATHEMATICS - MAT 441 - PRE-REQUISITE - Year 3 Mathematics
(RECOMMENDED)

Polynomials, rational expressions and quadratic functions, sequences and series, logarithms, trigonometry, mathematics of investment and home ownership, Probability and statistics.

MATHEMATICS - MAT 451 - PRE-REQUISITE - MAT 351
(RECOMMENDED)

NOTE: This course is intended for students who plan on taking any Year 5 Mathematic courses.

Real valued functions, quadratic functions and equations, exponentials and logarithms, trigonometry, sequences and series, geometry of the circle.

ALGEBRA - MAA 561 - PRE-REQUISITE - MAT 451 and the permission of the
(RECOMMENDED) Department Head.

An in-depth study of vectors to include dot product and its application to trigonometry, geometry and physics, linear dependence and independence, intersection of lines and planes, and planes and plans, mathematical induction, permutations and combinations, matrix algebra, binomial theorem solution of linear systems using matrices and a study of mathematical probability.

Students who choose this course should also take MAC 551 and MAR 551.

CALCULUS - MAC 551 - PRE-REQUISITE - MAT 451
(RECOMMENDED)

Sequences and limits, slopes of a curve and the simple derivative, derivative rules, implicit differentiation, derivatives of the trigonometric functions, velocity and acceleration, rate problems, maxima and minima, the anti-derivative, simple differential equations, areas and rate of change, volumes of revolution, complex numbers and polar co-ordinates and De Moivre's Theorem.

RELATIONS AND FUNCTIONS - MAR 551 - PRE-REQUISITE - MAT 451
(RECOMMENDED)

Functions, mappings and graphs, trigonometry including compound angles, circle, parabola, ellipse and hyperbola equations and transformations of these conics and mathematics of investment.

MATHEMATICS OF INVESTMENT - MAI 551 - PRE-REQUISITE (RECOMMENDED) - (MAT 441 or MAT 451)
 If a student has MAT 441 he requires permission of the Mathematics Department Head.

This course is designed for students who need a mathematics credit in Year 5. The course is intended to make the student aware of the mathematics involved in everyday living. Many students may find such a course helpful if they are planning to enter accounting, insurance, office work or any of the many types of positions found in the world of finance. It is a course which should interest many persons who are involved in buying a house or a car, purchasing on credit or attempting to involve themselves in financial matters. Topics on the course include techniques used in simplifying mathematical calculations, simple and compound interest, present value, annuities, bonds, mortgages, advantages and disadvantages of renting or buying, borrowing money, and buying on credit (chargex, etc.)

NOTE: Students should ascertain if this course is acceptable to the University that they wish to attend.

MUSIC

The general objectives of the Music Programme include:

- achieving a general knowledge of music of many types through exposure to them
- achieving a competent and effective personal technique
- developing sight reading skills providing opportunities for joining others in the performance of music
- deepening appreciation for and sharpening of discrimination in music-making

NOTE: All students should participate in at least one of the following performing ensembles related to their choice of stream:

- Concert Band
- Intermediate Band
- Junior Band
- String Ensemble
- Choir

This year the P.C.S.S. Music Department offers three streams of musical studies:

1. Instrumental - choice of any brass, woodwinds or percussion instrument.
2. Vocal - voice training and music appreciation through singing and analysing a variety of recorded music.
3. Strings - choice of a violin, viola, cello, and string bass.

MUSIC Continued

Each stream consists of three divisions: performance, theory and history, which must be completed for one full credit.

INSTRUMENTAL - UMI 251 - (PRE-REQUISITE RECOMMENDED) - UMI 151

The three divisions of this course are as follows:

- a) Performance - further development of technique on the chosen instrument of the previous year, with special emphasis on tone production.
- b) Theory - completion of rudimentary music theory - one period per week.
- c) History - a study of the Baroque era. A thorough study of the style of this music with comparison to the socio-economic conditions at the time in Western civilization.

INSTRUMENTAL - UMI 261 - (PRE-REQUISITE RECOMMENDED) - UMI 161

The three divisions of this course are as follows:

- a) Performance - continual emphasis on tone production. Special emphasis is placed on intonation and articulation.
- b) Theory - as for UMI 251
- c) History - as for UMI 251

INSTRUMENTAL - UMI 351 - (PRE-REQUISITE RECOMMENDED) - UMI 251 or UMI 261

The three divisions of this course are as follows:

- a) Performance - emphasis is on phrasing and introduction of senior level concert band repertoire.
- b) Theory - one period a week. Introduction to harmony, melody writing, and an approach to two and three part writing.
- c) History - a study of the classical and romantic eras with the emphasis on styles and the socio-economic conditions of Western civilization at that time with a comparison of the two eras.

INSTRUMENTAL - UMI 451 - (PRE-REQUISITE RECOMMENDED) - UMI 351

The three divisions of this course are as follows:

- a) Performance - refinement of the more intricate performance techniques on each instrument. i.e. double tonguing, 2 and 3 octave scales, etc. Repertoire performance with particular emphasis on smoothness of line and phrasing.

MUSIC Continued

- b) Theory - continuation of harmony to the end of 3rd year conservatory level. Four part arranging; at least one piece for choir or small ensembles.
- c) History - a study of the medieval and renaissance eras with particular emphasis on the rise of polyphony

VOCAL - UMW 251 -(PRE-REQUISITE RECOMMENDED) - UMW 151 or previous choral experience with some theory background.

The three divisions of this course are as follows:

- a) Performance - continuation of sight-reading studies, articulation and projections, ear-training.
- b) Theory - as for UMI 251
- c) History - as for UMI 251 with emphasis on vocal music (development of the early opera).

VOCAL - UMW 351 - (PRE-REQUISITE RECOMMENDED) - UMW 251 or a minimum of two years choral experience and Grade 2 Theory.

The three divisions of this course are as follows:

- a) Performance - introduction to madrigals and small ensemble performance along with further ear training
- b) Theory - as for UMI 351
- c) History - as for UMI 351 with emphasis on vocal music in the concert halls (Opera Buffa and Grand Opera).

VOCAL - UMW 451 - (PRE-REQUISITE RECOMMENDED) - UMW 351

The three divisions of this course are as follows:

- a) Performance - emphasis will be placed on developing solo singing and participation in small ensembles as well as senior chorus.
- b) Theory - as for UMI 451
- c) History - as for UMI 451 with emphasis on the development of sacred as well as secular vocal music.

MUSIC Continued

STRINGS - UMS 251 - (PRE-REQUISITES RECOMMENDED) - UMS 151 or a minimum of one year playing experience on a stringed instrument.

The three divisions of this course are:

- a) Performance - further development of technique on the instrument. ie. vibrato, positions
- b) Theory - completion of rudimentary music theory
- c) History - a study of the Baroque era (1600 - 1750). An indepth study of the development of string literature of that era.

STRINGS - UMS 351 - (PRE-REQUISITE RECOMMENDED) - UMS 251 or 2 years of playing experience on a stringed instrument.

The three divisions of this course are:

- a) Performance - further refinement of technique, ie. positions vibrato. Study of more advanced repertoire (parts of symphonies).
- b) Theory - same as UMI 351
- c) History - a study of the classical and romantic eras with emphasis placed on the development of the symphony and chamber music.

STRINGS - UMS 451 - (PRE-REQUISITE RECOMMENDED) - UMS 351 or 3 years*playing experience on a stringed instrument.

The three divisions of this course are:

- a) Performance - emphasis on the low arm technique, ie. spiccato, etc. introduction to the higher position for all instruments and ensemble work ie., quartets, duets, trios (chamber music).
- b) Theory - same as UMI 451
- c) History - same as UMI 451 with particular emphasis on the rise and development of strings.

MUSIC EDUCATION - UMS 551 - (PRE-REQUISITE RECOMMENDED) - UMI or UMW 451 or permission of the Department Head.

This is a music education course aimed at presenting a total picture of musical development through the ages.

MUSIC Continued

Some musical background is desirable. These are some of the topics that will be studied:

- a) Conducting
 - learn the basic patterns of conducting
 - through discussion and practical application the student will learn the importance of a conductor.
 - conducting of classes (Years 1 and 2)
- b) Music Appreciation
 - the student will learn score reading and some interpretation with regards to style, tempo, dynamics and rhythm.
- c) History
 - the first section of this part of the course will be devoted to a comparative study of all musical eras up to the present. Special attention will be given to the development of instrumental music and its accompanying harmony from the medieval to the contemporary periods. The second section of this course will be devoted to the study of the 20th Century (contemporary) music, starting with Schonberg to the composers of today.
- d) Performance
 - the student will have an opportunity to study two instruments with special attention given to the pedagogical approach of playing an instrument.
(Cost: \$2.75 for the purchase of a conductors baton.)

PHYSICAL EDUCATION - GIRLS AND BOYS

The Physical Education Department at Port Credit strives to offer a programme that will appeal to and benefit all students. A wide variety of activities is offered to appeal to individual interests. Emphasis is placed on the need for physical fitness and the learning of skills that will be valuable to the student in later life and leisure activities.

Classes are sometimes grouped by ability for skill instruction and the level of instruction is geared to the skill level of the group. Equal ability groups allow a student the opportunity to compete with his peers and eliminate any embarrassment and frustrations that may result from competing with a superior athlete.

The Department attempts to make the Physical Education class an enjoyable experience by providing each student the opportunity of expressing himself physically.

NOTE: It is strongly recommended that every student complete three years of Physical Education while qualifying for the Secondary School Graduation Diploma.

PHYSICAL EDUCATION - GIRLS AND BOYS Continued

For students desiring either intensive study in preparation for a career in physical education or an extra course for interest, one enriched course is offered in Year 4.

PHYSICAL EDUCATION - PEB 201 and PEG 201

This course introduces an elective programme with opportunity to participate in co-educational activities. The school year is divided into eleven units of approximately 12 periods. The student selects the activity of his or her choice in each unit for in-depth study. The activities offered include those taken in PEB 101 and PEG 101 plus more leisure time activities (archery, square dance, winter outdoor activities, table tennis, initiative tasks).

Each student must complete 3 units of Health selected from the Peel Board of Education Health Core Programme. Health topics include:

- a) stress
- b) perception and communication
- c) facing adolescence and dating

PHYSICAL EDUCATION - PEB 301 and PEG 301

This course is elective and co-educational. The emphasis is on leisure time, carry-over activities. Students select 11 activities for the year. Activities such as skiing, curling and bowling are not included in the units but will be offered seasonally on a sign-up basis. Each student must complete 3 units of Health selected from the Peel Board of Education Health Core Programme. Health topics include:

- a) values
- b) mental health
- c) human sexuality

PHYSICAL EDUCATION - PEB 401 and PEG 401

This course is elective and co-educational. The emphasis is placed on recreational leisure time activities and fitness. The student selects activities of his or her choice for further in-depth study with more time for class competition and games. Outdoor education will be offered on a limited basis (in canoeing, skiing orienteering, skating). Each student must complete 3 units of Health selected from the Peel Board of Education Health Core Programme. The Health topics include:

- a) pregnancy
- b) dating and marriage
- c) aging and death

PHYSICAL EDUCATION - BOYS AND GIRLS Continued

(RECOMMENDED

SPECIAL PHYSICAL EDUCATION - PEB 461 and PEG 461 - PRE-REQUISITES)-
Years 1, 2 and 3 PEB or PEG with honours
standing in PHE 351 and a 66% academic
average in Year 3 and approval of the
Department. A student cannot be failing
any subjects.

This is an advanced course offered to specially qualified students who indicate an intention of continuing in Physical Education or related careers beyond the secondary school level. Successful completion of this course will undoubtedly aid students in gaining admission to University Physical Education courses. This course is predominantly co-ed stressing individual activities, e.g. tennis, golf, squash, handball, swimming, sailing, and paddling. Team sports and skills are included with an emphasis on teaching methods and coaching philosophy. All students will get practical teaching experience. The health course will include a study of the physiology of exercise, social problems, family living and genetics of the future. A canoe trip in the Fall to Algonquin Park and a Winter Ski Trip are part of the course. Sailing is included if the facility is available.

(Cost: Canoe trip - \$45.00)

NOTE: All Peel Board of Education Safety Regulations are followed in class and on school excursions. Student safety is of prime importance to each Physical Education teacher at Port Credit Secondary School.

SCIENCE

It is hoped that Science courses will help to contribute to the individual development of students and to the development of their knowledge, skills and attitudes. Our courses and teaching methods should give students the opportunity to develop the skill of critical thinking. The courses should be relevant in that understandings are gained which are useful in the personal and public domain. They should allow the student to develop personal and recreational interests in this area. They should also allow development of understanding of the process of Science since Science is an important factor in our society.

Another of our aims is related to Science careers. In addition to aims already mentioned, students planning careers in Science or technology need a background of Science content. They need to know the important concepts, theories and definitions of their field. They need experimental and logical skills as well as understanding of the process by which Science progresses.

BIOLOGICAL SCIENCE - SBS 241

This is a basic biology course for those students planning to graduate at the end of year 4. With an emphasis on the practical aspects of biology, living things are studied from the view point of their cellular structure, basic organization and function, and the interaction of living things with their environment.

SCIENCE Continued

BIOLOGICAL SCIENCE - SBS 251

This course will present a study of the world of living things and the way that individual plants and animals interact with each other. The variety of life forms will be shown as well as the features which allow grouping of these life forms into various classifications. The study of the cell will lead to detailed coverage of the structure and function of organs and organ systems of both plants and animals. Finally 'man' will be studied in perspective with the rest of nature. This course is the recommended pre-requisite for Year 5 Biology (SBI 551).

BIOLOGY - SBS 301 -(PRE-REQUISITE - SPS 141 or SPS 151 or SBS 251 or SPS 241
RECOMMENDED)

This course teaches the normal structure and function of the human body. A study of cells of various tissues will include the chemical makeup of the body. An overview of the anatomy and physiology of living things will be considered with an intensive study of the major organ systems of the human body. Emphasis will be placed on the diseases and disorders affecting the human body.

PHYSICS - SPH 351 -(PRE-REQUISITE - SPS 151 and MAT 251 is recommended.
RECOMMENDED)

This course is divided into four major sections: mechanics, vibrations and wave motions, electricity, and modern physics. Mechanics is an experimental and mathematical study of measurement, motion, work, energy and power. The study of vibrations and waves leads into sound, resonance and interference phenomena, followed by light and optics. Electricity includes electrostatics, a quantitative study of current electricity and electromagnetism. Modern Physics includes topics in atomic structure and nuclear physics. This course is the recommended pre-requisite for Year 5 Physics (SPH 551).

PHYSICS - SPH 341 -(PRE-REQUISITE - SPS 141 or SPS 151
RECOMMENDED)

A basic Physics course for students planning to graduate at the end of Grade 12. The course will place less emphasis on the mathematical content of physics and more emphasis on the practical aspects. The five major topics in the course are: electricity, magnetism, sound, light and mechanics.

CHEMISTRY - SCH 441 -(PRE-REQUISITE - SPS 151 or SPS 141
RECOMMENDED)

A basic Chemistry course for students planning to graduate at the end of Grade 12. This course includes fundamental material in descriptive and theoretical chemistry. The emphasis of the course will be on detailed experimentation involving processes and devices used in technological fields. All topics mentioned in SCH 451 will be introduced but with less emphasis on mathematics and theory. These topics include atomic theory, the periodic table formula, writing equations, chemical bonding, chemical arithmetic and the mole.

SCIENCE Continued

CHEMISTRY - SCH 451 -(PRE-REQUISITE - SPS 151 or the permission of
RECOMMENDED) the Department. It is recommended
that MAT 351 also be completed.

This first course in chemistry features experiments and their interpretation as well as important facts, laws and theories. The course covers the basic concepts of atomic theory, the Periodic Table, formula, writing equations, chemical bonding, chemical arithmetic and the mole. In addition, work will be done in the areas of acids and bases, electrolysis, organic chemistry and biochemistry. This course is the recommended pre-requisite for Year 5 Chemistry courses (SCH 551).

BIOLOGY - SBS 551 -(PRE-REQUISITE - SBS 251 and SCH 451
RECOMMENDED)

This course studies biology using the homeostasis approach. Homeostasis, the delicate balance required to maintain life in the face of the fluctuating environment, is the unifying theme.

This theme progresses logically from the study of macromolecules to the cell through to the organism, and through the continuity of the species from one generation to the next to the evolutionary picture of life on this planet. An in-depth study of the primary chemical processes occurring in living organisms plus a comparative study of the systems of both plants and animals will be covered.

CHEMISTRY - SCH 551 -(PRE-REQUISITE - SCH 451 - it is recommended
RECOMMENDED) that MAT 451 also be completed.

This course features the development of chemical principles in four major areas. In the first, a detailed study of atomic theory leads to an understanding of the formation and shape of molecules. In the second part, a study of reaction rates and the energetics of reactions lead to a study of entropy and the factors that control all chemical reactions. Reactions are then studied from the view-point of dynamic equilibrium. The concepts developed are applied to widely separated phenomena such as: solubility, acids, bases and electrochemistry. Finally organic chemistry is studied as a rapidly growing field where many of the principles acquired in the course may be applied. In many of the units principles are expressed in mathematical form and problem solving is of major importance.

PHYSICS - SPH 551 -(PRE-REQUISITES - SPH 351 and MAT 451 or
RECOMMENDED) special permission of the department.

The various areas of physics studied in this course converge upon a main theme; the wave-particle duality of radiation and matter. The course begins with a study of the behaviour of light in general. Through exploration of this behaviour, a particle model and a wave model for light are constructed and examined. An in-depth investigation of Kinematics follows, probing the inter-relationships of time, space and motion. With this background Newtonian physics, or the dynamics of classical bodies, is studied intensively. Finally, after a brief introduction to electrical forces and electromagnetic radiation, a modern wave-mechanical description for photons, matter waves and atomic structure is created.

TECHNICAL STUDIES

In a recent school yearbook it is stated that "the school's purpose is to show the student his responsibility to himself and to society". Today we are living in a highly technological society which creates many demands for technical literacy and skills. To enable students at Port Credit to meet these demands for technical literacy and skills, we in our Department are offering many varied and interesting courses.

It is our desire to broaden the student's interests, curiosity and creativity by having students select courses suitable to their aptitudes and interests, as well as acquire skills adequate for both personal and, if desired, vocational goals.

Technical courses have been designed to provide integration among themselves and an inter-relationship with other academic studies such as Mathematics, Science, English and Art.

Most courses are offered at the non-phase level and all courses are co-educational, so that all students may participate.

Educationally, technical courses provide a sound basis for University, Community Colleges and also for those students seeking employment upon graduation from Secondary School.

Students interested in Technological programmes may take two approaches. One is an exploratory approach taking credits in various subject areas each year. In the second approach students may take a more specialized direction wherein concentrated study and application in one or two subject areas are more suited to the individual's interest and abilities.

To enable students to take best advantage of these programmes, it is suggested to students to select subjects within a technological grouping which relate to one another. (i.e. Woodworking and Architectural Drafting, Metal working and Mechanical Drafting or Electricity and Electronics).

Year 1 and 2 subjects are primarily exploratory in nature. A student is urged to select from a variety of Technological areas, in order to determine which subject area(s) is best suited to his/her aptitudes, interests and needs.

TECHNICAL STUDIES Continued

PROGRAMME STRUCTURE YEARS 2 TO 4 (GRADES 10 TO 12)

YEAR 2 (GRADE 10)

TDR 201	Drafting 2
TAM 201	How Automobiles Operate
TBC 201	Building Construction 2
TEY 201	Electricity 2
TEL 201	Electronics 2
TMS 201	Machine Shop 2
TSW 201	Sheet Metal & Welding

YEAR 3 (GRADE 11)

TDA 341	Architectural Drafting
TDA 301	Architectural Presentation
TAM 301	Auto Maintainence
TBC 301	Building Construction 3
TAM 341	How Does It Work (Auto)
TWW 301	Woodworking
TEY 301	Electricity 3
TEE 301	Electricity for Girls
TEL 301	Electronics 3
TEL 341	Electronics 3
TMS 301	Machine Shop 3
TDM 301	Mechanical Drafting 3
TFW 301	Metal Fabrication & Welding
TCM 301	Creative Metal Work

YEAR 4 (GRADE 12)

TDA 441	Architectural Drafting B
TDA 401	Architectural Drawing Lab
TAM 441	Auto Repair
TAM 401	Finding the Trouble (Auto)
TBC 401	Heavy Construction
TFI 401	Furniture Design and Upholstery
TEY 401	Electricity 4
TEL 401	Electronics 4
TEL 441	Electronics 4
TMS 401	Machine Shop 4
TDM 401	Mechanical Design Drafting
TFW 401	Metal Fabrication
TCM 401	Creative Metal Work

TECHNICAL STUDIES Continued

AUTO MECHANICS

HOW AUTOMOBILES WORK - TAM 201

The second year automotive course is designed to give theoretical and practical knowledge to the student so that he or she may acquire a basic understanding of the auto.

Topics include engine, power train, electrical and brake systems. Work on actual units accounts for the majority of shop time. This level also prepares the student for the third year of automotive study.

AUTO MAINTENANCE - TAM 301

This level of study is designed to give more knowledge to the interested student without going to a specialist's level. Basic knowledge gained in Year II is utilized and practical application of skills forms a major portion of the course. Major and minor tune up, electrical problems, performance tuning and the involvement of the automobile in society are covered at this level.

HOW DOES IT WORK? SPECIALIST - TAM 341 -(PRE-REQUISITE - TAM 301
RECOMMENDED)

At this level of study, detail and precision are stressed. These are accomplished by a complete overhaul from start to finish. "The Engine must run". All systems of the engine are studied in detail during rebuilding. This level of study is set up for a student planning a technical career where skill and precision are an asset.

A student wishing to take a Double Auto Option, would take TAM 341 as a second course.

AUTO REPAIR - TAM 441 -(PRE-REQUISITE - TAM 401
RECOMMENDED)

All systems of the engine are studied in detail. Major and minor tune up electrical problems, performance tuning and the involvement of the automobile in society are covered at this level. The majority of the time is spent repairing units that would be used in service.

FINDING THE TROUBLE - TAM 401 -(PRE-REQUISITE TAM 301
RECOMMENDED)

Year four stresses diagnosis and repair using electronic test equipment and procedures practiced in automotive repair. All phases of engine, electrical, power train, brake and suspension problems are discussed including all power equipment and automatic transmission. Automotive service department operation, parts department and automotive technician duties are discussed along with specialist and career opportunities. Department of Labour apprenticeship abatement is also given to a graduate student. A student wishing to take a Double Auto Option, would take TAM 441 as the second course.

TECHNICAL STUDIES Continued

ARCHITECTURAL DRAFTING

ARCHITECTURAL DRAFTING - TDA 341 -(PRE-REQUISITE - One Drafting Course
RECOMMENDED)

This course in the preparation of residential working-drawings and specifications (those documents from which housing is actually built) introduces architectural and civil engineering drafting technical communication. It includes studies in materials and methods of small-building construction (ancient and modern), residential building codes, and structural elements. (This course may be taken in the same year as TDA 301).

ARCHITECTURAL PRESENTATION - TDA 301 -(PRE-REQUISITE - One Drafting Course
RECOMMENDED)

This course in the preparation of architectural presentation plans, perspectives and models (those design studies from which working-drawings are made) introduces design and presentation techniques (in student-chosen projects), emphasizing the prescription and description of spaces for human use. It includes studies in the elements of residential planning and design, from interior spaces to exterior spaces. (This course may be taken in the same year as TDA 341).

ARCHITECTURAL DRAFTING - TDA 441 -(PRE-REQUISITE - TDA 301
RECOMMENDED)

This second course in the preparation of working-drawings and specifications begins with small commercial, industrial and institutional buildings and concludes with larger projects (all student chosen), emphasizing team or group work (as in actual practice). It includes further studies in building materials science, methods of construction, and structural design, with additional work on details for sub-assemblies, built-ins, and electrical and mechanical equipment. (This course may be taken in the same year as TDA 401).

ARCHITECTURAL DRAWING LAB - TDA 401 -(PRE-REQUISITE - One TDA Course
RECOMMENDED)

This all-practical senior course in architectural presentation and/or drafting is for those students who will require a portfolio for employment or for admission to post-secondary architectural courses. Individual portfolio programmes will be selected, so that students may choose to concurrently audit TDA 341 or 301 (enrollment and timetabling allowing). Success in this course requires an increasing ability to carry long-term projects to completion. (This course may be taken in the same year as TDA 441).

BUILDING CONSTRUCTION & WOODWORKING

BUILDING CONSTRUCTION 2 - TBC 201

This course is a continuation of the Woodworking principles acquired in Year 1 as well as an introduction to house framing. Students will build a scale model house working from actual blueprints. The topics covered will encompass all aspects of building construction including such topics as footings and foundations, wall, floor, and roof framing

TECHNICAL STUDIES Continued

and finishing carpentry. In building the scale model house the student will encounter many of the actual problems that a carpenter encounters in home construction. In addition to the scale model house the student will be able to work on a smaller project of his own.

BUILDING CONSTRUCTION 3 - TBC 301

This third year course in Building Construction will build upon the construction principles acquired in Year 11 and will place special emphasis on such areas as roofing, prefabrication and the large area of non-wood building materials available today. The students will gain blueprint reading experience and practical construction experience from building a small structure in the shop. As many of the components as possible that will go into the structure will be built by the students in the shop. (i.e. windows, doors and siding).

WOODWORKING - TWW 301

This course is general in nature and provides an introduction to cabinet making and millwork. Topics include project design, wood technology, finishing, stains, varnishes and paints, cabinet hardware, hand tools and operations, and the use of woodworking machinery. Individual projects of the student's choice provide the student freedom for self-expression, experimentation and creativity.

BUILDING CONSTRUCTION - TBC 401 (TBC 301 RECOMMENDED)

This senior level course consists of a detailed study of the various elements of construction including such topics as surveying, community planning, concrete, insulation and building materials. The student will gain a general grasp of the building construction industry through reading and practical projects.

FURNITURE DESIGN AND UPHOLSTERY - TFI 401

This senior level Woodworking course will look at the various furniture styles and will give the students an opportunity to design and construct a substantial item of furniture. Both the practical and theoretical skills that are required to construct a well-built piece of furniture will be developed in class. The course will also consist of an introduction to Upholstery.

ELECTRICITY

ELECTRICITY 2 - TEY 201

This course is designed to provide an understanding of electricity and its importance to our society. Basic circuits are designed, constructed and tested using instruments. Such topics as electro-magnetism, fusing, power, relays and signalling systems will be studied. Home and apartment circuits related to lighting and switching will be constructed. The course concludes with an introduction to electronic components related to electricity.