

ROSS



THE PEEL BOARD OF EDUCATION  
PORT CREDIT SECONDARY SCHOOL  
COURSE OUTLINE BOOKLET

1981/82

GRADE 9 (YEAR ONE) COURSE OF STUDY

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THE SECONDARY SCHOOL PROGRAMME

A)

COURSES

The courses offered at Port Credit Secondary School are grouped into four areas of study. 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:

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.

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, Typing and Business Communication.

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, General Science, Technical Courses, Applied Mechanics, Junior Home Economics, Accounting, Business Finance, Computer Science and Bookkeeping.

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.

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 TELL YOU?

Each course has a six symbol code - three alphabetic and three numeric (e.g. ENG 151).

- (i) The three alphabetic symbols indicate the subject and the course.  
The first letter indicates the subject department as shown below:

First Letter

A	-	Art
B	-	Business Education
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

- (ii) Numeric symbols:

Following the three alphabetic symbols, the first numeric digit indicates the grade, and second, the level of difficulty and the final digit designates the credit value.

- (a) 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

- (b) WHAT DOES LEVEL MEAN? (SECOND DIGIT)

It is the degree of difficulty of the 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. The student is advised to select the level that matches his interests, previous achievements and educational goals.

The following is a brief description of the levels:

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, e.g. HLW 301 (a wide spectrum of experiences and attitudes is desirable).

Level 3 - These BASIC courses will provide students who are weak in certain academic areas 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 students 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 for highly motivated students. These courses lead to Year 5 and University.

(c) 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 found only in Grade 9 Technical subjects, with each half credit representing 55 hours of instruction. A final digit of 1 indicates 1 credit; a final digit of 7 indicates  $\frac{1}{2}$  credit.

A SUMMARY OF COURSE CODES:

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

ENG 441 represents English - Year 4 (Grade 12), Level 4 and a 1 credit value.

TMS 107 indicates Technical - Machine Shop - Year 1 (Grade 9), Level 0 and a  $\frac{1}{2}$  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 below 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 3) Grade 11 - 7 credits  
(Year 2) Grade 10 - 8 credits; (Year 4) Grade 12 - 6 credits

FURTHER REQUIREMENTS:

NOTE: Students who begin secondary school in September, 1981 in Ontario (going into grade 9) must include within their programme during the first two years courses in required subjects as follows:

- |                    |             |
|--------------------|-------------|
| English            | - 2 credits |
| Mathematics        | - 2 credits |
| 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 10.)

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

NOTE: Students who began secondary school in September, 1980 in Ontario (going into Grade 10) must include within their programme during the first two years, courses in required subjects as follows:

- |                    |             |
|--------------------|-------------|
| English            | - 2 credits |
| Mathematics        | - 2 credits |
| Science            | - 1 credit  |
| Canadian History   | - 1 credit  |
| Canadian Geography | - 1 credit  |

NOTE: Students who began September, 1977, 1978 or 1979 in Ontario must have included within their programme during the first two years courses in required subjects as follows:

- |                    |             |
|--------------------|-------------|
| English            | - 2 credits |
| Mathematics        | - 2 credits |
| Science            | - 1 credit  |
| Canadian Studies:  |             |
| Canadian History   | - 1 credit  |
| Canadian Geography | - 1 credit  |

NOTE: Students who began high school in Ontario from September, 1974, to September, 1976, and will not have completed requirements for a Grade 12 diploma by June, 1980, must see a school counsellor for diploma requirements.

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. This student will have 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). Please note that an S.S.G.D. (Secondary School Graduation Diploma) is not required for entry into 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 transportation on behalf of any French speaking Peel Secondary School student who wishes to enrol at Etienne Brule Ecole Secondaire (North York).

Further information may be obtained from the Central Board Office (279-6010).

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. Application forms are available from any school within the jurisdiction of the Peel Board of Education. Such a form, when completed, should be forwarded to the principal of the school which the student wishes to attend.



G)

SAVE A YEAR PLAN

Some students are able to graduate earlier than normal. This may be done by attaining additional credits through summer school, night school or independent study. The following plan is only one of several possible programmes towards achieving this goal. This plan leads to a S.S.G.D. and a S.S.H.G.D. but requires the student to accumulate a minimum total of 33 credits (27 for S.S.G.D. and 6 grade 13 credits for S.S.H.G.D.). Students and parents should remember that the successful completion of the S.S.H.G.D. is not contingent upon receiving the S.S.G.D.

\* compulsory subjects

+ recommended subjects

YEAR	CREDITS(S)									
PRE/SS OR SUMMER SCHOOL	1	*MAT								
		151								
YR 1	8	*ENG	*MAT	*HCW		*SPS	+PHE	+LFR	OPT	OPT
		151	251	151		151	101	151	9/10	9/10
YR 2	8	*ENG	+MAT	*GCA		+SBS	+PHE	+LFR	OPT	OPT
		251	351	251		251	201	251	10/11	10/11
YR 3	8	*ENG	+MAT	+HIS	351	+SPH	+PHE	+LFR	+SCH	OPT
		351	451	GPH	351	351	301	351	451	11/12
YR 4	8	*ENG	OPT		13		13	13	13	13
		451	12/13							
	33	(27 CREDITS FOR S.S.G.D. + 6 GRADE 13 CREDITS FOR S.S.H.G.D.)								

TOTAL CREDITS 33

Factors such as limiting the scope of the students' programme and acceleration beyond one's peers should be carefully considered and discussed by the students' parents and a school counsellor. The school counsellor will also assist in formulating the complete programme.

H)

PARENT AND STUDENT RIGHTS

Parents have the responsibility and the opportunity to work with their sons or daughters in the planning of their secondary school education. The final decision on the course selections of students under eighteen rests with parents. Even where the school has recommended a particular group of subjects, a parent may substitute one subject for another in the group, after consulting with the principal.

All students and their parents should consider seriously the advice and recommendations of the school. The consequences of course choices can be extremely important, whether students plan to enter directly into the world of work, or go on to post-secondary education.

It is essential that information concerning required subjects, recommended courses and the rights of students and parents, be

communicated clearly on school calendars and course option sheets.

I) SEMESTERED PROGRAMMES

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. Further information may be obtained from Erindale Secondary School, Gordon Graydon Memorial Secondary School, Lorne Park Secondary School, Morning Star Drive Secondary School, and North Park Secondary School.

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 in Grades 11, 12, and 13. For further information, please contact: INDEC North at 456-2970 or INDEC South at 279-0037.

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 at 278-6177.

M) APPLIED AND VISUAL ART

All secondary schools of The Peel Board of Education offer a general Visual Arts option. The specialized art programme at T. L. Kennedy offers this general programme and also a more intensive programme geared for the student who may wish to pursue Commercial Art as a career. Further information may be obtained from T. L. Kennedy Secondary School at 279-6540.

N) "LINKAGE" APPRENTICESHIP

Parents and students should be aware of the possibility of beginning an apprenticeship training programme, as part of their regular secondary school studies. Through registry in the LINK programme, a student may be able to obtain advanced standing in certain trades. Students and parents interested in the programme can obtain information by contacting Mr. N. Dodgson at 279-6010, ext. 355.

O) SPECIAL BUSINESS EDUCATION PROGRAMME

Cawthra Park Secondary School is offering a one-year concentrated secretarial training programme for employment. Students who have obtained at least grade 11 are eligible to take the course. They will earn five S.S.G.D. credits and a Special Business Education Certificate. Additional credits can be taken to complete S.S.G.D. requirements.

Further information may be obtained from Cawthra Park Secondary School at 274-1271, ext. 31.

P) VOCATIONAL SCHOOLS

The programme in Vocational Schools is designed to permit a student to master sufficient basic technical skills to gain employment, to learn oral and written communication skills and concrete computational skills in order to realize his potential in society.

Q) NIGHT SCHOOL FOR DAY SCHOOL STUDENTS

Secondary School students wishing to enrol in Adult Education Diploma Credit courses require a completed Night School Consultation Report from Counselling Services to be presented at the time of registration. The deadline for registration is the night of the second scheduled class. Consult the Night School brochure or telephone 270-1991 for additional information.

R) COOPERATIVE EDUCATION

Cooperative Education is a project of the Peel Board of Education in which practical experience in a regular, part-time job can be included in a student's education program, for credit towards a diploma. Students and parents interested in this program can obtain information through the Guidance Counselling service of the school or by contacting Mr. N. Dodgson at 279-6010, ext. 355.

COUNSELLING SERVICES AT PORT CREDIT

The Counselling Department is concerned with understanding and helping all the students in the school. By means of individual counselling sessions and classroom visitations, the counsellors attempt to provide the students of Port Credit with the necessary information to make responsible decisions.

Individual counselling sessions regarding study habits, change of timetable, subject performance, option choices, post-secondary educational planning and personal problems are the heart of the counselling department.

The counsellors also offer group and individual aptitude and interest tests, consultations with teachers and parents regarding individual students and act as liaison for night school and summer school as well as many other functions too numerous to mention.

Because of the wide range of choices in programmes being offered at the Secondary School level, each student is able to select a programme suitable for his/her own interests, 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 pre-requisites, 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. Please call 278-3382.

FLOW CHARTS

Arrows indicate 'RECOMMENDED PRE-REQUISITES' for courses if required.

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

Areas of Study:  
(on flow charts  
in brackets)

- A Arts
- C Communications
- P Pure and Applied Sciences
- S Social Sciences

Grade	Year 1	Year 2	Year 3	Year 4
Grade 9	<p>English (C)</p> <p>Mathematics (C)</p> <p>Science (C)</p> <p>History (S)</p> <p>Art (A)</p> <p>Music (C)</p> <p>Physical Education (P)</p>	<p>English (C)</p> <p>Mathematics (C)</p> <p>Science (C)</p> <p>History (S)</p> <p>Art (A)</p> <p>Music (C)</p> <p>Physical Education (P)</p>	<p>English (C)</p> <p>Mathematics (C)</p> <p>Science (C)</p> <p>History (S)</p> <p>Art (A)</p> <p>Music (C)</p> <p>Physical Education (P)</p>	<p>English (C)</p> <p>Mathematics (C)</p> <p>Science (C)</p> <p>History (S)</p> <p>Art (A)</p> <p>Music (C)</p> <p>Physical Education (P)</p>
Grade 10	<p>English (C)</p> <p>Mathematics (C)</p> <p>Science (C)</p> <p>History (S)</p> <p>Art (A)</p> <p>Music (C)</p> <p>Physical Education (P)</p>	<p>English (C)</p> <p>Mathematics (C)</p> <p>Science (C)</p> <p>History (S)</p> <p>Art (A)</p> <p>Music (C)</p> <p>Physical Education (P)</p>	<p>English (C)</p> <p>Mathematics (C)</p> <p>Science (C)</p> <p>History (S)</p> <p>Art (A)</p> <p>Music (C)</p> <p>Physical Education (P)</p>	<p>English (C)</p> <p>Mathematics (C)</p> <p>Science (C)</p> <p>History (S)</p> <p>Art (A)</p> <p>Music (C)</p> <p>Physical Education (P)</p>
Grade 11	<p>English (C)</p> <p>Mathematics (C)</p> <p>Science (C)</p> <p>History (S)</p> <p>Art (A)</p> <p>Music (C)</p> <p>Physical Education (P)</p>	<p>English (C)</p> <p>Mathematics (C)</p> <p>Science (C)</p> <p>History (S)</p> <p>Art (A)</p> <p>Music (C)</p> <p>Physical Education (P)</p>	<p>English (C)</p> <p>Mathematics (C)</p> <p>Science (C)</p> <p>History (S)</p> <p>Art (A)</p> <p>Music (C)</p> <p>Physical Education (P)</p>	<p>English (C)</p> <p>Mathematics (C)</p> <p>Science (C)</p> <p>History (S)</p> <p>Art (A)</p> <p>Music (C)</p> <p>Physical Education (P)</p>
Grade 12	<p>English (C)</p> <p>Mathematics (C)</p> <p>Science (C)</p> <p>History (S)</p> <p>Art (A)</p> <p>Music (C)</p> <p>Physical Education (P)</p>	<p>English (C)</p> <p>Mathematics (C)</p> <p>Science (C)</p> <p>History (S)</p> <p>Art (A)</p> <p>Music (C)</p> <p>Physical Education (P)</p>	<p>English (C)</p> <p>Mathematics (C)</p> <p>Science (C)</p> <p>History (S)</p> <p>Art (A)</p> <p>Music (C)</p> <p>Physical Education (P)</p>	<p>English (C)</p> <p>Mathematics (C)</p> <p>Science (C)</p> <p>History (S)</p> <p>Art (A)</p> <p>Music (C)</p> <p>Physical Education (P)</p>

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) *BCO 441(C) (P) BOP 441(CP) BSF 441(CP)  BFI 441(S)  BCE 441(S) BCO 441(C)	*BAC 551
<u>ENGLISH</u>	ENG 131(C) ENG 141(C) ENG 151(C)	ENG 241(C) ENG 251(C)	ENG 341(C) ENG 351(C) EFA 301(A) ETA 351(A)	ENG 441(C) ENG 451(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)	FCF 551
<u>GEOGRAPHY</u>	GEA 101(S) GCA 141(S) GCA 151(S)	GEA 201(S) GCA 241(S) GCA 251(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>	HMU 101(S) HCW 141(S) HCW 151(S) HCW 161(S)	HMU 201(S) HCW 241(S) HCW 251(S) HCW 261(S)	HMS 341(S) HIS 351(S) HLW 301(S)	HMP 401(S) HMR 451(S) HWR 401(S)	*HCU 551
<u>LANGUAGES:</u>					
i) CLASSICS		LLA 251(C)		LLA 451(C)	LLA 551
ii) MODERNS:					
French	LFR 151(C)	LFR 251(C)	LFR 351(C)	LFR 451(C)	LFR 551
German	LFR 161(C)	LFR 261(C)	LFR 361(C)	LFR 451(C)	LFR 551
		LGE 251(C)	LGE 351(C)	LGE 451(C)	LGE 551
<u>MATHEMATICS</u>	MAT 131(P)	MAT 141(P)			
	MAT 141(P)	MAT 241(P)	MAT 341(P)	MAT 441(P)	*MAI 551
	MAT 151(P)	MAT 251(P)	MAT 351(P)	MAT 451(P)	MAA 561
					MAR 551
					MAC 551
<u>MUSIC</u>	UMI 151(A)	UMI 251(A)	UMI 351(A)	UMI 451(A)	UMS 551
	UMI 161(A)	UMI 261(A)	UMV 351(A)	UMV 451(A)	
	UMV 151(A)	UMV 251(A)			
	UMS 151(A)	UMS 251(A)	UMS 351(A)	UMS 451(A)	
<u>PHYSICAL &amp; HEALTH EDUCATION</u>	PEB 101(A)	PEB 201(A)	PEB 301(A)	PEB 461(A)	
	PEG 101(A)	PEG 201(A)	PEG 301(A)	PEG 461(A)	
				PEB 401(A)	
				PEG 401(A)	
<u>SCIENCE</u>	SPS 141(P)	*SBS 241(P)	SBS 301(P)	*SCH 441(P)	SBS 551
i) BIOLOGY	SPS 151(P)	SBS 251(P)	SPH 341(P)	SCH 451(P)	SCH 551
ii) PHYSICAL			SPH 351(P)		SPH 551

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

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, painting, 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 \$3.00 is required. (Towards Visual Awareness)

BUSINESS EDUCATION

TYPING - INTRODUCTORY - BTY 141

This is a course in personal typing in which you will learn the basic techniques of touch typing (typing without looking at the keys). You will master the typewriter so that it can be used as a medium of communication.

Learn to type notes, essays, letters and invitations! Get the foundation of computer, and word processing opportunities by learning to type!

Students wishing to continue may take BTY 241, BOP 341, BOP 441 in subsequent years.

Students must supply their own typing paper (approximate cost \$5.00). (Guideline - Personal Typing)

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 and listening. This course is offered if numbers warrant it.

(Intermediate Guidelines, 1977)

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 tests for study are carefully chosen to consider the interests, abilities and reading level of the students.



ENGLISH (Continued)

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. (Intermediate Guidelines, 1977)

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. (Intermediate Guidelines: Family Studies)

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 Geography and History in Grade 10. Please note that additional courses are available as electives for those students keenly interested in the Social Sciences. Students particularly interested in Geography may take GEA 101 as an additional option. This programme gives students an opportunity to learn about the issues and features of the world's largest land mass.

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. (Geography, Intermediate Division)

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. (Geography, Intermediate Division)

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. (Geography, Intermediate Division)

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, 5 or 6. If a student fails the subject in Grade 9, he must take both Canadian Studies (Geography

## HISTORY (Continued)

NOTE: 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 101.

### CANADA'S MULTICULTURAL HERITAGE - HMU 101

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.

(History, Intermediate Division, 1977, Grades 9 & 10, 162-052)

### 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 communication skills will be stressed.

(History, Intermediate Division, 1977, Grades 9 & 10, 162-051)

### 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 commitment, will be studied. This course stresses basic reading and communication skills development.

(History, Intermediate Division, 1977 Grade 9 & 10, 162-051)

HISTORY (Continued)

THE 20TH CENTURY - HCW 161

Pre-Requisite: Eighty percent average in previous year.

This phase of the compulsory Intermediate Guideline Course is being offered to the student who wishes to be challenged. This phase is for those who feel they would like to learn more than the average when studying Canada's role in the world since 1900. Peacekeeping, nuclear power, French/English relations, Canada/U.S. relations, Canada in World War I and II, these and other topics will be discussed in great depth. The History Department is striving to provide an environment that is demanding yet exciting.

(History, Intermediate Division, 1977, 162-051)

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.

(Intermediate Guidelines Preliminary Draft II)

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.

(Intermediate Guidelines Preliminary Draft II)

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.

(Intermediate Guidelines Preliminary Draft II)

MODERNS

FRENCH - LFR 151

This course begins with a review booklet on topics from Grades 5 to 8. After the review, we begin Passeport Francais Vol. 3. The course is highly orally slanted and uses reading and writing to reinforce oral work. The main topics are: verb-forms, adjectives, object pronouns. Recordings will develop ear-skills; visuals such as slides and films provide a basis for oral discussions, as well as cultural insights. A short reader increases vocabulary.  
(Core 1980)

FRENCH - LFR 161

Pre-Requisite: (Recommended) First Class standing in Grade 8 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 francais 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.  
(Core 1980)

MUSIC

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, or string bass.

Each stream consists of three divisions:

Performance, creativity and aural appreciation.

MUSIC (Continued)

NOTE: As part of the credit all students should participate in at least one of the following ensembles related to their choice of stream: Concert band, Intermediate band, Junior band, String ensemble, choir.

Students may choose any two of the three streams to obtain two separate credits in music in one year.

INSTRUMENTAL - UMI 151

This is a course aimed at the student who would like to learn to play any brass, woodwind, or percussion instrument. No previous musical background is needed. In most cases the student will have the instrument of his choice. Apart from learning to play the instrument some class time will be devoted to creativity and aural appreciation. (Intermediate Music, 1972)

INSTRUMENTAL - UMI 161

Recommended pre-requisite - a minimum of one year performance on an orchestral instrument i.e., brass, woodwind, percussion.

In this course the emphasis will be on furthering the student's performance technique with special concentration on tone production and sight reading. Some class time will be devoted to creativity and aural appreciation. (Intermediate Music, 1972)

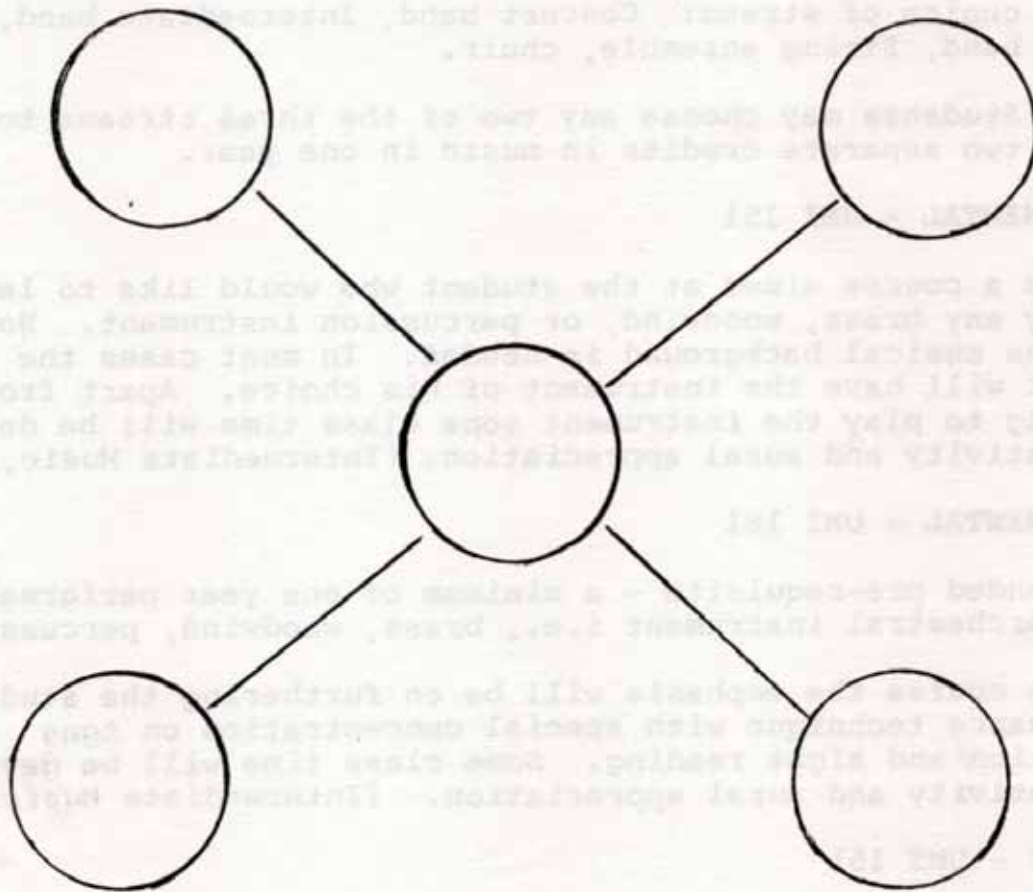
STRINGS - UMS 151

This course offers concentrated study in the playing of the violin, viola, cello, or string bass.

Apart from the performance some class time will be devoted to creativity and aural appreciation. (Intermediate Music, 1972)

VOCAL - UMV 151

This is a more general course than the instrumental or strings. Although most of the class time will be spent in performance, a good deal of time will be devoted to ear training, creativity and aural appreciation. (Intermediate Music, 1972)



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.

## PHYSICAL EDUCATION (Continued)

Activities: Track and Field, Soccer, Tennis, Volleyball, Wrentling, Gymnastics, Basketball, Field Hockey, Folk Dance, Badminton, Rhythmics, 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

Cost to students: \$14.00 for Physical Education uniform (Approx) (Intermediate, 1978, 173-070)

## 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. (Intermediate Division Science, 1978)

PHYSICAL SCIENCE - SPS 151 - 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 separation of substances, chemical change and the study of solutions. Measurement and mechanics are studied to help examine the interactions of matter and energy. In the final segment of the course types of energy, including light and heat, are examined. Throughout the course, development of experimental techniques is stressed. (Intermediate Division Science, 1978)

## 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:



TECHNICAL STUDIES (Continued)

Available half credit courses:

	Course Code
TAM 107 - How automobiles work 1	(I99-012)
TEY 107 - Electricity 1	(I91-011)
TMS 107 - Machine shop 1	(I95-010)
TDR 107 - Drafting 1	(I90-010)
TSW 107 - Basic sheet metal and welding 1	(I95-011)
TWV 107 - Woodworking 1	(I91-013)

(Guideline C91-010)

**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. (I99-012)

**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, e.g. bells and buzzers, alarm circuits, lights, meters and other devices. (I91-011)

**MACHINE SHOP 1 - TMS 107**

Machine shop practice in Grade 9 is designed to show and teach both male and female students the use and operation of hand and machine tools that are used to shape metal. Students can choose from a variety of projects that can be made using the techniques that are learned on the lathe, drill press, shaper and milling machine. (I95-010)

**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.

TECHNICAL STUDIES (Continued)

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. (I95-011)

WOODWORKING - TWW 107

This course provides the student with the opportunity of developing his skills with Hand Tools and Power Equipment. The student will also learn about Wood structure, Wood as Material, Project Design and various finishing methods.

The emphasis in Grade 9 is on the practical part of the course. Through a series of projects the student will develop the fundamental skills of working with Wood. (I91-013)

Note: On the accompanying Course Selection sheet students wishing one credit in Technical subjects will circle - TSU 101; those wishing two credits circle - TSU 102; those wishing three credits circle - TSU 103. As indicated above the specific courses will be chosen by students on the first school day in September.

GRADE 10 TO GRADE 13

(YEARS TWO TO FIVE)

*History new  
Classes*

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 - (RECOMMENDED) PRE-REQUISITE: 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 complete 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.

(Towards Visual Awareness)

ADVANCED CREATIVE ART - ART 261 - (RECOMMENDED) PRE-REQUISITE:  
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. (Towards Visual Awareness)

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 \$5.00 in all senior courses is required.

ART (Continued)

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 - (RECOMMENDED) PRE-REQUISITE:  
ART 251 or 261

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.  
(Towards Visual Awareness)

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

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, surrealism, chiaroscuro. Reference will frequently be made to art history as a source for the various techniques and styles.  
(Towards Visual Awareness)

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.  
(Towards Visual Awareness)

ART (Continued)

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

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 glaze-making and will be expected, to some degree, to develop his own interests and activities in three dimensional art.  
(Towards Visual Awareness)

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

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.  
(Towards Visual Awareness)

LIFE DRAWING - ALD 451 (RECOMMENDED) PRE-REQUISITE: ART 251 or  
261 and permission 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.  
(Towards Visual Awareness)

CREATIVE METAL WORK - TCM 301 and 401

See Technical Subjects

ART - YEAR 5 - ART 551 (RECOMMENDED) PRE-REQUISITE: A student may qualify to select 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.  
(Towards Visual Awareness)

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 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 (RECOMMENDED) PRE-REQUISITE:  
BTY 141

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 (approximately \$5).  
(Basic Business Typing)

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

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 \$7.  
(Guideline - Machine Applications)

**BUSINESS EDUCATION (Continued)**

**DATA PROCESSING AND COMPUTER CONCEPTS - BDP 241**

(RECOMMENDED) PRE-REQUISITE: None

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, computer applications in modern society. Students will use a computer system in the classroom for approximately one-third of the year. It will be necessary to purchase some supplies for this course at a cost of approximately \$5.00.

(Informatics)

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

This course is a continuation of BDP 241 and in addition to new topics will deal with some of the same material in more depth (see BDP 241 description). An emphasis will be placed on additional problem solving involving more efficient techniques using subroutines, arrays, string variables, input statements and data files. Students will also examine further uses of computers in society and current developments in hardware and software. It may be necessary to purchase some supplies for this course at a cost of approximately \$5.

(Informatics)

**ACCOUNTING - INTRODUCTORY - BAC 341 - (RECOMMENDED) PRE-REQUISITE: None**

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. (Accountancy)

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

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 (approximately \$5).

(Communications and Business Procedures - R.P. 31)

BUSINESS EDUCATION (Continued)

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

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. (Shorthand)

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

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: introduction of algebra with emphasis on solving equations and formulae; mensuration; 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 \$7.

(Machine Applications)

CONSUMER LAW - CCL 341 - (RECOMMENDED) 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 and selling of cars, appliances, etc.); and Laws of Inheritance. Two compulsory field trips to law courts will be taken. It will be necessary to purchase a workbook at a cost of approximately \$5.

(Law)

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

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.

(Accountancy)



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

In this course, typewriting skills and techniques will be further refined. Since this is the last year of a four-year programme in typewriting and office procedures, the students will learn 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 (approximately \$5.

(Communications and Business Procedures - R.P. 31)

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

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.

BUSINESS COMMUNICATION - BCO 441 - (RECOMMENDED) PRE-REQUISITE:  
(May be used as a mandatory English credit.)                      BTY 241 or permission of  
Department Head.

Students entering business directly, or those entering Colleges, may find this a very useful course. You will study the forms of communication which are important to business. Language Study, Composition, Vocabulary Study, Business Correspondence, Literature, will be the areas of concentration. Individuals will be assisted in improving their weakest areas of language use during assignment periods.

(R.P. 31)

BUSINESS FINANCE - BFI 441 - (RECOMMENDED) 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, i.e. 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 will be included. (A \$2 fee will be collected to cover entry fee.) 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.) One major research project per term will be completed.

(R.P. 31)

BUSINESS EDUCATION (Continued)

CONSUMER EDUCATION - BCE 441 - (RECOMMENDED) 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.

(Consumer Studies)

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. Participation in the I.C.A.O. Business Game is part of the course. 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.

(Accountancy)

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 the 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.

ENGLISH (Continued)

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.  
(Intermediate Guidelines, 1977)

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.  
(Intermediate Guidelines, 1977)

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.  
(Intermediate Guidelines, 1977)

ENGLISH (Continued)

ENGLISH - SENIOR DIVISION

ENGLISH - ENG 341 - (RECOMMENDED) PRE-REQUISITE: ENG 251 or  
ENG 241 or permission of English Department Head.

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.  
(Senior Division English, 1977)

ENGLISH - ENG 351 (RECOMMENDED) PRE-REQUISITE: ENG 251

The student is introduced to English at the senior level. A balanced programme in literature is presented, including modern short stories and essays (Man and His World), a modern play (Death of a Salesman), selected poems (Poems to Remember), a Shakespearean tragedy (MacBeth) and a selected novel unit.

A significant emphasis will be placed on a review of grammar, the development of oral skills, techniques of writing, sentence and paragraph practice, identification of errors, the thesis and the short essay.  
(Senior Division English, 1977)

ENGLISH - ENG 441 (RECOMMENDED) PRE-REQUISITE: ENG 341 or 351  
or permission of English Department Head.

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.  
(Senior Division English, 1977)

ENGLISH - 451 (RECOMMENDED) PRE-REQUISITE: ENG 351

Students are introduced to examples of the essay in literature both familiar and formal. A major emphasis will be placed on an intensive study of Shakespeare's King Lear, a modern play: either The Glass Menagerie or A Man For All Seasons and masterpieces of poetry ranging from Chaucer to the modern poets. Selected examples of shorter prose are also included.

For the novel section some choice will be available between teachers and students on a modified elective programme.

The writing programme will emphasize essay writing; the students will learn how to write a literary essay. Skills will emphasize word, punctuation, spelling and grammatical precision. The précis is reviewed and the summary is introduced.  
(Senior Division English, 1977)

ENGLISH (Continued)

ENGLISH - ENA 551 (RECOMMENDED) PRE-REQUISITE: ENG 451

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 than to any of these in isolation.

(Senior Division English, 1977)

ENGLISH - ENB 551 (RECOMMENDED) PRE-REQUISITE: ENG 451

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.

(Senior Division English, 1977)

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

Students of Film Arts pay a lab fee of \$15.00 for supplies.

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 Head.

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,

FILM ARTS (Continued)

FILM ARTS - EFA 401 (Cont'd)

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 Head.

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 Head.

This course may be offered in 1981 - 1982 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 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:

THEATRE ARTS (Continued)

THEATRE ARTS - ETA 551 (Cont'd)

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 - FHE 201 (RECOMMENDED) PRE-REQUISITE: FHE 101

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 prepared to provide materials for two clothing projects during the year.

(Intermediate Guidelines: Family Studies)

FAMILY STUDIES (HOME ECONOMICS) (Continued)

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 major project.

(Senior Guidelines: Family Studies)

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 a 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.

(Senior Guidelines: Family Studies)

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: 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.

(Senior Guidelines: Family Studies)



FAMILY STUDIES (HOME ECONOMICS) (Continued)

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

The Canadian Family in Perspective is a multidisciplinary course. It will draw from many disciplines that touch on family life. Some of the topics in this course include: the contributions of past societies to the present day Canadian family; the nature and development of roles and responsibilities of Canadian family members; the effects of family crises (poverty, divorce, alcoholism, etc.) on individuals and society; Canadian Law pertaining to family life; and a study of changing family patterns (structure, function, life cycle and controls) in different parts of the world today.

This course will include field trips, guest speakers, films, television, questionnaire and survey taking, and a major independent study project.

(Family Studies Senior Division 1977 - H63100)

GEOGRAPHY

Geography is the study of the relationships between people and their environment. The subject of geography involves the study of the 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 place 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 ten 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 CUR 451 as part of their preparation for Grade 13 Geography.

## GEOGRAPHY (Continued)

General level students are encouraged to take Economic Geography (GEC 341) and Environmental Geography (GES 441) when they have completed the Canadian Geography (GCA 141 or GCA 241) course in years one or two. Both Economic and Environmental Geography are interesting and useful courses which can be used to obtain the Grade 12 diploma.

NOTE: Students in their first two years of secondary school must take 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. Please note that an additional course is available as an elective for those students keenly interested in the Social Sciences. This course is GEA 201 (Eurasia)

### EURASIA - GEA 201

(This course is an optional one for both Grade 9 and 10 students.)

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. (Geography: Intermediate Division)

### 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, 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. (Geography: Intermediate Division)

### 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.

GEOGRAPHY (Continued)

MAN'S ECONOMIC WORLD - GEC 341

This course was created to help Port Credit students to understand the complex information which they hear about the world outside of Canada. Famines, wars, increasing sugar and coffee prices, oil shortages and tanker sinkings are just some of the current topics related to the theme of this course; namely, how do humans use their natural resources in today's world? In addition, students will examine the housing, clothing and lifestyles of different peoples all over the world. The study methods used in this course includes group work, personal research, debates, films, and field trips. (Geography: Senior Division)

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 aerial photographs, weather forecasts and equipment, satellite photos, 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. There will be a minimal charge for field trips.

This course is recommended for students wishing to take Year 5 Geography.  
(Geography: Senior Division)

GEOGRAPHIC - ENVIRONMENTAL STUDIES - GES 441

The students of today have inherited a world in which the environment is in danger. Students who select this course will examine the earth as it was before mankind began to modify it. Then they will study how mankind began to change the environment. Finally, they will look at the effects that these changes have had on our everyday lives. Some topics of study include nuclear energy, resource shortages, the automobile and air pollution and solar power.

Group work, individual research, films and field trips will be among the study methods used.  
(Environmental Studies)

GEOGRAPHY (Continued)

URBAN GEOGRAPHY - GUR 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 field work will be among the study methods used. This course is recommended for students wishing to take Year 5 Geography. (Urban Studies)

CANADA - GCS 551 (RECOMMENDED) PRE-REQUISITE: One or two previous senior Phase 5 Geography courses 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. Materials for this course may cost \$20.) (Geography: Senior Division)

HISTORY AND SOCIAL SCIENCE

This department is devoted to helping Canadian youth understand themselves, their society and the 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 capacities as human beings.

Courses other than History courses 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 II 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.

(History, Intermediate Division, 1977 162-051)

HISTORY AND SOCIAL SCIENCE (Continued)

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.

(History, Intermediate Division, 1977 162-052)

THE 20TH CENTURY - HCW 261 PRE-REQUISITE: EIGHTY PERCENT AVERAGE  
IN PREVIOUS YEAR

This phase of the compulsory Intermediate Guideline Course is being offered to the student who wishes to be challenged. This phase is for those who feel they would like to learn more than the average when studying Canada's role in the world since 1900. Peacekeeping, nuclear power, French/English relations, Canada/U.S. relations, Canada in World War I and II, these and other topics will be discussed in great depth. The History Department is striving to provide an environment that is demanding yet exciting.

(History, Intermediate Division, 1977, 162-051)

CANADA'S MULTICULTURAL HERITAGE - HMU 201

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, film and guest speakers.

(History, Intermediate Division, 1977, 162-052)

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 Legal Rights of Woman", "Violent Teenage Gangs", "Strikes, Unions and Labour Law", "Juvenile Delinquency", "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.

(Law 1972, Grades 11 and 12, S64-010)

HISTORY AND SOCIAL SCIENCE (Continued)

MAN IN SOCIETY - HMS 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. (Man in Society R.P. 48, 1965. Grades 11 and 12 S63.070)

ANCIENT HISTORY - HIS 351

This course traces the development of man from savagery to civilization. It speculates on the origins of pre-historic man and follows him from the caves to the river settlements of Mesopotamia. It examines the exotic slumbering land of ancient Egypt and contrasts this with the triumph and tragedy of the Greek city-states. It seeks to explain how mighty Rome rose to rule the world and why she too, passed away. It investigates the chaos of the Barbarians and the authoritarian world of the Middle Ages.

The course asks questions such as "How did these people live their lives? How did they govern themselves, educate their children, spend their free time and go to war? What did they do to advance art, science, religion, trade and commerce? Above all it shows what contributions they made to the rise of our western civilization. (History, 1971, Grades 11 and 12 - S62-030)

MODERN POLITICS - HMP 401

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)? The Third World is another important theme since two-thirds of the world's population live in the shadow of death from starvation and disease. Are the rich countries sitting on a time bomb? The population explosion, illiteracy foreign air and different cultural values will be examined. Related personalities and current events such as Hitler, Lenin, Quebec separatism, war in the Mid-East and black and white in South Africa are treated.

Groupwork, simulation games, guest speakers, debates, various films and an optional field trip are included. (People and Politics, 1972, S65020)

HISTORY AND SOCIAL SCIENCE (Continued)

WORLD RELIGIONS - HWR 401

This is a new course to Port Credit. It is a course that will assist you in understanding what the well known and not-so-well-known religions of the world stand for. We will study the significance of these religions in the politics and every day events of the world. Under study will be Christianity, Judaism, Islam, Hinduism, Buddhism, and some of the early tribal religions. But what will be particularly unique in World Religions will be the method of teaching. As many as five teachers will teach this course throughout the year. Their unique styles and expertise will give you a different teachers' approach for each religion under study. This will give you the opportunity to question more than just one teacher on the topics that arise. Discussion will play a major part of World Religions.

Field trips, audio visual material and guest speakers will be an integral part of HWR 401.

(World Religions, 1972, S66010)

AN INTRODUCTION TO ECONOMICS - HIE 451 (RECOMMENDED) PRE-REQUISITE:  
One previous Phase 5 History  
or Politics Course or  
Permission of the Dept. Head.

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 cent 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.

(Economics, 1971, Grades 11 and 12, S60-010)

THE RISE OF MODERN MAN 1600 - 1970's - HMR 451

(RECOMMENDED) PRE-REQUISITE: Any one History or Politics course  
at the phase 5 Level or permission  
of the Department Head.

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 13 history or wish to gain an understanding of the roots of our modern society.

(History, 1971, Grades 11 and 12, S62-030)

HISTORY AND SOCIAL SCIENCE (Continued)

CANADA AND THE UNITED STATES - HCU 551

(RECOMMENDED) PRE-REQUISITE: One previous phase 5 History, Politics or Economics course, or permission of Head of the History Department.

This course is designed to bridge the gap between high school and university, especially in its methodology and skill development. It is equally valuable for those who would like a greater understanding of Canada and the United States. Both peoples have travelled a long road from colony to nation. Both peoples chose different paths, fought each other, agreed to differ and finally accepted that there was a place for both in North America.

The U.S. road was marked by dissent, revolution, the democratic experiment, the Frontier, civil war, the melting pot, the basest imperialism and the highest idealism. It led to World Leadership.

In contrast, the Canadian road evolved into a unique Anglo-French partnership. It led to nationhood via co-operation, compromise and concession. We hope that the wounds of the Loss of New France, the rebellions of 1837, the Agony of Louis Riel, Conscriptation and the Quiet Revolution have been healed. This course aims for a greater understanding of our multicultural roots, for only in understanding our unique journey will the nation survive. (History, 1970, Canada, H62030)

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: Please see page 1 re AVAILABILITY OF COURSES



LANGUAGES - CLASSICS (Continued)

LATIN - INTRODUCTION TO LATIN - LLA 251 - (RECOMMENDED) 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. (Intermediate - 1962)

LATIN - LLA 451 - (RECOMMENDED) PRE-REQUISITE: LLA 251

The second course in Latin completes the study of basic Latin grammar. Such Latin authors as Suetonius, Caesar, Catullus, Ovid and Vergil are introduced in this year. (Senior - 1962)

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

The course at this level includes a review of Latin grammar and composition and adds additional points of syntax. The student reads Vergil, Catullus, Horace, Cicero and Caesar. (Senior - 1962)

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 (RECOMMENDED) PRE-REQUISITE: LFR 151 or 161

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. (Core 1980)

FRENCH - LFR 261 (RECOMMENDED) PRE-REQUISITE: LFR 161 and  
permission of the Department Head

This course is offered when numbers permit. LFR level 4 is used. Verb tenses, word-studies 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. (Core 1980)

LANGUAGES - MODERNS (Continued)

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

This course continues the Passeport series begun in Grade 9. This year, stress is laid on past and future 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.  
(Core, 1980)

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

This course continues the series LFR from 261. The stress will be 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. Films, slides and tapes add cultural insights.  
(Core, 1980)

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

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.  
(15A I & S 1968)

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

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

- (a) idiomatic uses of prepositions
- (b) verbs and objects
- (c) passives
- (d) conditionals
- (e) subjunctives
- (f) review of tenses
- (g) faire-causative

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 "slanguage" 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.  
(French Core, 1980)

LANGUAGES - MODERNS (Continued)

GERMAN

**NOTE: Please see page 1 re AVAILABILITY OF COURSES**

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

This introductory course is highly oral in nature. Basic noun, verb and adjective forms are stressed. Cultural topics of interest to teens, such as: sports, entertainment, hobbies, form the core for reading and discussion. Written exercises provide reinforcement for oral materials. Visuals and slides also give cultural insights.

An exercise book must be purchased (approximately \$4.50) to cover the work of both LGE 251 and 351.  
(German I & S 1964)

GERMAN - LGE 351 (RECOMMENDED) PRE-REQUISITE: LGE 251

This course continues in the texts of LGE 251. Verbs are expanded to encompass past and future tenses. Prepositions and cases are enlarged upon. Topics of interest to teens again form the basis for reading and discussion: holidays, travel, T.V., shopping, dining out. Slides, films, discs and magazine articles add to cultural insights.

The workbook purchased for LGE 251 is used again in LGE 351 (cost: approximately \$4.50).  
(Senior - 1964)

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

This course studies the following grammar topics: conditionals, modals, passives, subjunctives; personal and extra-personal pronouns. The operetta "The Merry Widow" forms along with a novelette, the Authors section. Tapes, slides, films add cultural enrichment.

(SENIOR - 1964)

GERMAN - LGE 551 (RECOMMENDED) PRE-REQUISITE: 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.

(Senior - 1964)

## MATHEMATICS

We hope to give students the means by which 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 (RECOMMENDED) PRE-REQUISITE: Year 1  
Mathematics**

Extension of the areas covered in MAT 141. Irrationals, square roots, relations and linear functions, ratio and proportion will be covered. Purchasing of personal property, including a comparison of effective interest rates will be discussed. This course is more practical than theoretical and is intended for the students who plan on graduating after year 4.  
(Guideline 1.120 and Intermediate Guidelines Preliminary Draft II)

MATHEMATICS (Continued)

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

Number systems will be reviewed. An introduction to finite systems, operations with radicals, relations and functions and deductive geometry will be included  
(Guideline 1.120 and Intermediate Guidelines Preliminary Draft II)

MATHEMATICS - MAT 341 (RECOMMENDED) PRE-REQUISITE: Year 2  
Mathematics

This course is an extension of topics covered in MAT 241. It includes: radicals and exponents; analytic geometry of the straight line; linear systems, vectors; personal finance and income tax.  
(Math Senior Division, 1972)

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

This course will include a review of number systems, polynomials and rational expressions, radicals and radical equations. Euclidean Geometry - ratio and proportion, similarity, analytic geometry and trigonometry will be introduced. (Math Senior Div. 1972)

NOTE: It is highly recommended that students purchase a scientific calculator for use in Grade 12 and Grade 13 courses. A suitable calculator should have trig functions, square roots and exponents and should not exceed \$30.00 in cost, based on 1980 prices.

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

This course will include: polynomials, rational expression and quadratic functions, sequences and series, logarithms, trigonometry, mathematics of investment and home ownership, probability and statistics.  
(Math Senior Division, 1972)

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

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 will be covered in this course.  
(Senior Division Math, 1972)

**MATHEMATICS (Continued)**

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

This course will include: 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 planes; mathematical induction, permutations and combinations; matrix algebra; binomial theorem solution of linear systems using matrices and a study of mathematical probability.

(Senior Div. Math, 1972)

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

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

This course will include: 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.

(Senior Div. Math, 1972)

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

Functions, mappings and graphs, trigonometry including compound angles, circle, parabola, ellipse and hyperbola equations and transformations of these conics and mathematics of investment will be included in this course.

**MATHEMATICS OF INVESTMENT - MAI 551 (RECOMMENDED) PRE-REQUISITE: 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.) (Math Senior Division, 1972)

**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

The P.C.S.S. 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 analysing a variety of recorded music.
3. Strings - Choice of a violin, viola, cello and string bass.

Each stream consists of three divisions:

1. Performance
2. Creativity
3. Aural Appreciation

MUSIC - INSTRUMENTAL - UMI 251 (Recommended) Pre-Requisite: UMI 151 or UMI 161, or permission of Department Head

This is a second year instrumental course aimed at further developing the technique on the student's chosen instrument of the previous year with special emphasis on tone production and articulation.

A portion of class time will be devoted to creativity and aural appreciation with specific emphasis on the development of instrumental music in the Baroque era.  
(Intermediate Music Guidelines, 1972)

**MUSIC (Continued)**

**MUSIC - INSTRUMENTAL - UMI 261 (RECOMMENDED) PRE-REQUISITE: UMI 161 or permission of Department Head.**

This is a second year instrumental course for those students with advanced instrumental experience. There will be further development of their technique with emphasis placed on tone, intonation and articulation.

A portion of class time will be devoted to creativity and aural appreciation with specific emphasis on the development of instrumental music in the Baroque era.

(Intermediate Music Guidelines, 1972)

**MUSIC - STRINGS - UMS 251 (RECOMMENDED) PRE-REQUISITE: UMS 151 or a minimum of one year playing experience on a stringed instrument, such as violin, viola, cello or bass.**

This is a second year strings course aimed at furthering the performance techniques on the instrument with specific emphasis placed on positions and development of the vibrato.

A portion of class time will be devoted to creativity and aural appreciation with specific emphasis on the development of instrumental music in the Baroque era.

(Intermediate Music Guidelines, 1972)

**MUSIC - VOCAL - UMV 251 (RECOMMENDED) PRE-REQUISITE: UMV 151 or permission of the Department Head**

This is a second year vocal course aimed at further developing sight-reading techniques as well as articulation, projection and aural perception. A portion of class time will be devoted to creativity and aural appreciation with specific emphasis on the vocal music of the Baroque era.

(Intermediate Music Guidelines, 1972)

**MUSIC - INSTRUMENTAL - UMI 351 (RECOMMENDED) PRE-REQUISITE: UMI 251 or UMI 261.**

This is a third year instrumental course aimed at perfecting rudimentary techniques such as tone production and articulation, with emphasis on phrasing and intonation. In this course students will be introduced to senior level concert band repertoire. In the creativity part of the programme students will be taught how to write melodies with simple harmonization. In the aural appreciation students will be introduced to the forms, styles and composers of the Classical and Romantic eras.

(Senior Music Guidelines, 1977)



MUSIC - STRINGS - UMS 351 (RECOMMENDED) PRE-REQUISITE: UMS 251 or two years playing experience on a string instrument such as violin, viola, cello or bass.

This is a third year string course aimed at further refining performance techniques with special emphasis on higher positions, vibrato, and advanced bowing. Students will be introduced to more advanced repertoire.

In the creativity part of the programme, students will be taught how to write melodies with simple harmonization. In the aural appreciation students will be introduced to the forms, styles, and composers of the Classical and Romantic eras. (Senior Music Guidelines, 1977)

MUSIC - VOCAL - UMV 351 (RECOMMENDED) PRE-REQUISITE: UMV 251 or permission of the Department Head.

This is a third year vocal course aimed at perfecting tone production, articulation, breath control and projection. The students should have a workable proficiency in sight reading. The emphasis in this course will be on small ensemble performance and further ear training.

In the creativity part of the course students will be taught how to write melodies with simple harmonizations.

In the aural appreciation students will be introduced to some of the vocal forms, styles and composers of the Classical and Romantic periods with special emphasis on the study of the Opera.

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

This is a year four instrumental course which is aimed at refreshment of the more intricate performance techniques on each instrument i.e. double tonguing, two and three octave scales, etc. Particular emphasis will be placed on smoothness of line and phrasing.

In the creativity part of the course the students will be introduced to three and four part writing as well as production of electronic and contemporary sound clusters through the use of "homemade" instruments.

The aural appreciation section of the course will emphasize the study of forms and styles of music as they were used in the Medieval and Renaissance periods. (Senior Music Guidelines, 1977)

MUSIC (Continued)

MUSIC - STRINGS - UMS 451 (RECOMMENDED) PRE-REQUISITE: UMS 351 or three years playing experience on a string instrument such as violin, viola, cello or bass.

This is a year four string course which is aimed at refining the intricate performance techniques of the left hand as well as the bowing techniques of the right arm. Students will be participating mainly in chamber music, i.e. duets, trios, quartets.

In the creativity part of the course the students will be introduced to three or four part writing as well as production of electronic and contemporary sound clusters through the use of "homemade" instruments.

The aural appreciation section of the course will emphasize the study of forms and styles of music as they were used in the Medieval and Renaissance periods with special emphasis on the viola de gamba family. (Senior Music Guidelines, 1977)

MUSIC - VOCAL - UMV 451 (RECOMMENDED) PRE-REQUISITE: UMV 351 or permission of the Department Head.

This is a fourth year vocal course which aims to develop the confidence and stamina of each student through solo singing and participation in small ensembles.

Students will be expected to sight read some advanced vocal repertoire.

In the creativity part of the course the students will be introduced to two, three and four part writing, i.e. S.A., S.A.B., S.A.T.B.

The aural appreciation section of the course will emphasize the study of forms and styles of vocal music as they were used in the Medieval and Renaissance periods. (Senior Music Guidelines, 1977)

MUSIC EDUCATION - UMS 551 (RECOMMENDED) PRE-REQUISITE: UMI or UMV 451 or permission of Dept. Head.

Students must select EITHER Major: Performance - solo, small ensemble, and two optional units chosen from the list of performance units. Minor: non-performance: Canadian music, listening and analysis and one optional unit chosen from the list of non-performance units. Special Study: based on one or more of the above units.

OR

Major: Non-performance: Canadian music, listening and analysis, and three optional units chosen from the list of non-performance units. Minor: performance: any two units chosen from the list of performance units. Special Study: based on one or more of the above units. (Senior Music Guidelines, 1977)

PHYSICAL AND HEALTH 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.

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 AND HEALTH 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 some units 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 and fitness training.)

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

Cost to students: \$25.00 (approximately) - winter outdoor activities (X-Country and Alpine Skiing and Curling).  
(OPTIONAL)

(Intermediate, 1978, 173-070)

PHYSICAL AND HEALTH EDUCATION - GIRLS AND BOYS (Continued)

PHYSICAL AND HEALTH 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 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

(Senior, 1975 S73060)

Cost to students: \$25.00 (approximately) - winter outdoor activities (X-Country and Alpine Skiing and Curling). (OPTIONAL)

PHYSICAL AND HEALTH 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

Cost to students: \$25.00 (approximately) - winter outdoor activities (X-Country and Alpine Skiing and Curling). (OPTIONAL)

(Senior, 1975 S73060)

ADVANCED PHYSICAL AND HEALTH EDUCATION - PEB 461 and PEG 461

(RECOMMENDED) PRE-REQUISITE: Honours standing in PHE 301, a 66% academic average in Year 3 and approval of the Physical Education Department.

The advanced physical education course offers students the opportunity to participate in high adventure activities in an attempt to allow them to better understand themselves and others. The programme provides a useful background for future study in the fields of physical and health education, recreation and outdoor education. Through teaching, and organizing activities the participants develop leadership, along with a realization of the need for activity to ensure future fitness.

Through the six day Algonquin canoe trip in September and the winter camping week in January the students develop a respect for the conservation of our environment and a knowledge of how to travel confidently and safely through it.

PHYSICAL AND HEALTH EDUCATION - GIRLS AND BOYS (Continued)

Cost: Canoe Trip - \$50.00  
Winter Activities - 95.00 (APPROXIMATELY)

The following activities are included in the 461 course: canoeing, tennis, swimming, square and folk dancing, curling, squash and racquetball, badminton, hockey, archery, yoga, rock climbing, self defence and sailing.

Health topics include - genetics and exercise physiology

NOTE: Board safety regulations are followed on all school excursions, as student safety is of prime importance to each Physical Education teacher at P. C. S. S. (Senior, 1975, S73060)

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. The course is based on the interaction of plants, animals and their environment. Studies are made of the structure and function of cells including a look at heredity (stressing the human). An overview of the structure and importance of green plants is made. Animals are studied from the simple to the complex ending with the human as a representative mammal. The practical aspects of biology are stressed in this course.

(Intermediate Division Science, 1978)

SCIENCE (Continued)

BIOLOGICAL SCIENCE - SBS 251

This course will present a study of the world of living things and the way that plants and animals interact with each other and their environment. A detailed study of the cell and its processes will lead to a study of heredity, stressing human genetics. Green plants, their structure and function as producers of food is covered in detail. Animals are studied in terms of organ systems and how they work together to make a functioning animal.

This course is the recommended pre-requisite for Year 5 Biology (SBS 551)  
(Intermediate Division Science, 1978)

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

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.  
(Experimental Course)

PHYSICS - SPH 351 (RECOMMENDED) PRE-REQUISITE: SPS 151 and  
MAT 251 is 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).  
(S17A)

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

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.  
(S17A)

SCIENCE (Continued)

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

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.

(S-17-D)

CHEMISTRY - SCH 451 (RECOMMENDED) PRE-REQUISITE: SPS 151  
or the permission of the Department Head. 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).

(S-17-D)

BIOLOGY - SBS 551 (RECOMMENDED) PRE-REQUISITE: SBS 251 and  
SCH 451 or permission of the Dept. Head

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 indepth 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.

(Biology, Grade 13, 1969)

CHEMISTRY - SCH 551 (RECOMMENDED) PRE-REQUISITE: SCH 451;  
it is 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

## SCIENCE (Continued)

the energetics of reactions lead to a study of entropy and the factors that control all chemical reactions. Reactions are then studied from the viewpoint 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. (S-17-E)

PHYSICS - SPH 551 (RECOMMENDED) PRE-REQUISITE: SPH 351 and MAT 451, or special permission of the Department Head.

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. (S-17-C)

## TECHNICAL SUBJECTS

We all live in an increasingly complex world of Technology, and more than ever the youth of today recognize the need to know more about Technology - what its purposes are, how it functions, and their own place within it. To help meet part of that need, our Department teaches the fundamentals of a variety of Technical Fields. To enable the students at Port Credit Secondary School to meet these demands for technical literacy and skills, we in the Technical Department are offering a wide range of subjects.

It is our desire to broaden the students' knowledge, skills and attitudes by having the student select the courses that will fulfill his/her needs and expectations, as well as acquire work skills suitable for both his/her personal and 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.



## TECHNICAL SUBJECTS (Continued)

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 Technical subjects will find that the Grade 9 and 10 subjects will provide a broad basis for future choices and decisions. The senior, or Grade 11 and 12 programmes, while not excluding those students without previous technical experience, do begin to concentrate on specific subject areas that have some application and parallels in industry.

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).

### 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.

(Min. Guideline RP27 and I99-012)

### 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.

(RP27 and 599-012)

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

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.  
(RP27 and S99-012)

**TECHNICAL SUBJECTS (Continued)**

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

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.  
(RP27 and S99-612)

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

Year 4 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. (RP27 and S99-012)

**ARCHITECTURAL DRAFTING - TDA 301 (RECOMMENDED) PRE-REQUISITE:  
TDR 201**

This introductory course in architectural drafting is designed to give the student a general knowledge of the type of work which is carried out in an architect's office. The student will prepare detail drawings, floor plans and elevations for a small frame dwelling and will be introduced to architectural pictorial and presentation work. Architectural training provides a student with the skills and knowledge necessary for entry into a broad range of occupations. Architectural students are employed in architects' offices, in civil engineering firms, in municipal offices, as town planners and as interior decorators.  
(S91-080)

**ARCHITECTURAL PRESENTATION - TAP 301**

This course of study is designed to provide the interested student with a basic knowledge of architectural presentation drawing without going into the technical depth desired by the more serious technical student. This course will emphasize residential planning and design and should be of interest to the artistic student, the academic student or the student with little previous drafting experience. This course would provide excellent preparation for entry to TDA 301.  
(S90-080)

TECHNICAL SUBJECTS (Continued)

ARCHITECTURAL DRAFTING - TDA 401 (RECOMMENDED) PRE-REQUISITE:  
TDA 301

This course in architectural drafting is a continuation of the work covered in TDA 301. The bulk of the course is comprised of an individual project wherein the student will plan and design a residence to suit certain criteria. The student will utilize the skills and theory acquired in TDA 301 to prepare a presentation drawing, working drawings and a perspective for their main project. By the end of the course the student will possess a suitable portfolio should he/she require one to enter a post-secondary programme in architecture or architectural technology.

(S91-080)

BUILDING CONSTRUCTION & WOODWORKING - TBC 201

The Grade 10 course is a continuation of the Woodworking principles acquired in Year 1, as well as an introduction to house framing.

In the first part of the course the student will work on a Woodworking project, followed by the construction of a scale model house in the second part of the course. Working from actual blueprints, the student will encounter many of the actual problems that a builder would face in constructing a home.

The topics that will be covered will include Power Equipment, Wood as Material, floor, wall and roof framing, as well as finishing carpentry.

(091-013)

BUILDING CONSTRUCTION - TBC 301

The third year in Building Construction will build on the framing principles acquired in Grade 10 and will place special emphasis on blueprint reading, roofing, prefabrication and the large area of non-wood building materials used in construction today. The student will gain blueprint reading skills and practical experience by working on a variety of projects. Projects in the past have included tool sheds, storage cabinets and small water craft.

To enable the student to gain practical experience with the shop equipment, as many of the components as possible will be cut, milled and finished by the student using shop equipment.

(S91-080)

TECHNICAL SUBJECTS (Continued)

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.  
(S95-013)

BUILDING CONSTRUCTION - TBC 401 (RECOMMENDED) PRE-REQUISITE:  
TBC 301

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.  
(S91-080)

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.  
(C91-010, S95-013)

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.  
(I91-011)

ELECTRICITY 3 - TEY 301 (RECOMMENDED) PRE-REQUISITE: TEY 201  
or TEL 201

This course includes major house and apartment wiring. Circuits related to lighting, dimming, heat and heat control, major appliances, fuses and service entrances are discussed and constructed. The construction and operation of D. C. motors and generators are also studied. Practical work is stressed through construction projects.  
(S92-050)

TECHNICAL SUBJECTS (Continued)

ELECTRICITY 4 - TEY 401 (RECOMMENDED) PRE-REQUISITE: TEY 301 or  
TEL 301

This course is devoted to the generation, distribution and applications of alternating current. Three phase and single phase studies include transformer configurations, A. C. motors, A. C. generators, motor control and industrial services. The practical portion of this course will be a combination of residential wiring, industrial wiring, experimentation and a major project.  
(S95-050)

ELECTRONICS 2 - TEL 201

Basic concepts, circuits and devices are presented and reinforced with test equipment to enable the student to wire and test circuits. Signalling and alarm systems, home and apartment circuits, meter reading and circuit protection are some of the topics studied with major individual projects designed to support the development of this course.  
(I91-011)

ELECTRONICS 3 - TEL 301 (HIGHLY RECOMMENDED) PRE-REQUISITE:  
TEY 201 or TEL 201

This full credit course introduces fundamental electronic principles. Such concepts as electromagnetism, reactance and resonance are associated with such topics as speakers, microphones, tape recorders and amplifiers. Stereo system specifications will be covered in detail. These concepts and topics are verified with test equipment. Student oriented projects are used to reinforce, through practical work, those concepts covered.  
(S92-050)

ELECTRONICS 4 - TEL 401 (RECOMMENDED) PRE-REQUISITE: TEL 301  
or TEY 301

This senior level course consists of a detailed study of various electronic systems. Basic measurement, circuit design and analysis will be applied to tone controls, filters, oscillators, amplifiers, power supplies, sound systems and radio. Modern solid state devices will be studied, many of which will be employed in a major project. Students are encouraged to build their own major project.  
(S92-050)

MACHINE SHOP 2 - TMS 201

This course in machine shop practise is designed to build on the fundamentals of the Grade 9 work, although provision is made for students who have little or no knowledge in machine shop to join the class. The student will develop skills in

TECHNICAL SUBJECTS (Continued)

reading such measuring instruments as the metric and inch micrometer and vernier calipers. The lathe, milling machine, shaper and surface grinders are used to fabricate a variety of projects of the student's choice. A study of metallurgy is begun in this course.

(I95-010)

MACHINE SHOP 3 - TMS 301 (ONE PREVIOUS MACHINE SHOP COURSE RECOMMENDED)

Grade 11 machine shop builds on the fundamentals learned in previous years, and now includes such work as cutting acme, right and left, and multiple lead threading. Calculation and milling of spur gears, splines on the milling machine provide opportunities to put theory into practise. Individual projects are welcomed, while class assignments ensure that students become proficient on all machines. In the area of measurement, students will become familiar with inside and outside depth micrometers, vernier calipers, gauge blocks and telescopic gauges. This course encompasses much of the Ontario Department of Education's Elements of Mechanical Technology, and will appeal to any student with a mechanical sense of mind.

(S95-060/61)

MACHINE SHOP 4 - TMS 401 (RECOMMENDED) PRE-REQUISITE: TMS 301

Grade 12 machine shop completes the second part of the Department of Education's Mechanical Technology course. It will cover such topics as internal threading and eccentrics on the lathe. The milling of helical gears, cams and keyseats will take the students beyond the levels previously covered. The measurement, testing and inspection of machine parts will encompass all micrometers, gauges, etc., together with the hardness tester. Individual projects are welcomed while class assignments provide a common standard to the group.

(S95-060)

MECHANICAL DRAFTING - TDR 201

The course is designed to appeal to all students, male and female, with an interest in technical drawing. The use of mechanical drawing instruments throughout the course will assist the student in acquiring good lettering techniques and drawing skills. Artistic ability is not necessary for this course. Students will have the opportunity of applying drafting knowledge to individual self-developed designs and inventions. Topics include basic drafting, castings and forgings, pictorial drawing style and an introduction to architectural drawing.

(I90-010, RP 27 Pg 69-70)

TECHNICAL SUBJECTS (Continued)

MECHANICAL DRAFTING 3 - TDM 301

This course explores various types of assembly and detail working drawings. Included are such topics as sections, threaded fasteners, spur gears, splines, forming processes, auxiliary views and pictorial drawings. Practical projects are intended to create an outlet for the student's interests and to provide an opportunity to develop skills in design. Industrial tours are taken to observe the latest design and manufacturing techniques. (I90-010, RP 27 Pg. 69-70)

MECHANICAL DESIGN DRAFTING - TDM 401 (RECOMMENDED) PRE-REQUISITE:  
One previous drafting course

This course covers such topics as welded design, bevel gears, worm gears, cams, jigs, fixtures, bearings and strength of materials. Time is spent on design projects that will incorporate many of the components studied in class and will provide an outlet for the creative abilities and interests of the students. Industrial tours are taken to introduce students to actual design and manufacture of large mechanical components. (I90-010, RP 27 Pg. 69-70)

SHEET METAL AND WELDING 2 - TSW 201

This course is required by students who contemplate a study in depth of the metal fabrication and production industry. The problems and skills involved in this industry are emphasized throughout the course. Building on a solid foundation of layout and pattern drafting, the student develops skills in bending, forming, seaming and welding. Welding is a continuation of Year 1 welding, including oxy-acetylene cutting, silver soldering and resistance welding. (H.S.I.-C91-010 - 195-011)

METAL FABRICATION AND WELDING - TFW 301 (RECOMMENDED) PRE-REQUISITE:  
TSW 201

This course provides a broad background to allow students to choose from several technological vocations in industry or to provide fabrication skills for the student taking other technical, science and art courses. The student will choose a major project to be made in metal during the year that will bring together a variety of metal forming and welding techniques. In addition to instruction in hot and cold bending and forming, using hand and machine tools, plus arc, gas and inert gas welding, the student will be allowed to pursue a skill or technique of his own choosing, such as metal sculpture, or hand worked copper or brass household items. (H.S.I.-C91-010 - S95-012)

**TECHNICAL SUBJECTS (Continued)**

**METAL FABRICATION AND WELDING - TFW 401 (RECOMMENDED) PRE-REQUISITE:  
Grade 10 STRONGLY RECOMMENDED**

This course is an in-depth study of the previous level with greater emphasis placed on precision in project layout and metal forming. Both arc and gas welding will be studied at an advanced level with emphasis placed on the quality of work. Spot welding and inert gas are also covered. Elementary metallurgy and the methods of welding different metals such as cast iron and aluminum are studied. Students will select and fabricate their own projects, which include metal layout, forming and welding, as well as repairing school items that come into the shop.

(H.S.I.-C91-010 - S95-012)

**CREATIVE METALWORK - TCM 301**

This metalwork course is directed to those students who have little or no previous experience in the design and fabrication of metal in art work. It teaches the basic techniques of designing, layouts, forming and joining metals by soldering, brazing and welding into the student's own artistic projects. The course will provide a sound base for students to explore and create individual two and three dimensional sculptures, murals, wall plaques, copper enamelling and other items for the home. Emphasis is placed on the students' creativity, imagination and desire to fabricate these ideas in metals.

(C91-010 - 195-011 and 195-012, 170-030, D70-040 - S70-040)

**CREATIVE METALWORK - TCM 401 (HIGHLY RECOMMENDED) PRE-REQUISITE:  
TCM 301 or a previous welding course**

This course is designed for those students who have some experience working in metals and wish to experiment further in this medium. The student will fashion and fabricate more intricate sculptures in wire and sheet, forgings, copper enamelling, murals, mobiles, plate and abstract sculptures expressing his/her own artistic ability. Stress is laid on the student's creativity, initiative and commitment.

(C91-010, 195011 and 195-012, 170-030, D70-040 - S70-040)



