



ST. THOMAS AQUINAS CATHOLIC HIGH SCHOOL

Principal: Danny Palumbo
Vice-Principal: Dean Doucette
Guidance Counsellor: Diane Bourcier

**Grade 9, 10, 11 and 12
COURSE CALENDAR AND PROGRAM GUIDE**

THE CATHOLIC DISTRICT SCHOOL BOARD OF EASTERN ONTARIO

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ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS

*Developed by the Institute for
Catholic Education
with representatives of the Catholic community
across Ontario.*

THE GRADUATE IS EXPECTED TO BE:

- A discerning believer formed in the Catholic Faith community who celebrates the sign and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living.***
- An effective communicator, who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.***
- A reflective creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.***
- A self-directed, responsible, lifelong learner who develops and demonstrates their God-given potential.***
- A collaborative contributor, who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.***
- A caring family member who attends to family, school, parish and the wider community.***
- A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.***



Mr. Danny Palumbo, Principal

Mr. Dean Doucette, Vice-Principal

WELCOME TO ST. THOMAS AQUINAS CATHOLIC HIGH SCHOOL

Starting high school is indeed an exciting time – a time for new opportunities and new challenges, a time of promise, and a time of preparation for the future.

This Course Calendar and Program Guide will help you and your parents/guardians obtain valuable information on our high school program offerings and the rigorous Ontario Curriculum. It will provide you with an overview of how courses in each grade build toward the next, and prepare you for your post-secondary goal, whether it is the world of work, college, university, apprenticeship, or expanded learning opportunities.

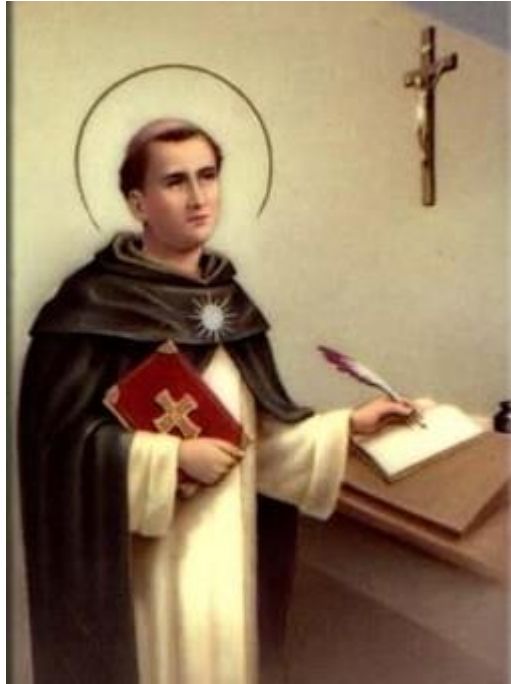
Programs at St. Thomas Aquinas Catholic High School are developed with a commitment to our Christian values and a concern and respect for the needs of all students. Our programs recognize that students enter and complete high school with different strengths, interests, and goals. You will be able to select courses that suit your needs, courses that will take you gradually towards your post-secondary objectives through an increasingly specialized four-year program.

Should you require any further information or support, please call the office or our Student Services department and ask to speak to a guidance counsellor.

We look forward to working with you and would like to wish you a very successful school year.

Sincerely,

**Danny Palumbo
Principal**



SCHOOL PRAYER

*Grant me, O Lord my God,
a mind to know you,
a heart to seek you,
wisdom to find out,
conduct pleasing to you,
faithful perseverance in waiting for you,
and a hope of finally embracing you.*

Amen

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INTRODUCTION

The purpose of this course calendar is to provide information to students and their parents or guardians to assist in the selection of a program of studies. Any decision should be made in light of the student's ability, achievement, and educational goals. All decisions are ultimately the responsibility of the parent/guardian and student. However, consultation with teachers and counsellors is recommended.

Entrance requirements to careers and post-secondary programs vary considerably. Again, it is the responsibility of students and parents or guardians to select courses at the correct level of difficulty to meet these entrance requirements.

Assistance in securing information regarding entrance requirements is available from our Guidance Department and both students and their parents or guardians are encouraged to use our facilities and the services of our counsellors.

THE MISSION OF ST THOMAS AQUINAS CATHOLIC HIGH SCHOOL

Inspired by the Gospel, the St. Thomas Aquinas Catholic High School Community strives to educate the whole person: mind, heart, body and soul. St. Thomas Aquinas is dedicated to promoting academic excellence in a structured and disciplined environment where each student has the opportunity to fulfill his or her individual potential.

Our vision is to empower each student to be a productive member of society, capable of making moral and ethical choices grounded in Christian values.

We endeavor to:

- provide students with various ways of experiencing Christ through scriptures, sacraments, prayer and service to the community
- strengthen students' faith and deepen their understanding of Christ through a strong religious curriculum
- provide students with opportunities to be of service to their school, church, and community, as well as to people who are less fortunate
- provide a spectrum of academic programs which challenge each student at his or her own level of ability

- provide each student with the knowledge and skills necessary to further his/her formal education
- foster in each student a desire for continued learning throughout his/her life
- encourage students to become discerning adults through the development of critical thinking skills
- provide programs and personnel to assist students in making academic, vocational, and career choices
- provide opportunities for students to grow in the areas of identity formation, emotional maturity, and self-actualization
- provide a fine arts and performing arts program to encourage appreciation of the arts and to provide an outlet for creative self-expression
- provide athletic programs designed to foster talent and teach related values such as self-discipline, co-operative effort in achieving goals, competitive spirit and a sense of fair play
- provide opportunities for students to develop and strengthen interpersonal relationships, express school spirit and improve social skills through school functions, athletic events and community projects.

RELIGIOUS DIMENSION

St. Thomas Aquinas Catholic High School is a community committed to the continuing educational process of developing unique people in an atmosphere where Christian faith is translated into action. The school Chaplain works closely with students, teachers, parents, and community to assist in the education of students within a spiritual framework. Celebration and service are key elements of spiritual life and are integral in the life of a Catholic school. The Chaplain is also available to students, parents and staff for pastoral counselling.

MINISTRY OF EDUCATION AND TRAINING GOALS

The educational goal of the Ministry of Education in Ontario is to help individual learners achieve their potential – physically, intellectually, emotionally, socially, culturally and morally. The goals of education, therefore, consist of helping each student:

- to develop responsiveness to the dynamic processes of learning;
- to develop resourcefulness, adaptability, and creativity in learning and living;
- to acquire the basic knowledge and skills

needed to comprehend and express ideas through words, numbers and other symbols;

- to develop physical fitness and good health;
- to gain satisfaction from participation and from sharing with others in various forms of artistic expression;
- to develop a feeling of self-worth;
- to develop an understanding of the role of the individual within the family and the family within society.

BEHAVIOUR CODE

While journeying to the Lord, human beings need assistance to reach their fullest potential. It is, therefore, necessary that a code of behaviour be formulated and observed by the students.

Our "Safe School Policy" states that "students have the right to be provided with an environment that is conducive to learning and free from physical and verbal harassment. Staff have the right to expect appropriate behaviour from students and to discipline students who are disruptive to the class."

Good behaviour is the responsibility of the student and our behaviour code asks teachers to treat students as they themselves would like to be treated. If a student misbehaves, he or she is asked to identify the problem and make a plan to prevent such behaviour in the future. An attempt is made to see that the consequences of misbehaviour are logical. The emphasis is on helping students improve.

St. Thomas Aquinas Catholic High School seeks to foster the development of the whole person, educating our youth in the faith and helping to ensure a Christian philosophy in our world. The community of St. Thomas Aquinas receives its fundamental direction from the teachings of Christ as expressed in the Gospels. All of the actions taken by this community are expected and meant to be consistent with these teachings.

The staff of this school recognizes and accepts the responsibility of providing varied opportunity for the physical, emotional, intellectual and spiritual development of each student. In keeping with the Gospel values, we undertake to engender and develop in ourselves and in our students a responsibility and commitment to the better welfare of all others and our shared global environment.

This school uses a building and facilities to

operate. However, the school is more truly identified by its students, staff, parents, pastors and volunteers. The character and attributes of the school come from the activity and behaviour of each of these contributing members. For the school to be successful, each of us must continually strive to make it so.

On a day-to-day basis, the school takes on its character primarily by how staff and students behave towards one another in carrying out their respective duties. In a relatively large community, it is necessary to set forth some directions on expected behaviour – the purpose of these being to establish a harmonious environment which will promote the accomplishment of our fundamental objectives.

As always, to follow and abide by directions requires discipline. It is our aim that each person acquires the self-discipline which enables adherence to these directions.

However, if a person of the community violates these directions, consequences and restorative practices will be applied. This is done both to safeguard the welfare of the community and to develop better self-discipline with the ultimate purpose of achieving reconciliation.

This code expresses the expectations and standards of acceptable behaviour for all members of the school community – students, staff and visitors.

DRESS CODE

The concept of the school uniform has been supported by the parents/guardians, students, and staff involved in planning and creating the school. Students who enroll at St. Thomas Aquinas Catholic High School do so with a complete awareness of the uniform requirements. Therefore, by choosing St. Thomas Aquinas Catholic High School students and parents agree to abide by the established School Uniform Policy. The uniform is a means of creating a distinct school identity. Students who do not respect the code are in effect undermining that goal.

STUDENTS WILL COMPLY WITH THE DRESS CODE AT ALL TIMES

The dress tartan kilt must be worn with black knee-high socks or tights and dress shoes only. The dress tartan may not be worn with athletic shoes, boots or "flip-flops". Coats are to be worn outside only - all coats must be left in the

lockers. Students taking physical education classes must wear the gym uniform.

Physical education and team clothing may not be worn to class. Students are expected to arrive at school and depart from school in the school dress code. They will wear the school dress code on excursions.

Clothing that is torn or ripped may not be worn. Shorts and skirts may not be shortened. Students may not attend class without the proper dress code attire.

ATTENDANCE POLICY -- ATTENDANCE, LATES, AND ABSENCES OVERVIEW

At St. Thomas Aquinas Catholic High School we believe that regular attendance is an essential component of each course. Many courses involve group work and groups require good attendance to function. All absences detract from the student's ability to make progress in subject areas and to be properly evaluated. The school must know when a student is absent and why the student is absent. It is necessary that parents communicate with the school (phone call, note) regarding any absences/lateness.

We realize that from time to time a student will be absent for reasons such as illness, medical or dental appointments, involvement in school related activities (always with prior written consent of parents) etc. We also believe that parents should be aware of accumulated absences for any of the above reasons. Therefore, we will monitor attendance closely and report to parents in the following way:

1. When a student has been absent from class seven times (for any reason(s)) parents will simply be contacted as a reminder of the time that has been missed.
2. When a student has been absent from class eleven times, the school may arrange a meeting with the student and parents (guardian) to discuss an appropriate plan of action.
3. When a student has been absent from class fifteen times, the student may risk the loss of credit.

Ministry of Education policy requires 110 hours of instruction in order for a credit to be granted. Students who are habitually absent from class will suffer in the evaluation process because their participation and achievement cannot be fully

assessed and, as a result, they may fail to achieve credits for their courses.

GENERAL ORGANIZATION OF THE PROGRAM AT ST. THOMAS AQUINAS C.H.S.

A. The Semester System

The school year is divided equally into two semesters:

Semester 1: September - January

Semester 2: February - June

Grade 9, 10, 11 students will take a full course load equivalent to eight credits. The Guidance Department will provide assistance in dealing with special circumstances. Grade 12 students may take 2 study periods if they have obtained 24 credits at the end of Grade 11 and have maintained a satisfactory academic standing.

B. Assessment and Evaluation

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, labs, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations in a course.

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. During the first week of the semester, each student will be given the provincial curriculum expectations and course outline for each course. The assessment and evaluation techniques will be discussed in each class.

Formal exams are held in most subjects in January and June. Under normal circumstances, the only reason for being excused from an examination will be a medical reason supported by a doctor's certificate. Such certificates must be brought to the school's office upon return to school after missing an examination.

C. Course Changes

A credit consists of a minimum of 110 hours of scheduled time; therefore, when a week of instructional time has passed, students are not encouraged to transfer to courses that are substantially different from those which they are taking. Changes to timetables are possible within the first five days of the semester. Any such changes are dependent on class availability and class size.

It is highly recommended that students carefully consider their course levels and specific courses when making their course selections. Changes at any time in a semester normally create academic and scheduling difficulties.

STUDENT SERVICES

The student services team: The Guidance Counsellor, Special Education Teacher, the Student Support Worker, Co-operative Education Teacher and the school Chaplain, work together to meet the spiritual, academic, emotional and social needs of the students and to develop self-esteem, to recognize abilities and limitations, to evaluate possible alternatives in actions as the students move towards setting realistic goals and the development of their potential.

A. Guidance

The Guidance Program provides the students with opportunities to:

1. Expand their knowledge and understanding of the self and develop an appreciation of their individual potential to contribute to society.
2. Develop an understanding of effective relationships.
3. Develop the knowledge, skills and attitudes needed to make appropriate post-secondary decisions and to cope with the transition from secondary school to post-secondary studies and the world of work.
4. Explore potential careers in relation to themselves, educational alternatives and their desired lifestyles.

In order to achieve the above aims, the guidance counsellor provides the following services:

1. Counsel on an individual and group basis to help students with course selections and personal problems.
2. Help to obtain information about post-secondary schools, courses and training programs.
3. Co-ordinate efforts with outside agencies for the best interest of the student.
4. Provide orientation for new students.
5. Provide access to printed, computerized, and on-line guidance information.
6. Assist with application procedures to post-secondary institutions.
7. Provide career information.

B. Special Education

The role of the Special Education Team is to:

- Provide academic assistance, learning strategies and a supportive atmosphere for learning disabled students.
- Provide enrichment activities via student enrolment in University mini-courses.
- Create and implement Individual Education Plans for identified students and conduct Identification Placement and Review meetings once a year.
- Monitor and track academic progress of all students at risk of failing.
- Provide encouragement, support and counselling to students who become discouraged or who are at risk of losing a credit.
- Act as a liaison between a student experiencing academic difficulties and the classroom teacher.
- Facilitate parent/teacher interviews when necessary.
- Meet regularly with Student Services team.
- Work closely with teachers on appropriate programming.
- Prepare individual plans for success.
- Work with teachers within the class to facilitate learning.
- Meet with the Board Special Education Department to co-ordinate programs and services.
- Plan and implement a variety of prevention programs.
- Attend Special Education meetings at the Board level.

To obtain the Catholic District School Board's Parent Information Guide, please call the Special Education Department at 613-445-0810 ext. 412.

C. Student Support Worker

Our Student Support Worker works closely with other members of the student services team, administration, staff, parents, students, Board personnel and outside agencies on an ongoing basis to better develop the strengths and needs of students who may be at risk or experiencing crisis. The Student Support Worker sees students individually, in small groups, or with the family, dealing with their social, emotional and behavioural needs through classroom visits and individual counselling.

PROGRAM PLANNING AND DIPLOMA REQUIREMENTS

D. Co-operative Education

Co-operative education is an approach to education that allows students to earn credits toward the Ontario Secondary School Diploma by combining in-school instruction (theory) with on-the-job experience (application).

The school maintains control of the design, implementation, monitoring and evaluation of the program. Although some subject areas may lend themselves better to the co-op mode of delivery, every effort will be made to design programs across the curriculum.

The objectives are to provide an opportunity for:

1. career exploration
2. enrichment through application of classroom theory
3. development of work and employability skills
4. development and reinforcement of self-esteem, confidence and interpersonal skills.

E. Ontario Youth Apprenticeship Program

O.Y.A.P. is a planned and monitored School-to-Work Program that permits students to earn an Ontario Secondary School Diploma and be registered as an apprentice in a skilled trade at the same time. Students are placed with an employer who is prepared to take a student as an apprentice after a successful trial period. Sample apprenticeships include: Cook/Chef, Millwright/Machinist, General Carpenter, Auto Service Technician (Mechanic), Hairstylist, Auto Body Repairer, and Industrial Woodworker (Cabinetmaker).

F. Chaplaincy

The Chaplain provides spiritual leadership for the students and staff at St. Thomas Aquinas Catholic High School in such areas as the sacraments, liturgies, classroom visits and individual counseling.

G. Partnering to Articulate for Student Success School-to-College-to-Work Pathways

The Dual Credit program is a School/College/Work Initiative that is offered by 3 Eastern Ontario colleges in partnership with nine area school boards. Students can participate in apprenticeship training and/or post-secondary courses, earning dual credits that count towards their high school diploma and their post-secondary diploma, degree or apprenticeship certification. For more information see your Guidance Counsellor.

A. Program Planning Guidelines

The development of a set of courses to be studied during a school semester is a task that demands considerable understanding, reflection and planning. In order to proceed wisely the recommendations made below should be considered.

1. Long-range educational goals should be formulated.
2. Students in Grade 9, 10, and 11 should take four credits per semester.
3. Course prerequisites should be reviewed.
4. Past achievements should be reviewed. The previous year's marks are very important in choosing courses and the level of difficulty.
5. Prerequisites for university and college programs should be reviewed.
6. Any necessary program changes should be made before the end of the current school year. Students who attend summer school and whose program requires amendments as a result should make an appointment with Guidance during the last week in August for course changes.
7. The final responsibility for subject selection rests with the parent(s) or legal guardians.

Course Selections and Student Option Sheet

Students will make their course selections using myBlueprint.ca. Using this web based tool, students will indicate the courses they wish to take for the coming academic year. Students will print the Course Selection Sign Off sheet, have a parent/guardian sign it and return it to the Guidance Department. On the basis of these sheets, school officials construct the master timetable and staff the school. As these decisions are based on the information from the student option sheets, it is imperative that this information be accurate and complete. Students and parents must give careful thought to the course options selected. Opportunities to change selections are limited.

Course Cancellations

Courses may be cancelled because of insufficient enrolment or staffing considerations. In some cases classes are closed due to class size (too large). Should a cancellation occur, students will be notified and asked to select an alternate course, or an alternate course selected on the option sheet will be substituted.

B. Grade 9 and 10 Course Types

Students may build timetables using some or all of the following course types.

In an **ACADEMIC** course, the essential concepts of a subject are learned and related material explored as well. Although knowledge and skills in the subject will be developed through both theory and practical applications, the emphasis will be on theory and abstract thinking as a basis for future learning and problem solving.

An **APPLIED** course also covers the essential concepts of a subject. Knowledge and skill will be developed through both theory and practical applications, but the focus will be on practical applications. In applied courses, familiar, real life situations will be used to illustrate ideas, and more opportunities will be given to experience hands-on applications of the concepts studied.

OPEN courses have one set of expectations for the subject being taken. They are intended to enrich students' lives and to prepare them for active and rewarding participation in society.

LOCALLY DEVELOPED (or Essential-level) courses are modeled after the Applied curriculum guidelines and are designed to allow students, who enter high school with skills which are slightly behind grade level to achieve success.

Course Changes/Adjustments

Requests to change a student's program during the academic year will be considered only for a valid reason(s). A timetable change request may be considered for reasons involving:

- a change in level of difficulty,
- a timetable error,
- Summer School results,
- a change in career plans,
- post-secondary education admission requirements, or
- medical matters.

Should your request be deemed valid, your timetable will be adjusted, if possible, taking into account the master timetable and class size.

Substitutions for Compulsory Courses

In exceptional circumstances, substitutions may be made for a limited number of compulsory credit courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students wishing to earn the Ontario Secondary School Diploma. Each substitution will be noted on the student's Ontario Student Transcript. Compulsory credit substitution must be approved by the principal.

SWITCHING FROM APPLIED TO ACADEMIC COURSES

Students who wish to switch from Grade 9 Applied courses to Grade 10 Academic courses may be required to complete independent course work designed to allow the student to complete the course expectations of the academic stream.

C. Grade 11 and 12 Course Types

Four streams (types) of courses may be offered. The streams of courses are geared to the student's post-secondary destination. Students may take transfer courses to move from one type of course to another.

Workplace: Workplace courses are designed for students planning to enter the workplace directly following high school.

College: College courses are designed to prepare students for entrance to most college programs following high school.

College/University: These courses are designed to prepare students for entrance to specific college and university programs following high school.

University: These courses are designed to prepare students for entrance to university programs following high school.

TRANSFER COURSES

A transfer course is a partial-credit course (0.25 or 0.50 credit) that bridges the gap between courses of two different types in the same subject. Students who revise their educational and career goals and who wish to change from one type of course in a particular subject but lack the prerequisite course may do so by taking a transfer course. Transfer courses enable students to achieve the expectations not covered in one course type but required for entry into another course.

D. Diploma Requirements for Students

The high school program is based on a credit system. Students must earn a total of 30 credits (one for every 110-hour course successfully completed) to obtain a high school diploma. Eighteen of the credits are compulsory, earned in a specific number of courses from a list of subjects that every student must take. In addition to the 18 compulsory credits, students must earn 12 optional credits in courses of their choice, selected from the full list of courses available in the school. From the list of these optional credits, students are *required* to take a prescribed number of religious education courses. Optional credits allow students to build an educational program that suits their individual interests and meets university, college, apprenticeship, or work requirements.

THE CREDIT SYSTEM

Compulsory Credits (total of 18)

- 4 credits in English (1 credit per grade)
- 1 credit in French as a second language
- 3 credits in Mathematics (At least 1 credit in Grade 11 or 12)
- 2 credits in Science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in the Arts (music, art, drama)
- 1 credit in Health and Physical Education
- ½ credit in Civics and ½ credit in Career Studies

PLUS:

- 1 additional credit in English, or a third language, or a Social Science and the Humanities, Canadian and World Studies, Guidance and Career Education or Co-op
- 1 additional credit in Health and Physical Education, or Business Studies, the Arts (music, art, drama), French as a Second Language or Co-op
- 1 additional credit in Science (Grade 11 or 12), Technological Education (Grades 9 – 12) or Co-op

Optional Credits (total of 12)

In order to meet the requirements for a Graduation Diploma students must also complete 40 hours of community involvement activities over their four years of high school and must pass the Ontario Secondary School Literacy Test of Reading and Writing Skills which is first offered in Grade 10.

ONTARIO SECONDARY SCHOOL CERTIFICATE

The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits distributed as follows: Compulsory credits (Total of 7)

2 credits in English

1 credit in Canadian Geography or Canadian History

1 credit in Mathematics

1 credit in Science

1 credit in Health and Physical Education

1 credit in the Arts or Technological Education

CERTIFICATE OF ACCOMPLISHMENT

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school.

Non –Credit Courses (K-courses)

K-courses are non-credit and are not based on the Ontario curriculum. They will serve students who are working on basic literacy, numeracy and life skills. These students will be working towards a Certificate of Accomplishment. Courses that may be offered as part of a non-credit program include among others:

- KAL Creative Arts for Enjoyment and Expression
- KBB Money Management and Personal Banking
- KCC Transit Training and Community Exploration
- KCW Exploring Our World
- KEN Language and Communication Development
- KGL Personal Life Skills
- KGW Exploring the World of Work
- KHD Social Skills Development
- KMM Numeracy and Numbers
- KPF Personal Health and Fitness
- KPH Choice Making for Healthy Living

The Specialist High Skills Major

A specialist high skills major is a ministry-approved program. It allows students to focus on knowledge and skills that are of particular importance in certain economic sectors, obtain certifications recognized towards those sectors, work towards meeting the requirements of the Ontario Secondary School Diploma (OSSD), and receive special recognition with their diploma once they have successfully completed the program. Further information is available on page 37-39 of the Program Guide.

A Specialist High Skills Major program (SHSM) has five components:

A) High school credits:

- 4 credits in the “major” area
- 3 additional required credits
- 2 cooperative education credits

B) Compulsory certificates (4 compulsory, 3 sector-specific)

C) Experiential learning

D) Reach ahead opportunities

E) Sector-partnered contextualized component.

the provincial literacy requirement for graduation and will earn one credit.

E. Definitions of Terms

COURSE CODES:

Each course has a six-character identification code in which:

- a) the first three characters refer to the subject
- b) the fourth character refers to the grade or level
- c) the fifth character refers to the type of course
- d) the sixth character indicates the section of the class

ex. ENG 1 D a
 | | | |
Course Year Type Section of
English Grade 9 Academic the class

All course codes are provided in the school course calendar for all courses offered by the school.

Code	Type of Course
D	Academic
P	Applied
U	University Preparation
M	College/University Preparation
C	College Preparation
E	Workplace Preparation
O	Open
L	Locally Developed

COMMUNITY INVOLVEMENT ACTIVITIES

All students must complete a minimum of 40 hours of unpaid community involvement activities before graduating from high school. This requirement is additional to the 30 credits needed for a high school diploma. Students will be able to choose their own community involvement activities, within guidelines provided by the school. Students will be responsible for fulfilling this requirement on their own time. Students are expected to keep a record of their activities on a form supplied by the school which is available in Student Services and on the website at www.sta-russell.com.

Ontario Secondary School Literacy Requirement

All students will take the OSSLT in the spring of their grade 10 year. The test evaluates a student's reading and writing skills based on curriculum expectations up to and including grade 9. Students must pass this test in order to receive their high school diploma, and their result (completed/not completed) will be recorded on their transcript. Students who do not pass the test on their first attempt will receive remedial help to prepare them for retesting in subsequent years. Any student not able to pass the test during successive yearly attempts will be enrolled in the Ontario Secondary School Literacy Course. Students who successfully complete this course will have met

CREDIT:

A credit is granted when a course of at least 110 hours (that is, a regular full-year or full-semester course) is completed successfully.

COMPULSORY COURSES

Compulsory courses are those that are directed by the Ministry and must be included in a student's program towards the earning of a certificate or diploma.

PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Students may receive a credit without taking a course if they can demonstrate that they have the skills and knowledge from prior learning to meet the expectations for the course set out in the provincial curriculum. To receive a credit through the PLAR process, students are assessed through a formal test, along with other methods of evaluation appropriate to the subject. Students may obtain a maximum of four credits through the PLAR process, but no more than two in one subject area. The PLAR process applies only to courses in Grades 10-12.

PREREQUISITE COURSES

These are courses that students are required to take before they can enroll in certain courses in Grades 11 and 12. Prerequisite courses are identified in the school calendar.

When choosing courses in Grades 10 and 11, students should be careful to select the prerequisites that will allow them to pursue the courses they want to take in the higher grades.

ONTARIO STUDENT TRANSCRIPT - OST

The OST is the student's official record of credits earned and other graduation requirements completed. It is part of the Ontario Student Record. Copies of the transcript are available to students and graduates. In Grades 9 and 10, only successfully completed courses will be recorded on the student transcript. If a student withdraws from or fails to successfully complete a Grade 9 or 10 course, no entry will be made on the transcript.

The following guidelines apply to all Grade 11, 12 courses:

- For students who have failed a Grade 11 or 12 course, a "0" will be entered into the credit column accompanied by the final mark received in the course.
 - If a student withdraws from a Grade 11 or 12 course:
 - a) on or before the 5th instructional day following the issuance of the first provincial report card, the course will not be recorded on the OST.
 - b) after the 5th instructional day following the issuance of the first provincial report card, a "W" will be entered in the credit column and the student's mark at the time of withdrawal will be recorded in the achievement column.
- *** Equivalent guidelines are in place for students taking Independent Learning Courses***

If a student repeats a grade 11 or 12 course that the student previously completed successfully, each attempt and its mark will be shown on the Ontario Student Record, however the student will only earn one credit for the course. The course with the lower mark will have an "0" entered in the credit column.

ONTARIO STUDENT RECORD (OSR)

Every Ontario school keeps an official record for each student. The OSR contains achievement results, credits earned, diploma requirements completed, and other information important to the

education of the student. Students and their parents (if the student is not an adult) may examine the contents of the OSR. These records are protected by the Education Act and the Municipal Freedom of Information and Protection of Privacy

A student's final result on the Grade 10 Test of Reading and Writing Skills, as well as confirmation that the student has completed the community involvement requirement, will also be included in the student transcript.

REPORT CARDS

Report cards are issued twice a semester (midterm and final). The report card will include:

- percentage grades indicating the level of achievement
- attendance and learning skills
- strengths, weaknesses, and next learning steps

80-100%	Level 4	Achievement above the provincial standard
70-79%	Level 3	Achievement at the provincial standard
60-69%	Level 2	Achievement below but approaching the provincial standard
50-59%	Level 1	Achievement is below the provincial standard
Below 50%		The student will not receive a credit

EXTRA-CURRICULAR ACTIVITIES

St. Thomas Aquinas offers a full range of extra-curricular activities to assist with students' physical, social, and personal management. Competitive and intramural sports, performing arts, student council, and various clubs all offer opportunities for character-building processes under the supervision of dedicated teaching staff and volunteers. Activities take place at lunch time, after school, and, on occasion during class time.

ELIGIBILITY POLICY

In order to participate in any and all extra-curricular activities such as sports teams, clubs, student council, or mini-enrichment, students must maintain their eligibility. Students must attend classes regularly, keep assignments up to date, arrange to complete missed tests, and work to potential through appropriate behaviour and work habits. Failure to comply with the eligibility policy will result in a process involving the student, parents, teachers, and activity supervisor to develop a plan to regain acceptable academic standards. As a last resort, ineligibility to participate in extra-curricular activities may result.

**THE GRADE 9 PROGRAM
AT ST. THOMAS AQUINAS CATHOLIC HIGH SCHOOL**

In Grade 9, students will take a total of eight courses for eight credits. Students in Grade 9 will choose courses from one or more course types: academic, applied, locally developed and open. All Grade 9 courses are 1-credit courses requiring a minimum of 110 hours of scheduled time.

<i>COURSE</i>	<i>TYPE</i>	<i>CODE</i>
COMPULSORY COURSES (7 Credits)		
ENGLISH	Academic	ENG1D
	Applied	ENG1P
	Locally Developed	ENG1L
MATHEMATICS	Academic	MPM1D
	Applied	MFM1P
	Locally Developed	MAT1L
SCIENCE	Academic	SNC1D
	Applied	SNC1P
	Locally Developed	SNC1L
	Academic (Immersion)	SNC1DF (French)
FRENCH	Academic	FSF1D
	Applied	FSF1P
	Immersion	FIF1D
GEOGRAPHY	Academic	CGC1D
	Applied	CGC1P
	Academic (Immersion)	CGC1DF (French)
PHYSICAL EDUCATION	Open	PPL1O
	Open (Immersion)	PPL1OF (French)
RELIGIOUS EDUCATION	Open	HRE1O
ELECTIVE COURSES (One course will be chosen from the Arts (ADA1O, AMI1O, AVI1O) or Technology (TIJ1O))		
DRAMA	Open	ADA1O
MUSIC	Open	AMI1O
VISUAL ARTS	Open	AVI1O
EXPLORING TECHNOLOGIES	Open	TIJ1O

THE GRADE TEN PROGRAM

AT ST. THOMAS AQUINAS CATHOLIC HIGH SCHOOL

It is important for students selecting their Grade 10 program to carefully review the flowcharts of prerequisite courses for Grade 11 and 12. *English and History should be taken at the same level for scheduling purposes.

<i>COURSE</i>	<i>TYPE</i>	<i>CODE</i>
COMPULSORY COURSES (6 Credits)		
ENGLISH*	Academic	ENG2D
	Applied	ENG2P
	Locally Developed	ENG2L
MATHEMATICS	Academic	MPM2D
	Applied	MFM2P
	Locally Developed	MAT2L
SCIENCE	Academic	SNC2D
	Applied	SNC2P
	Locally Developed	SNC2L
HISTORY*	Academic	CHC2D
	Applied	CHC2P
	Academic (Immersion)	CHC2DF
CIVICS and CAREERS (½ credits)	Open	CHV2O/GLC2O
CIVISME et EXPLORATION DE CARRIERE (½ credits)	Open (Immersion)	CHV2OF/GLC2OF
RELIGIOUS EDUCATION	Open	HRE2O
ELECTIVE COURSES (2 courses from the list below)		
DRAMA	Open	ADA2O
MUSIC	Open	AMI2O
VISUAL DESIGN	Open	AWD2O
VISUAL ARTS	Open	AVI2O
CONSTRUCTION TECHNOLOGY	Open	TCJ2O
TRANSPORTATION TECHNOLOGY	Open	TTJ2O
FOOD AND NUTRITION	Open	HFN2O
FRENCH IMMERSION	Academic	FIF2D
PHYSICAL EDUCATION	Open	PPL2O

PLANNING CHART

Use the chart below to keep track of your courses to ensure you earn a secondary school diploma and prepare for your post-secondary destination.

The standard compulsory courses for each grade have been entered for you. Simply enter the course code you select each year next to each course. Use the planning guide below the chart to assist in completing your pathway from grade 9 to 12.

Grade 9 Compulsory: Code	Grade 10 Compulsory: Code	Grade 11 Compulsory: Code	Grade 12 Compulsory: Code
ENGLISH _____	ENGLISH _____	ENGLISH _____	ENGLISH _____
RELIGION _____	RELIGION _____	RELIGION _____	RELIGION _____
MATH _____	MATH _____	MATH _____	
SCIENCE _____	SCIENCE _____		Optional: Four to Six Additional
GEOGRAPHY _____	HISTORY _____	Optional: Five Additional	1. _____
FRENCH _____	CIVICS/ CAREERS _____	1. _____	2. _____
PHYS. ED. _____		2. _____	3. _____
Optional Courses (vary from school to school. Students typically take 1 of the following three courses: Arts, Phys. Ed., Technology	Optional: Two Additional	3. _____	4. _____
1. _____	1. _____	4. _____	5. _____
	2. _____	5. _____	6. _____

Planning Guide

Add these **Additional Compulsory Courses** to be completed. Enter **Course Name** and **Course Code** into the chart above.

- Arts - 1 credit
- Physical Education - 1 credit
- Group 1 - 1 credit in English **or** French as a second language, **or** Native language, **or** classical **or** international language **or** Social Science and Humanities **or** Canadian and World Studies **or** Guidance and Career Education **or** Cooperative Education*
- Group 2 - 1 credit in Health and Physical Education **or** Arts **or** Business Studies **or** French as a Second language **or** Cooperative Education*
- Group 3 - 1 credit in Grade 11 or 12 Science **or** 1 credit in grade 9-12 Technology **or** Cooperative Education*

***Note: A maximum of two Cooperative Education credits can be used to fulfill compulsory requirements. A maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.**

Add Optional Courses to be completed. Enter **Course Name** and **Course Code** into chart.

- Optional Credits – 8 credits

Add Prerequisite Courses (if applicable) for post-secondary study. Enter **Course Name** and **Course Code** into chart.

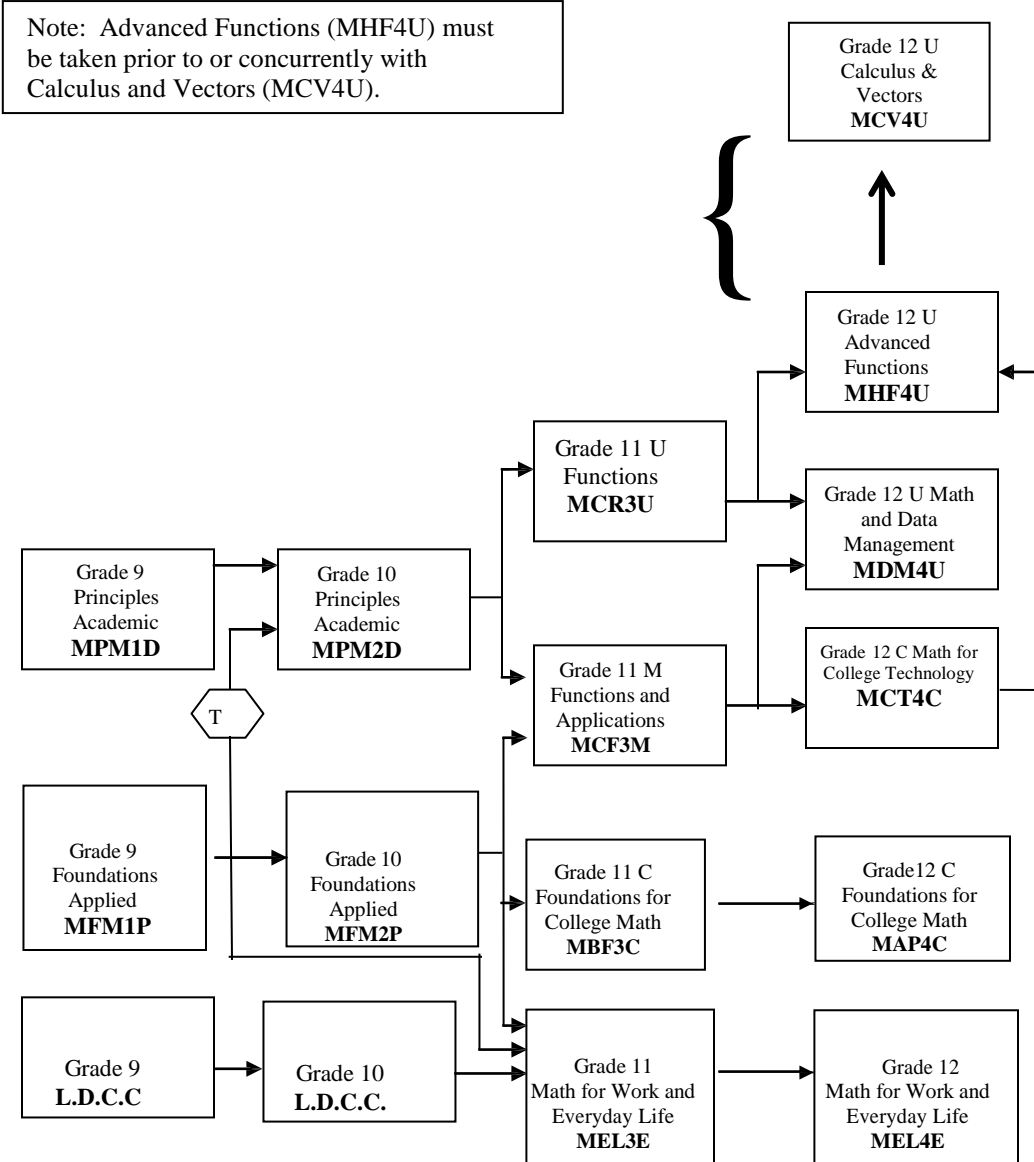
- Prerequisite Courses (determined by researching post-secondary program entrance requirements)

ST. THOMAS AQUINAS CATHOLIC HIGH SCHOOL - COURSE LIST 2020-2021

GRADE NINE		GRADE TEN		GRADE ELEVEN		GRADE TWELVE	
ADA1O	Drama	ADA2O	Drama	AMI3M	Instrumental Music	AMI4M	Instrumental Music U/C
AMI1O	Instrumental Music	AMI2O	Instrumental Music	AVI3M	Visual Arts, U/C	AVI4M	Visual Arts, U/C
AVI1O	Visual Arts	AVI2O	Visual Arts	BAF3M	Financial Accounting U/C	BAT4M	Financial Accounting
CGC1D	Issues Cnd Geography	AWD2O	Visual Design	BDI3C	Entrepreneurship (2021-22)	CGR4E/4M	Environment and Res. Mgmt
CGC1DF	Géographie du Canada	CHC2D	Can. History, Academic	BMI3C	Marketing	CGW4C/4U	World Issues: Geo. Analysis
CGC1P	Issues Cnd Geography	CHC2DF	Histoire du Canada	CHW3M	Ancient & Medieval History	CLN4U	Canadian and Int. Law
ENG1D	English, Academic	CHC2L	Can. History, Loc. Dev.	CLU3E/3M	Understanding Cnd. Law	ENG4C	English, College
ENG1L	English, Locally Dev.	CHC2P	Can. History, Applied	FIF3U	French Immersion	ENG4E	English, Workplace
ENG1P	English, Applied	CHV2O	Civics (1/2 credit)	CGG3O	Travel and Tourism	ENG4U	English, University
FIF1D	French Immersion, Ac.	CHV2OF	Civisme et citoyenneté (1/2 cr)	GPP3O	Leadership & Peer Support	FIF4U	French Immersion
FSF1D	Core French, Academic	ENG2D	English, Academic	HRF3O	World Religions, Open	HHG4M	Human Development
FSF1P	Core French, Applied	ENG2L	English, Locally Dev.	HRT3M	World Religions, U/C	HHS4C/4U	Families in Canada
HRE1O	Religious Education	ENG2P	English, Applied	HRT3MF	Études des Religions, U/C	HRE4M	Church & Culture U/C
MAT1L	Mathematics, Locally Dev.	FIF2D	French Immersion	HSP3C/U	Intro. to Anthro, Psych, Soc.	HRE4O	Religious Education – Open
MFM1P	Mathematics, Applied	GLC2O	Careers (1/2 credit)	ICS3C	Intro. to Computer Programming	ICS4C	Computer Programming
MPM1D	Mathematics, Academic	GLC2OF	Exploration de carrière (1/2 cr)	MBF3C	Foundations for College	MAP4C	Foundations for College Math
PPL1O	Healthy Active Living	HFN2O	Food and Nutrition	MCF3M	Functions & Applications	MCV4U	Calculus & Vectors
PPL1OF	Vie Active et Santé	HRE2O	Religious Education	MCR3U	Functions	MDM4U	Math of Data Management
SNC1D	Science, Academic	MAT2L	Mathematics, Essential	MEL3E	Math for Work and Everyday	MHF4U	Advanced Functions
SNC1DF	Sciences, Ac.	MFM2P	Mathematics, Applied	NBE3C	English: Aboriginal Voices, C	NDW4M	Indigenous Peoples-Global Context
SNC1L	Science, Locally Dev.	MPM2D	Mathematics, Academic	NBE3E	English: Aboriginal Voices, W	PAF4O	Personal Fitness Activities
SNC1P	Science, Applied	PPL2O	Healthy Active Living	NBE3U	English Aboriginal Voices, U	PPL4O	Healthy Active Living
TIJ1O	Exploring Technologies	SNC2D	Science, Academic	PAF3O	Personal Fitness Activities	SBI4U	Biology, University
		SNC2L	Science, Locally Dev.	PPL3O	Healthy Active Living	SCH4C	Chemistry, College
		SNC2P	Science, Applied	SBI3C	Biology, College	SCH4U	Chemistry, University
		TCJ2O	Construction Technology	SBI3U	Biology, University	SES4U	Earth and Space
		TTJ2O	Transportation Technology	SCH3U	Chemistry	SPH4U	Physics
				SPH3U	Physics	TCJ4C	Construction Eng. Tech.
				SVN3M/3E	Enviromental Science	TFJ4C/4E	Hospitality and Tourism
				TCJ3C	Construction Eng. Tech.		
				TFJ3C/3E	Hospitality and Tourism		
				COOPERATIVE EDUCATION		COOPERATIVE EDUCATION	
				2 credits (half day)		2 credits (half day)	
				4 credits (full day)		4 credits (full day)	

Prerequisite Chart for Mathematics, Grades 9-12

This chart maps out all the courses in the discipline and shows the links between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course.



Notes:

T = Transfer Course

L.D.C.C. = Locally Developed Compulsory Credit Course

***COURSES
OF
STUDY
2020 - 2021***

***GRADES
9, 10, 11 AND 12***

ARTS

Drama

Drama - ADA10 Grade 9 Open

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

Prerequisite: None

Drama – ADA20 Grade 10 Open

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.

Prerequisite: None



Music

Instrumental Music – AMI10 Grade 9 Open

This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity, and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use.

Prerequisite: None

Instrumental Music – AMI20 Grade 10 Open

This course emphasizes performance of music at an intermediate level that strikes a balance between challenge and skill. Students learning will include participating in creative activities and listening perceptively. Students will also be

required to develop a thorough understanding of the language of music, including elements, terminology, and history.

Prerequisite: AMI10

Instrumental Music - AMI3M

Grade 11 College/University Preparation

This course emphasizes the appreciation, analysis, and performance of various kinds of music at a senior level, including baroque and classical music, popular music, and Canadian and non-Western music. Students will perform technical exercises and appropriate repertoire, complete detailed creative activities, and analyze and evaluate live and recorded performances. They will continue to increase their understanding of the elements of music while developing their technical and imaginative abilities.

Prerequisite: AMI20

Instrumental Music – AMI4M

Grade 12 College/University Preparation

This course emphasizes the appreciation, analysis, and performance of music from the romantic period to the 20th century, including art music, jazz, popular music, and the Canadian and non-Western music. Students will concentrate on developing interpretative skills and the ability to work independently. They will also complete complex projects and performance pieces.

Prerequisite: AMI3M

Visual Arts



Visual Arts - AVI10 Grade 9 Open

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

Prerequisite: None

Visual Arts – AVI2O Grade 10 Open

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

Prerequisite: None

Visual Design - AWD2O Grade 10 Open

In this course, students will develop an awareness and understanding of the ideas and skills related to real-world visual communication challenges and applications. These will be developed through student research, presentations, and application involving various studio assignments. Students will be encouraged to explore, develop and create effective solutions for a variety of visual, graphic and design challenges (including typography, icons and logos, product branding and packaging, and industrial design).

Prerequisite: None

Visual Arts - AVI3M**Grade 11 College/University Preparation**

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, information design).

Prerequisite: Grade 9 Visual Arts or Grade 10 Media Arts, Open

Visual Arts - AVI4M**Grade 12 College/University Preparation**

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials,

processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

Prerequisite: Grade 11 Visual Arts, College/University Preparation

BUSINESS

Financial Accounting Fundamentals**BAF3M Grade 11 College/University Prep.**

This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and current issues and ethics in accounting.

Prerequisite: None

Entrepreneurship: The Venture – BDI3C**Grade 11 College Preparation**

This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a school-based or student-run business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs. **Note: This course will be offered in the 2021-2022 academic year.**

Prerequisite: None

Marketing: Goods, Services, Events – BMI3C**Grade 11 College Preparation**

This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice.

Prerequisite: None

**Financial Accounting Principles - BAT4M
Grade 12 College/University Preparation**

This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course further develops accounting methods for assets and introduces accounting for partnerships, corporations, and sources of financing.

Prerequisite: Financial Accounting Fundamentals, Grade 11, College/University

CANADIAN & WORLD STUDIES

Geography

**Issues in Canadian Geography - CGC1D
Grade 9 Academic**

This course examines interrelationships with and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place to live.

Prerequisite: None

*This course is offered in French as Enjeux géographiques du Canada for students registered in the French Immersion program (CGC1DF).

**Enjeux géographiques du Canada - CGC1DF
9ième année théorique**

This course is offered to French Immersion students. It will be identical in subject matter to the similar course offered in English (CGC1D).

Prerequisite: None

**Issues in Canadian Geography - CGC1P
Grade 9 Applied**

This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore issues relating to food and water supplies, competing land uses, interactions with the natural environment, and other topics relevant to sustainable living in Canada. They

will also develop an awareness that issues that affect their lives in Canada are interconnected with issues in other parts of the world. Throughout the course, students will use the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations.

Prerequisite: None



**Travel and Tourism: A Geographic Perspective
CGG30 Grade 11 Open**

This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends, as well as tensions related to tourism, and will predict future tourism destinations. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate the impact of the travel industry on natural environments and human communities.

Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied

**The Environment and Resource Management
CGR4E Grade 12 Workplace Preparation**

This course examines the influence of human activities on the natural environment. Students will study ecosystem structures and processes, the ecological impact of human activities, and methods of responsible resource management. Students will apply geotechnologies and geographic inquiry methods to develop and present practical solutions to environmental and resource management issues. In the process, students' problem-solving and communication skills will be enhanced in preparation for careers and the workplace.

Prerequisite: Grade 9 Geography of Canada, Academic or Applied.

**The Environment and Resource Management
CGR4M Grade 12 College/University Prep.**

This course explores interactions between the natural and human environment, with a particular focus on the impact of human activity on various

ecosystems. Students will explore resource management and sustainability practices, as well as related government policy and international protocols. Applying the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, students will investigate the relationship between people and the natural environment and will propose approaches for developing more sustainable relationships, including environmentally responsible actions that support stewardship.

Prerequisite: Any university, college/university, or college preparation course in Canadian and world studies, English, or social sciences and humanities.

**World Issues: A Geographic Analysis
CGW4C Grade 12 College Preparation**

This course explores many difficult challenges facing Canada and the world today – challenges such as unequal access to food, water, and energy; urbanization; globalization; and meeting the needs of a growing world population while ensuring the sustainability of the natural environment. Students will explore these and other world issues from environmental, social, economic, and political perspectives, while applying the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations.

Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied.

**World Issues: A Geographic Analysis
CGW4U Grade 12 University preparation**

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.

History

**Canadian History Since World War 1
CHC2D Grade 10 Academic**

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

Prerequisite: None

*This course is offered in French for students registered in the French Immersion program.

**Histoire du Canada depuis la Première
Guerre mondiale - CHC2DF Grade 10
Academic**

This course is offered to French Immersion students. It will be identical in subject matter to the similar course offered in English (CHC2D).

Prerequisite: None

**Canadian History Since World War I
CHC2L Grade 10 Locally Developed**

This course focuses on the connections between the student and key people, events and themes in Canadian contemporary studies. Students prepare for grade 11 Canadian and world studies Workplace Preparation courses through the development and extension of historical literacy skills and critical thinking skills. Students explore a variety of topics highlighting individuals and events that have contributed to the story of Canada. The major themes of Canadian identity, internal and external relationships and changes since 1914, are explored through guided investigation. Students have the opportunity to extend analytical skills with a focus on identifying and interpreting events and perspectives and making connections. Students practice reading, writing, visual, and oral literacy skills to identify and communicate ideas in a variety of media.

Prerequisite: None

Canadian History Since World War 1 CHC2P Grade 10 Applied

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity. Students will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

Prerequisite: None

Civics and Citizenship - CHV2O (0.5 credit) Grade 10 Open

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

Prerequisite: None

Note: This course is to be taken concurrently with the Grade 10 Career Studies 0.5 credit course (GLC2O).

Civisme et citoyenneté – CHV2OF Grade 10 Open

This course is offered to French Immersion students. It will be identical in subject matter to the similar course offered in English (CHV2O).

Prerequisite: None

Note: This course is to be taken concurrently with the Grade 10 Exploration de carrière 0.5 credit course (GLC2OF).

World History to the End of the 15th Century - CHW3M Grade 11 College/University Preparation

This course explores the history of various societies around the world, from earliest times to around 1500 CE. Students will examine life in and the legacy of various ancient and pre-modern societies throughout the world, including

those in, Africa, Asia, Europe, and the Americas. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.

Prerequisite: Canadian History since World War 1, Grade 10, Academic or Applied

Law

Understanding Canada Law – CLU3E Grade 11 Workplace

This course gives students practical information about legal issues that directly affect their lives. Students will examine the need for laws in society, the roots of Canada's legal system, the rights and freedoms that people in Canada enjoy, and the basic elements of criminal law and dispute resolution. Through experiences such as mock trials, debates, and case studies, students will apply inquiry and communication skills to develop and express opinions on legal topics of interest to them.

Prerequisite: Grade 10 Canadian History Since World War I, Academic, Applied and Locally Developed.



Understanding Canadian Law - CLU3M Grade 11 College/University Preparation

This course explores Canadian law with a focus on legal issues that are relevant to people's everyday lives. Students will investigate fundamental legal concepts and processes to gain a practical understanding of Canada's legal system, including the criminal justice system. Students will use critical-thinking, inquiry, and communication skills to develop informed opinions on legal issues and apply this knowledge in a variety of ways and settings, including case analysis, legal research projects, mock trials, and debates.

Prerequisite: Grade 10 Canadian History since World War I, Academic or Applied

Canadian and International Law - CLN4U Grade 12 University Preparation

This course explores a range of contemporary legal issues and how they are addressed in both

Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.

Prerequisite: Any university or college/university preparation course in Canadian and world studies, English, or social sciences and humanities.

COMPUTER STUDIES

Introduction to Computer Programming ICS3C Grade 11 College Preparation

This course introduces students to computer programming concepts and practices. Students will write and test computer programs, using various problem-solving strategies. They will learn the fundamentals of program design and apply a software development life-cycle model to a software development project. Students will also learn about computer environments and systems, and explore environmental issues related to computers, safe computing practices, emerging technologies, and postsecondary opportunities in computer-related fields.

Prerequisite: None

Computer Programming – ICS4C Grade 12 College Preparation

This course further develops students' computer programming skills. Students will learn object-oriented programming concepts, create object-oriented software solutions, and design graphical user interfaces. Student teams will plan and carry out a software development project using industry-standard programming tools and proper project management techniques. Students will also investigate ethical issues in computing and expand their understanding of environmental issues, emerging technologies, and computer-related careers.

Prerequisite: Introduction to Computer Programming, Grade 11, College Preparation

ENGLISH

English - ENG1D Grade 9 Academic

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

Prerequisite: None

English - ENG1L Grade 9 Locally Developed

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the Grade 10 LDCC course. The course is organized into strands that develop listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and on using language clearly and accurately in a variety of authentic contexts. Students develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

Prerequisite: None

English - ENG1P Grade 9 Applied

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

Prerequisite: None

English - ENG2D Grade 10 Academic

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

Prerequisite: English, Grade 9, Academic or Applied

English – ENG2L Grade 10 Locally Developed

In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace, or in the English Grade 11 Workplace Preparation course. The course is organized by strands that extend listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on refining foundational literacy skills and on using language clearly and accurately in a variety of authentic contexts. Students build on their strategies and engage in the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

Prerequisite: A Grade 9 English credit

English - ENG2P Grade 10 Applied

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course.

Prerequisite: English, Grade 9, Academic or Applied

English: Contemporary Aboriginal Voices NBE3C Grade 11 College Preparation

This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Students will study the content, form and style of informational texts

and literary and media works, and will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also write reports, correspondence, and persuasive essays, and analyse the relationship between media forms and audiences. An important focus will be on establishing appropriate voice and using business and technical language with precision and clarity.

Prerequisite: English, Grade 10, Academic or Applied

English: Contemporary Aboriginal Voices NBE3E Grade 11 Workplace Preparation.

This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Students will study the content, form, and style of informational texts and literary and media works, and will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also write explanations, letters, and reports, and will investigate the connections between media forms and audiences. An important focus will be on using language clearly, accurately, and effectively in a variety of contexts.

Prerequisite: English, Grade 10, Applied or locally developed.

English: Contemporary Aboriginal Voices, NBE3U Grade 11 University Preparation.

This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Through the analysis of literary and media texts and media works, students will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also conduct research and analyse the information gathered; write persuasive and literary essays; and analyse the relationship between media forms and audiences. An important focus will be the further development of students' understanding of English-language usage and conventions. Prerequisite: English, Grade 10, Academic.

English - ENG4C Grade 12 College Preparation

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic

purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.

Prerequisite: English, Grade 11, College Preparation



**English - ENG4E Grade 12
Workplace Preparation**

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will analyse informational, graphic, and literary texts and create oral, written, and media texts in a variety of forms for workplace-related and practical purposes. An important focus will be on using language accurately and organizing ideas and information coherently. The course is intended to prepare students for the workplace and active citizenship.

Prerequisite: English, Grade 11, Workplace Preparation

**English - ENG4U Grade 12
University Preparation**

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

Prerequisite: English, Grade 11, University Preparation



**French Immersion – FIF1D
Grade 9 Academic**

This course provides opportunities for students to speak and interact in French independently in

a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing, as well their ability to communicate in French with confidence, by using language learning strategies introduced in the elementary French Immersion program. Students will enhance their knowledge of the French language through the study of French Canadian literature. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Minimum of 3800 hours of instruction in French, or equivalent.

Core French, Grade 9, Academic - FSF1D

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Minimum of 600 hours of French instruction, or equivalent.



Core French, Grade 9 Applied - FSF1P

This course provides opportunities for students to communicate and interact in French in structured situations, with a focus on everyday topics, and to apply their knowledge of French in everyday situations. Students will develop listening, speaking, reading, and writing skills introduced in the elementary Core French program, through practical applications and concrete examples, and will use creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Minimum of 600 hours of French instruction, or equivalent.

French Immersion – FIF2D
Grade 10 Academic

This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will use a variety of language-learning strategies in listening, speaking, reading, and writing, and will respond to and interact with print, oral, visual, and electronic texts. Students will develop their knowledge of the French language through the study of contemporary and historically well-known French European literature. They will also continue to increase their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary to become life-long language learners.

Prerequisite: Grade 9 French Immersion

French Immersion – FIF3U
Grade 11 University

This course provides opportunities for students to consolidate the communication skills required to speak and interact with increasing confidence and accuracy in French in a variety of academic and social contexts. Students will use their skills in listening, speaking, reading, and writing and apply language learning strategies while exploring a variety of concrete and abstract topics. Students will increase their knowledge of the French language through the study of French literature from around the world. They will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Grade 10 French Immersion

French Immersion – FIF4U
Grade 12 University Preparation

This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will consolidate their listening, speaking, reading, and writing skills and apply language learning strategies while communicating about concrete and abstract topics, and will independently respond to and interact with a variety of oral and written texts. Students will study a selection of French literature from the Middle Ages to the present. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Grade 11 French Immersion

**GUIDANCE AND CAREER
EDUCATION**

Career Studies - GLC20 (0.5 credit)
Grade 10 – Open

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

Prerequisite: None

Note: This course is to be taken concurrently with Civics, 0.5 credit course (CHV 20)

Exploration de carrière – GLC2OF
(0.5 credit) Grade 10 Open

This course is offered to French Immersion students. It will be identical in subject matter to the similar course offered in English (GLC20).

Prerequisite: None

Note: This course is to be taken concurrently with the Grade 10, Civisme et Citoyenneté, 0.5 credit course (CHV2OF).

Leadership and Peer Support
GPP30 Grade 11 Open

This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles – for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities

Prerequisite: An interview will be required as part of the selection process.

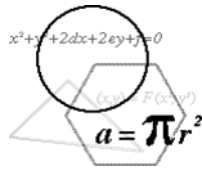
MATHEMATICS

Mathematics Locally Developed - MAT1L
Grade 9 Locally Developed (Workplace Destination)

This course emphasizes development of

mathematical knowledge and skills to prepare students for success in their everyday lives, and in the workplace. Whenever possible, ideas will be presented in a real-life context, providing students with the opportunity to explore, organize, interpret, and use mathematical models to solve problems. The course is organized in three strands related to money sense, measurement and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematics concepts and skills by solving authentic everyday problems.

Prerequisite: Upon recommendation of the Special Education Department



Foundations of Mathematics – MFM1P Grade 9 Applied

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

Prerequisite: None

Principles of Mathematics – MPM1D Grade 9 Academic

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

Prerequisite: None

Mathematics Locally Developed- MAT2L Grade 10 Locally Developed

This course enables students to consolidate their understanding of key mathematical concepts and to expand their mathematical knowledge through hands-on activities in problem-solving situations. Students will solve problems using a variety of methods for calculation; consolidate the meaning and use of proportionality through applications, use patterning strategies to solve simple problems; collect and analyze data that will result in linear relationships; investigate measurement aspects of two-dimensional figures and three-dimensional objects; and explore geometric relationships. This course prepares students for the Grade 11 Mathematics course, Mathematics for Work and Everyday Life – Workplace Preparation.

Prerequisite: A Grade 9 Mathematics credit.

Foundations of Mathematics - MFM2P Grade 10 Applied

This course enables students to consolidate their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relationships. Students will investigate similar triangles, the trigonometry of right-angled triangles, and the measurement of three-dimensional objects. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: Mathematics, Grade 9, Applied or Academic

Principles of Mathematics - MPM2D Grade 10 Academic

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

Prerequisite: Mathematics, Grade 9, Academic

**Foundations for College Mathematics
MBF3C Grade 11 College Preparation**

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

Prerequisite: Foundations of Mathematics, Grade 10, Applied

**Functions and Applications - MCF3M
Grade 11 College/University Preparation**

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modeling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

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

**Functions - MCR3U
Grade 11 University Preparation**

This course introduces the mathematical concepts of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Principles of Mathematics, Grade 10 Academic

**Mathematics for Work and Everyday Life
MEL3E Grade 11 Workplace Preparation**

This course enables students to broaden their understanding of mathematics as it is applied in

the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: Principles of Mathematics, Grade 9, Academic, or Foundations of Mathematics, Grade 9, Applied, or Grade 10 Locally Developed Mathematics

**Foundations for College Mathematics MAP4C
Grade 12 College Preparation**

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyze data using statistical methods; solve problems involving applications of geometry and trigonometry; solve financial problems connected with annuities, budgets, and renting or owning accommodation; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades.

Prerequisite: Foundations for College Mathematics, Grade 11, College Preparation (or Functions and Applications, Grade 11, College/University Preparation)

**Calculus and Vectors – MCV4U Grade 12
University Preparation**

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representation of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivative of polynomial, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

Prerequisite: Functions, Grade 11, University

Preparation

Note: The Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U)

**Mathematics of Data Management
MDM4U Grade 12 University Preparation**

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analyzing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

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

**Advanced Functions – MHF4U
Grade 12 University Preparation**

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical process necessary for success in senior mathematics. This course is intended both for students who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

Prerequisite: Functions, Grade 11, University Preparation

**FIRST NATIONS, MÉTIS AND
INUIT STUDIES**

**Indigenous Peoples in a Global Context
NDW4M Grade 12 College/University
Preparation**

This course examines historical and contemporary issues of concern to Indigenous peoples from a global perspective. Students will explore the richness, depth, and diversity of Indigenous cultures, traditions and knowledge. They will consider how diverse Indigenous

communities persevere despite recent global environmental and economic trends. Topics such as identity, social justice, human rights and abuses, spirituality, resistance and protest for change will be investigated.

Prerequisite: Any Grade 11 First Nations, Métis and Inuit Studies or any Grade 11 University, College/University, or College Preparation course in Canadian and world studies or any Grade 11 University, College/University, or College Preparation course Social Science and Humanities.

HEALTH AND PHYSICAL EDUCATION

**Healthy Active Living Education
PPL10 Grade 9 Open**

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

Prerequisite: None

Vie active et santé - PPL10F Grade 9 Open

This course is offered to French Immersion students. It will be identical in subject matter to the similar course offered in English (PPL10).

**Healthy Active Living Education
PPL20 Grade 10 Open**

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

build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

Personal and Fitness Activities

PAF30 Grade 11 Open

This course focuses on the development of a healthy lifestyle with a focus on personal fitness. Through active daily participation, students will learn about the lifelong benefits of improved muscular strength and endurance, cardiovascular fitness, balance and flexibility. Students will also study anatomy, physiology, training principles, injury management and nutrition.

Prerequisite: None



Healthy Active Living Education

PPL30 Grade 11 Open

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

Prerequisite: None

Personal and Fitness Activities

PAF40 Grade 12 Open

This focus course emphasizes committed and enthusiastic participation in a variety of highly challenging physical activities that promote lifelong healthy active living and personal physical fitness. Students learn movement skills, fitness training methods and principles, varied methods of improving and maintaining personal fitness and physical competence, safety and injury prevention. Students will set challenging personal fitness goals, develop communication and social skills and focus on achievement based personal fitness outcomes.

Prerequisite: None

Healthy Active Living Education

PPL40 Grade 12 Open

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

RELIGIOUS EDUCATION

Religious Education: "Be With Me"

HRE10 Grade 9 Open

This course invites engages students in the examination of the Christian narrative as revealed in Sacred Scripture. Students are invited to a deeper understanding of both the job and the demands of living out the call to discipleship as it is described in the Scriptures. Students explore discipleship as encountered in the Sacred Tradition of the Church (Sacraments, Liturgical Year and Church Teaching and Law), as part of their ongoing personal growth and faith understanding. Students explore Catholic rituals, teaching, practice, morals and values, and virtues to facilitate a healthy and covenantal relationship with self, God and with others. Using theological reflection, they are challenged to explore the connections and disconnections of ethical concepts (euthanasia, abortion, sexuality, etc.) between the Church and contemporary culture. The course focuses on encouraging students to know and love by following in the footsteps of Jesus. As they learn of his words and deeds, they discover the importance of prayerfully serving the community to bring about the Reign of God.

Prerequisite: None



**Religious Education: “Christ and Culture”
HRE2O Grade 10 Open**

This course both invites and challenges the adolescent to personalize the Gospel values and social justice principles that guide Catholics in understanding their role in shaping culture as disciples of Jesus. Students will explore such foundational topics as: what it means to be human, created in God’s image, what is culture, Christ and culture, living together in solidarity, social justice, prayer and sacrament, friendship and intimacy. Connections between the living Church and contemporary culture are explored in terms of what it means to be a responsible Christian adolescent in a secularized, pluralistic world.

Prerequisite: None

**Religious Education: “Faith and Culture”
HRF3O Grade 11 Open**

This course enables students to study world religions and belief traditions in local, Canadian, and global contexts. Students will explore aspects of the human quest for meaning and will examine world religions and belief traditions as exemplified in various sacred teachings and principles, rites, and passages. They will also study the interaction throughout history between society and various belief traditions, and will have opportunities to develop research and inquiry skills related to the study of world religions and belief traditions.

Prerequisite: None

Note: This course can be classified as a social science credit.

**Religious Education: “Faith and Culture:
World Religions” - HRT3M or HRT3MF
(French) Grade 11 College/University**

This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the way in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human

expressions and belief.

Prerequisite: None

Note: This course can be classified as a social science credit.

*This course is available in French as HRT3MF, and it is part of the courses required for the French Immersion Certificate.

**Religious Education: Church and Culture
HRE4M Grade 12 College/University
Preparation**

This course enables students to deepen their understanding of how the Church engages contemporary culture with faith and reason, in pursuit of love, justice, and the common good. Students will have opportunity to learn how living the Baptismal vocation to a virtuous life, filled with the joy of the Gospel and nurtured by the sacraments, can transform them and society from within, allow God to reign in human hearts. Students will also refine research and inquiry skills.

Prerequisite: Religion, Grade 11

College/University or any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.

**Religious Education: Church and Culture
HRE4O Grade 12 Open**

This course has the aim of assisting students in understanding themselves as moral persons living the way of Christ through an examination of the revelation of sacred Scripture, and the experience and teaching of the Catholic Church. It engages students in critical reflection on significant contemporary moral and ethical issues in light of Scripture, Church teaching, and their own experiences (i.e., Theological Reflection). Social and ecological justice issues are explored along with a study of topics that focus on Christian mercy and forgiveness. The graces and challenges of every day human living, understanding who we are, what we are called to be, and living in relationships, including marriage, and family life are explored from a Catholic perspective. Students are challenged to adopt the Christian stance in the political world.

Prerequisite: None

SCIENCE

Science – SNC1D Grade 9 Academic

This course enables students to develop their understanding of basic concepts in biology,

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

Prerequisite: None

Sciences – SNC1DF Grade 9 Academic

This course is offered to French Immersion students. It will be identical in subject matter to the similar course offered in English (SNC1D).

Science – SNC1L Grade 9 Locally Developed

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking, and the relationship between science, society, and the environment, to prepare students for success in everyday life, and in the workplace. Students explore a range of topics, including science in daily life, properties of common materials, life-sustaining processes in simple and complex organisms, and electrical circuits. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.

Prerequisite: Upon recommendation of the Special Education department

Science – SNC1P Grade 9 Applied

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

Prerequisite: None

Science – SNC2D Grade 10 Academic

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

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

Prerequisite: Science, Grade 9 Academic or Applied

Science – SNC2L Grade 10 Locally Developed

This course enables students to develop further their science-related knowledge and skills, including scientific inquiry, critical thinking, and the relationship between science, society and the environment, to prepare students for success in everyday life, in the workplace, and in the Science Grade 11 Workplace Preparation Course. Students explore a range of topics, including science in daily life, properties of common materials, life-sustaining processes in simple and complex organisms, and electrical circuits. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.

Prerequisite: Science Grade 9 Locally Developed

Science – SNC2P Grade 10 Applied

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

Prerequisite: Science, Grade 9 Academic or Applied

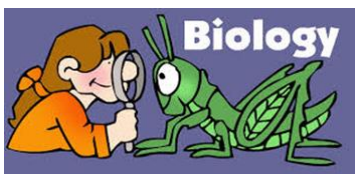
Biology

Biology – SBI3C Grade 11 College Preparation

This course focuses on the processes that occur in biological systems. Students will learn

concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields.

Prerequisite: Science, Grade 10 Academic or Applied



Biology – SBI3U

Grade 11 University Preparation

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

Prerequisite: Science, Grade 10, Academic

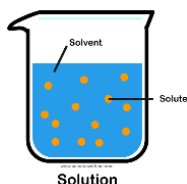
Biology – SBI4U

Grade 12 University Preparation

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.

Prerequisite: Grade 11 Biology, University Preparation

Chemistry



Chemistry – SCH3U

Grade 11 University Preparation

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

Prerequisite: Science, Grade 10, Academic

Chemistry – SCH4C

Grade 12 College Preparation

This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment.

Prerequisite: Grade 10 Science, Academic or Applied

Chemistry – SCH4U

Grade 12 University Preparation

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.

Prerequisite: Chemistry, Grade 11 University Preparation

Earth and Space Science

Earth and Space Science – SES4U

Grade 12 University Preparation

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

universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence.

Prerequisite: Science, Grade 10, Academic

Physics

Physics – SPH3U

Grade 11 University Preparation

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Prerequisite: Science, Grade 10 Academic (MPM2D strongly recommended)

Physics – SPH4U

Grade 12 University Preparation

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

Prerequisite: Physics, Grade 11 University Preparation

Environmental Science

Environmental Science – SVN3E Grade 11, Workplace Preparation

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in work and life after secondary school. Students will explore a range of topics, including the impact of human activities on the environment; human health and the environment; energy conservation; resource science and management; and safety and environmental responsibility in the workplace. Emphasis is placed on relevant, practical applications and current topics in environmental science, with attention to the refinement of students' literacy and mathematical literacy skills as well as the development of their scientific and environmental literacy.

Prerequisite: Science, Grade 9, Applied or Academic, or Grade 9 or 10 Locally Developed Science



Environmental Science – SVN3M Grade 11, College/University Preparation

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in life after secondary school. Students will explore a range of topics, including the role of science in addressing contemporary environmental challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationships between science, the environment, and society in a variety of areas.

Prerequisite: Science, Grade 10 Applied or Academic

SOCIAL SCIENCES AND HUMANITIES

Food and Nutrition - HFN2O Grade 10 Open

This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food-marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food-preparation skills and introduces them to the use of social science research methods in the area of food and nutrition.

Prerequisite: None

Introduction to Anthropology, Psychology, and Sociology - HSP3C Grade 11 College Preparation

This course introduces students to theories, questions, and issues related to anthropology, psychology, and sociology. Students learn about approaches and research methods used by social scientists. They will be given opportunities to apply theories from a variety of perspectives, to conduct social science research, and to become familiar with current issues within the three disciplines.

Prerequisite: None

Introduction to Anthropology, Psychology, and Sociology - HSP3U Grade 11 University Preparation

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science, and to become familiar with current thinking on a range of issues within the three disciplines.

Prerequisite: The Grade 10 academic course in English or the Grade 10 academic History course.

Human Development Throughout the Lifespan HHG4M - Grade 12 College/University Preparation

This course offers a multidisciplinary approach to the study of human development throughout

the lifespan. Students will learn about a range of theoretical perspectives on human development. They will examine threats to healthy development as well as protective factors that promote resilience. Students will learn about physical, cognitive, and social-emotional development from the prenatal period through old age and will develop their research and inquiry skills by investigating issues related to human development.

Prerequisite: Any university, college, college/university preparation course in social sciences and humanities, English, or Canadian and world studies.

Families in Canada – HHS4C Grade 12 College Preparation

This course enables students to develop an understanding of social science theories as they apply to individual development, the development of intimate relationships, and family and parent-child relationships. Students will explore a range of issues relating to the development of individuals and families in contemporary Canadian society as well as in other cultures and historical periods. They will develop the investigative skills required to conduct research on individuals, intimate relationships, and parent-child roles and relationships in Canada.

Prerequisite: Any university, college, college/university preparation course in social sciences and humanities, English, or Canadian and world studies.

Families in Canada – HHS4U Grade 12 University Preparation

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyze the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

Prerequisite: Any university, college, college/university preparation course in social sciences and humanities, English, or Canadian and world studies.

TECHNOLOGICAL EDUCATION

Exploring Technologies – TIJ10

Grade 9 Open

This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the construction or transportation industries, working with a variety of tools, and equipment, commonly used in industry. Students will develop an awareness of environmental and societal issues, and will begin to explore secondary and postsecondary education and training pathways leading to careers in technology-related fields.

Prerequisite: None

Construction Technology



Construction Technology - TCJ20

Grade 10 Open

This course introduces students to building materials and processes through opportunities to design and build various construction projects. Students will learn to create and read working drawings; become familiar with common construction materials, components and processes; and perform a variety of fabrication, assembly, and finishing operations. They will use a variety of hand and power tools and apply knowledge of imperial and metric systems of measurement, as appropriate. Students will develop an awareness of environmental and societal issues related to construction technology, and will explore secondary and postsecondary pathways leading to careers in the industry.

Prerequisite: None

Construction Engineering Technology - TCJ3C Grade 11 College Preparation

This course focuses on the development of knowledge and skills related to residential construction. Students will gain hands-on experience using a variety of construction materials, processes, tools, and equipment; learn about building design and planning construction projects; create and interpret

working drawings and sections; and learn how the Ontario Building Code and other regulations and standards apply to construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and will explore career opportunities in the field.

Prerequisite: None (TCJ20 recommended)

Construction Engineering Technology TCJ4C - Grade 12 College Preparation

This course enables students to further develop knowledge and skills related to residential construction and to explore light commercial construction. Students will gain hands-on experience using a variety of materials, processes, tools, and equipment, and will learn more about building design and project planning. They will continue to create and interpret construction drawings and will extend their knowledge of construction terminology and of relevant building codes and regulations, as well as health and safety standards and practices. Students will also focus on environmental and societal issues related to construction engineering technology, and will explore career opportunities in the field.

Prerequisite: Construction Engineering Technology College Preparation

Transportation Technology



Transportation Technology – TTJ20

Grade 10 Open

This course introduces students to the service and maintenance of vehicles, aircraft, and/or watercraft. Students will develop knowledge and skills related to the construction and operation of vehicle/craft systems and learn maintenance and repair techniques. Student projects may include the construction of a self-propelled vehicle or craft, engine service, tire/wheel service, electrical/battery service, and proper body care. Students will develop an awareness of related environmental and societal issues, and will explore secondary and postsecondary pathways leading to careers in the transportation industry.

Prerequisite: None

Hospitality and Tourism



Hospitality and Tourism – TFJ3C Grade 11 College Preparation

This course enables students to develop or expand knowledge and skills related to hospitality and tourism, as reflected in the various sectors of the tourism industry. Students will learn about preparing and presenting food, evaluating facilities, controlling inventory, and marketing and managing events and activities, and will investigate customer service principles and the cultural and economic forces that drive tourism trends. Students will develop an awareness of health and safety standards, environmental and societal issues, and career opportunities in the tourism industry.

Prerequisite: None

Hospitality and Tourism – TFJ3E Grade 11 Workplace Preparation

This course enables students to acquire knowledge and skills related to the food and beverage services sector of the tourism industry. Students will learn how to prepare, present, and serve food using a variety of tools and equipment, and will develop an understanding of the fundamentals of providing high-quality service to ensure customer satisfaction and the components of running a successful event or activity. Students will develop an awareness of health and safety practices, environmental and societal issues, and career opportunities in the food and beverage services sector.

Prerequisite: None

Hospitality and Tourism – TFJ4C Grade 12 College Preparation

This course enables students to further develop knowledge and skills related to the various sectors of the tourism industry. Students will demonstrate advanced food preparation and presentation skills; increase health and wellness knowledge; develop tourism administration and management skills; design and implement a variety of events or activities; and investigate principles and procedures that contribute to high-quality customer service. Students will expand their awareness of health and safety issues, environmental and societal issues, and career opportunities in the tourism industry.

Prerequisite: Hospitality and Tourism, Grade 11, College Preparation

Hospitality and Tourism – TFJ4E Grade 12 Workplace Preparation

This course enables students to further develop knowledge and skills related to the food and beverage services sector of the tourism industry. Students will demonstrate proficiency in using food preparation and presentation tools and equipment; plan nutritious menus, create recipes, and prepare and present finished food products; develop customer service skills; and explore event and activity planning. Students will expand their awareness of health and safety practices, environmental and societal issues, and career opportunities in the food and beverage services sector.

Prerequisite: Hospitality and Tourism, Grade 11, College or Workplace Preparation

COOPERATIVE EDUCATION PROGRAM

Cooperative Education Link to a Related Courses(s)

A cooperative education course linked to a related course (or courses) from the Ontario curriculum (or a locally developed course) consists of a community-connected experience, the cooperative education curriculum, and a set of expectations from the related course. Students will learn about safety and well-being throughout the experience, and will create, implement, and reflect on, a learning plan that meets their interests and needs and supports education and career/life planning. Through the experience, students will apply and extend their learning from the related course, and make connections with other aspects of their lives.

If you would like to apply and further develop the knowledge and skills acquired in a course, gain valuable workplace experience and explore a career that interests you then you may want to include Co-operative Education in your high school program. This is a program for which credits are earned and which integrates classroom theory and hands-on demonstration of knowledge and skills. There are co-op opportunities for students in all destination pathways!

What are the benefits of participating in the Program?

Cooperative Education gives students the opportunity to:

- make connections between school and work and to “try out” a career of interest before finalizing plans for postsecondary education, training, or employment;
- see the relevance of their classroom learning in a work setting;
- develop the essential skills and work habits required in the workplace and acquire a direct understanding of employer and workplace expectations;
- gain valuable work experience to help build their résumé for postsecondary programs and future employment;
- experience authentic and purposeful learning outside a traditional classroom setting.

Co-operative Education programs combine work placement in the community with classroom theory to earn two or four credits. The classroom component includes pre-placement sessions prior to attending a community placement and reflective sessions throughout the semester. The pre-placement sessions will include health and safety training, a review of career opportunities in your community, issues related to confidentiality, work ethics, Employment Standards Act, the role of unions.

The placement component provides the opportunity to enrich the knowledge and skills you have learned in school with a practical application at a community placement.

There is a formal application procedure for all co-op programs, which includes an interview with a co-op teacher before being admitted into the program and an interview with the placement supervisor prior to the start of the placement component.

Responsibility for transportation to placements will be assumed by students and parents.

EXPECTATIONS OF THE STUDENT

- Maturity and a positive attitude.
- Punctuality and regular attendance as required by the employer and school.

- Willing to learn.
- Possess the necessary educational background for the placement requested.
- Adhere to the policies and procedures of the workplace and the school.
- Follow safety regulations.
- Assume any costs for the necessary equipment, etc. that could be part of the placement requirements.

CO-OP CREDITS MAY BE TIED TO ANY COURSE IN ANY SUBJECT AREA

Co-op enables students to apply and further develop the knowledge and skills acquired in the course, regardless of destination distinction. The course must be taken prior to or at the same time as your co-operative education course. On your transcript, you will receive two additional credits in your linked course.

Since co-op is two credits or 4 credits, you must fill in two or four spaces on your option sheet.

To indicate you wish to take Co-operative Education, enter course name as “Co-operative Education” in 2 spaces on your option sheet. Course links will be determined following the interview process.

ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)

The Ontario Youth Apprenticeship Program (OYAP) is a cooperative education program that allows students to attend high school and begin training as registered apprentices at the same time. This program allows a select group of students to get a head start earning hours toward an apprenticeship.

Prior to beginning an apprenticeship under OYAP, students traditionally participate in a Cooperative Education program. The purpose of the Cooperative Education program component is to provide both the student and the employer with the opportunity to determine if apprenticeship is a suitable option. Students must be at least 16 years of age and can be in Grade 11 or 12. If the student and employer are both in agreement, the Apprenticeship Branch of the Ministry of Advanced Education and Skills Development is contacted to register the student as an apprentice. The student is also awarded credits, through the Co-op program, towards their diploma. Success factors related to this program option:

The student must:

- demonstrate maturity and motivation
- desire to enter employment upon graduation
- have parent consent and support
- demonstrate competency in related in-school courses and hands-on proficiency
- be able to ensure transportation to be and from the placement.

What is an apprenticeship?

An apprenticeship is an agreement between a person who wants to learn a skilled trade and an employer who needs a skilled worker. It involves a combination of on-the-job training under the supervision of a licensed journeyman (a person who has mastered the skills of an occupation) and in-school training. The Ministry of Advanced Education and Skills Development regulates the agreement.

CERTIFICATE OF FRENCH IMMERSION

A certificate of French Immersion will be granted upon successful completion of 4 French Immersion courses, FIF1D, FIF2D, FIF3U, FIF4U and the successful completion of a minimum of six courses in other subject taught in French for a total of 10 courses.

GRADE 9	FIF1D, CGC1DF, PPL1OF, SNC1DF (4 credits)
GRADE 10	FIF2D, CHC2DF, CHV2OF/GLC2OF (3 credits)
GRADE 11	FIF3U, HRT3MF (2 credits)
GRADE 12	FIF4U (1 credit)

SPECIALIST HIGH SKILLS MAJOR

A SHSM program is a ministry-approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements to graduate from secondary school. It also assists in their transition after graduation to apprenticeship training, college, university or the workplace.

Benefits of a Specialist High Skills Major Program

Students in the SHSM Program will be able to:

- Customize their secondary education to suit their interest in the environment.
- Develop industry-recognized knowledge and skills while earning their Ontario Secondary School Diploma.
- Explore, identify and refine career goals.
- Participate in experiential learning activities.
- Participate in reach-ahead activities.
- Develop essential skills and work habits using the Ontario Skills Passport.

How is a Specialist High Skills Major recognized?

Students who successfully complete a SHSM receive:

- an Ontario Secondary School Diploma with an embossed red seal
- a SHSM record documenting his/her achievement

Currently, St. Thomas Aquinas CHS offers two Specialist High Skills Major Programs. The first gives students the opportunity to obtain a special diploma with a concentration in the Environment while our second Specialist High Skills Major focuses on Health and Wellness. In order to receive a SHSM diploma the student must fulfill specific courses and criteria.

SPECIALIST HIGH SKILLS MAJOR ENVIRONMENT

The SHSM— The Environment provides students with the opportunity to explore career areas and interests in a sector which has boomed in recent

years. Opportunities exist in specific Environmental Protection, Conservation and Preservation of Natural Resources, and Environmental Sustainability sectors where demand for skilled employees is increasing. Students will acquire skills and experiences that will assist them in their post-secondary destination of choice in one of the four pathways: Apprenticeship, Training, College, University or the Workplace.



To complete all requirements of this program students must:

Take 4 Sector courses:*

Grade 11:
 HRT3M/HRT3MF/HRF3O – Grade 11 Religion
 SVN3E/3M – Environmental Science
 SBI3C/3U – Biology
 CLU3M – Understanding Canadian Law

Grade 12:
 CGR4M/4E – Environmental and Resource Mgmt.
 SBI4U – Biology
 SCH4U/4C – Chemistry
 NDW4M – Indigenous Peoples in a Global Context

*For a complete list of sector courses consult a Guidance Counsellor.

Take 2 Coop Credits

Two cooperative education credits linked to one of the sector courses

Earn Industry-Recognized Certifications or Training Programs

Certifications and training in First Aid, CPR, WHMIS, GPS are compulsory. Students will also have an opportunity to gain certifications in animal and plant management, habitat restoration and species identification among others.

Participate in Experiential Learning Opportunities

Participate in Reach-Ahead Opportunities

Students will visit college and/or university campuses, or attend Job Fairs in order to explore

careers in the Environmental sector.

To enroll in the SHSM-The Environment program please see Brianna McElroy, Lead Teacher.

**SPECIALIST HIGH SKILLS MAJOR
HEALTH AND WELLNESS**

The SHSM— Health and Wellness provides students with the opportunity to explore career areas and interests in an important economic sector with varied occupational options and with ever growing employment opportunities. The health care system in Canada currently employs a large number of workers. The demand for health care professionals will only increase in the future given the significant number of employees in this sector who are nearing retirement age. Moreover, the demand for skilled employees in this sector is anticipated to increase due to the aging Canadian population. Students who participate in the SHSM – Health and Wellness will acquire sector-focused knowledge and skills that will assist them in their post-secondary destination of choice in one of the four pathways: Apprenticeship, Training, College, University or the Workplace.

To complete all requirements of this program students must:

Take 4 Sector courses:*

Grade 11:
 PAF3O – Personal Fitness Activities*
 PPL3O – Healthy Active Living
 SBI3C/SBI3U: Biology
 HPW3C: Living and Working with Children
 HSP3C/3U: Intro. to Anthropology, Psych.
 Grade 12:
 PAF4O – Personal Fitness Activities
 PPL4O – Healthy Active Living
 HHG4M – Issues in Human Growth and Dev.
 SBI4U – Biology
 SCH4U/4C – Chemistry

*For a complete list of sector courses consult a Guidance Counsellor

Take 2 Coop Credits

Two cooperative education credits linked to one of the sector courses

Earn Industry-Recognized Certifications or Training Programs

Certifications and training in First Aid, CPR, WHMIS, Infection Control are compulsory. Students will also have an opportunity to gain certifications in personal training, fitness, and lab practices among others.

Participate in Experiential Learning Opportunities

Participate in Reach-Ahead Opportunities

Students will visit college and/or university campuses, or attend Job Fairs in order to explore careers in the Health and Wellness sector.

To obtain additional information and to enroll in the SHSM – Health and Wellness program please contact Penny Longval, Lead Teacher.

