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Holy Cross Catholic Secondary School

“God Calls Us to be Compassionate” Peter 3:8

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Vice-Principal.....Wendy Gallant
Vice-Principal.....Paul Melim

Students Services

Guidance - Department Head..... Ana Cantarutti
Counsellors..... Kim Hulton, Gloria Vella-Bowry
Youth Worker.....Terrie Hoey, Amey Cancian
Cooperative Education.....Noella Johnston/ Patsy Hawkins Hogan
Pastoral Services – Priest Chaplain.....Father Sebastian Amato
Priest Chaplain.....Father Tim Shea
Chaplaincy Team Leader.....Nick Cotman

Department Heads

Arts.....Stacy Check-Drumm
English and Modern Languages..... Mia Sarris-White
Mathematics.....Amy Goodberry
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Holy Cross Catholic Secondary School

Mission Statement

To live in Christ – such is the basis of our Faith. Indeed, it is the foundation of the Holy Cross Community. Rooted in the Word of God, Holy Cross recognizes that it is only in cooperating with the Spirit's challenge to a deepened conversion that individual potentials can be realized. This conversion enables the formation of a community increasingly committed to the difficult task of advancing God's Kingdom in a culture that is often unwelcoming; moreover, Holy Cross acknowledges its relationship and responsibilities toward the total human community. Our message to each other is simple and clear: God loves us and Christ is alive in us. This is a compelling reality. It allows us to celebrate, as a Church, the gift that is Creation and to declare, as a Church, that God is Love.

GENERAL INFORMATION

Introduction

The purpose of the Grades 9-12 Course Calendar is to provide specific information regarding courses and diploma requirements which will assist students and parents in making appropriate selections.

The philosophy of the school is that all students should have the opportunity to develop, as completely as possible, in the direction of their individual needs and talents.

The courses offered by this school have been developed according to the requirements of the Ontario Ministry of Education. Detailed courses of study are available on the Holy Cross website and at the school for parent or student perusal.

It is the policy of Holy Cross Catholic Secondary School that gender role stereotyping of courses and programs is to be avoided. Some courses, i.e., Physical Education, may be segregated, but students of either gender are free to participate in courses in all available subjects.

Helping students to learn and to develop as mature and contributing citizens is a responsibility that is shared by the home, the school and the Church. We look forward to working co-operatively to enable each student to develop toward her/his full potential.

THE SEMESTER SYSTEM

The school year is divided into two semesters:

SEMESTER ONE: September – January

SEMESTER TWO: February – June

In the first three years, students are required to carry a full course load (4 credits per semester) to ensure favourable progress in accumulating specified requirements for their Ontario Secondary School Diploma.

Assessment of Student Achievement

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflect how well students are achieving the curriculum expectations. The primary purpose of assessment is to improve student learning. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement.

Evaluation is the process of judging the quality of a student's work on the basis of established performance standards and assigning a value to represent that quality. Evaluation is based on assessment of learning that provides evidence of student achievement at strategic times throughout the grade/course, often at the end of a period of learning. 70% of the evaluation is based on classroom work and may be determined through a variety of methods such as ongoing class demonstrations, presentations, essays, performances and classroom tests and quizzes. 30% of the evaluation is based on a final summative evaluation that may be determined through a variety of methods in the latter portion of the course. These could include a portfolio, essay, examination and/or demonstration. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in the secondary curriculum policy documents.

Evaluation and Reporting

Culminating evaluations will be held toward the end of each semester. Alternative forms of evaluation, including an examination, will be used. Progress will be reported to students and parents as follows:

Reporting Periods			
Semester	Early Report	Mid-term Report	Final Report
One	Mid-October	November	February
Two	Mid-March	April	July

Scheduled parent-teacher interviews will be arranged following distribution of Early Reports in each semester (October and March).

Achievement Levels

Levels of achievement of the curriculum expectations are described in detail in the achievement charts in the Secondary Curriculum policy documents. The charts are organized into broad categories of knowledge and skills and provide detailed descriptions of each level of achievement. While they are broad in scope and general in nature, the achievement levels serve as a guide for gathering assessment information and a framework within which to assess and evaluate each student's achievement. As such, they enable teachers to make consistent judgments about the quality of students' work and to provide clear and specific information about their achievement to students and their parents. It is expected that both mathematical calculations and professional judgment will inform the determination of percentage marks. The levels of achievement are associated with percentage grades, and are defined as follows:

- 80-100% - Level 4: A very high to outstanding level of achievement. Achievement is above the provincial standard.
- 70 – 79% - Level 3: A high level of achievement. Achievement is at the provincial standard.
- 60 – 69% - Level 2: A moderate level of achievement. Achievement is below, but approaching, the provincial standard.
- 50 – 59% Level 1: A passable level of achievement. Achievement is below the provincial standard.
- Below 50%: In sufficient achievement of the curriculum expectations. The student will not receive a credit for the course.

Procedures for Communicating Student Achievement

The information on student achievement should be communicated to students and parents at regular intervals and in a variety of informal and formal ways. Informal communication of student achievement includes ongoing feedback to students throughout the course, as well as feedback to parents during parent-teacher conferences and at other appropriate times. The Provincial Report Card, Grades 9–12, is the formal instrument used to communicate student achievement to parents. Parents are encouraged to contact teachers or Guidance Counsellors regarding concerns about student achievement.

The Provincial Report Card, Grades 9–12

Student achievement must be communicated formally to students and parents by means of the Provincial Report Card, Grades 9–12. The report card documents the student's achievement in every course, in the form of a percentage grade. It also includes teachers' comments on the student's strengths and weaknesses, specifying the areas in which improvement is needed and the ways in which it might be achieved. The report card contains separate sections for recording attendance and for evaluating the student's learning skills in every course.

Full Disclosure for Grades 11 and 12

The Ministry of Education has a policy of full disclosure. This policy states that all grade 11 and 12 courses attempted by students must be recorded on Ontario Student Transcript. Full disclosure does not apply to students in grades 9 or 10. Any grade 11 or 12 course completed, dropped or failed will appear on a student transcript along with the marks earned in the program. Full disclosure will take effect five (5) instructional days following the issue of the Mid-Term Provincial report card.

The Ontario Student Transcript

The Ontario Student Transcript (OST) provides a comprehensive record of a student's overall achievement in high school.

The credits that a secondary school student has earned towards fulfillment of the requirements for the graduation diploma will be recorded on the OST. In accordance with Ministry of Education Policy, the transcript will include the following information:

- Credits granted
- A list of all Grade 11 and 12 courses taken or attempted by the student, with the percentage grades earned and the credits granted. Full disclosure does not apply to grade 9 and 10
- Students repeating a course for which they have already earned a credit will earn only one credit for the completion of that course
- Identification of any course that has been substituted
- Confirmation that the student has completed the community involvement requirement
- The student's successful completion of the Ontario Secondary School Literacy Test.
- The OST will also be used to record the achievement of exceptional students who have alternate learning expectations in an individualized, non-credit program

The Ontario Student Record

The Ontario Student Record (OSR) is the official school record for a student. Every Ontario school keeps an OSR for each student enrolled at that school. The OSR contains achievement results, credits earned and diploma requirements completed, and other information important to the education of the student. Students and their parents (if the student is under 18) may examine the contents of the OSR. These records are protected by the Education Act and the Freedom of Information legislation.

Individual Pathway Plan (IPP)

As a student proceeds through secondary school, course selections will be made which reflect changing personal interests as well as career aspirations. Each student has the opportunity to use, and to regularly update, an Individual Pathway Plan which causes one to systematically reflect upon those interests and to plan courses and their prerequisites such that they can be fulfilled. Students have access to web based tools myBlueprint and Career Cruising which all them to document their learning in education and career/life planning.

GENERAL COURSE INFORMATION

Course Descriptions

All courses of study are on file at the school. Upon request to the principal, students and parents may examine course outlines at the school. The courses offered by this school have been developed according to the requirements of the Ontario Ministry of Education. Religion courses are Board approved. Course description and curriculum policy documents are available at

www.edu.gov.on.ca/eng/

Definitions of Types of Courses

Grades 9 and 10: Three types of courses are offered in grade 9 and 10.

- **Academic** courses emphasize theory and abstract problems.
- **Applied** courses focus on practical applications and concrete examples
- **Open** courses are appropriate for all students and are designed to prepare students for further study in certain subject and to enrich their education generally
- **Approved Locally Developed compulsory Courses** these courses are designed only for students not ready to work at the applied level in grade 9 or are working towards a certificate. Students will be recommended by grade 8 teachers, in consultation with parents, and on-going consultation with the Special Education Department.

Grades 11 and 12: There are four destination-related types of courses:

- **University preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirement for university programs
- **University/College preparation courses** include content that is relevant for both university and college programs
- **College preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirement for college programs
- **Workplace preparation courses** are designed to equip students with the knowledge and skills they need for direct entry into the workplace or for admission to apprenticeship programs and other training programs offered in the community
- **Open courses** are also available in grades 11 and 12. Open courses are appropriate for all students and are not linked to any specific postsecondary destination.

Explanation of Course Coding System

Subjects in Grades 9 and 10 are separated into **academic, applied,** and **open** level. Grade 11 and 12 courses are separated into categories based on post-secondary destination: **university prep, university/college prep, college prep, work place prep** and **open**.

ENG	1	D	0
Subject Code	Grade	Course Type	School Use
English	1 – Grade 9	D - Academic	
	2 – Grade 10	P - Applied	
	3 – Grade 11	O - Open	
	4 – Grade 12	L – Locally Developed Compulsory	
		U – University	
		M – University/ College	
		C - College	
		E - Workplace	

Prerequisites/Recommended Preparation

In Course descriptions, any course specifying “Prerequisite” must be successfully completed before the student may register in that course. Exceptions should be referred to the Department Head concerned. Any course including “Recommended Prerequisite” should be successfully completed before the student may register in that course.

Course

A course is an educational unit consisting of a series of instruction periods dealing with a particular subject.

Credit

A credit is granted in recognition of the successful completion of a course for which a minimum of 110 hours has been scheduled.

Course Selection

In each year, students are advised to select courses with their educational and career goals in mind. A program should be built to include the required subjects and be chosen at the most appropriate level of difficulty. All Grade 9, 10 and 11 students are required to take 4 courses per semester.

Course Withdrawals

Withdrawal 5 days after the designated date for mid-term report card distribution from any Grade 11 or 12 courses will be recorded on the OST.

Fees for Learning Material

Enhanced Programming and materials are voluntary enrichments or upgrades to the curriculum or co-curricular activities beyond what is necessary to meet the learning expectations for a particular grade or course. For example, in some performance and production courses (for example: music, woodworking), students may wish to use a superior product or consumable than that provided by the school, in which case they may choose to pay the additional cost of the upgrade.

Where students choose not to access these enhanced program or materials, alternatives will be available as essential course materials required to meet the learning expectations of the course or

grade at no cost. No fees will be assessed to a student for texts; however, students are expected to provide all other learning materials.

Procedures for Students Who Fail or Who Do Not Complete Courses

Where a student has completed a course but has not been successful, the principal and teaching staff, in consultation with the parents and the students, should determine what procedure or type of program would best enable the student to meet the expectations and earn credit for the course. Arrangements should be made so that one or more of the following options is available to the student:

- Credit Recovery
- Summer School
- An individualized remediation program
- Repeat the entire course

Honour Roll Criteria

Holy Cross Honour Roll marks are calculated based on the 8 courses that a student takes at Holy Cross from September to June the previous school year. Students who achieved an 80% average will be recognized with a certificate. The Honour roll committee does review all recipients to determine eligibility. Students who achieve a 79.5% will have the mark rounded up to 80%. Summer school credits are not included in the calculation. Students must have completed a full-time course load for the school year. Calculations are as follows: Grade 9, 10, 11 – The best 8 of 8 day school courses.

Ontario Scholar – A student receives the Ontario Scholar designation for achieving 480 aggregate marks in six courses at the grade 12 level. The six grade 12 marks can be achieved in more than one school year.

STUDENT SERVICES

Guidance Services

Guidance Services are an integral part of the educational system at Holy Cross.

The aims of the Guidance program are derived from the goals outlined by the Ministry of Education and by the guidelines of the Catholic Graduate Expectations. The program is designed to help students:

- Understand concepts related to lifelong learning, interpersonal relationships (including responsible citizenship) and career planning
- Develop learning skills, social skills, a sense of social responsibility, and the ability to formulate and pursue educational and career goals
- Apply this learning to their lives and their work in the school and the community

The department provides these opportunities in a caring and Christian atmosphere. The program enables students to:

1. Develop and maintain a plan of progress towards education and career goals
2. Have access to accurate and current information which is necessary for life planning
3. Have access to personal counseling. The Guidance team works closely with administrator, parent, teachers, feeder schools and community partners in order to fulfill the goals of the Guidance program. Some of the supports available to students include but are not limited to:
 - individual counseling to plan the Individual Pathway Plan
 - course selection assemblies
 - grade 11 pathway planning assemblies
 - transition to grade 9 meetings
 - orientation events for new students
 - grade 12 post-secondary planning assemblies
 - University and College application workshops
 - Parents' post-secondary information night
 - on-line access to course selection
 - on-line information for post-secondary planning
 - information for students exiting secondary school
 - English as a Second Language (ESL)
 - access to services provided by KAIROS, Maltby Centre, KFL&A Health Unit, KEYS, St. Lawrence College Career Services
 - school tours
 - access to career planning tools such as Career Cruising and myBlueprint

Youth Worker

The Youth Worker offers confidential service to students and their families in addressing issues that affect their academic or personal well-being. These concerns may include emotional, social or behavioral difficulties at school or within the home and community. The Youth Worker is a member of the Student Services Department and works as a liaison with Administration, the Pastoral Care Team and a wide variety of community agencies.

Special Education Services

Special Education teachers provide support to students with learning needs. Assistance is given in the Resource Room, as required by the student, as well as in a structured classroom setting through the delivery of Learning Strategies courses. Each student, accessing assistance through the Special Education Department, has an Individual Education Plan (IEP) where the necessary and appropriate accommodations/ modifications for success in learning are clearly identified. Students with learning needs may be formally identified by the Identification Placement and Review Committee IPRC that meets with parents once a year to review the placement and progress of these students. Placement may vary according to need and include:

- All academic needs met in the regular classroom setting
- Most academic needs met in the regular classroom setting with withdrawal assistance as required by the student
- Alternate Programme in a self-contained classroom (Bridges Development Centers, Alternative Programme at progress Avenue)

Accommodations available through resource assistance may include the following:

Access to a computer with software such as: Inspiration (for planning), text-to-speech (Kurzweil), speech-to-text (Dragon Naturally Speaking), and Co-writer (to facilitate spelling).

- Alternate location for studying and assessment activities
- Additional time for project and assessment activities
- Support with literacy and numeracy for the EQAO assessment
- Additional explanation of curriculum concepts and assignment instructions
- Support with organization/time management skills
- Advocacy on behalf of students and support with self-advocacy

a) Exceptional Students

Students may be identified as exceptional learners requiring an enriched or modified evaluation/program. The Identification, Placement and Review Committee meet with parents once per year to review the placement and progress of these students.

Students served in this way are often considered exceptional learners, but their needs can be met by the regular subject teacher(s) working in partnership with the Special Education teacher. Students may receive assistance in a number of ways:

1. Regular program within the classroom
2. In the Special Education Resource room
3. Through programming assistance provided to the subject teacher by the Special Education Teacher.

All of these approaches are based on close co-operation between the subject teacher and the Special Education teacher. Input from parents is welcomed and appreciated. Parents can obtain the Board's Special Education Parent Guide and Policies and Program through the school's Special Education Department or through Student Services at the Board office, Napanee.

b) Individual Education Plan (IEP)

An Individual Education Plan (IEP) is developed for every student who has been identified as exceptional by an Identification, Placement, and Review Committee (IPRC). The student's learning expectations are described in the plan. If you are a parent/guardian of an identified

exceptional learner, you will receive a copy of the current Individual Educational Plan for your son/daughter by mail. Students who have not been formally identified as exceptional but who have special needs and are receiving special education services may also have an IEP.

c) Accommodations and Modifications of Courses

Exceptional students, as well as other students who are not identified as exceptional but who have an IEP and are receiving special education programs and services, should be given every opportunity to achieve the curriculum expectations set out in the provincial curriculum policy documents. For most students with an IEP, the curriculum expectations for a course will be the same as or similar to the course expectations outlined in the appropriate provincial curriculum policy document, except that accommodations such as specialized supports or services will be provided to help the student achieve the expectations. The student's achievement of the curriculum expectations will be assessed in accordance with the discipline-specific assessment policies given in the provincial curriculum policy documents. For some students with an IEP, curriculum expectations for a course will be *selected* from the appropriate provincial curriculum policy document and *modified* to meet the student's needs (these modifications can include changes to the grade level of the expectations).

In addition, specialized services or other accommodations may be provided to help the student achieve the expectations. The student's achievement of the modified learning expectations will be assessed in accordance with the discipline specific assessment policies given in the provincial curriculum policy documents. The principal will determine whether achievement of the modified expectations will indicate successful completion of the course, and will decide whether the student will be eligible to receive a credit for the course. The principal will communicate his or her decision to the parents and the student.

d) Transition Plan (for exceptional students)

A transition plan is the school's written plan to assist the student in making a successful transition from school to work, further education and community living. This plan is prepared as part of the "Individual Education Plan", for students identified as exceptional. The Special Education staff and Guidance staff are directly involved in formulating this plan.

e) Alternative (Non-credit) Courses

A small number of exceptional students may require alternative curriculum expectations that **are not** derived from the expectations in the provincial curriculum policy documents. A Student's achievement of these expectations will not be assessed according to the assessment policies in the provincial curriculum policy documents, but in relation to the expectations set out in the student's IEP. The student will not be granted a credit for the successful completion of a course that consists of alternative expectations.

f) Special Education Advisory Council (SEAC)

The Board's Special Education Advisory Committee (SEAC) makes recommendations to the Board regarding establishment and development of Special Education Programs and Services for the exceptional pupils of the Board.

Information regarding SEAC and its nomination process can be obtained through the Principal or the Board's Student Services.

SPECIAL PROGRAMS

Student Success

Student Success Teams work with school staff, parents and the wider community to ensure that, together, we help more students earn the credits necessary to graduate. A new addition to secondary school is the Student Success Teacher who advocates and mentors students, monitors students, and develops interventions for struggling students. Such interventions may include credit rescue, credit recovery, and other opportunities.

Credit Recovery Program

The CRP provides a student who has been unsuccessful in achieving a credit by not demonstrating evidence of the required skills and knowledge a second opportunity to meet grade level expectations to achieve the same credit. A credit for a course must be recovered within two years from the time the student fails the course. Eligibility of a student to participate in the CRP will be determined by the factors which impacted on the student's lack of success the first time through the credit, the student's program pathway, students overall academic performance and the principal's discretion.

Specialist High Skills Major – Information and Communications Technology, Environment

The Specialist High Skills Major (SHSM) in Information and Communications Technology (ICT) and Environment provides students with a strong foundation for a wide variety of careers in the Environment and Communications Technology sector. There are five components in the SHSM. Students study a bundle of related courses, receive six industry recognized certifications (i.e. CPR) take a Co-operative education course, complete contextualized learning activities (CLA) with other subjects, and participate in reach ahead workplace, college, and university experiences.

Alternative Program

Holy Cross offers an off-site alternative program for students at risk. Referrals to this program are made by Administration.

Alternative programs have been developed to help students who have experienced difficulty in the traditional secondary school setting through absenteeism and/or insufficient credit accumulation. The Alternative Program is structured to allow students to achieve credits at their own pace. They work on independent learning courses and are supported by a teacher and an EA.

This program operates in a building off-site, which allows the student a more informal setting with a routine structured to meet individual needs, goals, and career aspirations.

Staff members and administration will refer students to this program. Acceptance into the program will occur only after a successful interview process. For more information, please see your Guidance Counsellor.

Pathways for Success – (Designed for At Risk Students)

This involves the designing of programs to meet the needs of students at risk for not completing the requirements for the Ontario Secondary School Diploma (OSSD). The “Pathways for Success” resource document provides examples of program models that would serve to assist students in designing a program that would direct them towards meeting diploma requirements. Sample timetables are available on the Ministry website (<http://www.edu.gov.on.ca>). Guidance Counsellors will assist the students in planning this program.

Cooperative Education

Co-operative Education is an exciting concept that allows students to combine in-school instruction with on-the-job experience as an alternative way of earning senior credits towards a Secondary School Diploma. It provides students with the opportunity to discover their skills and career interests in the workplace while still attending school. The credits are tied to an in-school subject the student has already taken or is taking concurrently. For instance, if a student were taking cooperative education at an ‘accounting’ work placement, the cooperative education credits would be tied to the student’s senior level accounting course. Similarly, ‘veterinary’ work placements are tied to the senior level biology or chemistry course.

Students attend this placement for half of the school day, a.m. or p.m., and take regular in-school subjects the remaining two periods in one semester.

Many college and university programs are looking for volunteer experience in a field related to the program for which they are applying. Cooperative education is an excellent way to meet this expectation. **Co-op is not a College or University level course.** Co-op courses generally are **two credit courses** and are offered only in Grades 11 & 12.

Ontario Youth Apprenticeship Program: A Challenging and Rewarding Alternative

- Earn credits towards a Secondary School Diploma while training as a registered apprentice.
- Apprenticeships are available in construction, motive power, industrial and service trades.
- Grade 11 and 12 students take a package of in-school subjects to prepare them for practical work experience in a trade.
- As a part of the Ontario Youth Apprenticeship Program, students are placed with an employer who may take the student on as an apprentice after a trial period.
- Once indentured or registered as an apprentice, the hours worked are logged towards the number of hours required for journey person status in the chosen trade.
- Students continue the apprenticeship after earning a Secondary Diploma

Apprenticeship Subject Pathways

Students interested in an apprenticeship should consult the “Apprenticeship Subject Pathways”, a resource for students, parents and educators to make informed choices about preparation for fifty-six of Ontario’s apprenticeable skilled trades. The following charts are only a suggestion to assist students in planning their courses in order to meet their apprenticeship program requirements. Students should consult with their Counsellor in selecting the most appropriate courses for an apprenticeship destination.

Pathways to Careers (Related Courses) – Contact Guidance Counsellor for details on courses (minimum levels required)

Electrician:

- Grade 9 Mathematics/ Science/ English/ Exploring Technologies
- Grade 10 Mathematics/ Science/ English/ Computer Engineering/
Construction Technology/ Technological Design
- Grade 11 Mathematics/ English/ Computer Engineering/ Construction Technology/
Technological Design/ Cooperative Education
- Grade 12 Mathematics/ Computer Engineering/ Construction Technology/
Technological Design/ Cooperative Education (full day)

Plumber:

- Grade 9 Mathematics/ Science/ English/ Exploring Technologies
- Grade 10 Mathematics/ Science/ English/ Construction Technology/
Technological Design
- Grade 11 Mathematics/ English/ Construction Technology/
Cooperative Education
- Grade 12 Mathematics/ Computer Engineering/ Construction Technology/
Cooperative Education (full day)

Automotive Technician:

- Grade 9 Mathematics/ Science/ English/ Exploring Technologies
- Grade 10 Mathematics/ Science/ English/ Transportation Technology/
Computer Science
- Grade 11 Mathematics/ English/ Transportation Technology/ Computer Science/
Cooperative Education
- Grade 12 Mathematics/ English/ Transportation Technology/ Computer Science/
Cooperative Education (full day)

Construction Worker/ Carpenter:

- Grade 9 Mathematics/ Science/ English/ Exploring Technologies
- Grade 10 Mathematics/ Science/ English/ Construction Technology/
Technological Design
- Grade 11 Mathematics/ English/ Construction Technology/
Cooperative Education
- Grade 12 Mathematics/ Computer Engineering/ Construction Technology/
Cooperative Education (full day)

Copies of the Apprenticeship Subject Pathways documents are available electronically through District School Board OYAP (Ontario Youth Apprenticeship Program) coordinators. It may also be downloaded through the following websites:

- www.edu.gov.on.ca/skillsite;
- <http://osca.on.ca> Ontario School Counsellors' Association (OSCA)
- <http://www.ocea.on.ca> Ontario Cooperative Education Association (OCEA)
- www.octe.on.ca Ontario Council of Technological Educator (OCTE)

Bridges Developmental Program

The Bridges program provides a learning environment where students with developmental delays are individually encouraged towards greater independence and self-sufficiency. The program incorporates the following major areas:

a) School Integration

Students in the Bridges Program are integrated whenever possible in appropriate subject areas. Classroom teachers provide curriculum accommodations and modifications as required in accordance with individual education plans. The students participate in Student Council activities and other Holy Cross events including monthly liturgies. Students from the Bridges Program are an integral part of the Holy Cross School Community.

b) Community Integration

Students are encouraged to make use of local services and facilities such as restaurants and grocery stores on a regular basis and attend community events.

c) Bridges to Employment

Gainful employment is a goal for the students of the Bridges Program. They have opportunity to explore career options and gain work experience. Appropriate behaviour and good work habits are stressed. Credits may be earned in Co-operative Education

d) Life Skills

Where students experience difficulties in self-care, social interaction and problem solving, objectives are designed to facilitate the mastery of these skills in a variety of appropriate settings in order to increase independence and self-reliance.

Bridges to Community Life Skills Program

The purpose of the "Bridges to Community" program is to provide our senior secondary students with developmental disabilities the opportunity to participate in a planned and successful transition from school life to post-secondary life in their adult community. Each participant's Individual Education Plan will promote independence in the area of life skills, social skills, vocational and leisure skills in community-based settings. Functional literacy and numeracy skills will be applied in "real Life" situations.

Life Skills

- Cooking
- Cleaning
- Shopping
- Grooming
- Money Skills
- Banking
- Computer Skills
- Safety and community awareness

Social Skills

- Self-esteem
- Communication skills
- Getting along with others

Vocational Skills

- Organization skills
- Transportation
- Work Placement
- Money management
- Fundraising

Leisure Skills

- Fitness
- Hobbies
- Sports
- Community events (Mass, concerts, etc.)
- Art/ music/ drama
- Libraries
- Movies. Bowling, etc

English Second Language (ESL)

If your son/daughter is in the early stages of English as a second language (ESL) they may need program adaptations in some of their subject courses in order to be successful. If your son/daughter is enrolled in an ESL Program, the appropriate box on the report card will be marked for every course that is affected by the program.

Ministry Approved Programs for Credits towards the Ontario Secondary School Diploma

The majority of secondary school students will earn their credits towards the Ontario Secondary School Diploma by enrolling in the courses offered in their secondary school. Alternative ways of earning the required credits available to students include

a) Summer School

The Algonquin and Lakeshore C.D.S.B. and Limestone D.S.B. offer summer school e-learning courses for new credits during the month of July. Course and registration information are available through Student Services in May.

b) Home/Hospital Instruction

This type of instruction is available for referred students only and must meet specific criteria outlined by the Board.

c) Credit for External Credentials

Credit for external credentials will give students recognition for selected learning which they pursue outside their secondary school program. Certification from specific, recognized institutions such as conservatories of music, can count as optional credits towards a high school diploma. See Guidance Counsellor for more details.

d) E-Learning

One of the Ministry of Education's initiatives is **eLEARNING**. Online learning, or eLearning, is the delivery of programs using the internet. It is a form of learning that is becoming more popular with secondary school students, post-secondary learning institutions and professional learning situations

world-wide. Most students will encounter online learning at some point in their academic and/or career future.

Online learning provides a different learning experience for students.

Online learning:

- allows students to learn in a more independent environment
- enables students to learn in a more flexible learning environment
- supports inquiry and project based learning
- increases their technology skill set for future learning
- assists students in developing the skills needed for the 21st Century

The Algonquin and Lakeshore Catholic District School Board has access to an expanded selection of eLearning courses available. Students take these courses as part of their regular schedule. They remain at their home school and access eLearning at a time most convenient to them and their learning style. See Guidance Counsellor for more details.

e) Dual Credit Programs

Dual Credit programs are currently being offered through the School College Work Initiative (SCWI). Dual credit programs are intended to assist secondary students in the completion of the OSSD and create a successful transition to college and apprenticeship programs. All Dual Credit delivery models are approved and funded by the Ministry of Education and Ministry of Training, Colleges, Universities through School/College/Work Initiative (SCWI). A dual credit enables students to enroll in a course at a local community college as a temporary student while still enrolled as a secondary student. Upon successful completion of the course, the student will receive credit from the community college and will be awarded a dual credit by the school. There is no college tuition fee for the course taken. See your Guidance Counsellor for more details.

Prior Learning Assessment and Recognition (PLAR)

Prior Learning includes the knowledge and skills that students have acquired, in both formal and informal ways outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma.

Because young people benefit in many ways from the learning experiences offered in secondary school, PLAR has a specific limited function in the Ontario secondary school program. For students who are under the age of 18, or who are 18 or over but have never left high school for a year or more, a maximum of four credits may be granted through the challenge process for Grade 10, 11, and 12 courses, with no more than two in one subject area. Equivalency credits are granted to these students for placement only. All credits granted through the PLAR process must represent the same standard of achievement as credits granted to students who have taken the courses.

Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario. See your Guidance Counsellor for more details regarding process and eligibility.

CO-CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES

Students at Holy Cross have the following co-curricular and extra-curricular activities to consider (all are staff-initiated and supervised).

<p>Artistic & Technology Pursuits:</p> <ul style="list-style-type: none"> * Photography Club (grad photos, special events) * HCTV Holy Cross Television (Video broadcasting school and community events) * Technological Skills Competition * Specialist High Skills Major: SHSM Program <ul style="list-style-type: none"> - Information and Communication Technology - Environment * Your TV “KASSA Game of the Week” * Annual Musical * Cabaret Performance * Coffee House Performance * Improv Team * Dance club * Dance Team * Art Exhibitions * Art Club * Musical Performance of Jr. Concert and Sr. Wind Ensemble, Jazz Ensemble, Symphonic Band * Music Festivals * Choir 	<p>Athletics:</p> <ul style="list-style-type: none"> * Varsity & Jr. Varsity Girls and Boys Basketball, Volleyball, Soccer, Wrestling, and Rugby * Varsity & Jr. Varsity Football * Track and Field * Cross Country Running * Girls Field Hockey * Cheerleading * Curling * Swimming * Girls/Boys Ice Hockey * Baseball * Badminton * Tennis * Fishing Club
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<p>Student Leadership:</p> <ul style="list-style-type: none"> * Students’ Council * Athletic Council * Student Assistant Coaching; Student Officiating * Peer Tutors * Crusaders in Community Service (CICS) * Yearbook Production * Best Buddies * Environmental club * HCTV Holy Cross Television * Wellness Team * Nintendo Smash Brother Club * SHSM Student Executive * International Club 	<p>Academic Endeavors:</p> <ul style="list-style-type: none"> * Waterloo Math and Science Contests * Prose and Poetry Writing Contests * Queen’s Mini-courses for Enrichment * Chess Club * DECA * St. Lawrence College Dual Credit
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Athletic/Extracurricular Eligibility

In order to be eligible for extra-curricular activities at Holy Cross, a student must be in good standing. This means that students will carry a full course load, exhibit positive effort, attitude, work habit and attendance record throughout the entire semester in all the courses for which they are enrolled. Students are expected to be positive role models for their peers and to show respect for the moral and religious values which guide our Catholic school system. Loss of eligibility for not being a student in good standing will be assessed by the Principal. In the case of a suspension, eligibility is lost for the period of the suspension. A coach or manager may assess further sanctions at their discretion.

Eligibility can be lost due to an insufficient academic program. Students must be taking a minimum of 2 courses per semester in grade 12 and 4 courses per semester in Grades 9, 10 and 11. A student must be taking a minimum of 4 courses over the entire academic year in Grade 12 and 8 courses over the entire academic year in Grades 9, 10, and 11. Students who lose their eligibility while participating in an extra-curricular activity due to insufficient academic program may regain their eligibility at the beginning of the next semester. During the next semester the student must be enrolled in a minimum of 2 courses in Grade 12 and 4 courses in grades 9, 10 and 11. In addition, the student must have passed all their courses in the previous semester in which they held an insufficient academic program. It is the students' responsibility to ensure that they are in compliance with all requirements for participation. The KASSAA website – www.kassaa.ca , the EOSSAA website www.eossaa.ca and the OFSAA website www.ofssa.on.ca are an excellent resource for schedules, league rules, eligibility issues and any general information regarding high school sports.

HOLY CROSS LEARNING COMMONS

The Holy Cross Learning Commons offers a full range of resources and services to students and staff.

The Learning Common is equipped with a 30 station PC computer hub and 30 Chrome Books, with high-speed Internet as well as full access to school servers and software.

This enables students the challenge and privilege of connecting to information and to users around the globe. Many resources formerly held in paper or on CD-ROM are now Web-based, which gives the additional advantage of allowing access from home. With the advent of friendly and transparent search engines, any information required is instantly available to users for printing, saving or e-mailing.

The Learning Common continues to make available traditional resources as well, with its book, reference, and magazine collections. A very important source of information for student projects is the library provides staff and students access to a broad range of curriculum-related materials for research. The physical collection includes thousands of circulating books, as well as reference resources, magazines and newspapers. The virtual collection includes curriculum-related online databases, e-Books and Academic Journals.

The school's Teacher/Librarian acts as intermediary, teaching students efficient research strategies, whether they are working on the Internet or with other resources. Students must also learn to assess the value and reliability of the information which they retrieve, especially from the Internet, now estimated to consist of 1.3 billion web pages. This learning occurs in individual, small group and/or classroom instruction in the Library.

To summarize, the Holy Cross Learning Common resources/services are of the highest quality, enabling students to obtain information efficiently, to assess what they find and to be critical and analytical citizens, all skills which they need in high school and beyond.

Textbook Distribution

Student cards will be made for every student and will act as your library card as well as your textbook card. In order to receive your textbooks or take out library books you will need to present this card. All students will be required to submit a \$100.00 cheque post-dated for next March or by online deposit prior to receiving any textbooks. The cheque should be made payable to Holy Cross Catholic Secondary School (HCCSS).

The cheque will not be cashed unless texts are not returned or are deemed to have been damaged by the student. The online deposit will be returned at the end of the school year or it can be rolled over for the next school year. Students are responsible for the total replacement cost of their assigned textbooks, if lost or damaged.

The post-dated cheques will be destroyed at the end of the school year assuming textbooks are returned in good condition. If you wish your cheque returned please make that request in writing.

HOLY CROSS CATHOLIC SECONDARY SCHOOL CODE OF CONDUCT

(Based on the *Ontario Schools Code of Conduct* and the *Algonquin and Lakeshore Catholic District School Board Code of Conduct*)

1. Introduction and Purpose

Holy Cross is a place that promotes responsibility, respect, civility and academic excellence within a safe learning and teaching environment. All partners in our Catholic school community – students, parents or guardians, volunteers, teachers and other staff members – have been consulted in the writing of this document. As members of a Catholic school community, we are called to a way of life which is Christ-like and inspired by the Holy Spirit. We will put into daily practice the precepts of the Catholic Church by treating all members of the school community with respect and dignity. Responsible citizenship involves appropriate active participation in the civic and religious life of the school community. Active and engaged citizens are aware of their rights and, more importantly, they accept responsibility for safe-guarding their rights and the rights of others. Success is only possible through open and honest communication among all partners. Expectations about all aspects of life at Holy Cross Catholic Secondary School – performance, attitude and behaviour – are clearly articulated and reinforced: we share one vision of our rights and responsibilities in achieving the common goal of building a positive environment for learning and teaching.

All members of the Holy Cross Community must:

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas and opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- respect the rights of others;
- show proper care and regard for school property and for the property of others;
- take appropriate measures to help those in need;
- respect persons who are in a position of authority;
- respect the need of others to work in an environment conducive to learning and teaching.

Student Responsibilities

The intention of our school Code of Conduct is to assist in providing a safe and effective teaching and learning environment for all. In order to create a safe and effective teaching and learning environment and an atmosphere conducive to the development of our Christian community, it is the students' responsibility to:

- Attend school prepared, appropriately dressed in school uniform, on time, ready to learn;
- Willingly participate in all class activities;
- Complete assignments on time;
- Ask permission to leave the classroom for any reason;
- Show respect for themselves, for others and for all school staff;
- Participate in all religious activities and spiritual exercises;

- Support and participate in school activities;
- Adhere to the school uniform policy;
- Adhere to this Code of Conduct while on any school trip or function;
- Use language appropriate to a Christian community;
- Care for all textbooks, equipment and school property;
- Leave classrooms, cafeteria and building neat and tidy;
- Respect the personal property of others;
- Respect our environment (ecological responsibility)
- Model Christian values by accepting the differences of others;
- Refrain from bringing anything to school that may compromise safety;
- Exercise self-discipline, following the established rules and accepting responsibility for his/her actions.

Parent and Guardian Responsibilities

Parents and guardians play a vital role in the education of their teenagers and in cooperation with the school can support a positive learning environment for all students by:

- Attending to their child's physical, spiritual and emotional well-being;
- Showing an active interest in their child's school work and progress;
- Communicating regularly with the school;
- Helping their child to be neat, appropriately dressed and prepared for school;
- Ensuring that their child attends school regularly and on time;
- Promptly reporting to the school their child's absence or late arrival;
- Becoming familiar with the school's Catholic Code of Conduct and school rules;
- Encouraging and assisting their children in meeting their responsibilities;
- Assisting and supporting school authorities in disciplinary issues.

Staff Responsibilities

- Adhere to the *Standards and Practices for the Teaching Profession* as outlined by the Ontario College of Teachers, if teaching staff;

Adhere to CUPE Local 1479 Bylaws as outlined in their constitution

2. Promoting Positive Behaviour: Encouraging Respect, Civility and Citizenship

Christian Community Service and Graduation

Christian community service is a privilege – something that gives you a good feeling, boosts your self-esteem and makes you appreciative of your own good fortune. To that end, we invite you to carefully consider your Christian service project and to complete it with a positive attitude. Firstly, the Ontario Secondary School diploma requirements expect you, the student, to locate a worthy area for service within the community and to complete 40 hours as a prerequisite to graduation. In addition, our religion program requires a service learning project which aligns with this graduation requirement. Finally, we support this project in principle because it encourages you to have a deeper understanding of the Christian call to service and to live out this call by participating in various forms

of community outreach for the sake of your own personal growth and supporting and strengthening the community.

Progressive Discipline

Holy Cross Catholic Secondary School maintains high standards and expectations for all community members who work in relationship with one another. To that end, Holy Cross observes progressive discipline. Progressive discipline does not simply mean that for each contravention of an expectation, behavioural or otherwise, there is an increasing consequence. It means each case will be considered separately and decisions will be made in consultation based on our goal of maintaining a positive and safe environment for learning and teaching at our school. Depending on the case, decisions might include support and encouragement, or corrective measures, if these forms of encouragement do not achieve agreed upon goals. Some possible courses of action include formative interventions, such as:

- a meeting between the student and staff member;
- contact between the teacher and the student's parents/guardian;
- a referral of the student to a counselor, Child and Youth Worker, or administration;
- a conference of the parents/guardians, school personnel (administration, teachers, counselors);
- a referral via parents/guardians to community agencies;
- a referral following parents/guardian consultation to legal authorities

Other possible courses of action involve corrective measures, such as:

- detention or Study Hall;
- withdrawal from class for a period of time;
- removal of privileges (use of cafeteria, membership in clubs or teams, participation in school trips);
- student performance contracts;
- restorative practice like services around the school (eg. grounds maintenance, cafeteria duty);
- suspension and/or expulsion;
- restitution, like repayment for damaged property;
- criminal charges;

Safe and Caring Schools

The Holy Cross Safe and Caring Schools Team includes Paul Melim, Terrie Hoey, Amey Cancian, Robin Dzierniejko, Jennie Melo-Jordan, Chris Forster and members of Students' Council. The Safe and Caring Schools team is responsible for educating students and staff about all means of promoting healthy social interactions. This includes bullying prevention strategies.

Restorative Practice

Restorative practice is a philosophy that supports the idea that when a wrong is committed in a community, the incident needs to be dealt with by those directly affected. All parties must agree upon the facts, acknowledge the harm they may have caused, and develop a plan to make things right before all people involved can begin working toward rebuilding relationship and community

integrity. Restorative practice would be at the discretion of school administration. All parties must agree to the process in order for it to proceed.

Detentions/Study Hall Room

Detentions may be assigned by teachers, vice-principals or the principal for infractions of school rules. Detentions will be served during lunchtime from 11:15 – 11:40 in Room 206. Students who are late for detention, according to school time, will not be allowed in the detention room and will be considered truant from detention and dealt with accordingly. Detentions are given for chronic lateness, dress code violations and various disciplinary reasons. Teachers may assign their own detentions to be served with that particular teacher.

3. Suspension and Expulsion

There are situations defined by the Ministry of Education and the Algonquin and Lakeshore Catholic District School Board where suspension and expulsion are required. These incidents and consequences are outlined below:

The principal must consider **suspension** of 1 to 20 days if students have engaged in any of the activities listed below.

- Uttering a threat to inflict serious bodily harm on another person
- Possessing alcohol or illegal drugs
- Being under the influence of alcohol
- Swearing at a teacher or at another person in a position of authority
- Committing an act of vandalism that causes extensive damage to school property at the student's school or to property on school premises
- Bullying
- Any other activities identified in school board policy.

School Board Policy identifies the following activities for which a principal may consider **suspension**:

- Persistent truancy
- Persistent opposition to authority
- Habitual neglect of duty
- Serious breaches of the Board Code of Conduct or the School Code of Conduct
- Conduct injurious to the moral tone of the school
- Conduct injurious to the physical or mental well-being of others in the school
- The use or possession of tobacco, or tobacco-related products, including e-cigarettes and 'chew'
- The use of profane or improper language
- Infraction(s) off school property where the student's conduct negatively impacts on the school
- Dress that contravenes the established dress code within the school
- Being in possession of, or being under the influence of, or providing others with legal drugs without a prescription for the said drugs, or in a manner or an amount not contemplated in the general instructions for use of the said drugs
- Being under the influence of alcohol or illegal drugs

- Taking photographs and/or video and/or audio recordings during an instructional class and in other areas of the school, unless authorized by the Principal or classroom teacher
- Harassing another person by the use of mechanical/electronic technology or communications
- Invading another person's privacy by the use of mechanical/electronic technology or communications
- Production, possession, and/or distribution of hate material, including pornography
- Possession or misuse of any harmful and/or explosive substances
- Extortion
- Theft
- Aiding or inciting harmful behavior
- Physical assault
- Lack of immunization as determined by the local health unit

The principal must immediately **suspend and expulsion will be considered** if students have engaged in any of the activities listed below.

- Possessing a weapon, including a firearm
- Using a weapon to cause or threaten bodily harm to another person
- Committing physical assault on another person that causes bodily harm requiring treatment by a Medical practitioner
- Committing sexual assault
- Trafficking in weapons
- Trafficking in illegal drugs
- Committing robbery
- Giving alcohol to a minor
- Any other activities identified in school board policy.

School Board Policy identifies the following activities for which a principal may consider **expulsion**:

- A pattern of behavior so refractory that the student's presence is injurious to the effective learning of others
- Repeated and serious breaches of the Board Code of Conduct where all previous interventions and sanctions have proven ineffective
- Trafficking in legal drugs
- A course of serious harassment of another person
- A course of serious invasions of another person's privacy by the use of mechanical/electronic technology or communications.

The principal must immediately **suspend and expulsion will be considered** if students have engaged in any of the activities listed below:

- Possessing a weapon, including a firearm
- Using a weapon to cause or threaten bodily harm to another person
- Committing physical assault on another person that causes bodily harm requiring treatment by a

medical practitioner

- Committing sexual assault
- Trafficking in weapons
- Trafficking in illegal drugs
- Committing robbery
- Giving alcohol to a minor
- Any other activities identified in school board policy.

School Board Policy identifies the following activities for which a principal may consider **expulsion**:

- A pattern of behavior so refractory that the student's presence is injurious to the effective learning of others
- Repeated and serious breaches of the Board Code of Conduct where all previous interventions and sanctions have proven ineffective
- Trafficking in illegal and prescription drugs
- A course of serious harassment of another person
- A course of serious invasions of another person's privacy by the use of mechanical/electronic technology or communications.

ACADEMIC DISHONESTY POLICY

Academic dishonesty and plagiarism run contrary to the gospel messages. As members of the Holy Cross community, we are called to uphold the gospel values in our daily lives. The Catholic Graduate Expectations (1999) developed by the Institute for Catholic Education call upon students to:

- Present information and ideas clearly and honestly with sensitivity to others;
- Achieve excellence, originality, and integrity in one's own work and support these qualities in the work of others
- Act morally and legally as a person formed in Catholic traditions

Holy Cross has adopted the definition provided by Queen's University, Kingston, for academic dishonesty. Queen's University Policy on Academic Dishonesty (1989) states:

Academic dishonesty includes plagiarism as well as any deliberate attempt to gain advantage. Dishonest practices include fabrication of data, cheating, or uttering by a student of false statements relating to academic work.

Plagiarism means presenting work done (in whole or in part) by someone else as if it were one's own.

Plagiarism should be distinguished from co-operation and collaboration. Often, students may be permitted or expected to work on assignments collectively, and to present the results collectively or separately. This is not a problem so long as it is clearly understood whose work is being presented, for example, by way of formal acknowledgement or by foot-noting.

The penalty for academic dishonesty will result in a loss of credit for work. This policy will be incorporated into the Code of Conduct which is distributed to students and posted on the Holy

Cross website. It will be part of every course of study and course outline distributed to students. Each teacher will address this policy with students at the start of a course and the policy will be referenced on all formal assignments. The policy will be posted in all classrooms.

A positive school climate and a safe learning and teaching environment are essential if students are to succeed in school. All students, parents, community partners and staff have the right to be safe, and feel safe, in their school community. With this right, comes the responsibility for the entire community to be accountable for their actions and to treat all people, created in the likeness of God, with dignity, respect and fairness.

Non-smoking policy

Students are not allowed to smoke at any time or any place, on or off school grounds, during the school day. The school and the KFLA Health Unit will offer smoking cessation programs early in the school year. Students will face suspension and a system of progressive discipline for failure to comply with the school's expectation.

Restorative Justice

In some cases where interpersonal conflict is involved or perhaps there has been material damage, the school (and all parties involved) may agree to a Restorative Justice approach. Restorative Justice is a philosophy that supports the idea that when a wrong is committed in a community, the incident needs to be dealt with by those directly affected. This is so harm is acknowledged and all people involved can begin working toward rebuilding relationship and community integrity. Restorative Justice would be at the discretion of the school's administration team. All parties must agree to the process in order for it to proceed.

SCHOOL UNIFORM POLICY

Students are to wear the Holy Cross uniform at all times during the school day, including the lunch hour and during spare periods. Uniforms are available for purchase through McCarthy's, our supplier, at the school in April and July. McCarthy's also operates the Tuck Shop, located in the main foyer of Holy Cross, where uniform items may be purchased at regular intervals throughout the school year. In addition, Holy Cross School Council operates a gently used uniform sale at the start of each school year.

The uniform has several functions: safety, convenience, cost and community.

Visitors to Holy Cross are readily identifiable to staff, enhancing security in our building. Students essentially have one wardrobe decision to make in the mornings. The cost to families over time for clothing is reduced. Students in uniform have chosen to be part of a community of equals and demonstrate their desire to be a Crusader by wearing the uniform with pride.

The fall and winter uniform is in effect from September to June. The uniform is described below:

Girls: solid grey Holy Cross dress pants *or* the Holy Cross kilt with black tights. White Holy Cross crested blouse.

Boys: solid grey Holy Cross dress pants; white Holy Cross crested dress shirt with school tie.

Optional: School crested vest, pull over, zippered sweater or cardigan.

Footwear: deck shoes, running shoes, and sandals are permitted.

The spring uniform option is in effect from May until the end of June. The spring uniform described below must be worn together: no mixing with the fall and winter uniform is permitted:

Unisex: green school crested golf shirt and tan knee length Holy Cross crested walking shorts.

Footwear: Any footwear excluding flip-flops, slippers, high heels, and boots.

Students are deemed to be out of uniform if they do not have one or more components, including footwear, or, if they have accessorized the uniform excessively, including wearing any form of headgear, hood or hat. A student unable to correct an issue is out of uniform and will be issued a warning for a first offence and this will be noted in Maplewood, our data collection system. If a student receives a second warning for being out of uniform, it will be noted in Maplewood and a study hall will be issued and parents will be contacted. If a student receives a third warning, parents will be contacted and students will be either sent home to correct the problem or sent to the main office to complete their schoolwork for the day.

Support is provided to students throughout this process through the main office. Should there be needs, they will be addressed separately and not pursued as an issue requiring discipline. Nothing is more important than having students in class, learning. However, persistent and willful violations of the Holy Cross uniform policy will be interpreted as an unwillingness, on the part of parents and/or students, to join our school community, and families will be counseled to select a school community which better meets their needs.

As always, common sense will prevail in the application of discipline as it relates to the school uniform. Communication between students and staff is paramount and will almost always result in a satisfactory resolution of any issue related to uniform. Your support for the policy and cooperation in ensuring it succeeds in keeping our school safe, convenient, cost effective and unified is appreciated.

Non-Uniform Day Dress Code: In selected months and as determined by the Principal, non-uniform days will take place on the last Friday of the month. Attire for non-uniform days will be modest. Immodest, revealing clothing and/or clothing with inappropriate design/language promoting drugs/alcohol/sex will not be permitted.

Students are to use the washroom facilities to change their clothing at all times.

ATTENDANCE

Regular attendance at school is critical for the student's learning.

Where, in the principal's judgment, a student's frequent absences from school are jeopardizing his or her successful completion of a course, school staff should meet with the student and the parents to explain the potential consequences of the absences, including failure to gain credits, and discuss steps that could be taken to improve attendance.

Students of compulsory school age, whose absence is reported to the school board attendance Counsellor, will have the reason for their absence investigated.

Attendance Procedures

When a student is under 18, parents/guardians are to phone or present notes to the Secretary in the Attendance Office (384-1355) regarding absenteeism or lateness. Students under 18 will not be released from school without parental authorization.

Expectations for students 18 and over are the same as for all students in terms of rules and regulations. Students 18 years and older may provide their own notes detailing suitable reasons. Schools are obliged to conform to The Municipal Freedom of Information and Protection of Privacy Act (1989) which means the school **cannot share** with parents/guardians any aspect of the student's activity including marks, attendance, etc. **without the written consent of the student.**

Parents should encourage students to provide this written consent to the school on the forms provided in Student Services. Prior to a student turning 18 years of age, the school will attempt to contact the parent(s)/guardian(s) to remind them of this requirement.

Students are to report to all classes, whether there is an occasional teacher or an on-call teacher. It is the student's responsibility to complete missed assignments and tests by discussing this with teachers immediately upon the return to school. In the case of examinations, students may be required to provide a doctor's certificate for an absence.

Absences Regarding Vacations

Families are encouraged to take vacations during the scheduled holidays. Time together as a family is to be cherished; however, when you do so during the school year, there is an academic price to pay. In-classroom learning cannot be replicated. The Education Act tells us that students may be absent from school for illness, religious holiday, music instruction, or some other unavoidable cause (such as inclement weather). If a student is absent from school for vacation purposes, it is his or her responsibility to get caught up on the work missed and to make up any missed assignments. Some forms of evaluation such as labs or group projects may have to be accomplished in some other fashion, at the discretion of the teacher.

Exam Attendance and Procedures

The last four days of the first semester are assigned for exams, with one additional day set aside for the exams being cancelled for inclement weather. In the case of inclement weather and bus cancellations, the exam schedule would be modified with the examinations being "bumped" one day. For example, if buses were cancelled on Thursday, then all exams scheduled for Thursday would be

written on Friday, the next day. The remaining part of the exam schedule would be adjusted accordingly. Four days of examinations are scheduled to take place in June, and generally the senior exams take place before the junior exams, as marks need to be tabulated in advance of the graduation ceremony.

Students with examination conflicts will be scheduled to write the two conflicting exams in the same day, but in an isolated location in order not to compromise the integrity of the exams. This generally occurs when a student is taking courses in two different grade levels. Students who are absent from an exam because of an illness must bring a doctor's note the next day, and arrangements will be made for the student to write the missed exam. Students who miss exams for other reasons must contact administration in order to discuss the circumstances. Generally, students who miss an exam without a doctor's note may not be allowed to write the missed exam.

Visitors to Holy Cross

All visitors to Holy Cross are to go directly to the Main Office to state their purpose and receive authorization from Administration. The presence of unfamiliar/suspicious persons on school property poses a personal threat to the safety of students and staff. Since the possible motives/responses of such persons are unknown, it is important that students report the location of an intruder to the first staff personnel available and not approach or try to communicate with intruders. Intruders may be issued a "no trespassing" letter which is filed with the school and police. If this warning is violated, the police will issue a fine.

Students are not permitted to have student guests on the property. Students from other schools will be asked to leave.

Special circumstances may be given consideration, provided a written request is given to Administration 48 hours prior to the visit.

Parking/Traffic

Student parking is only available in the west parking lot adjacent to the gymnasiums. Parking is not permitted anywhere on the property except in designated areas. Fire routes and bus zones must be kept clear of vehicles at all times. This is to provide safety to the school community so that police, fire or ambulance vehicles can access the property in the event of an emergency. Handicapped parking is available in the south parking lot, field side adjacent to the rear entrance. Only those vehicles with appropriate stickers are permitted there. Parking in these areas will result in fines and/or towing of vehicles at the owner's expense.

Vehicles parked on school property are not to be used as gathering points for students.

Students are not permitted to remain in parked vehicles. Vehicles are not to be used for "joyriding" on school property at any time. Actions of this kind jeopardize the safety of students, staff and visitors to our property. Failure to comply with these provisions may result in suspension of parking privilege.

Holy Cross Dance Protocol

1. Administration of the school will determine if there will be admission of guests to a dance. If it is determined that guests are permitted, all guests must be signed in on the Thursday or Friday during lunch of the week of the dance. There will be one guest per sponsor and the sponsor must accompany the guest to the dance. A maximum of 100 guests will be permitted. No additional guests after this point may be signed in. No one will be permitted to sign in at the door on the night of the dance.
2. Everyone, including guests, must present a current Student ID card at the door to gain admittance.
3. The doors will be open until 8:00 p.m. unless the capacity of 575 persons has been reached.
4. There will be a mandatory coat check at the main entrance for all students and guests. All coats, jackets, bags, etc. must be left at the coat check. All items will be left at the owner's risk. While making every effort to protect checked items, Students' Council accepts no responsibility for personal property damaged, lost or stolen. Students will submit to a search of their personal belongings before entry to the dance.
5. Dress code will be as for any non-uniform day.
6. Anyone leaving the dance and going outside will not be allowed re-entry.
7. Students' Council and Administration reserve the right to refuse entry or eject any individual whose behaviour is considered disruptive. This includes anyone found in a restricted area of the school.
8. Any individual in the possession of, or under the influence of an illegal substance, will be detained until a parent or guardian arrives, will be subject to a minimum two-day suspension, will attend substance abuse Counselling at the school, will provide a letter of apology to Students' Council and will face legal charges.

Lockers/Personal Property

Lockers are the property of the school. Students are assigned individual lockers. Students may use only approved Masterlock padlocks with keyed backs sold only through Holy Cross. Lockers may be searched by school Administration when necessary. Personal property posted in a locker must be in good taste. Material deemed to be inappropriate by staff members will be removed. Students will be responsible for damages to lockers where they are likely to have prevented it.

Students will not share lockers with other students and should not share locker combinations with anyone.

Student lockers are vulnerable to break-in and theft if lockers and combinations are shared. To ensure that a lock is secure, the owner should spin the dial and tug on the lock. Large sums of money and other valuables such as I-pods, should never be kept in lockers. These items should be left at home. Theft from a locker or any other area should be reported to the Main Office where students will be asked to complete a report. Rollerblades and skateboards are not permitted anywhere on the school property, inside or out.

ONTARIO SECONDARY SCHOOL DIPLOMA REQUIREMENTS

Total Number of Credits – 30

Compulsory Credits

(Total of 18.0 – Ministry Requirements) PLUS (4.0 Religion Credits in Grade 9 -12)

- 4.0 credits in English (one in each grade)
- 3.0 credits in Mathematics (at least 1 credit in Grade 11 or 12)
- 2.0 credits in Science
- 1.0 credit in Arts (Music, Art, Drama)
- 1.0 credit in Canadian Geography
- 1.0 credit in Canadian History
- 1.0 credit in French as a Second Language
- 1.0 credit in Health and Physical Education
- .5 credit in Civics
- .5 credit in Career Studies

PLUS:

1.0 additional credit in English or a third language or a Social Science (includes Religion credit) or Canadian and World Studies or Guidance & Career Education or Cooperative Education
1.0 additional credit in Health and Physical Education or Business Studies or the Arts (Music, Art, Drama) or additional credit in FSL or Cooperative Education
1.0 additional credit in Science (Grade 11 or 12) or Technological Education (Grades 9 -12) or additional credit in FSL or computer Studies or Cooperative Education
1.0 Religion credit (Grade 9) 1.0 Religion credit (Grade 10) 1.0 Religion credit (Grade 11) 1.0 Religion credit (Grade 12)

Optional Credits

A minimum of **12** credits selected from available courses (required Religion courses could be included in this number).

The Ontario School diploma will be granted by the Minister of Education to a student who has commenced the first year of a secondary school program on or after September 1, 1999 and who has met the diploma requirements.

Transferring Students

Secondary school students who transfer from one Ontario school to another will have their credits transferred to the new school. Students who do not have Ontario credits will have their records assessed by the principal of the school.

ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC)

Total Number of Credits – 14

Compulsory Credits

(Total of 7.0 – Ministry Requirements) PLUS (2.0 Religion Credits in Grade 9 & 10)

2.0 credits in English

1.0 credit in Canadian Geography **or** Canadian History

1.0 credit in Mathematics

1.0 credit in Science

1.0 credit in Health and Physical Education

1.0 credit in the Arts or Technological Education

Substitutions for Compulsory Courses

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the Secondary School Diploma, substitutions may be made for a limited number of compulsory credit courses using courses from the remaining compulsory credits. To meet individual students' needs, principals may replace up to three credits with credits from the remainder of the compulsory credits requirements. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for the Ontario Secondary School Diploma and not less than fourteen for the Ontario Secondary School Certificate. Substitutions should be made to promote and enhance student learning or to meet special needs and interests.

If a parent or an adult student requests a substitution, the principal will determine whether or not a substitution should be made. A principal may also initiate consideration of whether a substitution should be made. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases where the parent or adult student disagrees with the decision of the principal, the parent or adult student may ask the appropriate Supervisory Officer to review the matter.

Each substitution will be noted on the student's Ontario Student Transcript.

Certificate of Accomplishment

Students are required to remain in school until the age of 18 or until they have obtained an Ontario Secondary School diploma (OSSD). Students, who leave school after the age of 18, but before fulfilling the requirements for the Ontario Secondary School Diploma of the Ontario Secondary School Certificate, may be granted a Certificate of Accomplishment. This Certificate 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.

The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For those students who have an IEP, a copy of the IEP may be included.

Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly, but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma will be granted when a student has fulfilled the appropriate requirements.

The Ontario Secondary School Literacy Test (OSSLT)

All students who entered Grade 9 in the 2000-2001 school year and all students who entered after that must successfully complete the Ontario Secondary School Literacy Test in order to earn a secondary school diploma. Students will normally take this test when they are in Grade 10. The test will be based on the Ontario curriculum expectations for language and communication – particularly reading and writing – up to and including Grade 9.

The test will serve both to determine whether students have acquired the skills considered essential for reading and writing, and to provide confirmation that those students who have completed the test successfully have attained the provincial expectations for reading and writing. The test will identify those students who have not demonstrated the required skills and will identify areas in which these students need remediation. The necessary accommodations will be made to ensure that students who are receiving special education programs and services and who have an Individual Education Plan have a fair and equal opportunity to successfully complete the test. The Principal, in consultation with the parent or adult student and appropriate school staff may request a deferral (for ESL or ELD students) or an exemption only if the IEP indicates that the student is not working towards a Secondary School Diploma. Holy Cross will provide remedial assistance for students who do not complete the test successfully. This assistance will be designed to help students improve their skills so that they are better prepared to retake the test.

Students who have been eligible to write the OSSLT, and have been unsuccessful at least once, are eligible to take the **Ontario Secondary School Literacy Course** to achieve both a Grade 12 credit and their literacy credential for graduation.

Adjudication Process

In June 2004, the Ministry introduced an adjudication process. School boards may now establish adjudication panels at the end of the school year to provide certain students with an additional opportunity to meet the literacy graduation requirement. These students include those who would be eligible to graduate in June but, through no fault of their own, have not been able to take advantage of the normal opportunities to write the OSSLT and/or have not been able to enroll in or complete the OSSLC, owing to unforeseen circumstances. Also eligible for the adjudication process are students who were receiving special education programs or services and who had an IEP documenting required accommodations when they were taking the OSSLT. Please contact your Guidance Counsellor to determine if you are eligible for the Adjudication Process.

Community Involvement Activities

All secondary school students in Ontario are required to complete 40 hours of community involvement in order to receive a diploma. The purpose of this requirement is to encourage students to develop an understanding of the various roles they can play in their community and to help them develop a greater sense of belonging within the community.

Students will select one or more Community Involvement Activities in consultation with their parents. Selection of activities take into account the age, maturity, and ability of the student, the location and environment of the proposed activity, the need for any special training, equipment, and preparation. The safety of the student is paramount. Parents/students have the primary responsibility to ensure that this requirement is met. A parent is not required to sign a form or to be consulted if the student is eighteen years of age or older. It should be noted that students will not be paid for performing any community involvement activity.

Information on the community involvement diploma requirement is available to students and parents, as well as to the persons and organizations who are asked by students to sponsor a particular community involvement activity. This information is available in Student Services.

Crusader Certificate – Students who complete 100 hours of community service by the time of graduation will receive a Crusader Certificate and will be acknowledged at the graduation ceremony. Starting in September 2020, grade 9 students entering Holy Cross will require 100 hours of community service hours in order to receive a Crusader Certificate.

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RELIGIOUS EDUCATION

All full time students in secondary school shall be enrolled in a prescribed credit course in religious education for each of their four years.

Religious Education credit courses shall be those prescribed by the Ontario Conference of Catholic Bishops in the document by the Institute for Catholic Education:

**Ontario Catholic Secondary Curriculum Policy Document:
Religious Education (Revised 2006):**

HRE10 – Grade 9 – Be with Me

HRE20 – Grade 10 – Christ and Culture

HRT3M – Grade 11 – World Religions: Beliefs, Issues and Religious Traditions

HRT3O – Grade 11 – World Religions: Beliefs and Daily Life

HRE4O – Grade 12 – Church and Culture

HRE4M – Grade 12 – Church and Culture

RELIGIOUS EDUCATION

HRE 101 – Discipleship and Culture Open - Grade 9

This course engages students in the examination of the Christian narrative as revealed in Sacred Scripture. Students are invited to a deeper understanding of both the joy 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, moral 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

Credit Value: 1.0

NOTE: This course is also offered in French to fulfill the requirements of the extended French program.

HRE 201 - Christ and Culture Open - Grade 10

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

Credit Value: 1.0

HRT 3M1 - World Religions and Belief Traditions: Perspectives, Issues & Challenges University / College Prep - Grade 11

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

Prerequisite: None

Credit Value: 1.0

HRF 301 - World Religions and Belief Traditions in Daily Life Open - Grade 11

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

Prerequisite: None

Credit Value: 1.0

RELIGIOUS EDUCATION

HRE 4M – Church and Culture***Compulsory****University/College Preparation –
Grade 12**

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, allowing God to reign in human hearts. Students will also refine research and inquiry skills.

Pre-requisite: HRE3M or any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

Credit Value: 1.0

HRE 40 - Church and Culture***Compulsory****Open - Grade 12**

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

Credit Value: 1.0

RELIGIOUS EDUCATION

HHS 4U - Families in Canada

University Preparation – Grade 12

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

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

Credit Value: 1.0

HHS4C - Families in Canada

College Preparation - Grade 12

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

Credit Value: 1.0

HZT 4U - Philosophy:

Questions and Theories

University Preparation - Grade 12

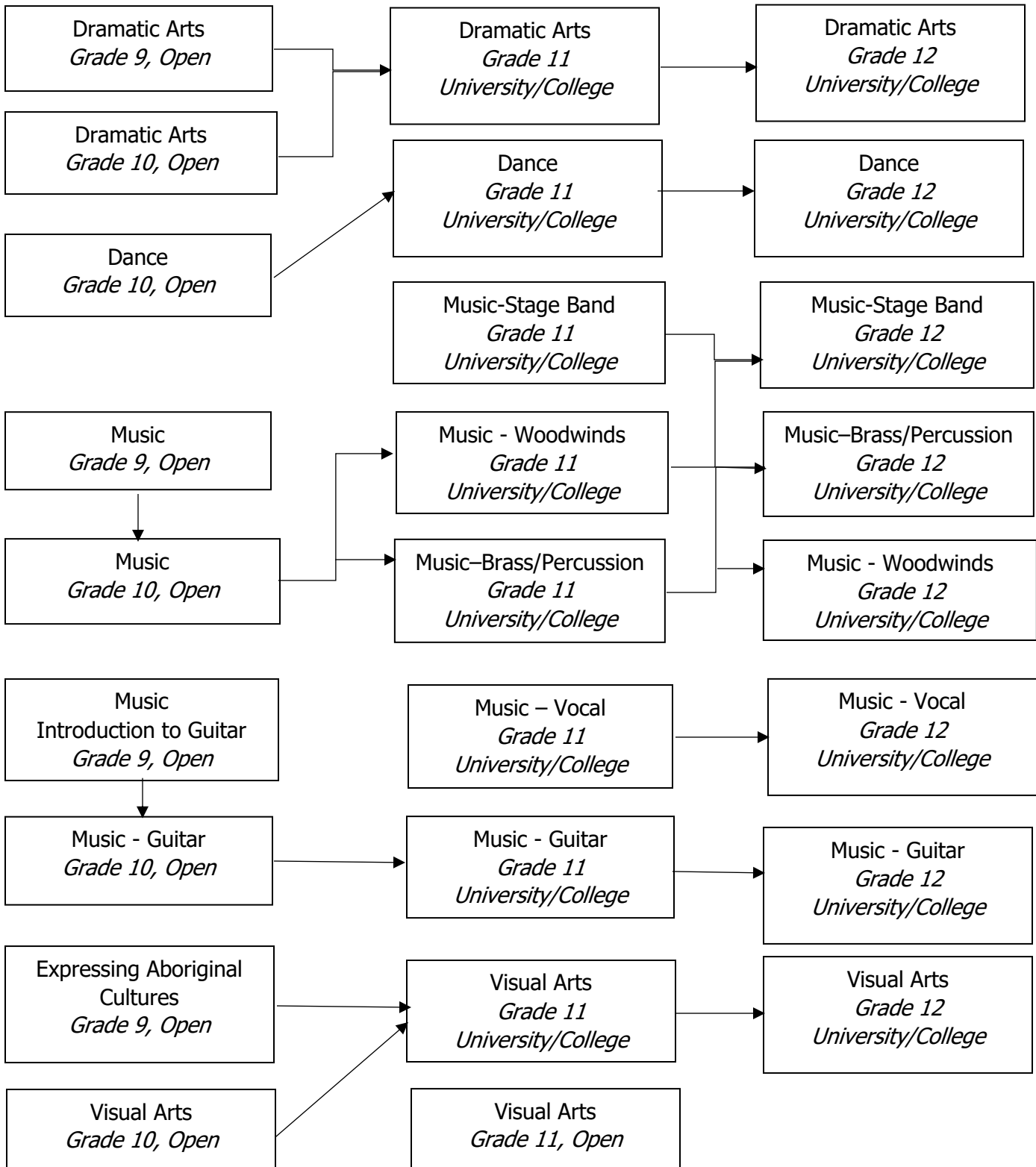
This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, and aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

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

Credit Value: 1.0 1.0

Prerequisite Chart for the Arts, Grade 9 – 12

This chart maps out all the course 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.



ARTS

ADA 10 - Drama

Open - Grade 9

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 analyze drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

Credit Value: 1.0

ADA 20 - Drama

Open - Grade 10

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures 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

Credit Value: 1.0

ATC 20 - Dance

Open - Grade 10

This course emphasizes the development of student's technique and creative skills relating to the elements of dance and the tools of composition in a variety of performance situations. Students will identify responsible personal and interpersonal practices related to dance processes and production, and will apply technologies and techniques throughout the process of creation to develop artistic scope in the dance arts.

Prerequisite: None

Credit Value: 1.0

ADA 3M – Drama

University / College Prep. - Grade 11

This course requires students to create and perform in dramatic presentations. Students will analyze, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyze the functions of playwrights, directors, actors, designers, technicians, and audiences.

Prerequisite: Grade 9 or 10 Dramatic Arts

Credit Value: 1.0

ADA 4M - Dramatic Arts

University / College Prep. - Grade 12

This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other text and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyze how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

Prerequisite: Drama Grade 11 University/College Preparation

Credit Value: 1.0

ATC 3M – Dance

University / College Prep. – Grade 11

This course emphasizes the development of students' artistry, improvisational and compositional skills, and technical proficiency in dance genres from around the world. Students will apply dance elements, techniques, and tools in a variety of ways, including performance situations; describe and model responsible practices related to the dance environment; and reflect on how the study of dance affects personal and artistic development.

Prerequisite: Dance, Grade 9 or 10, Open

Credit Value: 1.0

ARTS

ATC 4M – Dance

University / College Prep. – Grade 12

This course emphasizes the development of students' technical proficiency, fluency in the language of movement in dance genres from around the world, and understanding of dance science. Students will explain the social, cultural, and historical contexts of dance; apply the creative process through the art of dance in a variety of ways; and exhibit an understanding of the purpose and possibilities of continuing engagement in the arts as a lifelong learner.

Prerequisite: Dance, Grade 11, University /College Preparation

Credit Value: 1.0

AMG 10 - Introduction to Guitar

This course emphasizes the appreciation, analysis, and performance of various kinds of music, 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.

Credit Value: 1.0

Note: Grade 9 Guitar is strongly recommended as a prerequisite for Grade 10 Guitar credit.

AMG 20 - Guitar

Open - Grade 10

AMB 3M - Instrumental Music:

Brass/Percussion – Grade 11

University / College Prep. - Grade 11

AMH 3M - Music Stage Band

University / College Prep. - Grade 11

AMG 3M – Guitar

University / College Prep. - Grade 11

AMW 3M - Music – Woodwinds

University / College Prep. - Grade 11

Prerequisite: Music, Grade 10, Open or Permission of the Instructor

(Guitar AMG3M1 Prerequisite AMG201 or the permission of the Instructor.)

Credit Value: 1.0

AMU 10 - Music

Open - Grade 9

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.

Note: Grade 9 Music is strongly recommended as prerequisite for Grade 10 Music Credit

Credit Value: 1.0

AMU 20 – Music

Open - Grade 10

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

Prerequisite: Grade 9 Music is strongly recommended as prerequisite for Grade 10 Music Credit

Audition is required for students who do not have AMU 10

Credit Value: 1.0

ARTS

AMV 3M – Music – Vocal/Choral University/College Prep.-Grade 11

This course develops students' artistic knowledge and skills through the performance of music and the preparation of music productions. Students will perform appropriate works, particularly works in contemporary popular styles. Independently and in groups, they will also plan, market, and produce music productions, making use of appropriate technology, and will evaluate the results. This course is designed for the intermediate vocalist.

Prerequisite: None

Credit Value: 1.0

AMV 4M – Music Vocal/Choral University/College Prep. –Grade 12

This course emphasizes the appreciation, analysis, and performance of music from the romantic period and from the twentieth century, including jazz, popular music, art music, and Canadian and non-Western music. Students will concentrate on developing interpretive skills and the ability to work independently. They will also complete complex creative projects in which they make use of new technologies. This course is designed for the intermediate vocalist. *Prerequisite: Vocal Music, Grade 11*

Credit value: 1.0

NAC 101 – Visual Arts Open – Grade 9

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. Examples include, but are not limited to, a variety of contemporary and traditional First Nations, Métis, and Inuit art forms such as new media, storytelling, installation and performance art.

Credit Value: 1.0

AMB 4M - Instrumental Music: Brass/Percussion - Grade 12 University / College Prep. - Grade 12

AMG 4M - Guitar

University / College Prep. - Grade 12

AMH 4M - Music Stage Band

University / College Prep. - Grade 12

AMW 4M - Music – Woodwinds

University / College Prep. - Grade 12

These courses emphasize the appreciation, analysis, and performance of music from the Romantic period and the twentieth century, including art music, jazz, popular music, and Canadian and non-Western music. Students will concentrate on developing interpretive skills and the ability to work independently. They will also complete complex creative projects.

Prerequisite: Music, Grade 11,

University/College Preparation

Guitar AMG 4M1

Prerequisite: AMG 3M1

Credit Value: 1.0

AVI 20 - Visual Arts Open - Grade 10

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

Credit Value: 1.0

AVI 30– Visual Arts Open - Grade 11

This course focuses on studio activities in one or more of the visual arts, including drawing, painting, sculpture, photography, printmaking, collage, and /or multimedia art. Students will use the creative process to create art works that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context.

Prerequisite: None

Credit: 1.0

ARTS

AVI 3M - Visual Arts**University / College Prep. - Grade 11**

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 emergent 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, and information design.)

Prerequisite: Visual Arts, Grade 9 or 10

Credit Value: 1.0

AVI 4M - Visual Arts**University / College Prep. - Grade 12**

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: Visual Arts, Grade 11,

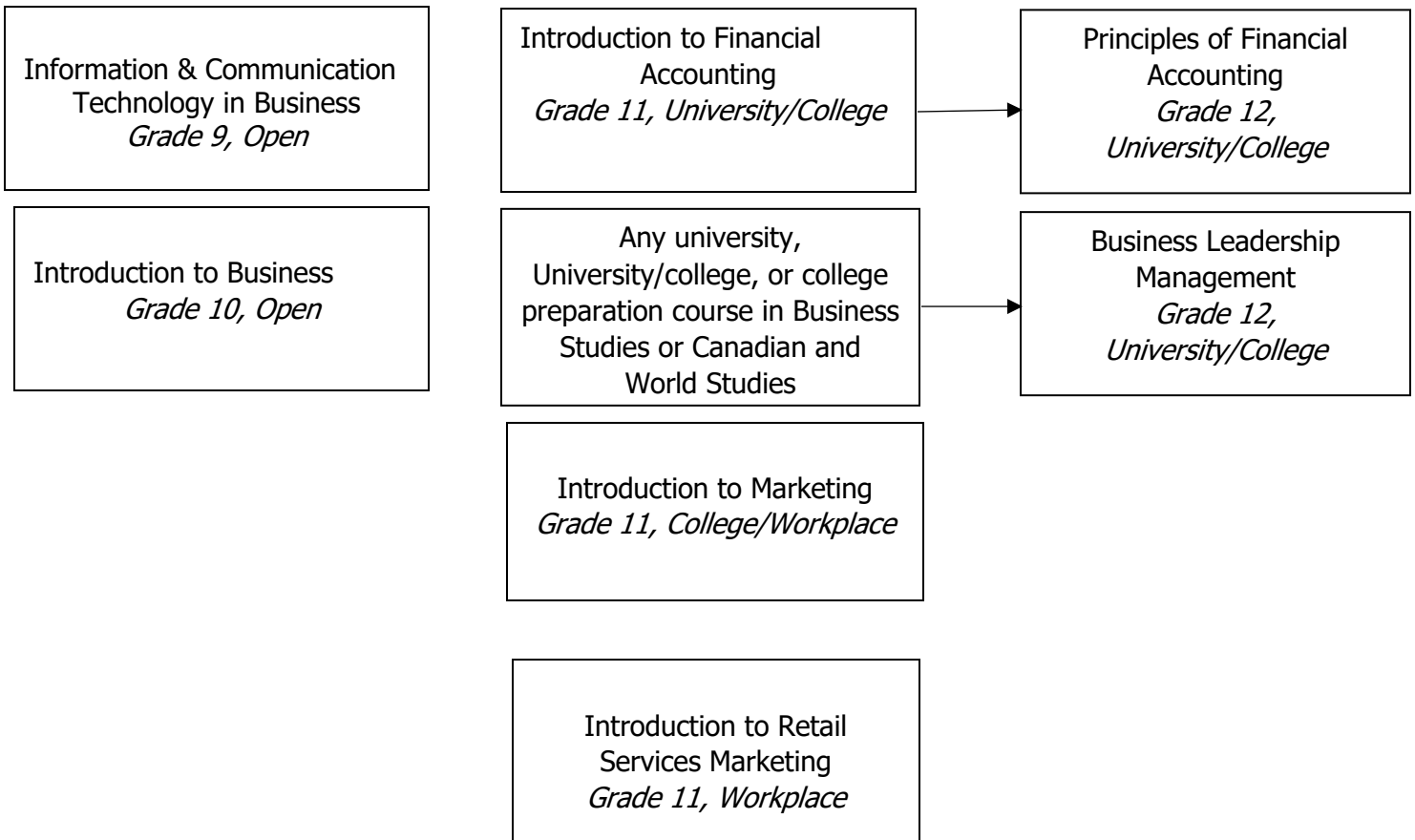
University/College Preparation or Open

Credit Value: 1.0

BUSINESS STUDIES

Prerequisite Chart for Business Studies, Grade 9 – 12

The chart maps out all the course 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.



BUSINESS STUDIES

BTT10**Information and Communication Technology
in Business****Open - Grade 9**

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and web site design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology. Students will also produce projects that include animation, photography, graphic design, and digital imaging.

Prerequisite: None

Credit Value: 1.0

BBI 20 - Introduction to Business**Open - Grade 10**

This course introduces students to the world of business, including the concepts, functions, and skills required for meeting the challenges of operating a business in the twenty-first century on a local, national, and/or international scale. Students will also learn concepts and skills related to personal finance, entrepreneurship, and international business.

Credit Value: 1.0

**BAF 3M - Introduction to
Financial Accounting****University / College Prep. - Grade 11**

This course introduces students to the fundamental principles and procedures of accounting, with emphasis on accounting procedures used in service and merchandising businesses. Students will develop an understanding of the connections between financial analysis, control, and decision-making in the management of a business, as well as the effects of technology and globalization on accounting procedures and the role of the accountant.

Prerequisite: None

Credit Value: 1.0

BUSINESS STUDIES

**BMI 3C – Introduction to Marketing
College Prep. – Grade 11**

This course introduces the fundamental concepts of marketing, with an emphasis on in-depth analysis of the influence of changes in the economy and global marketplace, trends and issues, and the impact of technology. Students will analyze the buying patterns of various consumers and the effect of marketing strategies, and will engage in marketing research. Students will also develop and present a marketing plan for a specific product.

Prerequisite: None

Credit Value: 1.0

**BMX 3E - Introduction to Retail
And Services Marketing
Workplace Prep. - Grade 11**

This course focuses on developing knowledge and applying skills in the context of retail and services marketing. Students will learn about the importance of customer service, analyze the methods used to maintain customer loyalty, examine ways in which product presentation influences buyers, and investigate the critical factors in inventory control, including the role of technology.

Prerequisite: None

Credit Value: 1.0

**BOH 4M – Business Leadership: Management
University/College Prep. – Grade 12**

This course focuses on the development of leadership skills used in managing a successful business. Students will analyze the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

Prerequisite: Any university, university/college, or college preparation course in business studies or Canadian and world studies

Credit Value: 1.0

**BAT 4M - Principles of
Financial Accounting
University/College Prep. - Grade 12**

This course emphasizes study of accounting principles related to financial statements. Students will learn about ways in which information in these statements is used in making business decisions, and about the effects on financial statements of using different methods of inventory valuation and adjusting and reversing entries. Students will also study various means of financing a business and ways in which the strength of a corporation can be determined through the reading of its annual report.

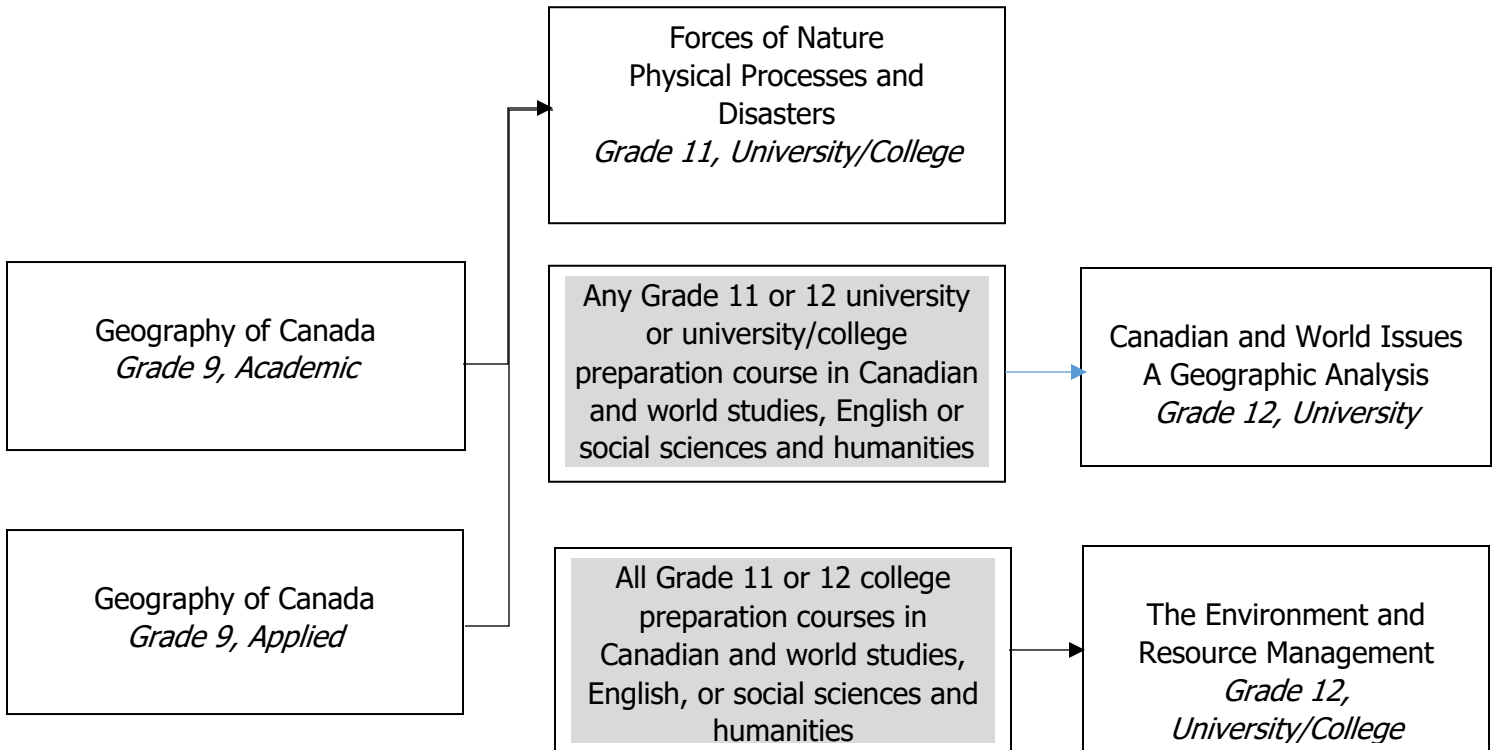
*Prerequisite: Introduction to Financial Accounting, Grade 11,
University/College Preparation*

Credit Value: 1.0

CANADIAN WORLD STUDIES

Prerequisite Chart for Canadian and World Studies, Grades 9 – 12 - Geography

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.



CANADIAN AND WORLD STUDIES

CGC 1D - Issues in Canadian Geography**Academic - Grade 9**

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

Credit Value: 1.0

CGC 1P - Issues in Canadian Geography**Applied - Grade 9**

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.

Credit Value: 1.0

CGF 3M - Forces of Nature: Physical Processes and Disasters**University/College Preparation – Grade 11**

In this course, students will explore physical processes related to the earth's water, land, and air. They will investigate how these processes shape the planet's natural characteristics and affect human systems, how they are involved in the creation of natural disasters, and how they influence the impacts of human disasters. Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process and use spatial technologies to analyze these processes, make predictions related to natural disasters, and assess ways of responding to them.

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

Credit Value: 1.0

CANADIAN AND WORLD STUDIES

**CGW 4U - World Issues: A Geographic Analysis
University Preparation - Grade 12**

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 analyze 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

Credit Value: 1.0

**CGR 4M - The Environment and Resource
Management
University/College Preparation –
Grade 12**

This course investigates interactions between natural and human systems, with a particular emphasis on the impacts of human activity on ecosystems and natural processes. Students will use the geographic inquiry process, apply the concepts of geographic thinking, and employ a variety of spatial skills and technologies to analyze these impacts and propose ways of reducing them. In the course of their investigations, they will assess resource management and sustainability practices, as well as related government policies and international accords. They will also consider questions of individual responsibility and environmental stewardship as they explore ways of developing a more sustainable relationship with the environment.

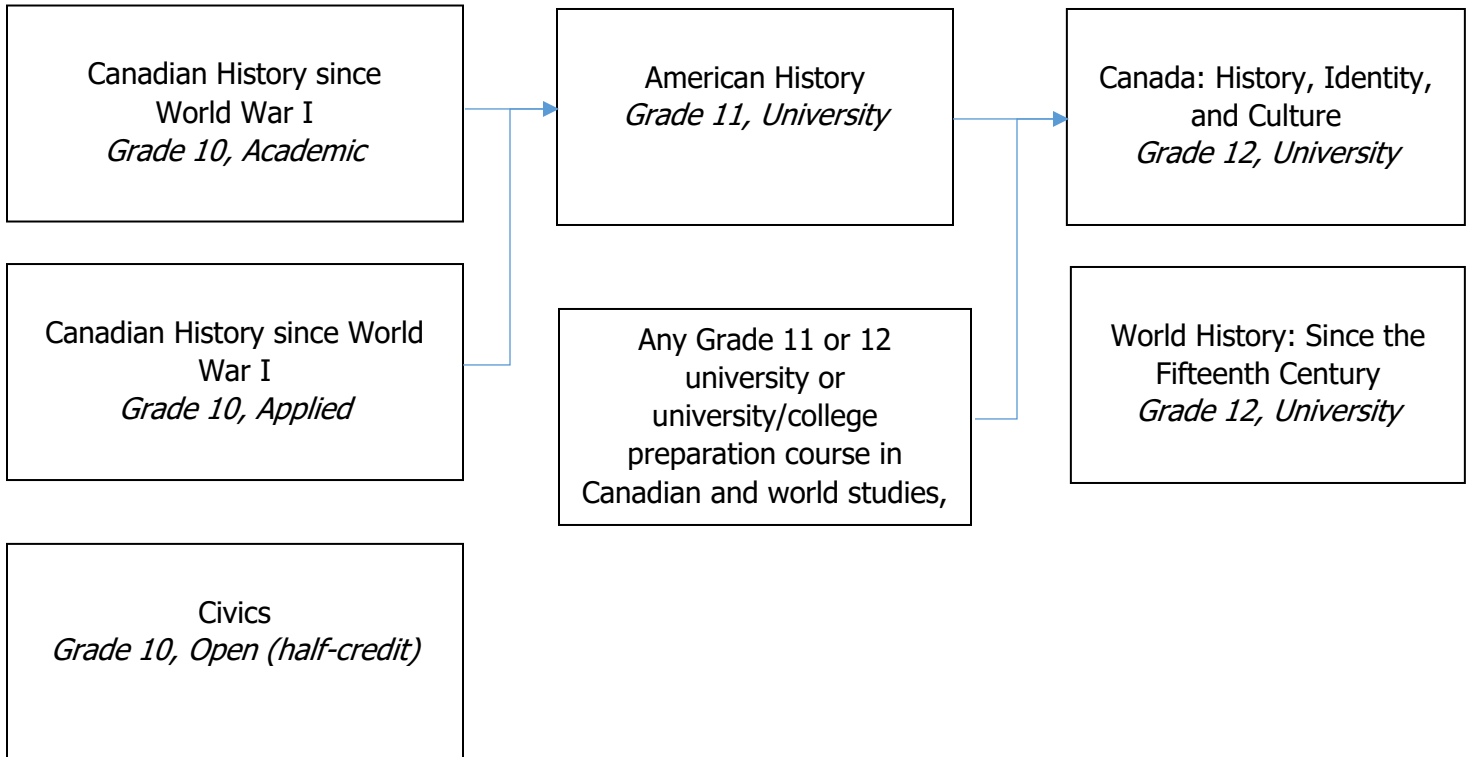
Prerequisite: Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities

Credit Value: 1.0

CANADIAN AND WORLD STUDIES

Prerequisite Chart for Canadian and World Studies, Grades 9 – 12 History (including Civics)

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.



CANADIAN AND WORLD STUDIES

CHC 2D - Canadian History since World War I Academic - Grade 10

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914. *Prerequisite: None*

Credit Value: 1.0

NOTE: This course is also offered in French to fulfill the requirements of the extended French program.

CHC 2P - Canadian History since World War I Applied - Grade 10

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities, since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to heritage and identities in Canada. Students will develop an understanding of some key political developments and government policies that have had an impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada. *Prerequisite: None*

Credit Value: 1.0

CHC 2L - Canadian History since World War I Locally Developed - Grade 10

This course focuses on the connections between the student and key people, events and themes in Canadian history from World War I to the present. 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 practise reading, writing, visual, and oral literacy skills, and mathematical literacy skills to identify and communicate ideas in a variety of forms.

Prerequisite: None

Credit Value: 1.0

CANADIAN AND WORLD STUDIES

CHV 20 – Civics and Citizenship

Open - Grade 10

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

Credit Value: 0.5

CHY 4U - World History since the Fifteenth Century

University Preparation – Grade 12

This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history.

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

Credit Value: 1.0

CHA 3U - American History

University - Grade 11

This course explores key aspects of the social, economic, and political development of the United States from precontact to the present. Students will examine the contributions of groups and individuals to the country's evolution and will explore the historical context of key issues, trends, and events that have had an impact on the United States, its identity and culture, and its role in the global community. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating various forces that helped shape American history.

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

Credit Value: 1.0

CHI 4U - Canada: History, Identity, and Culture

University Preparation - Grade 12

This course traces the history of Canada, with a focus on the evolution of our national identity and culture as well as the identity and culture of various groups that make up Canada. Students will explore various developments and events, both national and international, from precontact to the present, and will examine various communities in Canada and how they have contributed to the development of identity and heritage in Canada. Students will investigate the development of culture and identity, including national identity, in Canada and how and why they have changed throughout the country's history. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate the people, events, and forces that have shaped Canada.

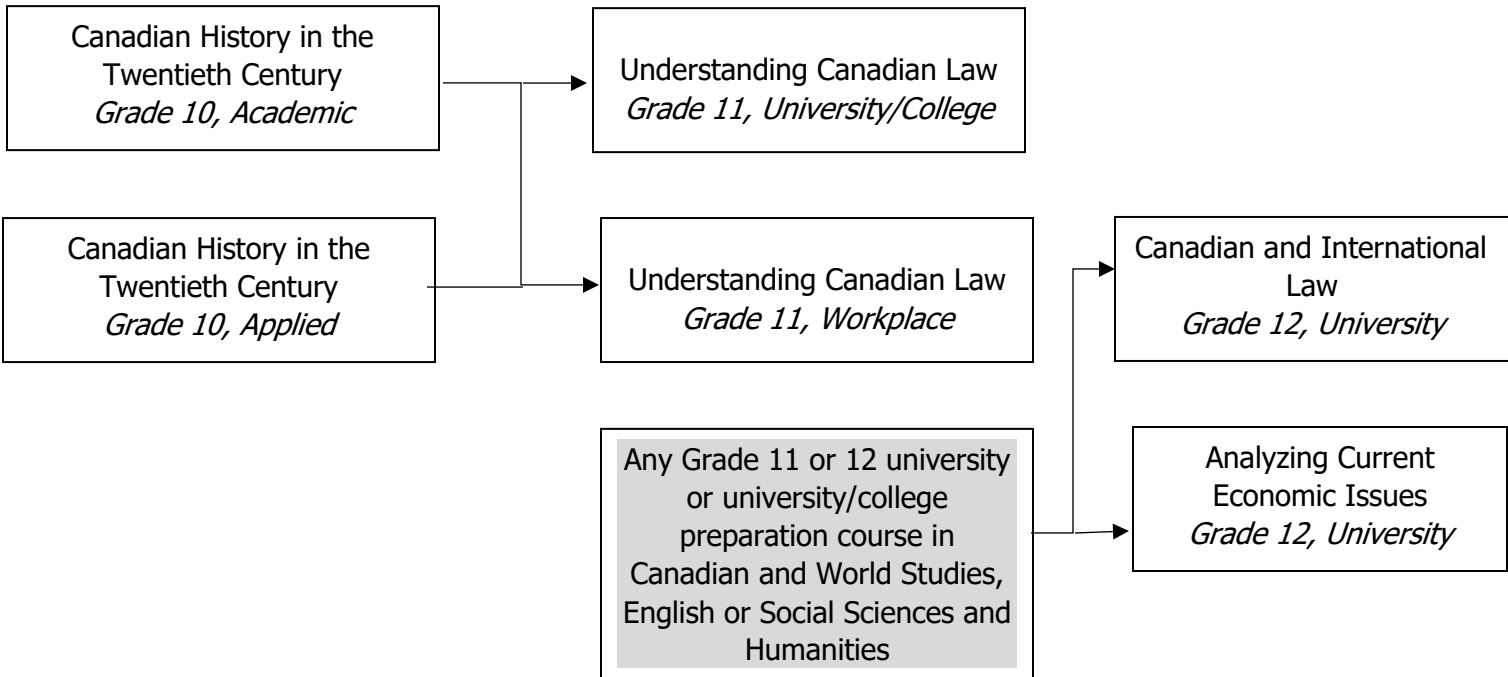
Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

Credit Value: 1.0

CANADIAN AND WORLD STUDIES

Prerequisite Chart for Canadian and World Studies, Grades 9 - 12 Economics Law and Politics

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.



CANADIAN AND WORLD STUDIES

CLU 3M - Understanding

Canadian Law

University/College Preparation – Grade 11

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.

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

Credit Value: 1.0

CLU 3E - Understanding Canadian Law in Everyday Life

Workplace Preparation - Grade 11

This course enables students to develop a practical understanding of laws that affect the everyday lives of people in Canada, including their own lives. Students will gain an understanding of the need for laws, and of their rights, freedoms, and responsibilities under Canadian law. Topics include laws relating to marriage, the workplace, cyberbullying, and criminal offences. Students will begin to develop legal reasoning skills and will apply the concepts of legal thinking and the inquiry process when investigating legal issues that are relevant to life in Canada today.

Prerequisite: Canadian History since World War 1, Grade 10, Academic or Applied, or locally develop compulsory course (LDCC)

Credit Value: 1.0

CLN4U - Canadian and International Law

University Preparation - Grade 12

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

Credit Value: 1.0

CIA 4U - Analysing Current Economic Issues

University Preparation - Grade 12

This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.

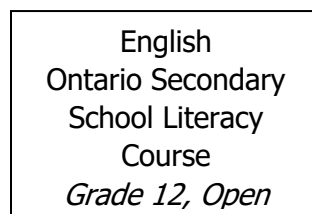
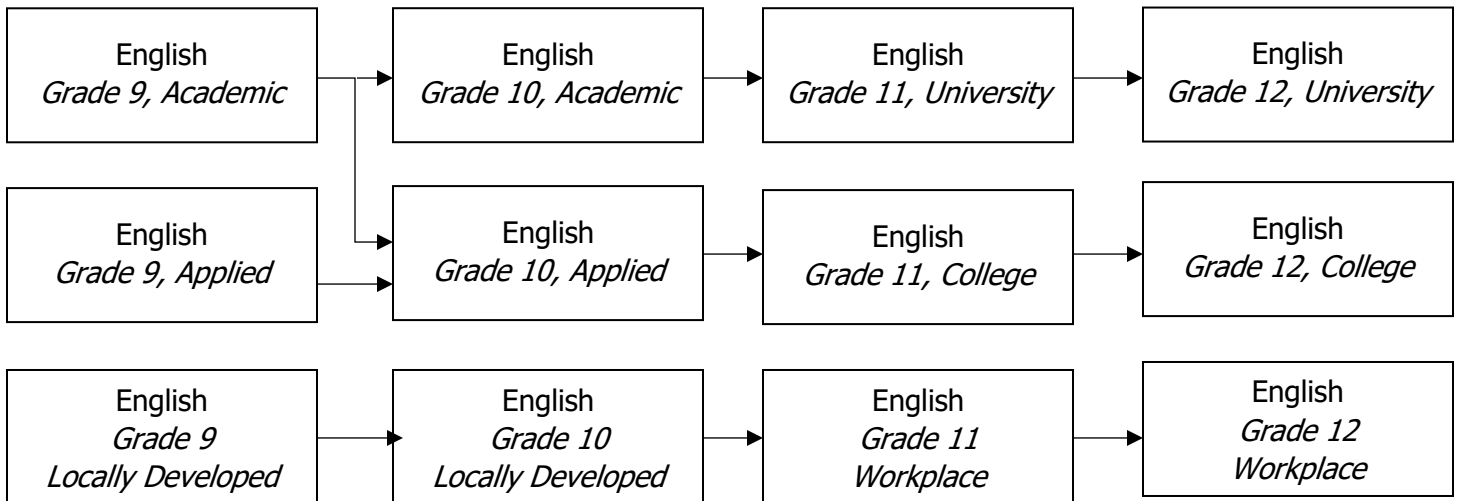
Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

Credit Value: 1.0

ENGLISH

Prerequisite Charts for English, Grade 9 – 12

These charts map out all the courses in the discipline and show the links between courses and the possible prerequisites for them. They do not attempt to depict all possible movements from course to course.



ENGLISH

ENG 1D – English Academic Grade 9

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 analyze 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 student for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

Prerequisite: None

Credit Value: 1.0

ENG 1P – English Applied Grade 9

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 Grade 11 and 12.

Prerequisite: None

Credit Value: 1.0

ENG 1L - Locally Developed Compulsory English – LDCC

Grade 9 English 1

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the English Grade 11 Workplace Preparation course. The course is organized by 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 in 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

Credit Value: 1.0

ENG 2L - Locally Developed Compulsory English – LDCC

Grade 10 English 1

In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace, in the English Grade 11 Workplace Preparation course, or in the English: Contemporary Aboriginal Voices 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 in 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

Credit Value: 1.0

ENGLISH

ENG 2D – English

Academic - Grade 10

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 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. It is highly recommended that students take Grade 9 Academic English. Students must meet with Guidance Counsellor.

Credit Value: 1.0

ENG 2P – English

Applied - Grade 10

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

Credit Value: 1.0

NBE 3U – English

University Preparation - Grade 11

This course explores the themes, forms, and stylistic elements of a variety of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also examines the perspectives and influence of texts that relate to those cultures. In order to fully understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will analyse the changing use of text forms by Indigenous authors/ creators from various periods and cultures in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English university or college preparation course.

Prerequisite: English, Grade 10

Credit Value: 1.0

NBE 3C – English

College Preparation - Grade 11

This course explores the themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also looks at the perspectives and influences of texts that relate to those cultures. In order to understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will study the use of text forms by Indigenous authors/creators from other periods in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English college preparation course.

Prerequisite: English, Grade 10, Academic or Applied

Credit Value: 1.0

ENGLISH

NBE 3E – English

Workplace Preparation - Grade 11

This course explores themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media texts emerging from First Nations, Métis, and Inuit cultures in Canada, as well as some texts that relate to those cultures. In order to better understand contemporary texts, students will explore connections between traditional and contemporary text forms and cultural and community aspects of identity, relationships, and self-determination, sovereignty, or self-governance. Students will also create oral, written, and media texts focusing on the development of literacy, communication, and critical thinking skills necessary for success in the workplace and daily life. The course is intended to prepare students for the compulsory Grade 12 English workplace preparation course.

Prerequisite: English, Grade 10, Academic or Applied, or the Grade 10 locally developed compulsory credit (LDCC) course in English

Credit Value 1.0

ENG 4U – English Compulsory

University Preparation - Grade 12

This course emphasizes consolidation of literacy, communication, and critical thinking, creative thinking skills necessary for success in academic and daily life. Students will analyze 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

Credit Value: 1.0

ENG 4C – English Compulsory

College Prep. Grade 12

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyze informational texts and literary works from various time periods, countries, and cultures; write research reports, summaries, and short analytical essays; complete an independent study project; and analyze the interactions among media forms, audiences, and media industry practices. An important focus will be on establishing appropriate style and using business and technical language effectively.

Prerequisite: English, Grade 11, College Preparation

Credit Value: 1.0

ENG 4E – English Compulsory

Workplace Preparation - Grade 12

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

Credit Value: 1.0

ENGLISH

EWC 4U - The Writer's Craft Optional University Preparation - Grade 12

This course emphasizes knowledge and skills related to the craft of writing. Students will analyze models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

Prerequisite: English, Grade 11, University Preparation

Credit Value: 1.0

EWC 4C - The Writer's Craft Optional College Prep. – Grade 12

This course emphasizes knowledge and skills related to the craft of writing. Students will investigate models of effective writing; use a workshop approach to write a variety of works; and make considered decisions for improving the quality of their writing. They will also complete a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

Prerequisite: English, Grade 11, College Preparation

Credit Value: 1.0

OLC 40 – English Ontario Secondary School Literacy Course

Open – Grade 12

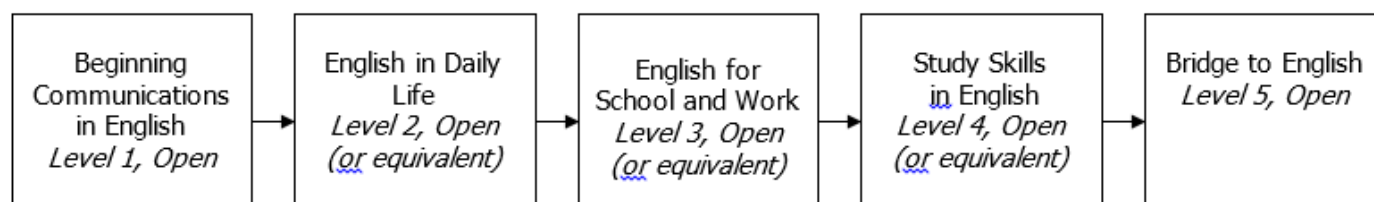
This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test. Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a literacy portfolio containing a record of their reading experiences and samples of their writing.

The credit earned for successful completion of this course may be used to meet either the Grade 12 English compulsory credit requirement or the Group 1 additional compulsory credit requirement, or may be used as an elective credit.

Prerequisite: Students who have been eligible to write the Ontario Secondary School Literacy Test, and have attempted and been unsuccessful at least once, are eligible to take this course.

Credit Value: 1.0

Prerequisite Charts for English as a Second Language and English Literacy Development



ENGLISH AS A SECOND LANGUAGE

ESL AO - ESL Level 1, Beginning Communication in English **Open**

This course builds on students' previous education and language knowledge to introduce the English language and help students adjust to their new cultural environment. Students will develop the ability to use oral and written English for daily needs, acquire basic conversation skills and vocabulary, and use simple sentence patterns. Students will also acquire basic orientation information related to their needs as newcomers to Canada.

Prerequisite: None

Credit Value: 1.0

ESL BO - ESL Level 2, English in Daily Life **Open**

This course expands students' essential English communication skills and cultural knowledge and introduces the language of classroom studies. Students will develop oral classroom skills and reading strategies, expand their vocabulary, and use more complex sentence patterns. Students will also learn how to use some school and community resources.

Prerequisite: ESL A00 or equivalent

Credit Value: 1.0

ESL CO - ESL Level 3, English for School and Work **Open**

This course is designed to improve students' accuracy in using English in classroom situations, for personal and career planning, and to understand the changing world around them. Students will study and interpret a range of texts and produce a variety of forms of writing. Activities will also help students to develop their oral presentation skills and acquire study skills (including note-taking and summarizing skills) that will enhance their ability to learn in all subjects.

Prerequisite: ESL B00 or equivalent

Credit Value: 1.0

ESL DO - ESL Level 4, Study Skills in English **Open**

This course prepares students to use English with increasing accuracy in most classroom and social situations and to participate in society as informed citizens. Students will develop the reading, writing, and oral presentation skills required for success in all subjects. Students will study and interpret a variety of grade-level texts, develop oral communication skills through participation in informal debates and seminars, and extend their range of research skills.

Prerequisite: ESL C00

Credit Value: 1.0

ESL EO - ESL Level 5, Bridge to English **Open**

This course prepares students for secondary school English and other courses at the college and university preparation levels. Students will be encouraged to develop independence in reading literary works and academic texts, in writing essays and narratives, and in applying learning strategies and research skills effectively. Students will also learn to respond critically to print and media works.

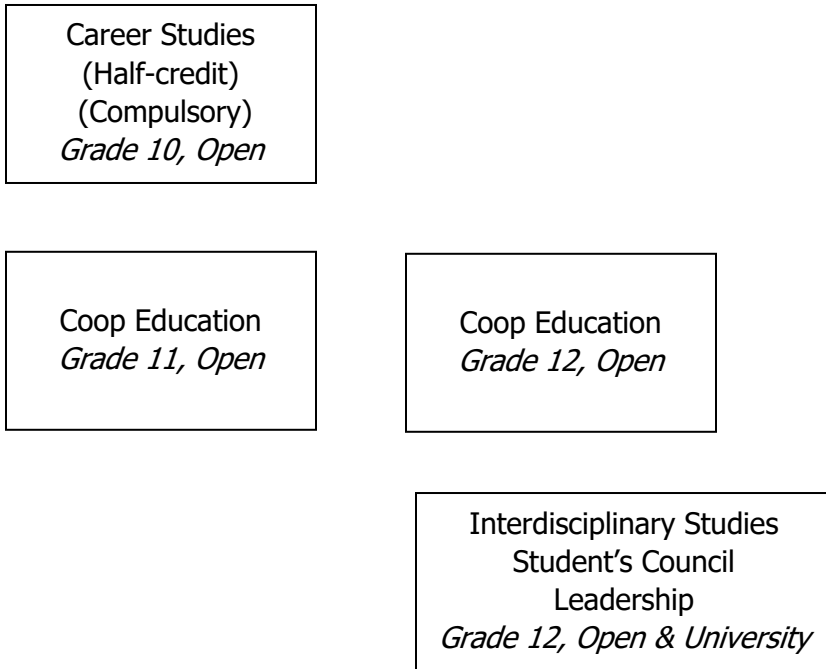
Prerequisite: ESL D00

Credit Value: 1.0

GUIDANCE AND CAREER EDUCATION

Prerequisite Chart for Guidance and Career Education, 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.



Special Education



GUIDANCE AND CAREER EDUCATION

GLE 10 - Learning Strategies

Special Education

Open

This course introduces students to learning theories and strategies, prepares them to become effective independent learners, and helps them increase their personal management skills, both in school and in other contexts. Students will learn how to use reflective thinking, structured inquiring, active reading, memorization, goal-setting strategies, and time- and stress-management skills to identify and work towards their goals. The course will also help students identify their preferred ways of learning and use this knowledge to increase their confidence, motivation, and ability to learn.

Credit Value: 1.0

GLE 20 - Learning Strategies

Special Education

Open

This course introduces students to learning theories and strategies, prepares them to become effective independent learners, and helps them increase their personal management skills, both in school and in other contexts. Students will learn how to use reflective thinking, structured inquiring, active reading, memorization, goal-setting strategies, and time- and stress-management skills to identify and work towards their goals. The course will also help students identify their preferred ways of learning and use this knowledge to increase their confidence, motivation, and ability to learn.

Credit Value: 1.0

GLC 20 - Career Studies

Open - Grade 10

This course teaches students how to develop and achieve personal goals in education and work and contribute to their communities. Student learning will include assessing their own knowledge, skills, and characteristics and investigating economic trends, workplace organization, work opportunities, and ways to search for work. The course explores post-secondary learning options, prepares students for community-based learning, and helps them build the capabilities needed for managing work and life transitions. Students will design action plans for pursuing their goals.

Credit Value: 0.5

GLE 30 - Advanced Learning Strategies: Skills for Success

After Secondary School

Open - Grade 12

This course improves students' learning skills, preparing them to make successful transitions to work and postsecondary education and become independent, lifelong learners. Students will learn how to assess their learning abilities and use critical reading, time management, and other techniques for promoting effective learning. In addition, they will investigate learning requirements for employment and postsecondary education or training and develop plans for learning after secondary school.

Credit Value: 1.0

GLE 40 - Advanced Learning Strategies: Skills for Success

After Secondary School

Open - Grade 12

This course improves students' learning skills, preparing them to make successful transitions to work and postsecondary education and become independent, lifelong learners. Students will learn how to assess their learning abilities and use critical reading, time management, and other techniques for promoting effective learning. In addition, they will investigate learning requirements for employment and postsecondary education or training and develop plans for learning after secondary school.

Credit Value: 1.0

GUIDANCE AND CAREER STUDIES

COP30 - Cooperative Education

Open - Grade 11

COP40 - Cooperative Education

Open - Grade 12

This course consists of a learning experience connected to a community and a cooperative education curriculum that incorporates relevant expectations from the student's related course (or courses). Students will develop skills, knowledge, and habits of mind that will support them in their learning, including their education and career/life planning, at school and beyond, today and in the future. Within the context of their experience connected to a community, students will apply, extend, and refine skills and knowledge acquired in their related course or courses and will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being. They will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives. Credit Value: 2.0

Note: A cooperative education course linked to a related course or courses does not have its own course code. It is recorded on the Provincial Report Card and the Ontario Student Transcript (OST) using the name(s) and course code(s) of the related course(s), with the term "(Co-op)" inserted after the course name. These courses are not considered as University level courses and are not eligible for admission to university programs.

IDC 40S & IDC 4US – Student Leadership

Open & University– Grade 12

This course will help students combine the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present finding beyond the scope of a single subject or discipline. Through individual and collaborative inquiry and research, students will analyze the connections among diverse subjects and disciplines; develop information literacy skills in analyzing, selecting, evaluating, and communicating information; and become aware of a variety of resources and viewpoints on contemporary issues. This course will introduce students to basic leadership theories as they pursue leadership roles in the school and community. Students will study and apply theory in developing skills in the areas of self-awareness, communication, planning/goal setting, and leadership. Students will develop the skills and knowledge to support them in pursuing a variety of leadership roles.

Prerequisite: None

Anterequisite: IDC 4UP Sports Leadership and IDC 4UY Yearbook

Credit: 1.0

GUIDANCE AND CAREER EDUCATION

OYAP (ONTARIO YOUTH APPRENTICESHIP PROGRAM)

OYAP is a Ministry of Advanced Education and Skills Development, the short form is MAESD. It is a program that provides senior students with the opportunity to complete the requirements for a secondary school diploma while receiving apprenticeship training. OYAP is for those students who have career plans in the skilled trades. There are 160 trades recognized by MAESD. The hands-on experience in any of the apprenticeable trades is obtained through the cooperative education program (co-op). The student earns co-op credits as well as hours toward the number required for journeyman status in the chosen trade.

Criteria for Student Acceptance into OYAP

Students will:

- have successfully completed 16 credits, be enrolled full time and be 16 years of age
- agree to follow an educational plan designed specifically for the apprenticeship destination and to complete the requirements for the OSSD
- demonstrate competencies in Math, English and Technological Studies
- follow the application procedure for co-op

To pursue an OYAP placement in any of the skilled trades, see your Guidance Counsellor or Co-op

For more information on OYAP visit www.ontgov.on.ca/apprenticeship

Apprenticeship

Apprenticeship is a formal agreement with MAESD between a person who wants to learn a skilled trade and an employer who needs a skilled worker and is able and willing to do the training. Students may register as apprentices and begin their formal apprenticeship training while they earn credits toward the OSSD. The registration of an apprentice is at the discretion of the employer, therefore apprenticeship cannot be guaranteed. Eighty to ninety percent of the training occurs on the job, where the apprentice learns by watching, practicing and performing tasks. Ten to twenty percent is theoretical, in-school training delivered by a college or MAESD approved delivery agent.

During the secondary school, a student may also begin the Level 1 Theory required for an apprenticeship. The Level 1 Theory component for the following apprenticeships may be offered through OYAP at St. Lawrence College. The student will complete secondary school cooperative education credits in conjunction with the College or approved Training Centre Level 1 Apprenticeship program.

Level 1 Apprenticeship Theory Programs

General Carpenter, Hairstylist, Brick and Stone Mason, Plumbing, Chef - St. Lawrence College, Kingston

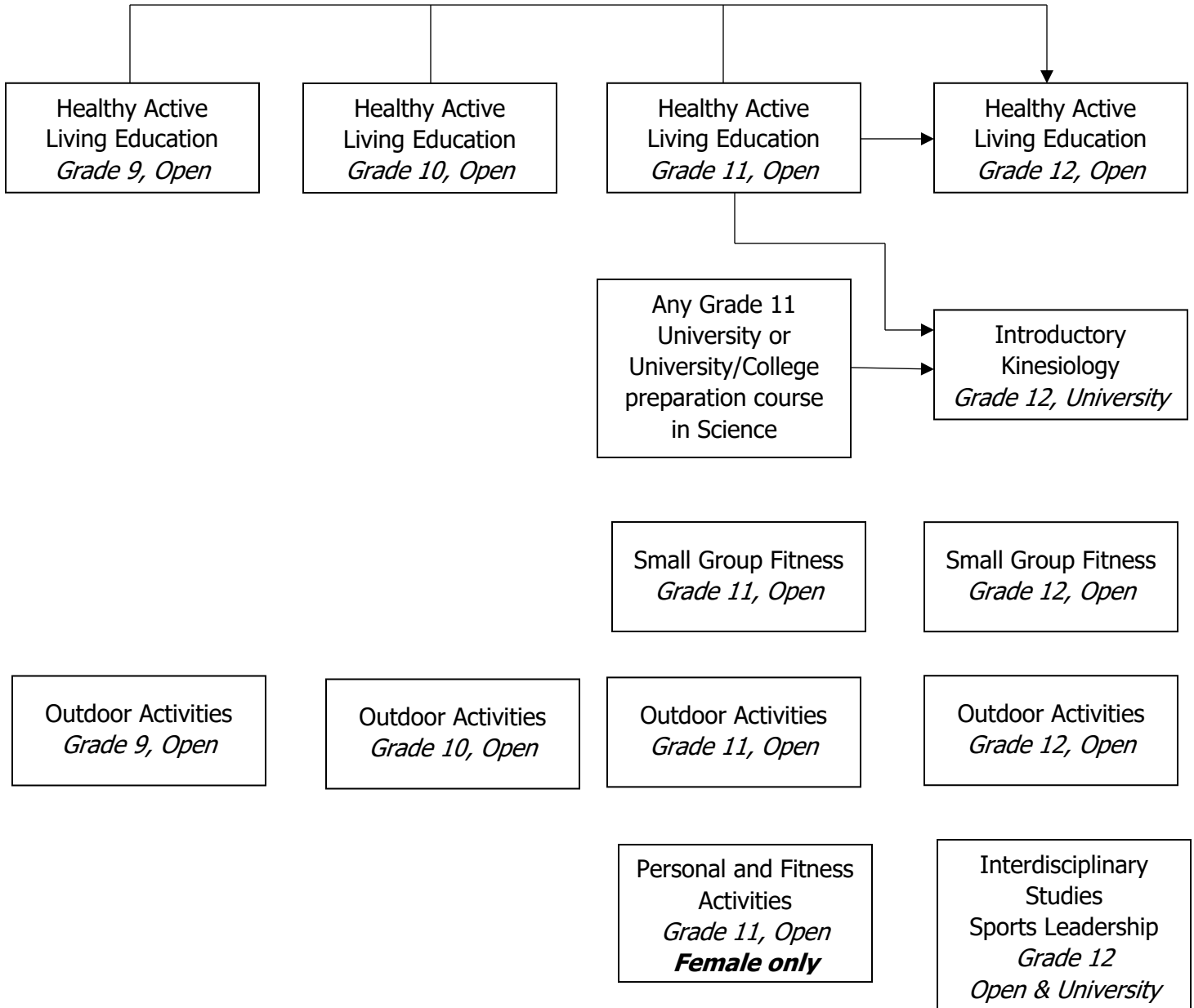
These programs require students to have a Semester of Grade 12 dedicated to the combined co-op/theory program. To be successful the student will be required to meet the training requirements of MAESD. Although there will be no secondary school credits attached to the theory programs, the schedule allows students to complete secondary school cooperative education credits in conjunction with Level 1 Apprenticeship.

The theory component for all other apprenticeships will be completed after secondary school, with some apprenticeship hours and some skill sets signed off before graduation through OYAP.

HEALTH AND PHYSICAL EDUCATION

Prerequisite Chart for Health and Physical Education, 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.



HEALTH AND PHYSICAL EDUCATION

PPL 10 - Healthy Active Living

Open - Grade 9

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.

* This course is segregated into male and female only sections.

Credit Value: 1.0

PAD 10 - Healthy Living And Outdoor Activities

Open - Grade 9

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. This co-ed, group-oriented course takes place primarily within 'the outdoor classroom' (on/around the school grounds, local Outdoor Education areas, and extended field trips) as well as within the conventional classroom and challenges students to learn by doing. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. They will examine issues related to healthy eating and environmental awareness.

*This course will focus on meeting these expectations in an outdoor environment. Activities will include fishing, hiking, canoeing, biking and wilderness survival.

Credit Value: 1.0

PPL 20 - Healthy Active Living Education

Open - Grade 10

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

Credit Value: 1.0

PAD 20 - Healthy Living And Outdoor Activities

Open - Grade 10

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. This co-ed, group-oriented course takes place primarily within 'the outdoor classroom' (on/around the school grounds, local Outdoor Education areas, and extended field trips) as well as within the conventional classroom and challenges students to learn by doing. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. They will examine issues related to healthy eating and environmental awareness.

*This course will focus on meeting these expectations in an outdoor environment. Activities will include fishing, hiking, canoeing, biking and wilderness survival.

Credit Value: 1.0

HEALTH AND PHYSICAL EDUCATION

PPL 30 - Healthy Active Living Education

Open - Grade 11

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

Credit Value: 1.0

PAD 30 - Healthy Living And Outdoor Activities

Open - Grade 11

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. This co-ed, group-oriented course takes place primarily within 'the outdoor classroom' (on/around the school grounds, local Outdoor Education areas, and extended field trips) as well as within the conventional classroom and challenges students to learn by doing. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. They will examine issues related to healthy eating and environmental awareness.

*This course will focus on meeting these expectations in an outdoor environment. Activities will include fishing, hiking, canoeing, biking and wilderness survival.

Prerequisite: None

Credit Value:1.0

PAF 301F - Healthy Living And Personal Fitness Activities

Open - Grade 11, Female only

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

Credit Value:1.0

PAI 30 - Healthy Living And Small Group Activities

Open - Grade 11

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.

*This course will focus on developing fitness (body composition, flexibility, strength, endurance and cardio).

Prerequisite: None

Credit Value:1.0

HEALTH AND PHYSICAL EDUCATION

PPL 40 - Healthy Active Living

Open - Grade 12

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of 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

Credit Value: 1.0

PAD 40 - Healthy Living And Outdoor Activities

Open - Grade 12

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. This co-ed, group-oriented course takes place primarily within 'the outdoor classroom' (on/around the school grounds, local Outdoor Education areas, and extended field trips) as well as within the conventional classroom and challenges students to learn by doing. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. They will examine issues related to healthy eating and environmental awareness.

*This course will focus on meeting these expectations in an outdoor environment. Activities will include fishing, hiking, canoeing, biking and wilderness survival.

Prerequisite: None

Credit Value: 1.0

PAI 40 - Healthy Living And Small Group Activities

Open - Grade 12

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.

*This course will focus on developing fitness (body composition, flexibility, strength, endurance and cardio).

Prerequisite: None

Credit Value:1.0

PSK 4U – Intro to Kinesiology University Prep. - Grade 12

This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.

Prerequisite: Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 course in health and physical education

Credit Value: 1.0

HEALTH AND PHYSICAL EDUCATION

**IDC 4OP & IDC 4UP - Sports Leadership
Open & University Prep. – Grade 12**

The course analyzes the role of sports and athletics in contemporary culture, history and compares various cultures. Using diverse resources and research methods, students will analyze the depiction of sports and health in media and literature and will examine trends in the business and communication of sports related activities. They will also explore the importance of personal fitness and healthy living, the relationship between amateur and professional sports and local and provincial opportunities and careers in sports, outdoor education and physical activity. The impact of sports on society is examined at both the macro and micro-dimensions.

Prerequisite: Any Grade 11 or 12 open course in health and physical education however an interview with the teacher is required.

Anterequisite: IDC 4US Student Leadership and IDC 4UY Yearbook

Credit Value: 1.0

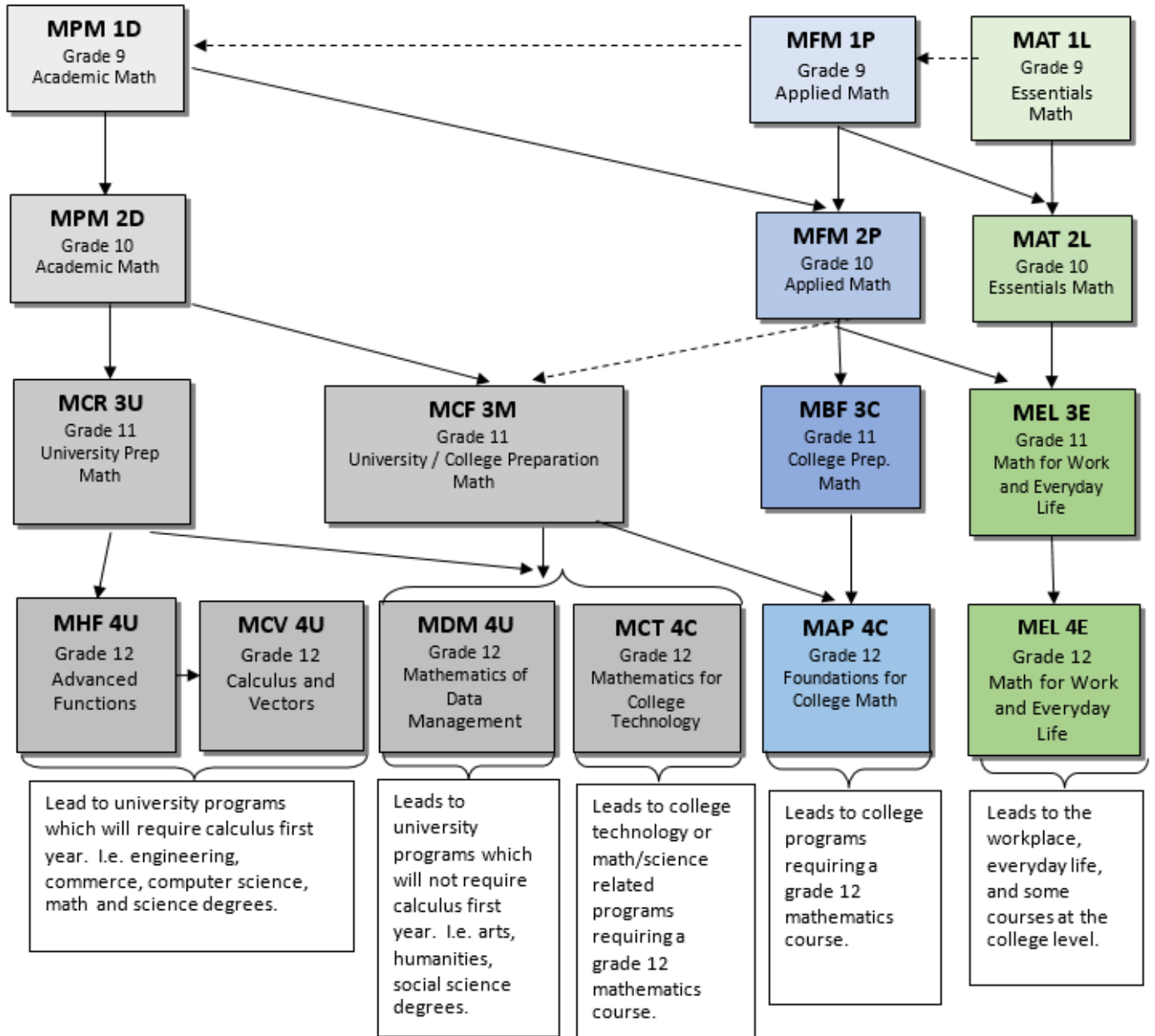
MATHEMATICS

Prerequisite Chart for Mathematics, Grades 9 – 12

The chart maps out all the courses in the discipline and shows the links between course and the possible prerequisites for them.

Prerequisite Chart for Mathematics, Grades 9 – 12

The chart maps out all the courses in the discipline and shows the links between course and the possible prerequisites for them.



1) MCV 4U must be taken after MHF4U or at the same time.

2) To graduate, a students must have **3** credits in mathematics, with one of the credits at the grade 11 or 12 level.

MATHEMATICS

MPM 1D - Principles of Mathematics

Academic - Grade 9

This course enables students to develop 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 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.

*EQAO math assessment takes place during the last month of the term and is worth 10% of the student's final mark.

Successful completion of this course prepares students for Principles of Mathematics, Grade 10, Academic (MPM2D) or Foundations of Mathematics, Grade 10, Applied (MFM2P).

Credit Value: 1.0

MFM 1P - Foundations of Mathematics

Applied - Grade 9

This course enables students to develop 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 relationships 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.

*EQAO math assessment takes place during the last month of the term and is worth 10% of the student's final mark.

Successful completion of this course prepares students for Foundations of Mathematics, Grade 10, Applied (MFM2P). (*Note: Students who wish to take Principles of Mathematics, Grade 10, Academic (MPM2D) after completing this course will need to achieve the MPM 1D credit.*)

Credit Value: 1.0

MAT 1L - Locally Developed Compulsory Mathematics - LDCC

Grade 9 Mathematics 1

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, in the Grade 10 LDCC course, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. Three strands related to money sense measurement, and proportional reasoning organize the course. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

Prerequisite: None

Credit Value: 1.0

MPM 2D – Principles of Mathematics Academic - Grade 10

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

Prerequisite: MPM1D0 or MFM 1P0

Credit Value: 1.0

MATHEMATICS

MFM 2P - Foundations of Mathematics, Applied - Grade 10

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

Prerequisite: Grade 9 Mathematics, Academic or Applied

Credit Value: 1.0

MAT 2L – Locally Developed Compulsory Mathematics - LDCC - Grade 10 Mathematics 1

This course emphasizes the extension of mathematical knowledge and skill to prepare students for success in their everyday lives, in the workplace, and in the Mathematics Grade 11 and 12 Workplace Preparation courses. The course is organized by three strands related to money sense measurement, and proportional reasoning. In all strands, the focus is on strengthening and extending key foundational mathematical concepts and skill by solving authentic, everyday problems. Students have opportunities to extend their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

Prerequisite: A Grade 9 Mathematics credit

Credit Value: 1.0

MCR 3U - Functions University - Grade 11

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

Prerequisite: Principles of Mathematics, Grade 10, Academic

Credit Value: 1.0

MCF 3M - Functions and Applications, University/College - Grade 11

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

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

Credit Value: 1.0

MATHEMATICS

MBF 3C - Foundations for College Mathematics, Grade 11, College

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

Prerequisite: Foundations of Mathematics, Grade 10
Credit Value: 1.0

MEL 3E Mathematics for Work and Everyday Life Grade 11 - Workplace

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

Prerequisite: Principles of Mathematics, Grade 9, Academic, or Foundations of Mathematics, Grade 9, Applied, or a Grade 10 Mathematics LDCC (locally developed compulsory credit) course
Credit Value: 1.0

MCV 4U - Calculus and Vectors Grade 12 - University

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

Prerequisite: Note: Advanced Functions, Grade 12, University Preparation, must be taken prior to or concurrently with Calculus and Vectors.
Credit Value: 1.0

MHF 4U - Advanced Functions, Grade 12 - University

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

Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation
Credit Value: 1.0

MATHEMATICS

MDM 4U - Mathematics of Data Management Grade 12 - University

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

Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation
Credit Value: 1.0

MCT4C - Mathematics for College Technology Grade 12 - College

This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, exponential, and trigonometric functions; continue to represent functions numerically, graphically, and algebraically; develop facility in simplifying expressions and solving equations; and solve problems that address applications of algebra, trigonometry, vectors, and geometry. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for a variety of college technology programs.

Prerequisite: Functions and Applications, Grade 11, University/College Preparation, or Functions, Grade 11, University Preparation
Credit Value: 1.0

MAP4C - Foundations for College Mathematics Grade 12 - College

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; solve financial problems connected with annuities, budgets, and renting or owning accommodation; simplify expressions; and solve equations. Students will reason mathematically and 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, University/College Preparation
Credit Value: 1.0

MEL 4E - Mathematics for Work and Everyday Life Grade 12 - Workplace

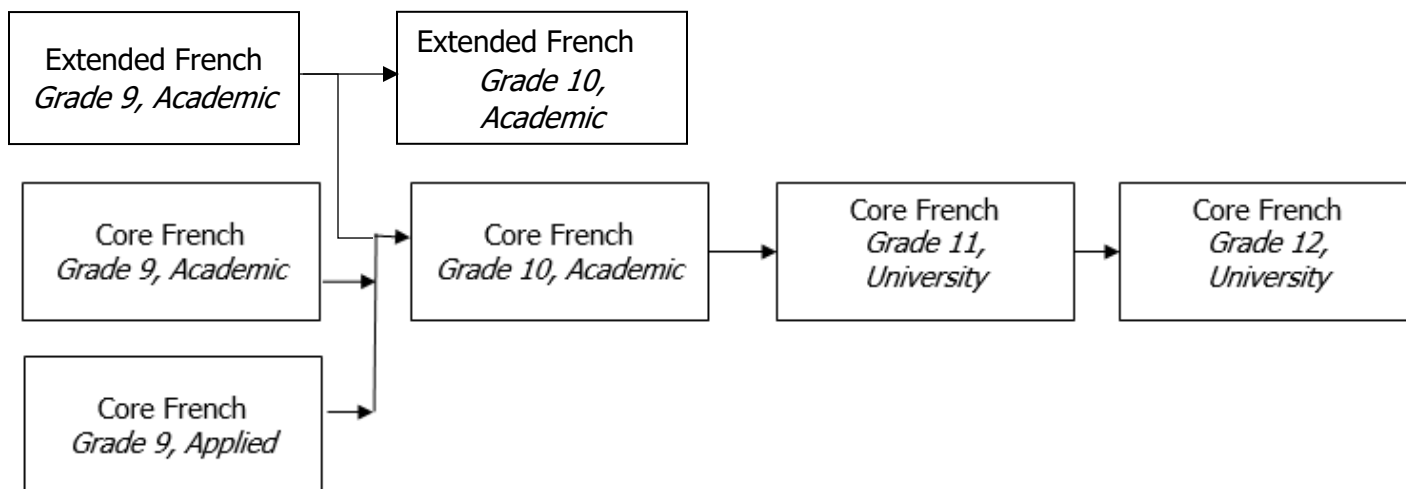
This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics; apply the concept of probability to solve problems involving familiar situations; investigate accommodation costs, create household budgets, and prepare a personal income tax return; use proportional reasoning; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation
Credit Value: 1.0

MODERN LANGUAGES

Prerequisite Chart for French as a Second Language, Grades 9 – 12

This chart maps out all the courses in the discipline and shows the links between courses and the possible prerequisite for them.



Core French

At the secondary school level, Students are required to complete 30 credits to receive their Ontario Secondary School Diploma. All Grade 9 students study FSL which is a required component of the OSSD. We encourage students to continue studying French throughout their high school career. Students who complete 4 years of core French courses will receive a certificate of French completion at their graduation ceremony.

Core French Course Offered:

Grade 9 – FSF1D (Academic), FSF1P (Applied)

Grade 10 - FSF2D (Academic)

Grade 11 – FSF3U (University)

Grade 12 – FSF4U (University)

Extended French

At the secondary school level, students in the Extended French program take 4 extended French credit courses plus 3 additional credits taught in French. This program is an extension of the elementary school immersion program, and grade 8 French Immersion graduates are encouraged to continue in Extended French. Students who complete 7 credits of French Extended courses will receive a certificate of French completion at their graduation in grade 12.

Starting in September, 2019 the following courses will be offered in Extended French:

Grade 9 French – FEF1D (Academic)

Grade 9 Religion – HRE1O1E

Grade 10 French – FEF2D1 (Academic)

Grade 10 History – CHC2D1E (Academic)

More Extended French courses will be added in subsequent years.

Students who have successfully completed elementary Extended French or French Immersion programs and do not wish to pursue further studies in these programs could be considered for advanced placement in the Core French program, if they demonstrate the necessary knowledge and skills. Students need to contact their guidance Counsellor.

MODERN LANGUAGES

FSF 1D - Core French

Academic - Grade 9

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 elementary Core French instruction, or equivalent.

Credit Value: 1.0

FSF 1P - Core French

Applied - Grade 9

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 elementary Core French instruction, or equivalent.

Credit Value: 1.0

FEF 1D – Extended French

Academic - Grade 9

This course provides opportunities for students to speak and interact in French in a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Extended French program. They will develop their creative and critical thinking skills through independently responding to and interacting with a variety of oral and written texts. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Minimum of 1260 hours of French instruction, or equivalent

FSF 2D - Core French

Academic - Grade 10

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Core French, Grade 9, Academic or Applied.

Credit Value: 1.0

MODERN LANGUAGES

FEF 2D – Extended French

Academic - Grade 10

This course provides extensive opportunities for students to use their communication skills in French and to apply language learning strategies. Students will develop their skills in listening, speaking, reading, and writing by responding to and interacting with French oral and written texts in a variety of real-life contexts, using their creative and critical thinking skills to explore and evaluate information and ideas in the texts. Students will increase their knowledge of the French language through the study of French authors. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Extended French, Grade 9, Academic

Credit Value: 1.0

FSF 3U - Core French

University Preparation - Grade 11

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Core French, Grade 10, Academic

Credit Value: 1.0

FSF 4U - Core French

University Prep. - Grade 12

This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

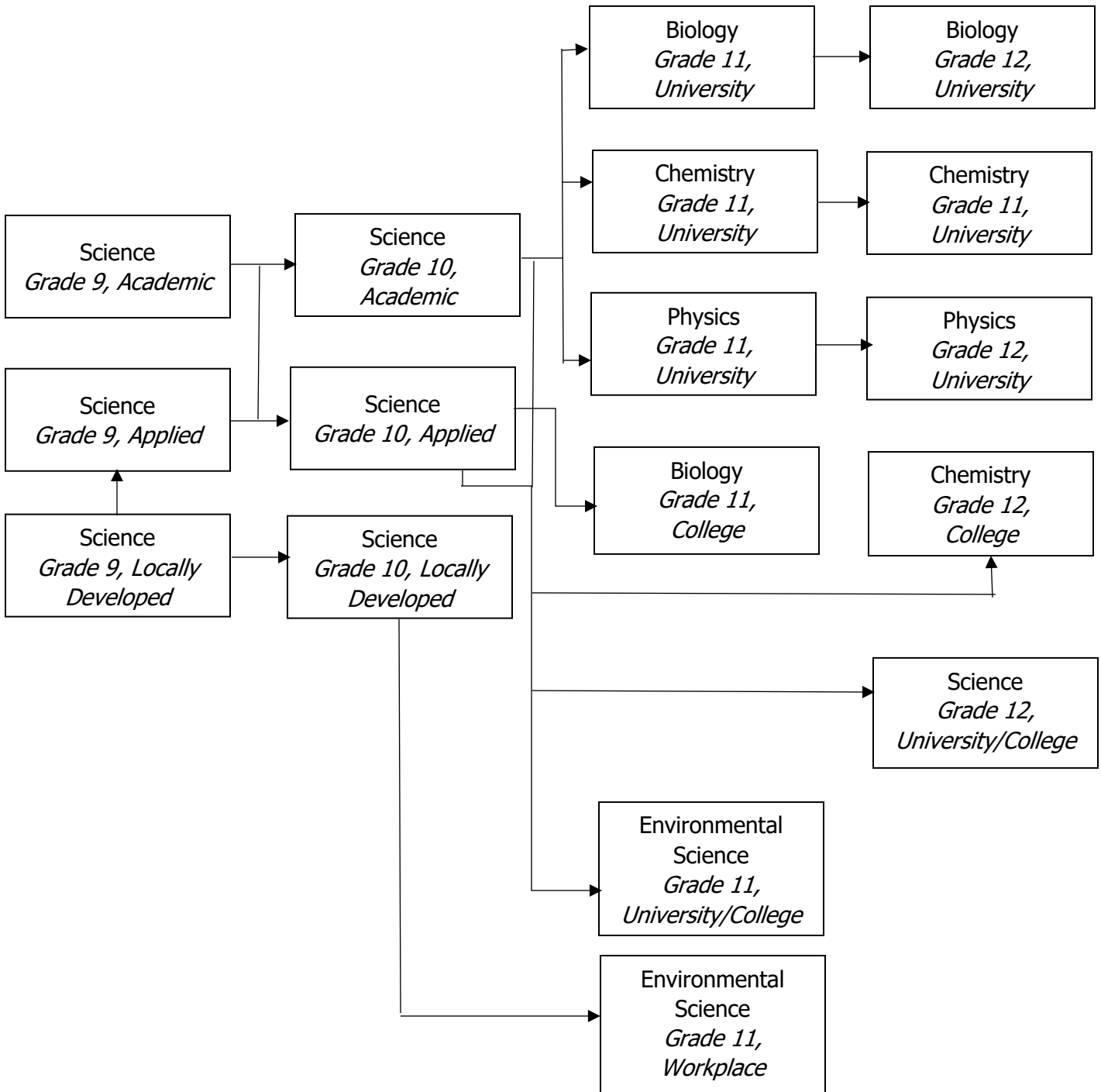
Prerequisite: Core French, Grade 11, University Preparation

Credit Value: 1.0

SCIENCE

Prerequisite Chart for Science, Grade 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.



SCIENCE

SNC 1D - Science

Academic - Grade 9

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

Credit Value: 1.0

SNC 1P - Science

Applied - Grade 9

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

Credit Value: 1.0

SNC 1L - Locally Developed Compulsory Science

Grade 9 Science 1

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, 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: None

Credit Value: 1.0

SNC 2L - Locally Developed Compulsory Science – LDCC

Grade 10 Science 1

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking, and the environmental impact of science and technology, 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 the media, interactions of common materials, interdependence of organisms in communities, and using electrical energy. 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: None

Credit Value: 1.0

SCIENCE

SNC 2D – Science

Academic - Grade 10

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: SNC 1D1 or SNC1P1

It is highly recommended that students take SNC 1D. Students must speak to Guidance Counsellor.

Credit Value: 1.0

SNC 2P – Science

Applied - Grade 10

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: SNC 1D1 or SNC 1P1

Credit Value: 1.0

SBI 3U – Biology

University Prep. - Grade 11

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: SNC2D1

Credit Value: 1.0

SBI 3C – Biology

College Prep. - Grade 11

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: SNC2D1 or SNC2P1

Credit Value: 1.0

SCH 3U – Chemistry

University Prep. - Grade 11

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: SNC2D1

Credit Value: 1.0

SCIENCE

SPH 3U – Physics

Academic - Grade 11

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 analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Prerequisite: SNC2D1

Credit Value: 1.0

SNC4M - Science, University/College Preparation - Grade 12

This course enables students, including those pursuing post-secondary programs outside the sciences, to increase their understanding of science and contemporary social and environmental issues in health-related fields. Students will explore a variety of medical technologies, pathogens and disease, nutritional science, public health issues, and biotechnology. The course focuses on the theoretical aspects of the topics under study and helps refine students' scientific investigation skills.

Prerequisite: Science, Grade 10, Academic, or any Grade 11 university, university/college, or college preparation course in science

Credit Value: 1.0

SCH 4C - Chemistry College Prep. - Grade 12

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: SNC2D1 or SNC2P1

Credit Value: 1.0

SBI 4U – Biology

University Prep. - Grade 12

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: SBI3U1

Credit Value: 1.0

SCH 4U – Chemistry University Preparation - Grade 12

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: SCH3U1

Credit Value: 1.0

SPH 4U – Physics University Preparation - Grade 12

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 relating 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: SPH3U1

Credit Value: 1.0

SCIENCES

SNV 3M - Environmental Science**University/College Preparation - Grade 11**

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: SNC2D1 or SNC2P1

Credit Value: 1.0

SNV 3E - Environmental Science**Workplace Preparation - Grade 11**

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 environmental responsibility in the workplace.

Emphasis is placed on relevant, practical application 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.

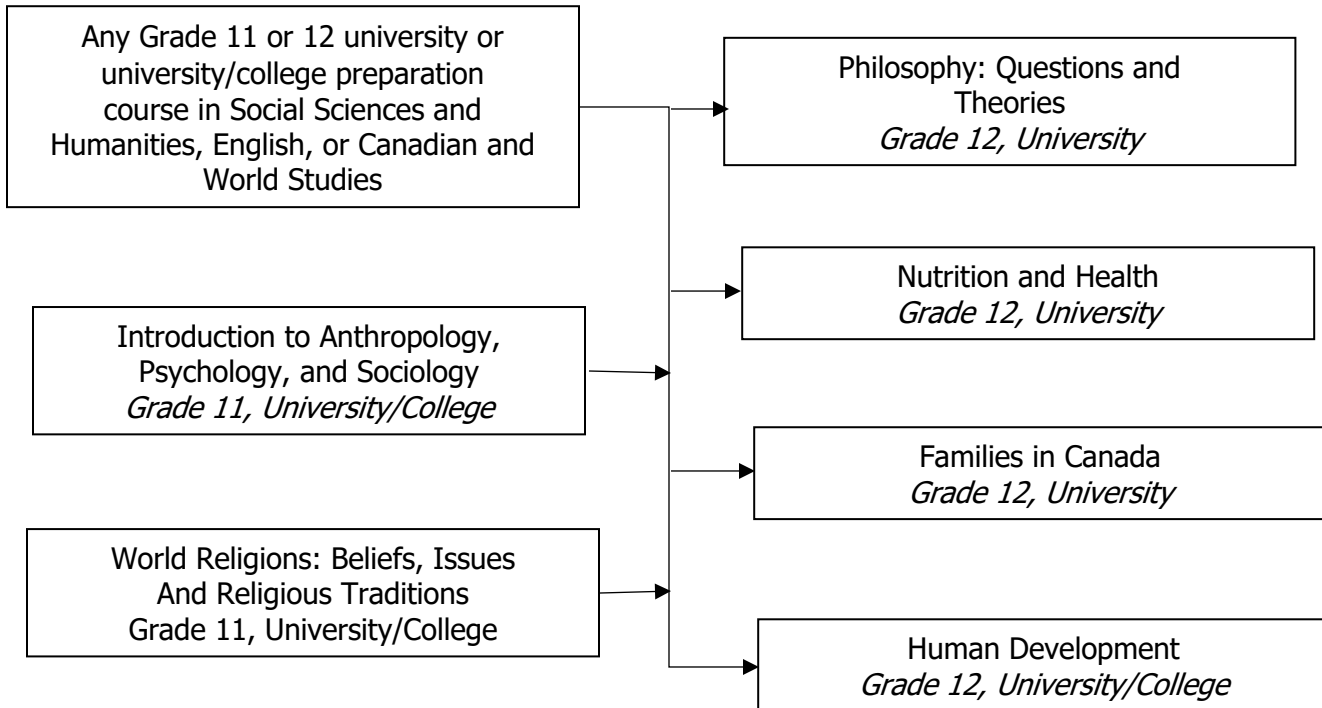
Prerequisite: SNC1D, SNC1P, SNC1L or SNC2L

Credit Value: 1.0

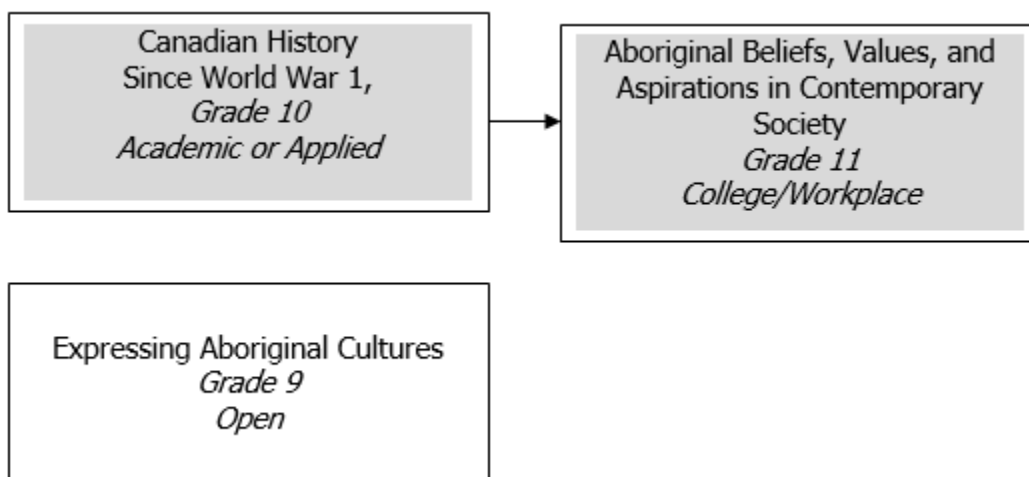
SOCIAL SCIENCE AND HUMANITIES

Prerequisite Chart for Social Sciences and Humanities, Grade 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.



Native Studies – Aboriginal Beliefs, Values and Aspirations in Contemporary Society



SOCIAL SCIENCE AND HUMANITIES

Descriptions of the following Social Sciences and Humanities Courses can be found on pages 41 to 43 in the Religion subject category:

HRT3M - Faith and Culture

HRF 30 - Faith and Culture

HRE4M - Church and Culture

HRE4O -Church and Culture

HHS4U/HHS4C – Families in Canada

HZT 4U - Philosophy: Questions and Theories

**HSP 3U - Introduction to Anthropology, Psychology, and Sociology
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 (Canadian and world studies).

Credit Value: 1.0

**HSP3C - Introduction to Anthropology, Psychology, and Sociology, 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.

Credit Value: 1.0

**HFA 4C – Nutrition and Health
Grade 12 - College Preparation**

This course focuses on the relationship between nutrition and health at different stages of life and on global issues related to food production. Students will investigate the role of nutrition in health and disease and assess strategies for promoting food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and refine their ability to use social science research and inquiry methods to investigate topics related to nutrition and health.

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

Credit Value: 1.0

**HHG 4M – Human Development throughout the Lifespan
Grade 12 – University/College Preparation**

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

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

Credit Value: 1.0

SOCIAL SCIENCES (NATIVE STUDIES)

NAC 101 – Expressions of Aboriginal Cultures Open - Grade 9

This course will explore a variety of contemporary and traditional First Nations, Métis, and Inuit art forms such as new media, storytelling, installation and performance art. Students will examine the interrelationships between Aboriginal art forms and individual and cultural identities and values. They will create art works to express their own ideas and understanding of Aboriginal identity, relationships, and sovereignty by using a range of media, processes, techniques, and styles.

Prerequisite: None.

Credit Value: 1.0

Note: This course will substitute for the Art compulsory credit.

NBV3C - World Views and Aspirations of First Nations, Métis, and Inuit Peoples in Canada College / Workplace – Grade 11

This course explores diverse world views and aspirations of First Nations, Métis, and Inuit peoples in Canada. Students will examine the traditional context for – and current economic, cultural, and social successes and challenges related to – those beliefs, values, and aspirations. Students will explore their own and others' world views, and the factors that shape world views, to develop an understanding of how traditional and contemporary values influence the aspirations of First Nations, Métis, and Inuit peoples. Students are also given the opportunity to develop their own problem-solving strategies to address an issue of diversity and inclusion.

Prerequisite: Grade 10 First Nations, Métis, and Inuit Peoples in Canada, Open, or Grade 10 Canadian History since World War I, Academic, or Applied

Credit Value: 1.0

NBV3E - World Views and Aspirations of First Nations, Métis, and Inuit Peoples in Canada Workplace Preparation – Grade 11

This course explores diverse world views and aspirations of First Nations, Métis, and Inuit peoples in Canada. Students will examine issues of identity facing First Nations, Métis, and Inuit individuals and communities with respect to changing relationships with the land, nature, one another, and Canada. Students will explore their own world views, and the factors that shape world views over time, to develop an understanding of how traditional and contemporary values influence the aspirations of First Nations, Métis, and Inuit peoples

Prerequisite: Grade 10 First Nations, Métis, and Inuit Peoples in Canada, Open, or Grade 10 Canadian History since World War I, Academic, Applied, or Locally Developed Compulsory Credit (LDCC)

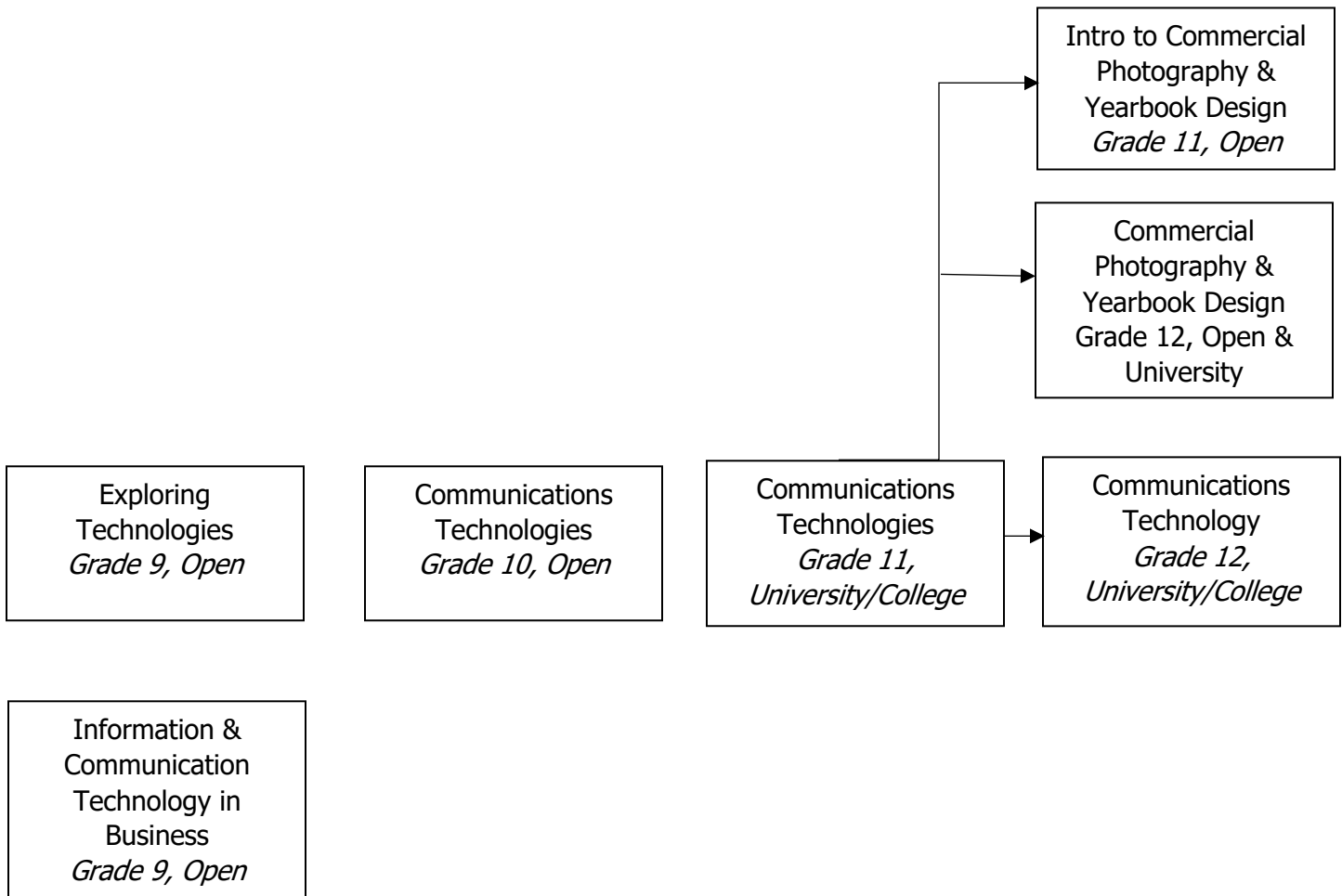
Credit Value: 1.0

TECHNOLOGIES

Prerequisite Charts for Technological Education, Grade 9 – 12

Part A: Broad-Based Technology

These charts map out all the courses in the discipline and show the links between courses and the possible prerequisites for them. They do not attempt to depict all possible movements from course to course. (Grade 9 Exploring Technologies is strongly recommended for grades 10, 11 & 12 Technological Education Courses.)



TECHNOLOGIES

TIJ 10 - Exploring Technologies

Open - Grade 9

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

Projects include: photograph & graphic design a movie poster, video record & edit a movie trailer, assemble & program a Lego robot, design & make a 3D print, design & build the tallest cardboard tower, design & construct a wood plaque, and design & build a model glider.

NOTE: TIJ 10 is strongly recommended for students wishing to take grades 10, 11, and 12 Technological Education Courses.

Credit Value: 1.0

TGJ 20 – Communication Technology

Open - Grade 10

This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and animation.

Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology and explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.

Prerequisite: None, however, TIJ 10 or BTT10 is strongly recommended.

Course projects center on students' interests: teams, hobbies, clubs, family, etc

Credit Value: 1.0

TGJ3M Communications Technology Grade 11 - University/College

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues, and will explore college and university programs and career opportunities in the various communications technology fields. Based on an Advertising theme: students produce radio, magazine, TV and mobile electronic device ads.

Prerequisite: None however, TGJ20 is strongly recommended.

Credit Value: 1.0

TGJ4M - Communications Technology Grade 12 - University/College

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology, and will investigate career opportunities and challenges in a rapidly changing technological environment. A portfolio development course for college, university, workplace applications: students produce a broad range of projects: documentary video, logos, short movie, photo poster, publicity photos blog etc.....

Prerequisite: TGJ3 Communications Technology, Grade 11, University/College Preparation

Credit Value: 1.0

TECHNOLOGIES

**IDC 30Y – Interdisciplinary Studies
(Introduction to Commercial Photography and
Yearbook Design) – Open - Grade 11**

This course prepares students for further study in graphics, journalism and / or commercial photography. The course integrates digital imaging, studio photography, interviewing, caption and story writing, graphics, desktop publishing and page design. Students will plan, design, and produce yearbook pages for publication. This course examines communications systems and design and production processes in the area of electronic, live, recorded, and graphic communication. Students will create, manage, and distribute projects both independently and in project teams. Students will also study industry standards and regulation and health and safety issues, and will explore careers, the importance of lifelong learning, and the impact of communication technology on society and the environment.

Prerequisite: None

Recommended: TGJ 20

Credit Value: 1.0

**IDC 40Y & IDC 4UY- Interdisciplinary Studies
– (Commercial Photography and Yearbook
Design)****Open & University Preparation –
Grade 12**

This course prepares students for further study in graphics, journalism and / or commercial photography. The course integrates digital imaging, studio photography, interviewing, caption and story writing, graphics, desktop publishing and page design. Students will plan, design, and produce yearbook pages for publication. This course examines communications systems and design and production processes in the area of electronic, live, recorded, and graphic communications. Students will create, manage, and distribute complex electronic, graphic, recorded projects independently and in project teams. Students will also study industry standards and regulations and health and safety issues, and will explore careers, the importance of lifelong learning, and the impact of communications technology on society and the environment.

Prerequisite: IDC30Y or TGJ3M or ENG3U

Ante requisite: IDC 4UP, IDC 4US

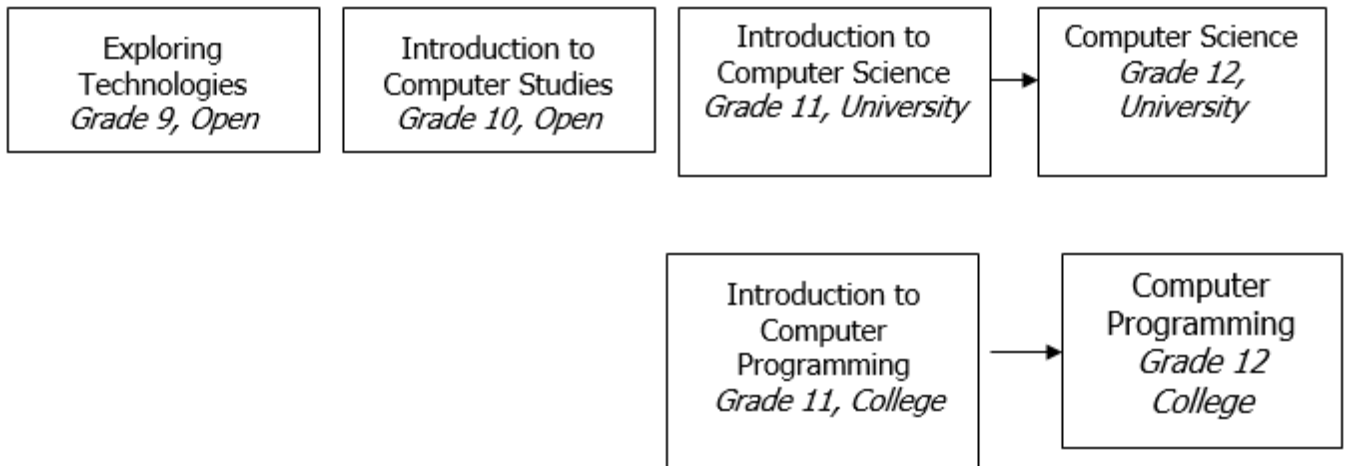
Credit Value: 1.0

TECHNOLOGIES

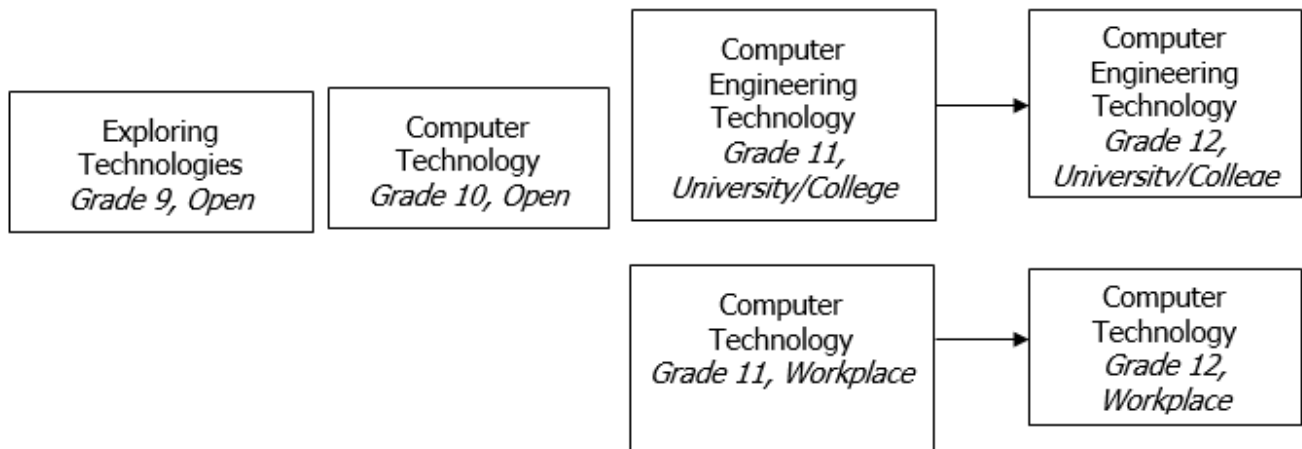
Computer Studies

These charts map out all the courses in the discipline and show the links between courses and the possible prerequisites for them. They do not attempt to depict all possible movements from courses to course.

Computer Studies



Computer Engineering Technology



TECHNOLOGIES

TIJ 10 - Exploring Technologies

Open - Grade 9

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

Projects include: photograph & graphic design a movie poster, video record & edit a movie trailer, assemble & program a Lego robot, design & make a 3D print, design & build the tallest cardboard tower, design & construct a wood plaque, and design & build a model glider.

Prerequisite: None.

NOTE: TIJ 10 is strongly recommended for students wishing to take grades 10, 11, and 12 Technological Education Courses.

Credit Value: 1.0

TEJ 20 - Computer Technology

Grade 10 Open

This course introduces students to computer systems, networking, and interfacing, as well as electronics and robotics. Students will assemble, repair, and configure computers with various types of operating systems and application software. Students will build small electronic circuits and write computer programs to control simple peripheral devices or robots. Students will also develop an awareness of related environmental and societal issues, and will learn about secondary and postsecondary pathways and career opportunities in computer technology.

Prerequisite: None, however BTT 10 is strongly recommended.

Credit Value: 1.0

TEJ 3E - Computer Technology

Grade 11 Workplace Preparation

This course enables students to develop knowledge and skills related to computer hardware, networks, operating systems, and other software. Students will use utility and application software, and learn proper procedures for installing, maintaining, and troubleshooting computer systems and networks. Students will develop an awareness of environmental and societal issues related to the use of computers, and will learn about apprenticeships and other employment opportunities in the field of computer technology that they may choose to pursue after graduation.

Prerequisite: None, however TEJ 20 is strongly recommended.

Credit Value: 1.0

TEJ 3M -Computer Engineering Technology

Grade 11 University / College Preparation

This course examines computer systems and control of external devices. Students will assemble computers and small networks by installing and configuring appropriate hardware and software. Students will develop knowledge and skills in electronics, robotics, programming, and networks, and will build systems that use computer programs and interfaces to control and / or respond to external devices. Students will develop an awareness of related environmental and societal issues, and will learn about college and university programs leading to careers in computer technology.

Prerequisite: None, however TEJ 20 is strongly recommended.

Credit Value: 1.0

TECHNOLOGIES

**TEJ 4E - Computer Technology
Grade 12 Workplace Preparation**

This course enables students to further develop their practical understanding of computer hardware, software, networks, and operation systems. Students will use utility and application software, and will follow proper procedures for installing, maintaining, and troubleshooting computer systems and networks. In addition to demonstrating an understanding of the ethical use and environmental effects of computers, students will develop marketable skills and assess career opportunities in the field.

Prerequisite: TEJ 3E
Credit Value: 1.0

**TEJ 4M - Computer Engineering Technology
Grade 12 University / College Preparation**

This course extends students' understanding of computer systems and computer interfacing with external devices. Students will assemble computer systems by installing and configuring appropriate hardware and software, and will learn more about fundamental concepts of electronics, robotics, programming, and networks. Students will examine related environmental and societal issues, and will explore postsecondary pathways leading to careers in computer technology.

Prerequisite: TEJ 3M
Credit Value: 1.0

COMPUTER STUDIES

ICS 20 - Introduction to Computer Studies Grade 10 Open

This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers. *Projects may include the creation of simple game programs incorporating graphics and the creation of a basic phone app.*

ICS 3C - Introduction to Computer Programming 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. The culminating activity in this course will involve the planning and development of a large, student-initiated program which can incorporate graphics, sound and other advanced programming concepts using Python programming language.

Prerequisite: None
Credit Value: 1.0

ICS 3U - Introduction to Computer Science Grade 11 University Preparation

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields. The culminating activity in this course will involve the planning and development of a large, student-initiated program which can incorporate graphics, sound and other advanced programming concepts using the Python programming language.

Prerequisite: None
Credit Value: 1.0

ICS4U - Computer Science Grade 12 University Preparation

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyze algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

Prerequisite: Introduction to Computer Science, Grade 11, University Preparation.
Credit Value: 1.0

COMPUTER SCIENCE

**ICS4C - Computer Programming
Grade 12 College Preparation**

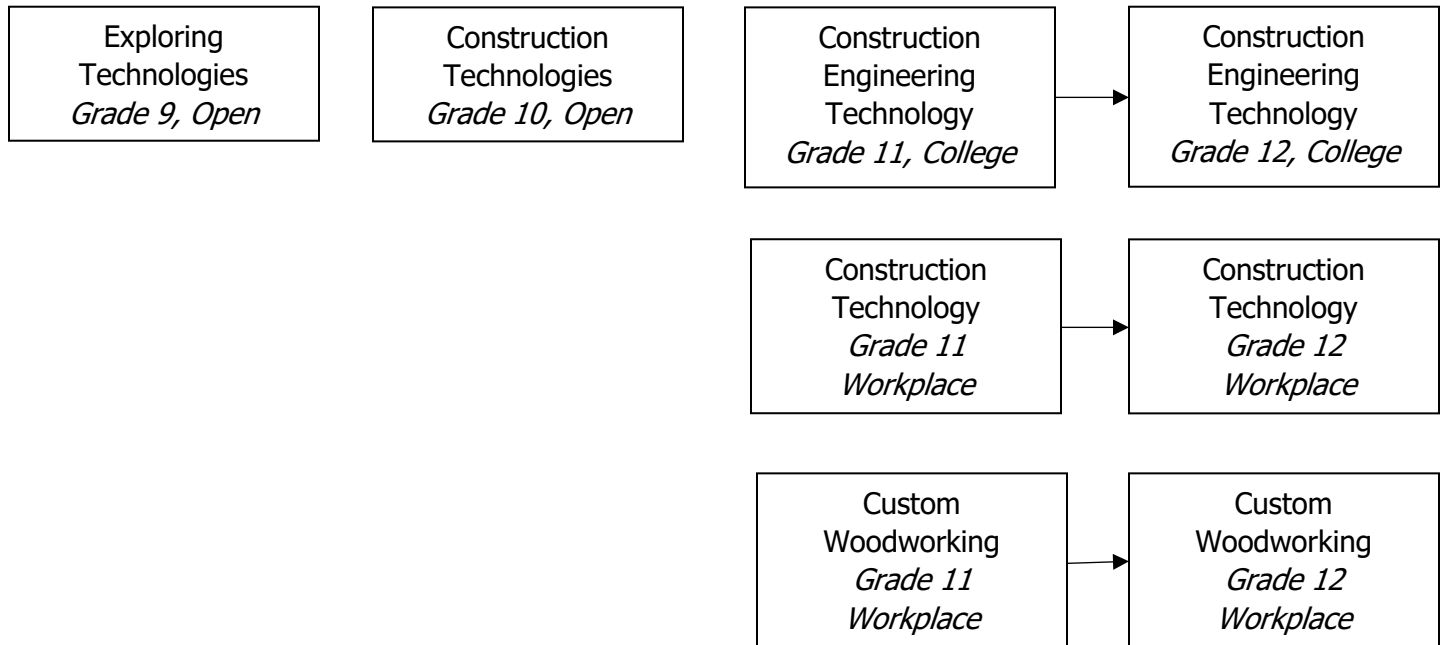
This course further develops students' computer programming skills. Students will learn object-oriented programming concepts, create object-oriented software solutions, and design graphical user interfaces. Student teams will plan and carry out a software development project using industry-standard programming 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.

Credit Value: 1.0

TECHNOLOGIES

Construction Technology



TECHNOLOGIES

TIJ 10 - Exploring Technologies

Open - Grade 9

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

Projects include: photograph & graphic design a movie poster, video record & edit a movie trailer, assemble & program a Lego robot, design & make a 3D print, design & build the tallest cardboard tower, design & construct a wood plaque, and design & build a model glider.

Prerequisite: None.

NOTE: TIJ 10 is strongly recommended for students wishing to take grades 10, 11, and 12 Technological Education Courses.

Credit Value: 1.0

TCJ 20 - Construction Technology

Open - Grade 10

This course introduces students to building materials and processes through opportunities to design and build various construction projects. Students will learn to create and read working drawings; become familiar with common construction materials, components, and processes; and perform a variety of fabrication, assembly, and finishing operations. They will use a variety of hand and power tools and apply knowledge of imperial and metric systems of measurement, as appropriate. Students will develop and 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

Credit Value: 1.0

TCJ 3E - Construction Technology

Workplace Prep. - Grade 11

This course enables students to develop technical knowledge and skills related to carpentry, masonry, electrical systems, heating and cooling, and plumbing for residential construction. Students will gain hands on experience using a variety of materials, processes, tools, and equipment to design, lay out, and build projects. They will create and read technical drawings, learn construction terminology, interpret building codes and regulations, and apply mathematical skills as they develop construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and will explore postsecondary and career opportunities in the field.

Prerequisite: None

Credit Value: 1.0

TCJ 3C - Construction Engineering Technology

College Prep. - Grade 11

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 explore career opportunities in the field.

Prerequisite: None

Credit Value: 1.0

TECHNOLOGIES

TWJ 3E – Custom Woodworking Workplace Preparation – Grade 11

This course enables students to develop knowledge and skills related to cabinet making and furniture making. Students will gain practical experience using a variety of the materials, tools, equipment, and joinery techniques associated with custom woodworking. Students will learn to create and interpret technical drawings and will plan, design, and fabricate projects. They will also develop an awareness of environmental and societal issues related to the woodworking industry, and explore apprenticeships, postsecondary training, and career opportunities in the field that may be pursued directly after graduation.

Prerequisite: None

Credit Value: 1.0

TCJ4C - Construction Engineering Technology 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: TCJ 3C Construction Engineering Technology, Grade 11, College Preparation (and / or instructor's permission)

Credit Value: 1.0

TWJ 4E – Custom Woodworking Grade 12 Workplace Preparation

This course enables students to further develop knowledge and skills related to the planning, design, and construction for residential and / or commercial cabinets and furniture. Students will gain further experience in the safe use of common woodworking materials, tools, equipment, finishes, and hardware, and will learn about the entrepreneurial skills needed to establish and operate a custom woodworking business. Students will also expand their awareness of health and safety issues and environmental and societal issues related to woodworking, and will explore career opportunities that may be pursued directly after graduation.

Prerequisite: TWJ 3E Custom Woodworking, Grade 11, Workplace Preparation (and / or instructor's permission)

Credit Value: 1.0

TCJ4E - Construction Technology Grade 12 Workplace Preparation

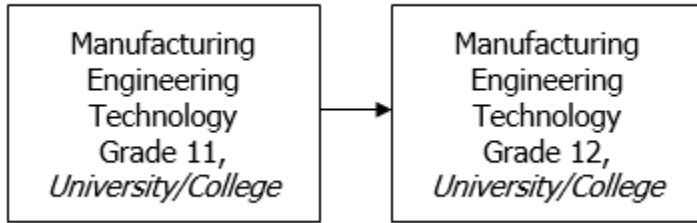
This course enables students to further develop technical knowledge and skills related to residential construction and to explore light commercial construction. Students will continue to gain hands-on experience using a variety of materials, processes, tools, and equipment; create and interpret construction drawings; and learn more about building design and project planning. They will expand their knowledge of terminology, codes and regulations, and health and safety standards related to residential and light commercial construction. Students will also expand their awareness of environmental and societal issues related to construction technology, and will explore entrepreneurship and career opportunities in the industry that may be pursued directly after graduation.

Prerequisite: TCJ 3E Construction Technology, Grade 11, Workplace Preparation (and / or instructor's permission)

Credit Value: 1.0

TECHNOLOGIES

Manufacturing Engineering



TECHNOLOGIES

TMJ 3M – Manufacturing Engineering Technology**Grade 11 University/ College Preparation**

This course enables students to develop knowledge and skills related to design, process planning, control systems, and quality assurance. Students will use a broad range of tools and equipment and will combine modern manufacturing techniques and processes with computer-aided manufacturing as they develop critical decision-making, problem-solving, and project-management skills. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about pathways leading to career in the industry.

Prerequisite: None

Credit Value: 1.0

TMJ 4M – Manufacturing Engineering Technology**Grade 12 University/ College Preparation**

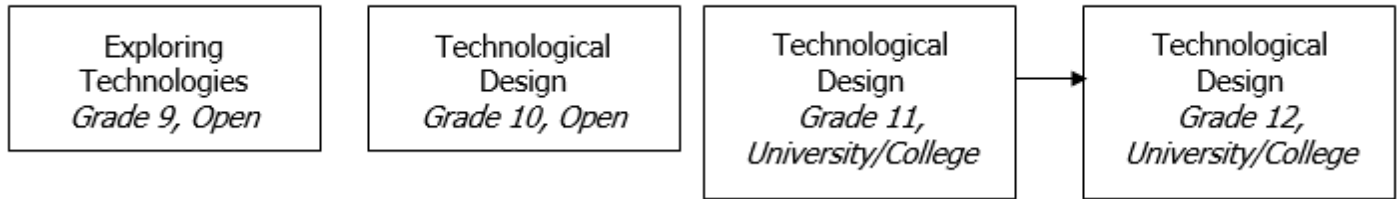
This course enables students to further develop knowledge and skill related to design, process planning, control systems, project management, quality assurance, and business operations. Students will use a broad range of tools and equipment, enhance their skills in computer-aided design, and collaborate in managing a project. Students will critically analyse and solve complex problems involved in manufacturing products. Students will expand their awareness of environmental and societal issues and of career opportunities in the manufacturing industry.

Prerequisite: Manufacturing Technology, Grade 11

Credit Value: 1.0

TECHNOLOGIES

Technological Design



TECHNOLOGIES

TIJ 10 - Exploring Technologies

Open - Grade 9

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

Projects may include: audio/video production, computers, architectural design, graphic design, photography, robotics, woodworking, and transportation, and 3D printing.

Prerequisite: None.

NOTE: TIJ 10 is strongly recommended for students wishing to take grades 10, 11, and 12 Technological Education Courses.

Credit Value: 1.0

TDJ 3M - Technological Design

Grade 11 University / College

This course examines how technological design is influenced by human, environmental, financial, and material requirements and resources. Students will research, design, build, and assess solutions that meet specific human needs, using working drawings and other communication methods to present their design ideas. They will develop an awareness of environmental, societal, and cultural issues related to technological design, and will explore career opportunities in the field, as well as the college and / or university program requirements for them.

Projects may include; 21st Century Design History, Animation, Architectural Design, Cable Cars, CAD Drafting, Graphic Design, Popsicle Stick Bridge.

Prerequisite: None

Credit Value: 1.0

TDJ 20 -Technological Design

Grade 10 Open

This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and / or prototypes, and assess products and / or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design, and learn about secondary and postsecondary education and training leading to careers in the field. *Projects may include; Paper Tower, Graphic Design, Locker Organizer, Career Exploration, Interior Design and Animation.*

Prerequisite: None

Credit Value: 1.0

TDJ 4M - Technological Design

Grade 12 University / College

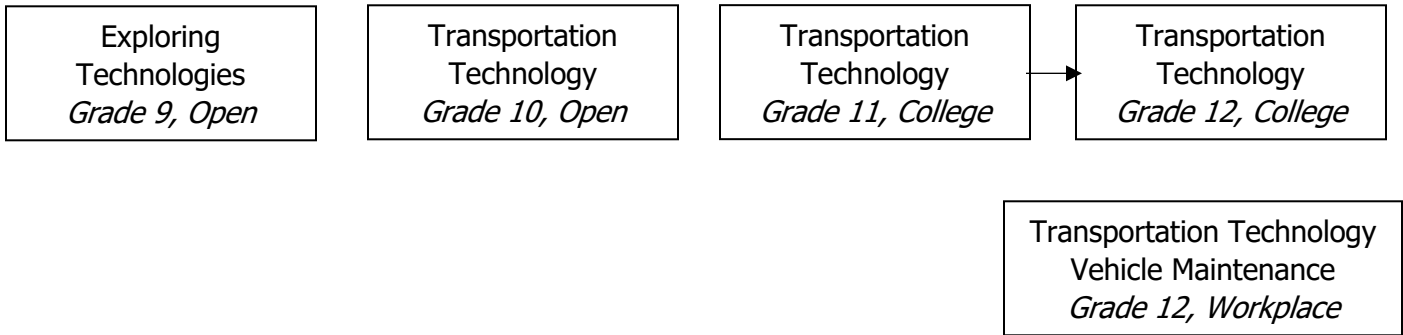
This course introduces students to the fundamentals of design advocacy and marketing, while building on their design skills and their knowledge of professional design practices. Students will apply a systematic design process to research, design, build, and assess solutions that meet specific human needs, using illustrations, presentation drawings, and other communications methods to present their designs. Students will enhance their problem-solving and communication skills, and explore career opportunities and the postsecondary education and training requirements for them. *Projects may include; Animation, Architectural Design, CAD Drafting, City & Regional Planning, Graphic Design, Interior Design-Photo Essay.*

Prerequisite: TD J 3M

Credit Value: 1.0

TECHNOLOGIES

Transportation Technology



TECHNOLOGIES

TIJ 10 - Exploring Technologies

Open - Grade 9

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

Projects may include: audio/video production, computers, architectural design, graphic design, photography, robotics, woodworking, and transportation, and 3D printing.

Prerequisite: None.

NOTE: TIJ 10 is strongly recommended for students wishing to take grades 10, 11, and 12 Technological Education Courses.

Credit Value: 1.0

TTJ 20 – Transportation Technology

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 project 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, however, TIJ 10 Exploring Technologies is recommended.

Credit Value: 1.0

TTJ 3C - Transportation Technology

Grade 11 – College Preparation

This course enables students to develop technical knowledge and skills as they study, test, service, and repair engine, electrical, suspension, brake, and steering systems on vehicles, aircraft, and/or watercraft. Students will develop communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will develop an awareness of environment and societal issues related to transportation, and will learn about apprenticeship and college programs leading to careers in the transportation industry.

Prerequisite: None

Credit Value: 1.0

TTJ 4C - Transportation Technology

College Prep. - Grade 12

This course enables students to further develop technical knowledge and skills as they study, test, service, and repair engine management systems; power trains; steering / control, suspension, brake, and body systems on vehicles, aircraft, and / or watercraft; and / or small engine products. Students will refine communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will expand their awareness of environmental and societal issues related to transportation and their knowledge of apprenticeship and college programs leading to careers in the transportation industry.

Prerequisite: TTJ 3C

Credit Value: 1.0

TTJ 4E -Transportation Technology: Vehicle Maintenance

Grade 12 Workplace Preparation

This course introduces students to the servicing, repair, and maintenance of vehicles through practical applications. The course is appropriate for all students as a general interest course to prepare them for future vehicle operation, care, and maintenance or for entry into an apprenticeship in the motive power trades. Students will develop an awareness of environmental and societal issues related to transportation, and will learn about careers in the transportation industry and the skills and training required for them.

Prerequisite: None

Credit Value: 1.0

