St. Theresa Catholic Secondary School

Grade 10-12 Program and Course Calendar

2017-2018

135 Adam St, Belleville, ON tel: 613-968-6993

Be A ...

St Theresa

Student

ST. THERESA CATHOLIC SECONDARY SCHOOL

School Directory

Principal ..... Mrs. C. Smith-Dewey
Vice-Principal ..... Mrs. C. Landry-Kyte

Department Heads

Communications ..... Mr. J. Brintnell
Guidance / Math ..... Mr. D. Mulder
Health and Physical Education ..... Mr. P. Koughan
Science / Business / Technology ..... Ms. A. Barrett
Religion / Arts ..... Mr. S. Roach
Social Sciences ..... Mr. K. McGuire
Student Services / Student Success ..... Mrs. N. More

Telephone Directory

Main Office: 613-968-6993
Fax:613-968-9470
School Website www.alcdsb.on.ca\school\thss
Email: flhpthss@alcdsb.on.ca

Sir James Whitney: 613-967-2823

The Algonquin and Lakeshore Catholic District School Board

151 Dairy Avenue, Napanee, Ontario, K7R 4B2

1-800-581-1116

Website – www.alcdsb.on.ca

Mr. Jody DiRocco, Director of Education

David Giroux, Superintendent of School Effectiveness
Theresa Kennedy, Superintendent of School Effectiveness
Karen Shannon, Superintendent of School Effectiveness
Terri Slack, Superintendent of School Effectiveness
Bob Koubsky, Superintendent of Finance & Business Services
Erin Walker, Assistant to the Director
John Brisbois, Chair of the Board
Terry Shea, Vice-Chair of the Board
Sean Kelly, Chair of the Finance and Operations Committee

Gavin Cosgrove, Trustee
Tom Dall, Trustee
Brian Kerby, Trustee
Wendy Proctor, Trustee
Greg Speagle, Trustee
Catharina Summers, Trustee
Kathy Turkington, Trustee
George Hinin, Student Trustee

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CURA ET AUDAX VIRTUTE

COURAGE AND SERVICE THROUGH VIRTUE

St. Theresa Catholic Secondary School is a community of scholars, stewards and disciples.

Through our daily prayer, liturgical celebrations and our social justice initiatives, we strive to live each day in the likeness and image of God. St. Theresa is an inclusive Catholic faith community which supports all persons in choosing a pathway with an openness to God's calling.

St. Theresa students consistently demonstrate high academic results with outstanding EQAO results, excellent credit accumulation as well as one of the best graduation rates in the province. Our goal is to serve all students needs by offering a variety of programs such as Specialist High Skills Major, Dual Credits and Ontario Youth Apprenticeship Programs.

Engagement in school extends beyond the classroom through a wide variety of co-curricular activities. Students who are looking for an opportunity to become involved in our school or in the global community can find their niche at St. Theresa Catholic Secondary School. Our varsity sports, intramural activities, clubs and leadership groups give students the opportunity to be involved in the community.

We look forward to helping our students along their journey to develop their faith, meet educational goals and build relationships.

Mrs. C. Smith-Dewey
Principal

Mrs. C. Landry-Kyte
Vice Principal

"Lord, it is good for us to be here."

Matthew 17:4

STCSS Vision and Mission

Vision:

Inspiring compassionate leaders through faith, education and service to others.

Mission:

Rooted in the traditions of the Catholic Faith, we are a nurturing inclusive and caring school community committed to the development of the whole person. Believing that every student can succeed, we foster excellence in academic, extracurricular and spiritual pursuits. Scholarship, Discipleship, Stewardship and Leadership build students' gifts and talents and ensure a love of learning, as well as a capacity to effect positive change in our local community and beyond.

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS

Distinctive expectations for graduates of Catholic Schools are determined and shaped by the vision and destiny of the human person emerging from our faith tradition. This Christian anthropology or world view reveals the dignity and value of the person. Our tradition tells us that God creatively and lovingly calls each of us into the wonder of life, sustaining us by the power of the Holy Spirit, throughout the human journey, into life eternal. We acknowledge that the journey includes moments of brokenness and sin. We recognize in the person of Jesus, the risen Christ, the human face of God sharing our life in order to heal us of our brokenness and liberate us from sin. This Christian vision of the human journey is best understood within the context of relationship. It is accomplished in community, in solidarity with brothers and sisters in the Church and beyond.

Catholic education views human life as an integration of body, mind, and spirit. Rooted in this vision, Catholic education fosters the search for knowledge as a lifelong spiritual and academic quest. The expectations of Catholic graduates, therefore, are described not only in terms of knowledge and skills, but in terms of values, attitudes and actions.

THE GRADUATE IS EXPECTED TO BE:

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

INFORMATION FOR PARENTS AND STUDENTS

ORGANIZATION OF ST. THERESA'S SCHOOL PROGRAMS

St. Theresa Catholic Secondary School operates on a two semester timetable. Students take four courses from September to January (Semester One), and then take four different courses from February to June (Semester Two).

In years one, two and three, students are expected to carry a full course load (4 credits per semester) to ensure favourable progress in accumulating specified requirements for their Ontario Secondary School Diploma (O.S.S.D.).

COMMUNICATION WITH PARENTS

Through the co-operation of parents, teachers and the parishes, we can ensure the successful development of all our students. The best results are obtained when all the partners in Catholic education communicate regularly. We have an introductory meeting in the fall, individual parent/teacher interviews to discuss students' progress after the October and March reports, and two other written reports. We welcome parental requests for interviews at any time. By working together, we best serve the interests of our students and your children.

In an effort to communicate with students and parents concerning attendance and progress, we have a number of reporting times.

	Semester 1	**Semester 2**
Interim Reports	early October	early March
Midterm Reports	mid November	mid April
Final Reports	early February	early July

Newsletters and upcoming events are posted regularly on St. Theresa's website www.alcdsb.on.ca\school\thss

COURSE SELECTION AND CHANGES

It is the ***RESPONSIBILITY OF ALL STUDENTS TO MAKE CERTAIN THEY EARN CREDITS IN COURSES WHICH WILL ENABLE THEM TO MEET THEIR LONG-TERM GOALS.*** Students are urged to consult with teachers, counsellors and parents in order to determine the proper course and/or stream best suited to their success. All students are expected to register for a full timetable.

COURSES CAN BE OFFERED ONLY WHEN SELECTED BY A REASONABLE NUMBER OF STUDENTS AND AT THE DISCRETION OF THE PRINCIPAL. Some courses, therefore, may not be offered even though they appear in the calendar's descriptions. A list of these cancellations will be made available as early as possible.

INFORMATION FOR PARENTS AND STUDENTS

COURSE TRANSFERS DURING THE YEAR

Course transfers are possible if made early in the semester. ***Students are expected to follow the timetable that has been built in response to their choices. However, at times, adjustments are made if post-secondary and career choices are affected.*** Any transfers are dependent upon available space in appropriate classes, and it being feasible to timetable the change. All course/stream changes made after two weeks into the semester shall require the written approval of the teacher, principal, parent/guardian and teacher counsellor. It is imperative that courses be chosen with prudence and forethought to post-secondary destinations. Students need to research Apprenticeship, College and University calendars and websites to ensure correct course requirements.

THE PATH TO SUCCESS

Education is a team effort involving students, family, parish and the school, which is strengthened by our communication links. If at any time parents or guardians have questions about students or the school, please do not hesitate to contact the Principal, Vice-Principal, Guidance/Resource Teacher or the subject teacher.

Students are urged to strive to achieve their highest potential. In order to achieve this success, students are expected to attend classes on a regular basis, to be punctual and to be prepared for each class with all required materials and with assigned work completed. A copy of the school's attendance policy is distributed to each student in September and is published in the St. Theresa agenda book.

CODE OF CONDUCT & THE SAFE SCHOOLS POLICY

The Algonquin and Lakeshore Catholic District School Board and the St. Theresa Catholic Secondary School community are committed to a Code of Conduct and the Safe Schools Policy. The central tenets are as follows:

We see a school community in which Christ's teachings and our Catholic faith have a central place.

We see a school community which is in a cooperative and supportive relationship with the Home, Parish and other members of its broader constituency.

We see a school community which provides an education that is of the highest quality which is demanding, supportive and which promotes confident, hopeful, life long learning in all students.

We see a school community which enables students to develop an awareness of their individual gifts and talents in order to be truly responsible to themselves and others.

A complete copy of the Code of Conduct is available each year to parents and students on the school website www.alcdsb.on.ca\school\thss The Safe Schools Policy is available at the Ministry of Education site for the government of Ontario (www.edu.gov.on.ca) as well as the St. Theresa website under mission statement.

Students are expected to strive for a high standard of personal conduct and to treat their staff and fellow students with respect and courtesy at all times. Students are also expected to attend all of their classes and to arrive punctually and be prepared to participate. Many of these expectations are essential habits to help foster academic success.

SCHOOL DRESS CODE AT
ST. THERESA CATHOLIC SECONDARY SCHOOL

The uniform has several purposes and benefits: it reduces the cost of clothing over the years at secondary school; it creates a sense of belonging to the school community; it creates a feeling of self-worth and personal pride; it reduces the competition for brand name clothing; and it creates an atmosphere suitable for the business of learning.

FEMALE	**MALE**
• School blue or white golf shirt (long or short sleeved) or white dress shirt • School turtleneck • Undershirts must be white or navy blue • Kilt, school dress pant or school shorts • School sweater or school vest • Socks or tights – navy, burgundy, black or white – no pattern • Footed tights must be worn with kilt • Black or Brown shoes	• School blue or white golf shirt (long or short-sleeved); or dress shirt (tucked in) with St. Theresa tartan or navy crested tie • School turtleneck • Undershirts must be white or navy blue • School dress pants or school shorts • School sweater or school vest • Black/Brown shoes including laces and sole

NOTE

A school shirt MUST be worn under both the sweatshirt, the vest and sweater for both male and female uniforms. Long sleeved shirts under short sleeve shirts is NOT part of the dress code.

To order uniforms or view styles available, please visit www.mccarthyuniforms.ca

Uniform store located on the second floor, top of the main staircase.

Store hours Tuesday/Thursday 9:00am-2:00pm. 613-968-6993 ext. 2215

Civvies Day occurs on the last Friday of each month.

A Successful Life: To laugh often and much; to win the respect of intelligent people and the affection of children; to earn the appreciation of honest critics and endure the betrayal of false friends; to appreciate beauty, to find the best in others; to leave the world a bit better, whether by a healthy child, a garden patch or a redeemed social condition; to know even one life has breathed easier because you have lived. *Ralph Waldo Emerson*

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment and evaluation helps teachers to identify students' difficulties as well as to detect weaknesses in programming. Assessment and evaluation are important tools for adapting curriculum and instructional approaches to meet students' needs and for determining the overall effectiveness of programs and classroom practices.

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well students are achieving the curriculum expectations. 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 achievement criteria, and assigning a value to represent that quality. 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. These documents can be accessed at the Ministry of Education website: www.edu.gov.on.ca and link to Secondary Curriculum.

Evaluation is based on the level of achievement that the student demonstrates in the skills and knowledge covered in a course. Seventy per cent 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. Thirty percent 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. This final evaluation reflects the range and level of student skills and knowledge towards the conclusion of the course.

At the beginning of every course, each student is given a course outline indicating assessment and evaluation procedures for the course. Course outlines are available upon request in the Administrative Office.

THE ONTARIO STUDENT RECORD

The Ontario Student Record 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/guardians (if the student is not an adult) may examine the contents of the OSR upon request to the Principal. The Education Act and Freedom of Information legislation protect these records.

"All of us do not have special talent but all of us should have an equal opportunity to develop our talents."

John F. Kennedy

THE ONTARIO STUDENT TRANSCRIPT

The Ontario Student Transcript (O.S.T.) provides a comprehensive record of a student's overall achievement in high school. The credits that a secondary school student has earned towards fulfilment of the requirements for the graduation diploma will be recorded on the O.S.T. The Ontario Student Transcript is an official and consistent summary of a student's achievement in Ontario secondary school credit courses. A current, accurate and complete copy of the O.S.T. will be included within the Ontario Student Record.

The transcript, which is part of the Ontario Student Record (OSR), will include the following information:

- The student's achievement in Grades 9 and 10, with percentage grades earned and credits gained for successfully completed credit courses;
- A list of all Grade 11 and 12 courses taken or attempted by the student, with the percentage grades earned and the credits gained;
- Identification of any course that has been substituted for one that is a diploma requirement;
- The student's final result on the provincial secondary school literacy test or course; the completion of community service hours;
- An indication of any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12 course.

The Ministry of Education and Training has a policy of full disclosure. This policy states that all grade 11, 12 and OAC courses attempted by students must be recorded on the 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.***

SCHOOL COUNCIL

This council is actively involved in providing support and services for the students of St. Theresa Catholic Secondary School. All parents/guardians are eligible to run for school council. We welcome your participation. This council initiates activities and programs in the following areas: spirituality, guidance, career education, positive growth, communication and fund raising. The work of the council will bring significant benefit to the school community.

For more information and meeting minutes please visit the school website

www.alcdsb.on.ca\school\thss

⇨ Parent/Community

⇨ School Council

TRANSPORTATION

TRI-BOARD STUDENT TRANSPORTATION SERVICES

If you have questions or concerns regarding your son's or daughter's school transportation, please contact the Tri-board Transportation Authority at **1-866-569-6638 ext. 315.**

www.triboard.ca

PROGRAMS AND SERVICES AT ST. THERESA

PASTORAL SERVICES

Our Pastoral Services Team is comprised of our priest chaplain, a department head teacher, and the coordinator of Pastoral Care Services who work together to assist members of our school community in their spiritual growth through morning prayer, prayer services, retreats, celebration of the sacraments, organizing liturgies, counselling, providing and supporting opportunities for social justice initiatives, pro-life participation, charitable activities and serving as a liaison between our students and the Archdiocese of Kingston, the Archbishop and our Parish Priests.

A Christian view of life permeates all subjects in Catholic schools. Education in religion is also taught as separate courses, and the Board requires that all students enrol in a religion course in each year of secondary school.

Students are also expected to live the Christian message through prayer, attendance at school liturgies, and through service to others.

CAREER AND GUIDANCE EDUCATION (STUDENT SERVICES)

The Guidance and Career Education Program is a vital and integral part of the secondary school program. Through this program, students will acquire the knowledge and skills that they require in order to learn effectively, to live and work co-operatively and productively with a wide range of people, to set and pursue education and career goals, and to carry out their social responsibilities.

The program is delivered through various means, including classroom instruction, orientation and exit programs, completion of the Individual Pathways Plan, career exploration activities, and individual assistance and short-term counselling.

The goals of the guidance and career education program are outlined in the policy document entitled ***Creating Pathway to Success: An Education and Career Life planning program for Ontario schools (2013)***

Guidance staff assists students with:

Individual Counselling About courses, careers, college, university and apprenticeship opportunities and personal concerns.		**Interest Inventories** To learn more about yourself and potential career opportunities.		**Career Cruising/myBlueprint.ca** Computer information about jobs and careers.
Hard & Soft Copy Information About careers, colleges, universities, apprenticeships and other opportunities. Records of total credits earned towards graduation.		**Special Programs** Information on special programs such as dual credits, Specialist High Skills Majors.		**Scholarship and Financial Aid** Information, applications and planning.
Group Sessions On job search techniques, post-secondary planning, study skills, life skills, and personal issues.		**Peer Tutoring / Peer Mentoring** Provided by student volunteers.		**Registration and Orientation** For next year, workplace, college, apprenticeship or university destinations.

Appointments can be requested by talking with the secretary in Student Services or by contacting a teacher-counsellor.

St. Theresa's Student Services Department encourages students and parents/guardians to participate fully in the programs, workshops, lessons and individual sessions intended to assist students in moving successfully toward their post-secondary destinations. In addition, students are assisted in accessing the following community agencies & resources:

St. Theresa Chaplain Services
Children's Mental Health
Hastings & Prince Edward County Health Unit
Children's Aid Society
Attendance Counselling
Local Police Service
Youthhab
Job Connect
Addiction Assessment Counselling

PROGRAMS AND SERVICES AT ST. THERESA

STUDENTS AND THE YOUTH COUNSELLOR

St. Theresa Catholic Secondary School has a Child and Youth counsellor to assist students who may be experiencing some of the following difficulties:

- Poor attendance or academic difficulties
- Considered at risk of dropping out
- Self-esteem and emotional issues
- Problem solving and decision making
- Social skills and behaviour management
- Personal or family crises which impact

See a counsellor for a referral.

INDIVIDUAL PATHWAYS PLAN

From Kindergarten to Grade 12, teachers encourage their students to set goals to improve their work and to review the success of their personal efforts and choices. Starting in Grade 7, students also track the growth of their career development competencies and plan for their future in an Individual Pathways Plan (IPP; formerly called the Annual Education Plan). The Individual Pathways Plan for students in Grades 9 to 12 will identify:

- the student's goals for academic achievement;
- the student's course selections for the following year;
- the extracurricular activities, Cooperative Education programs and work experience opportunities in which the student will be participating both in and outside school;
- a range of possible post-secondary goals.

Beginning in Grade 10, students should consider and research the requirements for continued study at a college or university or private vocational school; apprenticeships or internships; or direct entry into the work force.

The plan will be reviewed twice a year.

Excellent websites to assist in this plan:

www.myBlueprint.ca		**www.careercruising.com**
User Name:	algonquin	Activation Key: sttheresacss
Password:	1220	

EXPERIENTIAL LEARNING OPPORTUNITIES

Planned learning experiences that take place in the community, including job shadowing, Take Our Kids to Work day, job twinning, Mission Employable, work experience, virtual work experience, and cooperative education, provide students who are enrolled in courses of all types and in all disciplines with the opportunity to enhance their school programs. Experiential learning can assist all students who are bound for university, college, apprenticeship, or the workplace, in making career decisions as well as in developing the knowledge, skills, and attitudes that are essential in today's society. All forms of experiential learning are a valuable complement to students' academic experience and preparation for the future. When organized in a sequential fashion that meets career development needs, experiential learning can maximize student growth and development, and is encouraged. See a counsellor regarding any of these types of experiential learning opportunities.

"Whatever your discipline, become a student of excellence in all things.
Take every opportunity to observe people who manifest the qualities of mastery."

Tony Buzan

PROGRAMS AND SERVICES AT ST. THERESA

STUDENT SUCCESS STRATEGIES

Every student learns differently. Now there are exciting new ways for them to participate in high school and earn the credits they need.

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

The Credit Recovery Program (CRP) is designed for students who are most at risk of falling behind in their credit accumulation and leaving school without an Ontario Secondary School Diploma as a result. The CRP provides a student who has failed a credit, a second opportunity to meet grade level expectations to achieve the same credit. Eligibility of a student to participate in 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, the student's overall academic performance, and the principal's direction.

Specialist High Skills Major offers an opportunity for students who have a career path in mind an opportunity to customize their learning. Students take "bundles" of six to twelve courses that help them prepare for specific employment sectors, such as hospitality and tourism, arts and culture, construction, manufacturing, and primary industries.

St. Theresa Specialist High Skills Major

Students can enrol in the following industry specific High Skills Majors at St. Theresa:

Hospitality & Tourism

Information & Communication

Transportation

Sports: Fitness & Management Systems

Students have an opportunity to develop skills and gain valuable work experience and complete industry valued certifications (i.e. WHIMIS, First Aid, Customer Service, etc.). In addition, partnerships with post-secondary institutions give students reach ahead opportunities.

Transitions

Students who have difficulty making the move from elementary to high school will get the support they need through increased individual attention, monitoring, and programming tailored to fit their individual situation. Secondary schools work closely with their elementary counterparts to gather information that will assist them in ensuring a successful transition for students.

Cooperative Education is a great way to learn skills and gain experience from the workplace, and get a "head start" with building a resumé. Students can now include two co-op credits within the 18 compulsory credits that they need to graduate.

PROGRAMS AND SERVICES AT ST. THERESA

Dual Credit Programs

The Dual Credit Program provides secondary students with the opportunity to earn up to four, non compulsory dual credits by participating in apprenticeship training and post-secondary courses that count toward both their secondary school diploma and their post-secondary diploma or apprenticeship certification. The course codes for dual credit classes differ from the course codes delivered at the home school.

Dual Credits are one example of programming that supports the Learning to 18 mandate of the Ministry of Education to improve the graduation rate, address the achievement gap and to increase confidence in public education. Dual credit programs are intended to assist secondary students in the completion of their OSSD and create a successful transition to college and apprenticeship programs. All dual credit programs involve a dedicated role for secondary school teachers ranging from direct instruction to support and supervision of students.

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). Our board is using the following delivery approaches: dual credit based on college-delivered level 1 apprenticeship involving a dedicated role for secondary teachers, dual credit based on college-delivered course involving a dedicated role for secondary teachers, dual credit based on team-teaching of matched college and secondary curriculum. Consult your Guidance Counsellor for details.

Dual Credit Offerings * Dependent on enrolment, All offerings change from year to year.

Automotive Service Technician – OYAP	- Sem II, February – April	Loyalist
Brick and Stone Mason Apprenticeship – OYAP	- Sem II, February – April	St. Lawrence
Carpentry Apprenticeship – OYAP	- Sem II, February – April	St. Lawrence
General Carpentry (SHSM)	- Sem II, February – June	Loyalist
Cook/Culinary Arts – OYAP	- Sem II, February – June	Loyalist
Early Childhood Education	- Sem II, February – June	Loyalist
Child & Youth Worker	- Sem I & II	Loyalist
Esthetics and Nails	- To be announced	Loyalist
Hairstylist – OYAP @ SLC	- Sem I & Sem II	St. Lawrence
ROOTS	- Sem I & II	Loyalist
Addictions	- Sem II	St. Lawrence
Principles of Learning	- Sem I & II	Loyalist

Opportunities for Dual Credits also occur in Summer Session – i.e. Nails and Lights, Camera, Action.

For more information, contact your high school Guidance Department.

ST. THERESA ALTERNATE EDUCATION

EOS – Education, Opportunity, Success

Our alternative school-based program is designed to aid and support students who have experienced difficulty in the traditional mainstream high school setting.

Programs are designed specifically to meet individual student's needs. Programs usually involve a combination of credit courses (credit recovery and/or new credits including blended learning modules) and work placement experiences in an area of career interest and which are monitored and evaluated by staff from the program.

The St Theresa alternate education program is an integral component of the partnership which includes the students, parent and the business community. It allows students the opportunity to succeed academically in an informal setting with a routine structured to meet their individual needs, goals and career aspirations. A Youth Worker is also available to provide support for students enrolled in the program.

PROGRAMS AND SERVICES AT ST. THERESA

COMMUNICATIONS TECHNOLOGY

St. Theresa is extremely proud of its advances in communication technologies. With four computer labs and access to computers in the library as well as many classrooms, students become involved and competent in the many areas of computer literacy. ***All students entering grade 9 are introduced to Information Technology in September and perform electronic research in the grade 9 programme.***

D2L

All boards in Ontario have the ability to use the provincially funded Learning Management System (D2L) tool for both a blended learning or a eLearning experience. This means that online tools such as discussion threads, chats and dropboxes will be available for students enrolled in traditional face-to-face classes or for classes taken completely online. Students should contact the Student services department for more information about online offerings. If your child's teacher offers online class resources (blended learning) they will find those courses in their Virtual Commons under the "My Courses" tab.

THE ST. THERESA LEARNING COMMONS

The St. Theresa Learning Commons continues to transition from its former "Library Information Centre" to a more welcoming space for all. It is staffed by teacher-librarians Mrs. Brown and Mrs. Genee-McKinney. They are available to assist students with their research, writing and presentations or to pick out a great book for leisure reading. They work in collaboration with subject teachers to teach research and literacy skills, to promote print literacy and to encourage a love of reading.

Our Learning Commons space continues to evolve, with new tables and chairs arriving last school year along with comfortable seating areas for collaboration. We look forward to having our booth seating arrive shortly as well as a TV for patrons to keep track of world events. We look forward to your feedback on our transition, including your suggestions for your Learning Commons.

We continue to add new print and electronic resources to meet the needs of the school population. Our fiction includes audio books, graphic novels and many different genres. Magazines and newspapers are a popular choice for leisure reading. All of our library resources may be accessed by way of our online catalogue, OPAC. From the Virtual Commons, students can select eLibrary Services to access a number of online databases. They can also access a number of ebooks for research by clicking on STSS Resources, then selecting Learning Commons Resources. The databases and ebooks are all available both at school and from home.

The St. Theresa Learning Commons is open from 8:00 a.m. until 3:00 p.m. Monday through Thursday and from 8:00 a.m. until 2:30 p.m. on Friday (including lunch hour daily). Come and explore our facilities!

BUSINESS PARTNERSHIP

St. Theresa has forged partnerships with local businesses and industry to allow students to apply their skills and knowledge in the context of actual circumstances.

The cafeteria, located in the spectacular Great Hall, offers a full menu of food and beverage items. It is run by St. Theresa in partnership with Brown's Fine Foods. Healthy food choices are offered daily including salads, subs, wraps and sandwiches, as well as hot choices.

PROGRAMS AND SERVICES AT ST. THERESA

PROGRAMS FOR STUDENTS WITH SPECIAL NEEDS

Special Education

Special Education teachers provide support to students with various learning needs. In collaboration with classroom teachers, Special Education teachers may offer:

- assistive technology support
- literacy and numeracy assistance
- support for EQAO testing
- support in all subjects
- time management and study habit strategies
- an alternate setting for test and exam writing
- recommendations for accommodations and/or modifications to the expectations
- recommendations for Queen's On-Line To Success and/or other enrichment activities

Exceptional Students

A student may be identified as an exceptional learner requiring an enriched, modified or accommodated program and evaluation. The student's exceptionality and placement are subject to review each year through the IPRC process.

An exceptional student's needs may be met by the regular subject teacher(s) working in partnership with the Special Education teacher(s). Students may receive assistance in a number of ways, such as:

- regular program within the classroom by the teacher
- withdrawal support in the Special Education Resource room
- indirect support through programming assistance provided to the subject teacher by the Special Education teacher
- Special Education class with partial integration (Life Skills Developmental Centre)

Planning and support is based on close co-operation between the subject teacher, the Special Education teacher(s) and parents. Parents can obtain the Board's Special Education Parent Guide - Policies and Programs through the school's Special Education Department or through Student Services at the Board office, Napanee.

PROGRAMS AND SERVICES AT ST. THERESA

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). Accommodations and modifications to programming are described in the plan. If your child has modifications to programming, you will see a check mark in the IEP box on the report card for every course to which the modifications apply. If you are a parent/guardian of a child who has been identified exceptional, you will receive a copy of the current Individual Educational Plan for your son/daughter within 30 days of placement. 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.

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 Department.

COOPERATIVE EDUCATION

WHAT IS CO-OP?

Cooperative Education is a program that offers senior students the opportunity to extend classroom learning into supervised learning experiences in the community while earning two or four credits. Students will gain further knowledge of a subject area through practical experience. Co-op can be related to any course that the student has taken or is taking while enrolled in the Co-op program, regardless of whether the student is bound for college, university, apprenticeship or the workplace.

WHY CO-OP?

If you have always wondered about your future career, then Co-op makes the choice easier. The Co-op candidate has the opportunity to try out a possible career and see if the career is right for them. Each student also has the chance to hear about what other students are doing through integration classes during the semester where students reflect and share so you can learn first hand about many different careers.

PROGRAMS AND SERVICES AT ST. THERESA

THE SKILLED TRADES

Apprenticeship is an agreement between a person who wants to learn a skilled trade and an employer who needs a skilled worker. Eighty to ninety percent of training occurs on the job, where the apprentice learns by watching, practising and performing tasks. Ten to twenty percent is theoretical, in-school training, delivered by an approved agent.

The average age of a trades person in Canada is over 48 years old. This means in the next seven to ten years, there is going to be almost 100% turnover in the skilled trades. Frequently there is a huge demand for journey people in a variety of trades and students of St. Theresa should consider a trade as a career.

The theory component for the following apprenticeships will be offered through OYAP:

Automotive Service Technician	Loyalist College, Belleville
Cook	Loyalist College, Belleville
Child Development Practitioner	Loyalist College, Belleville
Construction Craft Worker	Life Long Learning Centre, Cobourg
Hairdresser	St. Lawrence College, Kingston
Carpenter	St. Lawrence College, Kingston

These programs allow secondary school students to complete Part One of the theoretical components needed for all apprenticeship training. To be successful, the student will be required to meet the training requirements of the Ministry of Training, Colleges and Universities. The student will complete secondary school Cooperative Education credits in conjunction with the College or approved Training Centre program.

The **Automotive, Construction Craft Worker and Cook** apprenticeships require students to have a full semester for the combined Co-op/Theory programs.

The **Hairdresser, Early Childhood Educator** and **Carpenter** apprenticeships require the students to be registered as apprentices with an employer. For timetabling requirements contact the Co-op office.

If you have an interest in a trade other than those listed above, see your Guidance Counsellor or Cooperative Education Teacher since every apprenticeship program can be individually tailored for students.

The Algonquin Lakeshore Technology Centre (Off site)

The Algonquin & Lakeshore Catholic District School Board and Sir James Whitney School have formed a partnership in order to provide technological training for their students. Course offerings include Transportation, Construction, Hairstyling & Aesthetics and Hospitality & Tourism. These courses will be provided off campus in two credit blocks. Please consult the course calendar under the Technology sections, grade 10 through 12, for specifics on these course offerings.

For more information and details, see your

Guidance Counsellor and/or Cooperative Education Teacher

regarding the Application Procedure for all Cooperative Education and Apprenticeship Programs

ONTARIO SECONDARY SCHOOL DIPLOMA

Definition of a Credit:

Recognizing the successful completion of a course for which a minimum of 110 hours is scheduled, a credit is granted to a student by the principal of a secondary school on behalf of the Minister of Education. Partial credits may also be offered in certain designated courses and those open courses where a minimum of 55 hours is scheduled.

In order to earn an OSSD a student must:

- **earn 30 credits (18 compulsory and 12 optional credits)**
- **complete 40 hours of community involvement activities**
- **successfully complete the provincial Literacy Test or Ontario Literacy Course**

18 Compulsory Credits

- 4 credits in English *(1 credit per grade)**
- 3 credits in mathematics (at least 1 credit earned in Grade 11 or 12)
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics

Plus one credit from each of the following groups:

- 1 additional credit in English, or a third language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education
- 1 additional credit in health and physical education, or the arts, or business studies, or cooperative education
- 1 additional credit in Grade 11 or 12 science or technological education, cooperative education or computer studies

* A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

** A maximum of 2 credits in cooperative education can count as compulsory credits.

*** The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

*** **In addition to the compulsory credits, students must complete 12 Optional Credits**

Credits to be earned in courses of their choice, selected from the full list of courses available in the school course calendar. Optional credits allow students to build an educational program that suits their individual interests and meets apprenticeship/workplace, college, or university requirements.

ONTARIO SECONDARY SCHOOL DIPLOMA

GRADUATION LITERACY REQUIREMENT

All students are required to meet the literacy graduation requirement in accordance with Ministry of Education policy. Most students will meet the requirement by successfully completing the Ontario Secondary School Literacy Test (OSSLT) or the Ontario Secondary School Literacy Course (OSSLC). Some students may be allowed to meet the requirement by successfully completing a special adjudication process.

The Ontario Secondary School Literacy Test (OSSLT)

The OSSLT is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. Its purpose is to determine whether students have the skills in reading and writing that they will need to succeed at school, at work, and in daily life. Students who are working towards their diploma will normally take the OSSLT when they are in Grade 10. Those who do not take the test in the year following the year in which they enter Grade 9 will require a deferral. Once students have successfully completed the literacy test, they may not retake it. Students working towards a certificate are not required to complete the OSSLT. A student will take the OSSLT in the language of instruction of the school in which he or she is enrolled at the time of test administration.

The Ontario Secondary School Literacy Course (OSSLC)

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 (OSSLT). To be eligible for the course, a student must have been eligible to write the OSSLT at least once. Students who complete the course successfully will meet the provincial literacy requirement for graduation.

The 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 otherwise 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 enrol 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 accommodation, but, owing to unforeseen circumstances, did not have access to these accommodations when they were taking the OSSLT. Please contact your Guidance Counsellor to determine if you are eligible for the Adjudication Process.

"There is a brilliant child locked inside every student."

Marva Collins

ONTARIO SECONDARY SCHOOL DIPLOMA

40 HOURS OF COMMUNITY INVOLVEMENT

Students must complete a minimum of 40 hours of community involvement as a requirement of the Ontario Secondary School Diploma. These 40 hours may be completed at any time during the student's high school years and may take place in a variety of settings, including not-for-profit organizations, business, public sector institutions and informal settings. Students, in collaboration with their parents, will decide how they will complete the community involvement requirement. Students may complete any number of eligible activities as outlined in the Algonquin and Lakeshore Catholic District School Board Community Involvement pamphlet available in the Guidance office.

Activities must be completed outside of normal instructional school hours, may not be a part of a credit program and students may not receive pay for their community involvement activities. Students will maintain a record of their community involvement activities on their **COMMUNITY INVOLVEMENT COMPLETION FORM**. The purpose of community involvement is to encourage students to develop an awareness and understanding of civic responsibility and of the role they can play to contribute to their communities. Examples of community involvement activities include: activities within the school such as Student Council committee work, helping an elderly neighbour, volunteering at a local hospital, helping at a community event and tutoring an elementary school student.

Community Service form available in Guidance or on the St. Theresa website www.alcdsb.on.ca\school\thss (Student Services Tab)

THE ONTARIO SECONDARY SCHOOL CERTIFICATE

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

2 credits in English
1 credit in Canadian Geography or Canadian History
1 credit in Mathematics
1 credit in Science
1 credit in Health and Physical Education
1 credit in the Arts or Technological Education

Optional Credits (total of 7)

THE CERTIFICATE OF ACCOMPLISHMENT

The Certificate of Accomplishment may be granted on request to students who leave school before earning the Ontario School Diploma or the Ontario Secondary School Certificate. There are no compulsory courses required for this certificate.

SUBSTITUTIONS FOR COMPULSORY CREDITS

To meet students' individual needs, the Principal may substitute up to three compulsory credit courses with courses from the remainder of those that meet the compulsory credit requirements. The decision to make a substitution for a student should be made only if the student's educational interests are best served by such substitutions. The Principal will determine whether or not a substitution should be made in consultation with parents or the adult student and appropriate school staff. Each substitution will be noted on the student's Ontario Student Transcript.

"Education is the most powerful weapon which you can use to change the world."

Nelson Mandela

PLAR - Prior Learning Assessment and Recognition (Challenge for Credit)

PRIOR LEARNING ASSESSMENT AND RECOGNITION

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 eighteen, or who are eighteen or over but haven't been out of the high school system for more than a year, 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. Challenge applies only to courses offered by the Algonquin and Lakeshore Catholic District School Board.

ALTERNATIVE WAYS OF EARNING CREDITS TOWARDS THE ONTARIO SCHOOL DIPLOMA

While the majority of students will earn credits in secondary school, some may consider alternative ways of obtaining credit. These include correspondence through the Independent Learning Centre, continuing education, on-line learning, summer school, private school and recognized institutions such as conservatories of music. See a guidance counsellor or administrator to find out the availability and accessibility of the courses in each school area.

One of the newest initiatives from the Ministry of Education 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 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. For more information, please see a Guidance Counsellor.

COURSE INFORMATION FOR OSS STUDENTS

DEFINITIONS OF TYPES OF COURSES

OVERVIEW*:* Grades 9 and 10

In these years, students select from academic, applied, essential skills, and open courses in order to add to their knowledge and skills base, explore their interests, and determine the type of educational program they are best suited to undertake in Grades 11 and 12. Students are not required to make binding decisions about a particular educational and career path.

Types of Courses

Four types of courses are offered in grades 9 and 10: open, essential skills, applied and academic.

Open Courses: Courses are designated to prepare students for further study in a subject, and to enrich their education generally. Open courses comprise a set of expectations that are appropriate for all students. Courses include: Religion, Art, Drama, Music, Dance, Guitar, Learning Strategies, Hockey, Hospitality, Computers, Physical and Health Education, and Technology in Grade 9.

A GUIDE FOR CHOOSING *ACADEMIC* OR *APPLIE*D IN GRADES 9 & 10

The following information will assist Grade 8 teachers, students and their parents in choosing appropriate Grade 9 course types.

An Alternative Course is a non-credit course. The course expectations as an alternative course are individualized for the student and generally focus on preparing the student for daily living.

Essential Skills Compulsory Courses were designed to meet the needs of students who may be unable to meet the expectations of the academic and applied courses in Grades 9 and 10. Like other types of courses, there is a standard curriculum. A student may count no more than 6 such essential skills courses as compulsory credits.

An ***Applied Course*** covers the essential concepts of a subject. Knowledge and skills will be developed through both theory and practical application, but the focus will be on practical application. In applied courses, familiar, real-life situations will be used to illustrate ideas, and students will be given more opportunities to experience hands-on applications of the concepts being studied. Likely destinations are apprenticeships, world of work, and some college programs.

In an ***Academic Course***, students will learn the essential concepts of a subject and explore related materials as well. Although knowledge and skills in the subject will be developed through both theory and practical application, the emphasis will be on theory and abstract thinking as a basis for future and problem solving. Likely destinations are university and some college programs.

Students choose academic or applied types of courses in the core subjects only: Mathematics, Science, Geography, English, French and History.

"The future belongs to those who believe in the beauty of their dreams."

Marie Curie

COURSE INFORMATION FOR OSS STUDENTS

OVERVIEW: Grades 11 and 12

In Grades 11 and 12, students will focus more on their individual interests and identify and prepare for initial post-secondary goals. In these grades, there also more opportunities than in Grades 9 and 10 for learning experiences beyond the school, including cooperative education, work experience, apprenticeship and school-work transition programs.

In Grades 11 and 12, courses are arranged according to post-secondary destination. The four destination-related types of courses are:

Workplace
College
College/University
University

All destination courses are based on provincial curriculum expectations and will emphasize development of both independent research and learning skills. Courses will require students to demonstrate that they have developed these skills.

A GUIDE TO CHOOSING COURSES:

Open courses in Grades 11 and 12 allow students to broaden their knowledge and skills in a particular subject that may or may not be directly related to their post-secondary goals, but that reflects their interests, curiosities or concerns. These courses are appropriate for all students regardless of post-secondary destination. These courses are designed to provide students with a broad educational base and to equip them for active and rewarding participation in society. They are not designed with the specific requirements of university or college programs or the workplace in mind.

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 some apprenticeship programs and other training programs offered in the community. The range and content of the courses will allow students to prepare for a variety of jobs, training programs and careers.

College Preparation Courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. The range of courses offered and the content of these courses will allow students to prepare for most college programs and related careers. Teaching and learning will emphasize concrete applications of the theoretical material covered in the course, and will also emphasize the development of critical-thinking and problem-solving skills.

The Ontario Colleges of Applied Arts and Technology Admission Information has been provided by the Ministry of Training, Colleges and University. Colleges may request courses at the M (University/College) level or the C (College) level. They cannot require courses at the U (University) level except for programs that lead to a degree through a joint agreement with a university. E (Workplace Preparation) courses may be used in a limited number of programs as described in college calendars. Specific course requirements are defined in each college calendar.

Prerequisite courses are usually applied level courses from Grades 9 & 10. Complete information on all programs is available at http://www.ontariocolleges.ca

COURSE INFORMATION FOR OSS STUDENTS
DESTINATION OPTIONS

A GUIDE TO CHOOSING COURSES cont'd.

University/College Preparation or M courses include content that is relevant for both university and college programs. These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs. The range of courses offered and the content of these courses will allow students to prepare for college and university programs and related careers. Teaching and learning will emphasize both theoretical aspects and related concrete applications of the course content.

Prerequisite courses are usually applied or academic courses from Grades 9 & 10.

University Preparation Courses or U courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. The range of courses offered and the content of these courses will allow students to prepare for university programs and related careers. Teaching and learning will emphasize theoretical aspects of the course content but will also include concrete applications.

Information from the Ontario University Council on Admission has provided ***guidelines for university admission.*** Completion of the Ontario Secondary School Diploma is required. In addition, all Ontario secondary school applicants are required to present a minimum of six Grade 12U or M courses, including all program specific prerequisites. Note that ENG4U is a prerequisite for all programs.

Prerequisite courses are usually academic courses from Grades 9 & 10.

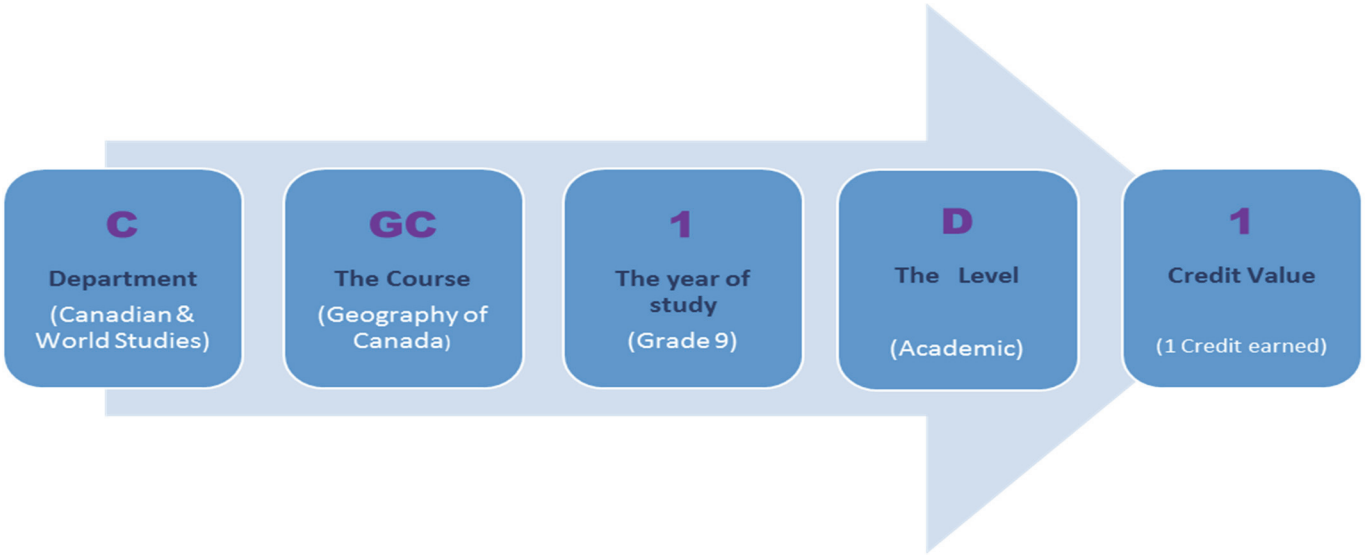
Complete information on all programs is available at http://www.ouac.on.ca or electronicinfo.ca.

COURSE CODING SYSTEM

Course Codes

The Course Code Identifies: The course
The year of study
The Level

CGC1D1



Course Code Explanations

Course Codes:

- First three characters indicate the area of study and subject course code as indicated in the Ministry of Education *Common Course Codes* and/or *The Ontario Curriculum Grades 11 and 12 Course Descriptions and Prerequisites.*
- Fourth character indicates the grade

  1 = grade 9
  2 = grade 10
  3 = grade 11
  4 = grade 12

- Fifth character indicates the course type

  O = Open courses (Grades 9 - 12)
  D = Academic (Grades 9 & 10)
  P = Applied (Grades 9 & 10)
  L = Essential Skills compulsory courses (Grades 9 &10) - LDCC
  U = University destination courses (Grades 11 & 12)
  C = College destination courses (Grades 11 & 12)
  M = University/College Destination courses (Grades 11 & 12)
  E = Workplace Destination courses (Grades 11 & 12)

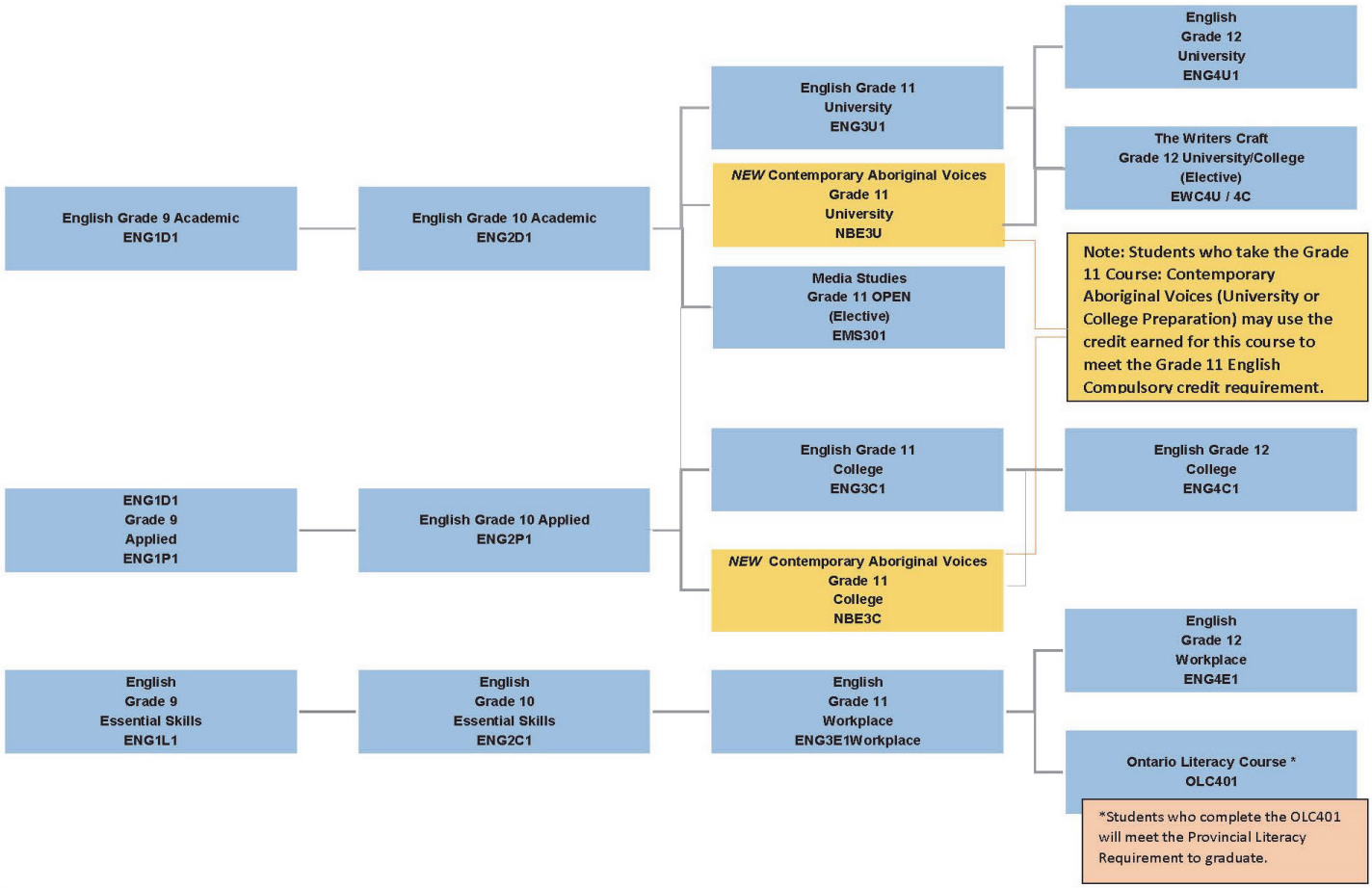
ST. THERESA CATHOLIC SECONDARY SCHOOL

A Guide to Destination Pathways

A student's program pathway consists of a comprehensive and integrated set of courses, supports and experiences that can be spread over a number of semesters or years that will lead a student toward post-secondary destinations that include apprenticeship, college, workplace, community living or university. A program pathway should reflect the goals that motivate the student to complete secondary school. Personalizing a school-designed program pathway by including courses of interest and areas of specialization can maximize student engagement, build confidence and assist in planning for success.

"Pathways thinking" signals a new way to engage in the course selection process. Students and parents are encouraged to "begin with the end in mind" and investigate, select, and sequence courses, supports, and experiences in ways that maximize students' opportunities for a successful outcome. Program pathways provide students and their families with a greater variety and a wider range of program options than have been previously available.

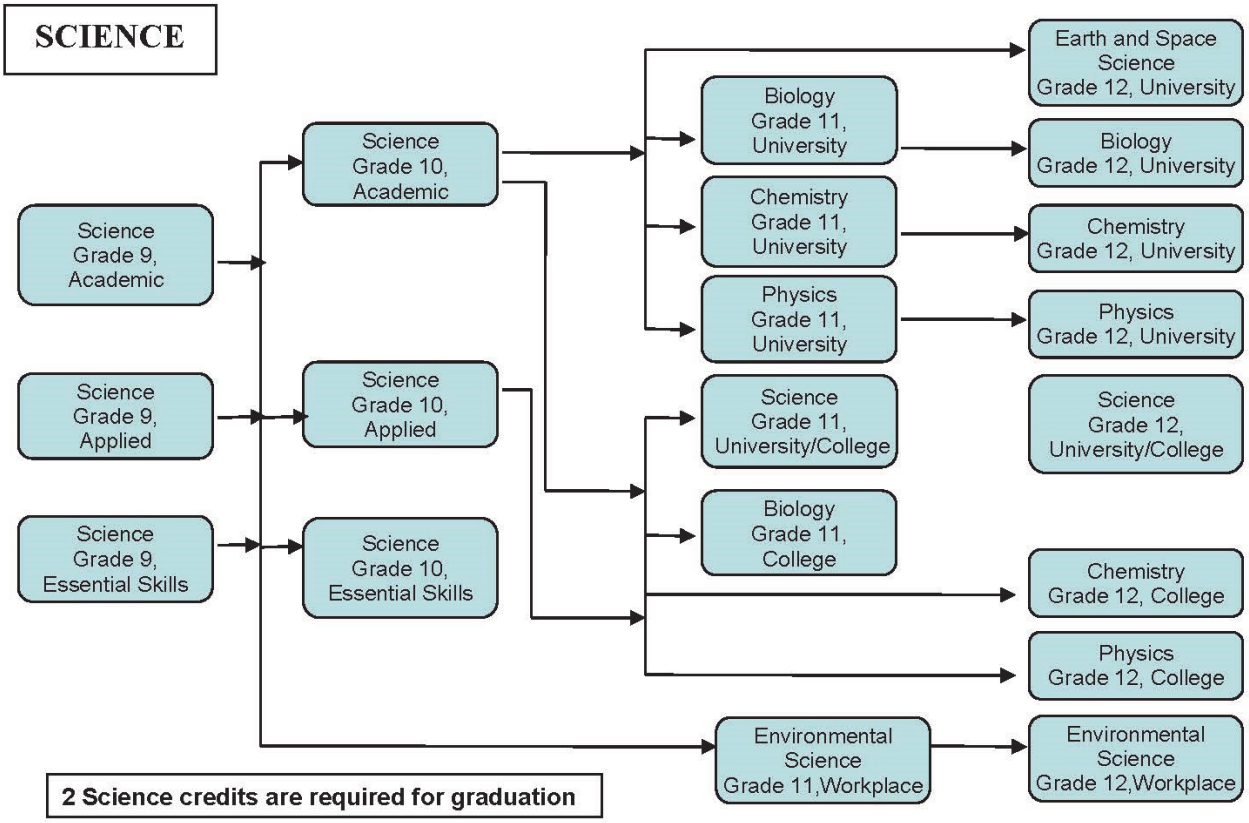
School-designed program pathways have built-in flexibility and transition points so that students can move from one course type to another or from one program pathway to another. Students may change or revise their program pathway as appropriate to their developing needs and interests. Program pathway information is available in all Guidance Offices of the Algonquin and Lakeshore Catholic District School board.



***** Students who complete the course will meet provincial literacy requirement for graduation

ALCDSB offers locally developed courses (Essential Skills), which are used to meet the compulsory credit requirement in these grades. Applicable also to Math and Science these courses prepare students for success in workplace preparation.

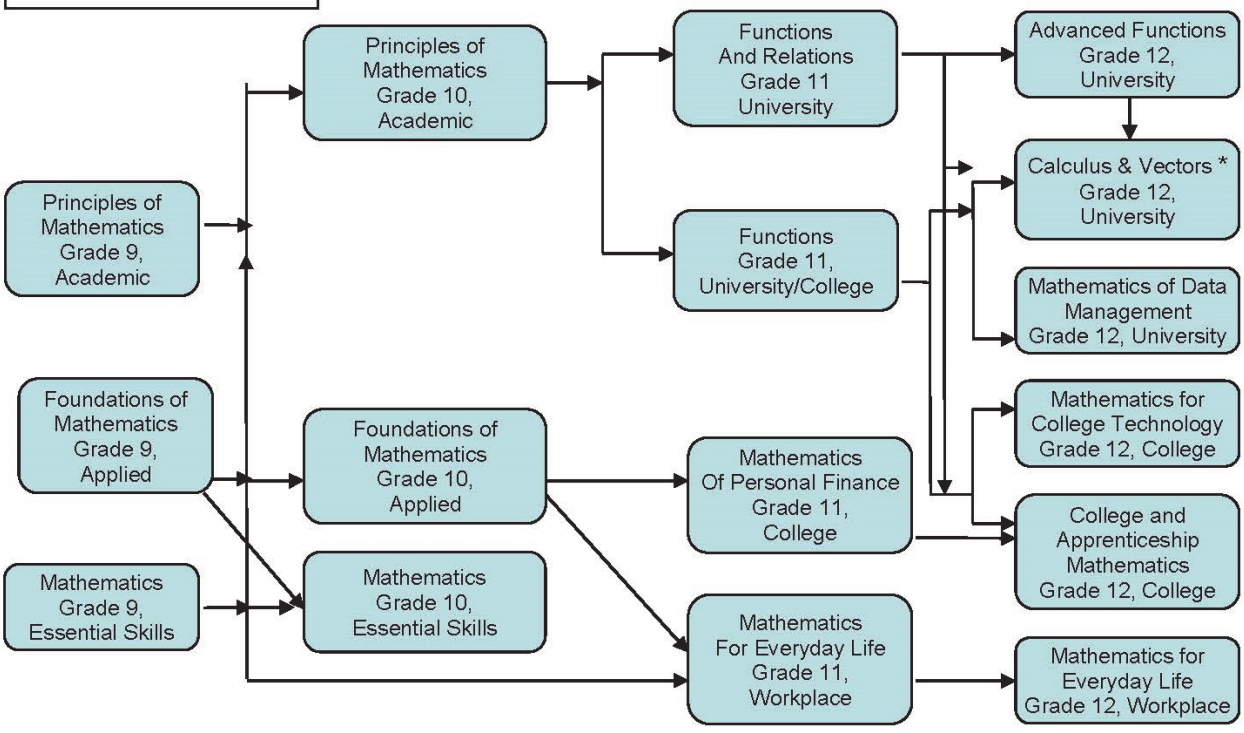
SCIENCE



2 Science credits are required for graduation

MATHEMATICS

* **Advanced Functions can be taken concurrently or precede Calculus & Vectors**



3 Math credits are required for graduation with at least 1 credit earned in Grade 11 or Grade 12

Courses offered at St. Theresa

2017-2018

Grade 10-12

Course Descriptions for the Arts: Grade 10

DRAMATIC ARTS - DRAMA

Grade 10 **Open** **ADA2O1**

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

PREREQUISITE: **NONE**

INSTRUMENTAL MUSIC

Grade 10 **Open** **AMU2O1**

This course emphasizes the creation and performance of music, on a woodwind, brass or percussion instrument, 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: **NONE**

VISUAL ARTS

Grade 10 **Open** **AVI2O1**

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**

MUSIC - GUITAR

Grades 10 **Open** **AMG2O1**

The focus of this course is to enable the student to develop their guitar playing for personal development and life long enjoyment. This course is designed for students who have learned the basics of playing guitar and wish to improve their skill level and understanding of the guitar. The students will learn advanced guitar theory that will allow them to develop and improve their playing technique. The students will investigate and develop knowledge of advanced chords, chord structure and scales. Students will develop their playing with a focus on performance with a group, duos and as a soloist.

PREREQUISITE: **NONE**

VOCAL MUSIC

Grade 10 **Open** **AMV2O1**

This course emphasizes the creation and performance of music, using the voice, 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: **NONE**

DANCE

Grade 10 **Open** **ATC2O1**

This course emphasizes the development of students' 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**

Course Descriptions for the Business: Grade 10

INTRODUCTION TO BUSINESS

Grade 10 **Open** **BBI2O1**

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

PREREQUISITE: NONE

Course Descriptions for Canadian and World Studies: Grade 10

Canadian History since World War I

Grade 10 **Academic** **CHC2D1**

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

PREREQUISITE: NONE

Civics and Citizenship

Grade 10 **Open** **CHV2O5**

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.

NOTE: THIS IS A COMPULSORY HALF CREDIT COURSE PAIRED WITH CAREERS.

Canadian History since World War I

Grade 10 **Applied** **CHC2P1**

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

PREREQUISITE: NONE

Aboriginal Peoples in Canada

Grade 10 **Open** **NAC2O1**

This course emphasizes historical and contemporary issues that affect the relationship between Aboriginal peoples and Canadian government. Students examine legal, political, social, and economic issues; key aspects of the Indian Act and its revisions that have an impact on the daily lives of Aboriginal persons; the different types of relationships that Aboriginal peoples have established with other nations throughout history; and the methodology of historical inquiry.

PREREQUISITE: NONE

The whole object of education is to develop the mind. The mind should be a thing that works.

Sherwood Anderson

Course Descriptions for English: Grade 10

Grade 10 Academic ENG2D1

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

PREREQUISITE:

ENGLISH, GRADE 9, ACADEMIC OR APPLIED

Grade 10 Applied ENG2P1

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

Grade 10 Essential Skills ENG2L1

In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives and in the workplace. 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:

ENGLISH, GRADE 9, ACADEMIC OR APPLIED

Course Descriptions for French as a Second Language

Core French, Grade 10 Academic FSF2D1

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 continue to develop their language knowledge and skills 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 continue to develop the skills necessary to become life-long language learners.

PREREQUISITE: CORE FRENCH, GRADE 9 ACADEMIC OR APPLIED

Course Descriptions for Guidance and Career Education: Grade 10

Career Studies **Grade 10** **GLC2O5**

Open

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

NOTE: (This is a compulsory, half-credit course usually paired with Civics)

PREREQUISITE:NONE

Discovering the Workplace

Grade 10 **GLD201**

Open

This course provides students with opportunities to discover and develop the workplace essential skills and work habits required to be successfully employed, and helps students make plans for continued learning and work. Students will develop an understanding of work through practical hands-on experiences in the school and in the community, using real workplace materials. Students will investigate occupations of interest through experiential opportunities, such as worksite visits, job shadowing, work experience, simulations, and entrepreneurial projects.

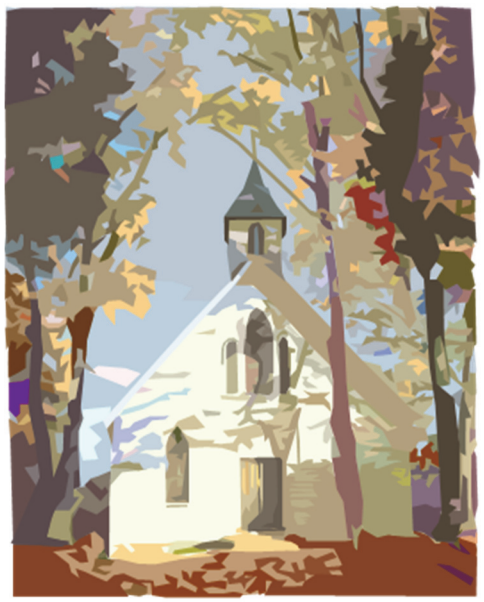
PREREQUISITE:NONE

Course Descriptions for Religion: Grade 10

Grade 10 **Open** **HRE201**

This course examines the relationship between the person and message of Christ and the dominant attitudes of contemporary culture. Beginning with the Gospel narratives as a foundation, students acquire a deeper and more systematic knowledge of Christ, his message and his Church. Connections between the living Church and contemporary culture are explored in terms of what it means to be a responsible adolescent developing within a community of disciples in the context of secular, pluralistic world. In the Family Life Education strand, students explore a variety of topics related to the themes of personhood and interpersonal relationships.

PREREQUISITE: **NONE**



FAITH
is not believing that God can
it is knowing that He will.

Course Descriptions for Physical Education: Grade 10

"It is good to have an end to journey toward; but it is the journey that matters in the end"

Ursula K. LeGuin

Healthy Active Living Education,

Grade 10 Open PPL2O1

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

Healthy Living and Personal Fitness Activities

Grade 10 Open PAF2O1

This course emphasizes regular participation in a variety of physical activities that promote lifelong healthy active living. Through the achievement of the Ministry and the Ontario Catholic School Graduate expectations the student will apply movement principles to refine skills; participate in a variety of activities that enhance personal competence, fitness and health; examine issues related to healthy sexuality, healthy eating, substance use and abuse; and apply informed decision making, conflict resolution, and social skills in making personal choices. The focus of this course is to improve one's individual level of fitness, set and achieve personal goals through reflection, and participate in a variety of fitness activities.

PREREQUISITE: NONE

Hockey Skills Course Grade 10 PAL2O1Y

Open

The Hockey Skills course is open to males and females regardless of their hockey ability level. Students will receive close to 50 hours of on-ice instruction. The latest and most innovative training techniques and equipment will be utilized during both the on-ice and off-ice component. eg., radar guns, slide boards, attack triangles, skate weights, floorball, etc. In-class instruction will cover all components of the Healthy Active Living course profile at this level. There will be a student activity fee to cover some of the costs associated with programming.

PREREQUISITE: NONE

Note: The hockey fee must be remitted by the end of the second week of the semester or the student may be removed from this course and placed in an alternate program

Course Descriptions for Math: Grade 10

Principles of Mathematics,

Grade 10 Academic
MPM2D1

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

NOTE: Grade 10 Academic math is required for students planning on taking College Technology programs at most Ontario Community Colleges. Students should have achieved at least 70 – 75% in MPM1D1.

Foundations of Mathematics,

Grade 10 Applied
MFM2P1

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

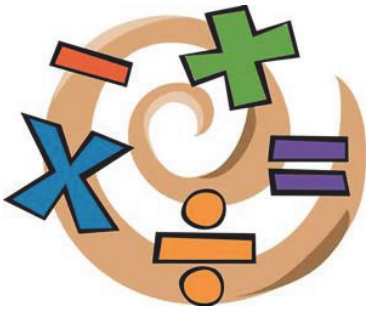
PREREQUISITE: MATHEMATICS, GRADE 9, ACADEMIC OR APPLIED

Mathematics

Grade 10 Essential Skills
MAT2L1

This course emphasizes the extension of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. The course is organized by three strands related to money sense, measurement, and proportional reasoning. 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: MATHEMATICS, GRADE 9, ACADEMIC , APPLIED OR ESSENTIAL SKILLS



Course Descriptions for Science: Grade 10

Grade 10 Academic SNC2D1

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

PREREQUISITE: SCIENCE, GRADE 9, ACADEMIC OR APPLIED

Grade 10 Applied SNC2P1

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

PREREQUISITE: SCIENCE, GRADE 9, ACADEMIC OR APPLIED

Grade 10 Essential Skills SNC2L1

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, and 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: SCIENCE, GRADE 9, ACADEMIC, APPLIED OR ESSENTIAL SKILLS

Course Description for Technology Education
Part A: Broad-based Technology: Grade 10

Communications Technology

Grade 10 **Open** **TGJ2O1**

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

Hospitality and Tourism

Grade 10 **Open** **TFJ2O1**

This course provides students with opportunities to explore different areas of hospitality and tourism, as reflected in the various sectors of the tourism industry, with an emphasis on food service. Students will study culinary techniques of food handling and preparation, health and safety standards, the use of tools and equipment, the origins of foods, and event planning, and will learn about tourism attractions across Ontario. Students will develop an awareness of related environmental and societal issues and will explore secondary and postsecondary pathways leading to careers in the tourism industry.

PREREQUISITE: NONE

NOTE: This course will be recorded to TFJ3C1 so students may be able to benefit from SHSM opportunities (page 12).

Technology Course Offerings at Sir James Whitney – See Pages 63 - 64

Course Descriptions for the Arts: Grade 11

Dramatic Arts - Drama

Grade 11 **ADA3M1**

University/College Preparation

This course requires students to create and perform dramatic presentations. Students will analyse, 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 analyse the functions of playwrights, directors, actors, designers, technicians, and audiences.

PREREQUISITE: DRAMA, GRADE 9 OR 10 OPEN

Instrumental Music

Grade 11 **AMI3M1/3O1**

University/College Preparation & Open

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music on a woodwind, brass or percussion instrument including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.

PREREQUISITE: MUSIC, GRADE 9 OR 10 OPEN

Visual Arts

Grade 11 **AVI3M/3O1**

University/College Preparation & Open

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, information design).

PREREQUISITE: VISUAL ARTS, GRADE 9 OR 10 OPEN

Vocal Music

Grade 11 **AMV3M1/3O1**

University/College Preparation & Open

This course emphasizes the creation and performance of music, using the voice, 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: NONE

Media Arts

Grade 11 **ASM3M1/3O1**

University/College Preparation & Open

Four organizing principles guide the creation of media artwork: *hybridization, interactivity, duration,* and *point of view.* This course focuses on the development of media arts skills through the production of art works involving traditional and emerging technologies, tools, and techniques such as new media, digital media, digital photography, digital film making and web environments. Students will explore the evolution of media arts as an extension of traditional art forms, use the creative process to produce effective media art works, and critically analyse the unique characteristics of this art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture, and values. Units will be designed to include studies of film, photography, internet, digital media and music as well as other integrated media arts. Contemporary and historical examples will be presented throughout the course.

PREREQUISITE: NONE

Dance

Grade 11 **ASM3M1/3O1**

University/College Preparation & Open

This course emphasizes the development of technical, composition, and presentation skills in one or more world dance forms. Students will acquire and refine dance skills; compose and present increasingly complex dance works; interpret and evaluate a variety of dance presentations; and student the historical development of various dance forms and the function of dance in a specific cultures.

PREREQUISITE: DANCE GRADE 9 OR 10 OPEN

Course Descriptions for the Business: Grade 11

ACCOUNTING

Financial Accounting Fundamentals,

Grade 11 **BAF3M1**

University/College Preparation

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

PREREQUISITE: NONE

MARKETING

Marketing: Goods, Services, Events,

Grade 11,College Preparation

BMI3C1

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

PREREQUISITE: NONE

INFORMATION TECHNOLOGY

Entrepreneurship

Grade 11 **Open** **BDP3O1**

In a world of accelerating change, where both challenges and opportunities abound, students need to learn how to live and work in an enterprising way, either as entrepreneurs who take the initiative to create new ventures or as enterprising individuals who apply their skills, attitudes, and abilities while working within the various organizations that contribute to our society. The need to be enterprising is further emphasized by the exponential growth of e-commerce and the economic opportunities it presents. Students will be opportunities to acquire the knowledge, skills, and attributes of entrepreneurs and of entrepreneurs and enterprising employees by organizing an event, planning a school-based business, or completing a venture plan with an e-commerce component. Students will use these skills to learn how to live and work as creative problem solvers who welcome and successfully manage change.

PREREQUISITE: NONE

The Digital Environment

Grade 11 **Open**
BTA3O1

This course prepares students for the digital environment. Using a hands-on approach, students will further develop information and communication technology skills through the use of common business software applications. The concept and operation of e-business will be explored, and students will design and create an e-business website. The skills developed in this course will prepare students for success in the workplace and/or post-secondary studies.

PREREQUISITE: NONE

ECONOMICS

The Individual and the Economy **Grade 11** **CIE3M1**

University/College Preparation

This course explores issues and challenges facing the Canadian economy as well as the implications of various responses to them. Students will explore the economic role of firms, workers, and government as well as their own role as individual consumers and contributors, and how all of these roles contribute to stability and change in the Canadian economy. Students will apply the concepts of economic thinking and the economic inquiry process, including economic models, to investigate the impact of economic issues and decisions at the individual, regional and national level.

PREREQUISITE: CANADIAN HISTORY SINCE WORLD WAR I, GRADE 10 ACADEMIC OR APPLIED

COURSE OFFERINGS 2017-2018

Codes:

C – College E – Workplace L – Essential Skills M – University/College O – Open U - University

Areas of Study	Course Name	Grade 9	Grade 10	Grade 11	Grade 12
Arts	• Dance	ATC1O1	ATC2O1	ATC3M1/3O1	
	• Drama	ADA1O1	ADA2O1	ADA3M1/3O1	ADA4M1/4E1
	• Music……GUITAR	AMG1O1	AMG2O1		
	• Music……INSTRUMENTAL	AMU1O1	AMU2O1	AMU3M1	AMU4M1
	• Music……VOCAL/CHORAL	AMV1O1	AMV2O1	AMV3O1/3M1	
	• Media Arts…….			ASM3O1/3M1	
	• Visual Arts	NAC1O1	AVI2O1	AVI3O1/3M1	AVI4M1/4E1
Business	• Information Technology	BTT1O1	BTT2O1	BTA3O1	
	• Introduction to Business		BBI2O1		
	• Entrepreneurship			BDP3O1	
	• Accounting			BAF3M1	BAT4M1
	• Introduction to Marketing			BMI3C1	
	• International Business Fundamentals				BBB4M1
Canadian & World Studies	• Civics		CHV2O5 (.5)		
	• Geography of Canada	CGC1D1/1P1			
	• Geography: Canadian and World Issues: Global Challenges				CGW4U1
	• History: Aboriginal Peoples in Canada		NAC2O1		
	• History: 20th Century Canadian		CHC2D1/2P1		
	• History: Identity and Culture – Canadian				CHI4U1
	NEW • History: The West & the World/American History (1/2 Credit each)			CHW3M5 & CHA3U5 (.5)	CHY4U1/4C1
	• Economics			CIE3M1	CIA4U1
	• Law			CLU3M1	CLN4U1
English	• English	ENG1D1/1P/1L	ENG2D/2P/2L	ENG3C1/3U/3E	ENG4C/4U/4E
	• Media Studies			EMS3O1	
	NEW • Contemporary Aboriginal Voices			NBE3C/3U	
	• Writers Craft				EWC4U1/4C1
	• Literacy Course				OLC4O1
French	• Core	FSF1D1/1P1	FSF2D1	FSF3U1	FSF4U1
Guidance	• Leadership and Peer Support			GPP3O1	
	• Career Studies		GLC2O5 (.5)		
	• Discovering the Workplace		GLD2O1		
	• Learning Strategies for (Exceptional students only)	GLE1O1		GLE3O1	GLE4O1
	• Learning Strategies	GLS1O1			
	• Navigating the Workplace				GLN4O1
	• Interdisciplinary Studies				IDC4U1/4O1
Cooperative Education & OYAP	• Co-Op			Co-Op	Co-Op

COURSE OFFERINGS 2017-2018

C – College E – Workplace L – Essential Skills M – University/College O – Open U - University

Areas of Study	Course Name	Grade 9	Grade 10	Grade 11	Grade 12
Mathematics	• Math……Principles	MPM1D1	MPM2D1		
	• Math……Foundations	MFM1P1	MFM2P1		
	• Math……Essential Skills	MAT1L1	MAT2L1		
	• Math……Workplace			MEL3E1	MEL4E1
	• Functions and Applications			MCF3M1	
	• Functions			MCR3U1	
	• Foundations for Mathematics				MBF3C1
	• Advanced Functions				MHF4U1
	• Data Management				MDM4U1
	• Calculus & Vectors				MCV4U1
	• College and Apprenticeship				MAP4C1
	• Math for Technology				MCT4C1
Physical Education	• Healthy Active Living	PPL1O1	PPL2O1	PPL3O1	PPL4O1
	• Hockey Skills Course	PAL1O1Y	PAL2O1Y	PAL3O1Y	PAL4O1Y
	• Health for Life			PPZ3C1	
	• Exercise Science				PSK4U1
	NEW • Recreation and Healthy Active Living Leadership				PLF4M/PAD4O
Religion	• Religion……Be with me	HRE1O1			
	• Religion……Christ and Culture		HRE2O1		
	• World Religions……Beliefs and Issues			HRT3M1	
	• World Religions……Beliefs – Daily Life			HRF3O1	
	• Church and Culture				HRE4M1/4O
Sciences	• Science……Principles	SNC1D1	SNC2D1		
	• Science……Foundations	SNC1P1	SNC2P1		
	• Science……Essential Skills	SNC1L1	SNC2L1		
	• Science - Environmental……Workplace			SVN3E1	
	• Biology			SBI3U1/3C	SBI4U1
	• Chemistry			SPC3U1	SCH4U/4C
	• Physics			SPH3U1	SPH4U/4C
Social Sciences	• Nutrition and Health				HFA4C/4U1
	• Raising Healthy Children			HPC3O1	
	• Families in Canada				HHS4C/4U
	• Introduction to Anthropology, Psychology and Sociology			HSP3M1	
	• Philosophy……Questions & Theories				HZT4U1
	• Personal Life Management				HIP4O1
	NEW • Equity and Social Justice: From Theory to Practice				HSE4M
Technology	• Communication Technology		TGJ2O1		
	• Communication Technology…….Photography and Digital Imaging			TGP3M1	TGP4M1
	• Computer and Information Science			ICS3U1/3C1	ICS4U1/4C1
	• Hospitality and Tourism	TFJ1O1	TFJ2O1	TFJ3C/3E1	TFJ4C/4E1
	• Construction Technology……Offsite		TCJ2O1	TCJ3C2	TCJ4C2/4E2
	• Hairstyling and Aesthetics……Offsite			TXJ3E2	TXJ4E2
	• Transportation Technology……Offsite			TTJ3C2	TTJ4C2
	• Computer Engineering Technology			TEJ3M1/3E1	TEJ4M1/4E1
	• Child Development & Gerontology				TOJ4C1

More Ways to Succeed in High School

SPECIALIST HIGH SKILL MAJORS (SHSM)

This program offers an opportunity for students who have a career path in mind to customize their learning, students focus on a career path that matches their skills and interests. As well, they will gain important skills on the job with actual employees, at skills training centres and at school.

ST. THERESA SPECIALIST HIGH SKILL MAJORS

Students can enrol in the following specific High Skills Majors:

Hospitality & Tourism

Information & Communication

Transportation

*NEW Sports – Fitness and Management Systems

SPECIALIST HIGH SKILL MAJORS COMPONENTS:

1. A package of required credits, including 4 'major' credits in area of specialization and required credits in English, Mathematics and Science.

2. Certifications recognized by the sector, including:
   CPR
   First Aid
   WHMIS
   Customer Service
   Hardware/Network
   Smart Serve
   Health and Safety

3. Work experience through cooperative education (a minimum of 2 credits)*.

4. Completion of the Ontario Skills Passport (OSP) to document demonstration of essential skills and work habits.

"Reach ahead" experiences in the student's post secondary destination.

*A maximum of two (2) credits in Cooperative Education can count as compulsory credits as part of additional requirements.

GRADUATE FROM HIGH SCHOOL WITH:

A special SHSM red seal designation on your high school diploma (OSSD)

Industry training certificates

An OSP (Ontario Skills Passport)

An OSSD (Ontario Secondary School Diploma)

A head start on your career

WHAT DO YOU NEED TO GRADUATE?

18 Compulsory Credits

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:

4	Credits in English (1 credit per grade) *
3	Credits in Mathematics (1 credit in Grade 11 or 12)
2	Credits in Science
1	Credit in Canadian History
1	Credit in Canadian Geography
1	Credit in the Arts
1	Credit in Health and Physical Education
1	Credit in French as a second language
0.5	Credit in Career Studies
0.5	Credit in Civics

Plus one credit from each of the following groups:

NEW 1	Group 1: additional credit in English, or French as a second language, ** or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education***
NEW 1	Group 2: additional credit in health and physical education, or the arts, or business studies, or French as a second language, ** or cooperative education***
NEW 1	Group 3: additional credit in science (Grade 11 or 12), or technological education, or French as second language,** or computer studies, or cooperative education***

In addition, students must complete:

√	12 optional credits†
√	40 hours of community involvement activities
√	the provincial literacy requirement

*A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a *Grade 12* compulsory English course. **In groups 1, 2, and 3, maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from *either* group 2 *or* group 3. ***A maximum of 2 credits in cooperative education can count as compulsory credits. †The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

ST. THERESA CATHOLIC SECONDARY SCHOOL - PLANNING SHEET

Name: _____ GUIDANCE COUNSELLOR: _____

	Grade 9	Grade 10	Grade 11	Grade 12
1	***Religion*** HRE1O1	***Religion*** HRE2O1	***Religion*** HRT3M1	***Religion*** Consult school calendar
2	***English*** ENG1D1 END1P1 ENG1L1	***English*** ENG2D1 ENG2P1 ENG2L1	***English*** ENG3U1 ENG3C1 ENG3E1 NBE3U NBE3C	***English*** ENG4U1 ENG4C1 ENG4E1
3	***Mathematics*** MAT1D1 MFM1P1 MAT1L1	***Mathematics*** MPM2D1 MPM2P1 MAT2L1	***Mathematics*** MCR3U1 MCF3M1 MBF3C1 MEL3E1	***Mathematics*** MHF4U1 MDM4U1 (Elective) MCV4U1 MCT4C1 MAP4C1 MEL4E1
4	***Geography*** CGC1D1 CGC1P1	***History*** CHC2D1 CHC2P1		
5	***Science*** SNC1D1 SNC1P1 SNC1L1	***Science*** SNC2D1 SNC2P1 SNC2L1		
6	***French*** FSF1D1 FSF1P1	***Careers*** (.5 credit) GLC2O5 ***Civics*** (.5 credit) CHV2O5		
7				
8				
	TOTAL CREDITS_____	TOTAL CREDITS_____	TOTAL CREDITS_____	TOTAL CREDITS_____

COMPULSORY DIPLOMA REQUIREMENTS (18 CREDITS)

English	☐☐☐☐	Canadian Geography	☐	French	☐	Health & Phys. Ed	☐
Math	☐☐☐	Canadian History	☐	Arts	☐	Civics (.5)	☐
Science	☐☐					Career Studies (.5)	☐

PLUS: ☐ 1 credit in English **OR** a Third Language **OR** Social Science and Humanities **OR** Canadian and World Studies **OR** Guidance/Career Studies **OR** Coop*

☐ 1 credit in Health and Physical Education **OR** the Arts **OR** Business Studies **OR** Coop*

☐ 1 credit in Science (11 or 12) **OR** Technological Education **OR** Coop*

* Maximum 2 credits in cop Ed. Can count as compulsory

OPTIONAL CREDITS: ☐☐☐☐☐☐☐☐☐☐☐☐☐

READING AND WRITING TEST - SUCCESSFUL ☐ **COMMUNITY INVOLVEMENT (40 HOURS COMPLETED)** ☐

http://alcdsb.on.ca/school/thss