

Regiopolis-Notre Dame Catholic High School



COURSE GUIDE BOOK 2016 - 2017



**130 Russell Street
Kingston, Ontario
K7K 2E9**

Algonquin and Lakeshore Catholic District School Board

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INTRODUCTION

INTRODUCTION

The purpose of this course calendar is to provide information for students and their parents or guardians to assist in the selection of a program of studies. Any decision should be made in light of the students' ability, achievement, and educational goals. All decisions are ultimately the students' and the parents' responsibility. RND is committed to ensuring that all students are provided with a program that is appropriate to their program that is appropriate to their pathway and that they are supported in their efforts to achieve success in their high school experience. This document outlines all of the programs and supports that are available to our students. Academic and pathway consultation with teachers and counsellors is an ongoing expectations for all of our students.

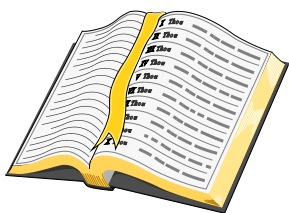
Entrance requirements to careers and post-secondary programs vary considerably. It is the responsibility of students and parents or guardians to select courses at the correct level of difficulty to meet these entrance requirements.

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

CATHOLIC PHILOSOPHY OF EDUCATION

Regiopolis-Notre Dame Catholic High School exists with the unique responsibility of educating the whole person. By inviting the individual to know Jesus Christ and His church, the people of God, the students are called to be part of the Church's mission in the world. Operating within Catholic Tradition, the school assists its young people in developing skills, knowledge and values which enable them to play a positive, critical and effective role in society.

As part of the larger Christian Community this school shares with home and parish, the obligation to nurture faith in its students and staff. In order to do so it provides an environment in which all may come to know Jesus Christ, share their faith with others and live it out in their lives.



VISION

Regiopolis-Notre Dame Catholic High School is a caring community, growing in the peace and wisdom of Christ.

OUR GOALS

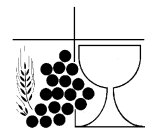
Our goals are to provide quality Catholic education in a Christian environment of common understanding, and mutual respect. With the help of the Holy Spirit, Christ should permeate the entire educational process.

Each student is to be encouraged and guided to develop spiritually, intellectually, socially, physically, and emotionally. Students graduating from this school should be imbued with the spirit of Christ and ready to assume a responsible role in the building of a better world. Within these goals, we strive to assist each student:

- to come to know Christ;
- to deepen one's commitment to the people of God and its mission to the world;
- to develop a positive self image;
- to develop a sense of personal and communal responsibility and discipline;
- to pursue excellence in curricular and extra-curricular activities;
- to develop resourcefulness, creativity, and independent learning habits;
- to acquire knowledge, skills and attitudes that will lead to success in the world of work and further educational responsibilities.

As a staff we commit our talent and energies to attain the following objectives:

- to share our knowledge of Christ;
- to provide examples of practicing Christians and professionals;
- to be sensitive to the individual needs of our students;
- to promote the development of effective communication skills;
- to be involved in extra-curricular activities;
- to develop new and varied teaching and learning activities;
- to assist our students in career awareness and to provide practical opportunities in work experience and co-operative education programs.



CODE OF STUDENT BEHAVIOUR

Introduction

The Catholic School develops in the school community an atmosphere animated by a spirit of liberty and charity based on the Gospel, taking into consideration as it should the conditions of an age of progress and preparing its pupils to contribute effectively to the welfare of the world.

*Declaration on Christian Education
Vatican II*

Rationale

Catholic schools exist for the purpose of providing opportunities for students to develop their spiritual, intellectual, physical and social abilities, as outlined in the mission statement for both the Board and Regiopolis-Notre Dame Catholic High School. These abilities can best be developed in an atmosphere in which students feel safe and comfortable.

Catholic Witness

Students are expected to demonstrate visibly a commitment to the values rooted in Catholic faith in all facets of activities involving the Regiopolis-Notre Dame school community. Students are expected to attend liturgical celebrations.

Co-operation

This booklet is the "Code of Student Behaviour" for use by members of the RND community. RND, in co-operation with the parents, provides the formal aspect of the student's education at this critical time of life. It is only with the full co-operation of the student, parents and the school, that the student's preparation for Christian adulthood can be realized.

Duties of a Pupil

The duties of a pupil, as outlined in Regulation 298 under the Education Act, are as follows:

Section 23.(1)

A pupil shall,

- a) be diligent in attempting to master such studies as are part of the program in which the pupil is enrolled;
- b) exercise self-discipline;
- c) accept such discipline as would be exercised by a kind, firm and judicious parent;
- d) attend classes punctually and regularly;
- e) be courteous to fellow pupils and obedient and courteous to teachers;
- f) be clean in person and habits;
- g) take such tests and examinations as are required by or under the Act or as may be directed by the Minister;
- h) show respect for school property.

Section 23.(4)

Every pupil is responsible for his or her conduct to the principal of the school that the pupil attends,

- a) on the school premises;
- b) on out-of-school activities that are part of the school program; and

- c) while travelling on a school bus that is owned by a board or on a bus or school bus that is under contract to a board.

Standards of Behaviour

Roles and Responsibilities

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time and ready to learn;
- shows respect for themselves, for others and for those in authority;
- refrains from bringing anything to school that may compromise the safety of others;
- follows the established rules and takes responsibility for his or her own action.

Respect, civility and responsible citizenship

All school members must:

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

Ontario Schools Code of Conduct, 2000

Suspension of a Pupil

306.(1) Mandatory suspension of a pupil - It is mandatory that a pupil be suspended from his or her school and from engaging in all school-related activities if the pupil commits any of the following infractions while he or she is at school or is engaged in a school-related activity:

1. Uttering a threat to inflict serious bodily harm on another person.
2. Possessing alcohol or illegal drugs.
3. Being under the influence of alcohol.
4. Swearing at a teacher or at another person in a position of authority.
5. Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school.
6. Engaging in another activity that, under a policy of the board, is one for which a suspension is mandatory.

CODE OF STUDENT BEHAVIOUR

307.(1) Discretionary suspension of a pupil - A pupil may be suspended if he or she engages in an activity that, under a policy of the board, is an activity for which suspension is discretionary. A principal may suspend a pupil because of:

- persistent truancy;
- persistent opposition to authority;
- habitual neglect of duty;
- the wilful destruction of school property;
- the use of profane or improper language;
- conduct injurious to the moral tone of the school; or
- conduct injurious to the physical or mental well-being of others in the school.

Expulsion of a Pupil

309.(1) Mandatory expulsion of a pupil - It is mandatory that a pupil be expelled if the pupil commits any of the following infractions while he or she is at school or is engaged in a school-related activity:

1. Possessing a weapon, including possessing a firearm.
2. Using a weapon to cause or to threaten bodily harm to another person.
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.
4. Committing sexual assault.
5. Trafficking in weapons or in illegal drugs.
6. Committing robbery.
7. Giving alcohol to a minor.
8. Engaging in another activity that, under a policy of the board, is one for which expulsion is mandatory.

310.(1) Discretionary expulsion of a pupil - A pupil may be expelled if the pupil engages in an activity that, under a policy of the board, is one for which expulsion is discretionary. A student may be expelled if the student commits any of the following infractions:

(a) The student's pattern of behaviour is so refractory that the student's presence is injurious to the effective learning environment of others. Refractory is defined as: obstinate or disobedient; stubborn; unmanageable; or resisting ordinary treatment.

(b) The student has engaged in activities:

- that cause the student's presence in the school to be injurious to the physical or emotional well-being of other students or persons in the school, or
- that cause extensive damage to the property of the board or to goods that are on board property.

(c) The student has demonstrated through a pattern of behaviour (e.g. neglect of duty, truancy, or opposition to authority) that he/she has not prospered from the instruction available to him/her and that he/she is persistently resistant to making the changes in behaviour which would enable him/her to prosper.

Safe Schools Policy

The following behaviours must be reported to the police and will result in suspension or expulsion:

- possession of weapons or prohibited weapons
- threatening with a replica of a weapon
- serious threat of injury or bodily harm
- physical assault causing bodily harm
- sexual assault
- indecent exposure or indecent act
- robbery
- extortion
- any hate-motivated violence
- gang or group assault
- criminal harassment including stalking
- vandalism, mischief or arson
- repeated or habitually aggressive behaviour
- child pornography/prostitution
- possession of drugs or alcohol
- trafficking of drugs

Uniform Policy

Students must wear the uniform during the ENTIRE school day (8:30 a.m. - 2:30 p.m.), including lunch and spare. As well, students are to arrive for gym, drama, tech, and art class in full uniform.

Halpern's will be the exclusive supplier for all uniform items.

Girls:

Kilt - Dress (length 2 inches above knee) OR grey uniform Halpern's slacks

Blouse - French cut, monogrammed.

Pants - Grey uniform Halpern's slacks.

Tights - navy blue, black, dark grey or dark green

Dress shoes

Crested school sweater, vest or fleece.

Boys:

Shirt - White, button-down collar, RND monogrammed.

Pants - Grey uniform Halpern's slacks.

School tie

Socks

Dress shoes

Crested school sweater, vest or fleece.

Summer Uniform: Golf shirt, shorts, sandals.

All items are Halpern's labelled.

CODE OF STUDENT BEHAVIOUR

Attendance at RND

At RND we are very concerned that all students realize their full potential. The Education Act of Ontario is very specific in addressing the expectation that every student under the age of sixteen be in attendance at school. Parents are expected to notify the school regarding student absences.

Attendance will be taken during each class and forwarded to the office, checked and verified. Phone calls will be made to the home by the attendance office. Administration will inform parents and guardians in writing when absences from a class reach critical levels.

The Ministry of Education defines a credit as 110 hours of instruction. A student will be considered for withdrawal from a course if he/she has been absent for more than fifteen classes in a semester, without a valid explanation or a doctor's certificate.

It is the student's responsibility to complete missed assignments and tests immediately upon the return to school. In the case of examinations, students may be required to provide a doctor's certificate for an absence.

Students in their first three years are required to carry a full course load (4 credit courses) each semester. The course selection process should include consultation with school counsellors, teachers, and parents. **Students in Grades 12 will carry a minimum of 3 courses per semester.**

Smoking on School Property

The laws of the Province of Ontario and the policy of our Catholic District School Board do not permit smoking on school property. Students who choose to smoke must do so along the Cowdy St. sidewalk between the driveways or on the "old cement stairs". Smoking is not permitted along Russell or Stephen Streets. Students who smoke on school property are subject to a fine and a suspension from school.

Extracurricular Eligibility

All students are encouraged to participate in the extracurricular life of the school for this is an integral part of the high-school experience;

In order to be eligible to participate in extracurricular activities at RND, a student must satisfy all of the following criteria to be deemed "a student in good standing":

- full-time status;
- passing grades at most recent reporting period and throughout season of activity;
- good record of punctuality and attendance;
- evidence of co-operation with teachers;
- paid-up user fee (if applicable) and the purchase of a Student Activity card.
- A standing committee reviewing extracurricular eligibility will be set up in September by the principal. Its membership

shall be as follows: one vice-principal (chair), athletic director, moderator of the Students' Council, Arts Department Head and a guidance counsellor. The guiding principles of the committee are "fairness and openness".

- Once the eligibility of a student to participate in an activity is in jeopardy (see above criteria), the standing committee reviewing eligibility will be asked to make a ruling.
- The ruling of the committee may be appealed by the student to the principal who will then make a binding decision.

Computer and the Internet

Acceptable Use

The use of computer resources must be in support of education and research and consistent with the educational objectives of ALCDSB.

Unacceptable Use

- Transmission of any material in violation of any Board policy is prohibited. This includes, but is not limited to copyrighted material, threatening or obscene material, or material protected by trade secret.
- Deletion, examination, copying, or modification of files and/or data belonging to others without their prior consent is prohibited.
- Vandalism, defined as any malicious attempt to harm or destroy property or data of another user, is prohibited.
- Creating, accessing, or processing hate mail, harassment, discriminatory remarks, pornographic references or graphics, and other antisocial behaviours are prohibited.

CODE OF STUDENT BEHAVIOUR

Lockers/Personal Property

- Lockers are the property of the school. Students may only use approved school locks sold through RND.
- Lockers may be searched by school Administration when necessary.
- Personal property posted in a locker must be in good taste. Material deemed to be inappropriate by staff members will be removed.
- Students will be held responsible for deliberate damage to lockers.
- Students lockers are vulnerable to break-in and theft if lockers and combinations are shared. Large sums of money and other valuables should not be kept in lockers.

Roller blades and Skateboards

Roller blades and skateboards are not permitted anywhere on the school property, inside or out.

Parking

Students are not permitted to park in either of the circular driveways as these are fire access lanes and bus loading zones. Cars parked in these areas will be towed away. Students may access available spaces in the Russell Street parking lot only.

Book Return Policy

Students are required to return the textbooks that have been issued to them. Failure to do so will require that students pay the replacement cost of a text(s). Texts will not be issued for the following semester until the account is clear.

Guidelines to Promote Academic Integrity

The Central Philosophy

The central focus of this guideline is to promote academic integrity consistent with the principles outlined in Regiopolis-Notre Dame's mission statement. To this end, the guideline suggests that there be a concerted effort among teachers to encourage students to become responsible, independent thinkers. In addition, the guideline sets forth consistency in expectations and consequences across departments.

Aims

Through interaction with teachers, students will have opportunities to:

- a. understand what constitutes academic dishonesty;
- b. learn how to use primary and secondary sources correctly and to use proper documentation to acknowledge the authors formally;
- c. acquire the skills to summarize or paraphrase;
- d. develop appropriate research and reporting skills;
- e. acquire proper note-taking skills.

Academic Dishonesty

Academic dishonesty includes plagiarism as well as any deliberate attempt to gain unfair advantage academically for oneself or others.

Examples of Academic Dishonesty

Examinations and Tests:

- a. copying from another student, or making information available to another student;
- b. improperly acquiring copies of an examination, or a test, prior to the date and time of writing;
- c. bringing unauthorized material to examinations or tests.

Plagiarism

Plagiarism means presenting work done (in whole or in part) by someone else as if it were one's own. (For example: essay, lab report, assignment, project, presentation, posters, video, et cetera)

Computer Projects, Laboratory Reports, Research Reports, Assignments:

- a. copying from someone else's work or allowing someone else to copy one's own work;
- b. fabricating or falsifying data;
- c. submitting in part or whole the same piece of work in more than one course without the permission of the teachers;
- d. intentionally interfering with another student's data;
- e. improperly obtaining another student's data;
- f. failure to acknowledge the sources of information, ideas, or direct quotations;
- g. copying homework assignments;
- h. the use of translation software or internet sites to translate written work into a second language.

CODE OF STUDENT BEHAVIOUR

Essays or Assignments:

- a. submitting an essay written in whole or in part by someone else as one's own;
- b. allowing one's essay or assignment to be copied by someone else who will use it to meet course requirements;
- c. submitting in part or whole the same piece of work in more than one course without the permission of the teachers;
- d. deliberate concealment of secondary sources;
- e. paraphrasing another person's words without proper acknowledgement in endnotes, parenthetical documentation, or the works-cited list;
- f. using any primary or secondary sources without proper acknowledgement in endnotes, parenthetical documentation, or the works-cited list;
- g. using any translation software or internet sites to translate written work into a second language.

In summary, "to use another person's ideas or expressions in your writing without acknowledging the source is to plagiarize. Plagiarism, then, constitutes intellectual theft and often carries severe penalties".

PROCEDURE

In the case of academic dishonesty, the following steps will be taken:

- a. counseling/conferring with the student;
- b. parental or guardian contact;
- c. the implementation of one of the following consequences:
 - a mark reduction in the assignment
 - an alternate assignment
 - if the severity of the situation merits it, the department head/administration shall be consulted, and the assignment shall receive a mark of zero.

LATE ASSIGNMENTS

If a student does not hand in work on the due date assigned, the teacher will conference with the student and require him/her to complete a Late Assignment Completion Contract. The teacher may identify the Absolute Due Date the assignment must be handed in. Teachers will not mark assignments that have been submitted after the Absolute Due Date.

ABSENCE FOR TESTS/ASSIGNMENTS

- Students may write a missed test/assignment only when the absence is legitimate and has been explained by a parental note or phone call to the teacher (ie, illness, bereavement).
- Students who will be absent for a scheduled activity must inform the teacher of their absence prior to the date of the absence. An alternative test date and arrange an alternative test date prior to the scheduled test date.
- Students who miss an in-class evaluation may be given a mark of ZERO if no explanation is provided for the absence.

EXTENUATING CIRCUMSTANCES

Students who are absent due to extenuating circumstances (prolong illness, bereavement, etc.) will meet with teachers upon their return to determine alternative assignment and testing dates. A doctor's note or a parental letter is to be provided and accommodations will be made to ensure the student every opportunity to achieve success.

Recommendations to Students

Alternatives to cheating and plagiarism

No student needs to cheat or plagiarize. Students who advocate for themselves and seek appropriate help when they need it will not need to cheat or plagiarize.

The following behaviours promote true student achievement:

- Be prepared. Try to keep to a realistic schedule balancing academic obligations and your social and personal life.
- Make certain that you understand your assignments and the grading assessment, that will be used. If you have questions about an assignment or an assessment, consult your teacher. Do not rely solely upon a classmate for clarification.
- If you study for a test with a classmate, make sure that you do not sit near each other during the test since your responses (and errors) may be similar.
- Do not read or scan someone else's paper before writing your own. Some of the ideas in the other person's paper may be ideas that you would have used, but you will now need to credit the person whose paper you read for those ideas.
- Assignments should be considered individual unless the teacher states otherwise.
- Be organized. Having class notes in an orderly, easily accessible format will save time and anxiety when studying for a test or writing a paper.
- Keep current with assignments. If you need to read an entire novel the evening before a test or before a paper is due on that novel, your performance on either will suffer.
- If, for whatever reason, you choose to use another's ideas or solutions, cite that person as a source on your paper or project.
- Know what constitutes cheating, including all the variations or plagiarism.

(Policy outline used with permission from Staples High School, Westport, Connecticut)

Works Cited

Algonquin and Lakeshore Canadian Virtual Campus 'Policy on Plagiarism'
Concordia University Libraries Citation Guides 'MLA Citation Style'
Queen's University Faculty of Education Calendar 'Regulations and Procedures'
Regiopolis-Notre Dame - A Guideline to Promote Academic Integrity; Modern Languages Department Policies
Trent University Calendar

GENERAL ORGANIZATION OF SCHOOL PROGRAMS

The Semester System (9 - 12)

The school year is divided equally into two semesters:

Semester I:	September - January
Semester II:	February - June

Student Services will provide assistance in dealing with special circumstances.

Evaluation and Reporting

- c. Course outlines stating the objectives of the course and the methods of evaluation will be provided to the students at the beginning of each course.
- d. Formal examinations will be held at the conclusion of each semester. In some courses, an alternative evaluation other than an examination will be used.
- e. All evaluation procedures are directed to assess the students' progress in relationship to the stated outcomes of the course.

Progress will be reported to students and parents as follows:

f. Semester I Early Report	October
g. Mid Semester I Report	November
h. Final Semester I Report	February
i. Semester II Early Report	March
j. Mid Semester II Report	April
k. Final Semester II Report	July

Students and parents may at any time request a progress report by contacting **Student Services**. Scheduled parent-teacher interviews will be arranged following the **Early Semester** reporting for each term.

Ontario Student Records and Transcripts

Note: A pupil and his/her parent or guardian, where the pupil is a minor, are entitled to examine the record of such pupil. (Education Act 263(3)). This is normally arranged through the Student Services Department.

Ontario Student Transcript

Full Disclosure for Grades 11 and 12

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

Ontario Student Record (OSR): Recording and Reporting Procedures

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 (if the student is a minor) may examine the contents of the OSR. The Education Act and freedom of information legislation protect these records.

SPECIAL SERVICES AND PROGRAMS

Student Services - Guidance

The Guidance Program is an integral part of the educational system at Regiopolis-Notre Dame. The main purpose of the program is to aid students in the process of acquiring skills, knowledge, and attitudes necessary to:

- l. know and appreciate themselves;
- m. relate effectively to others;
- n. develop appropriate educational plans;
- o. explore career alternatives.

This department offers qualified Teacher Counsellors who, with the interaction of parents and students, can identify and explore alternatives in a caring and Christian atmosphere. Students are urged to discuss their progress and plans with a Teacher Counsellor during their school years. Students will have access, within this department, to the most current course calendars and brochures from Universities and Community Colleges. Up-to-date career information is available through the computer-based Career and Post Secondary Centre.

Youth Worker

In conjunction with Teacher Counsellors, behavioural, social and emotional needs of students are addressed with the support of the Youth Worker who acts as a liaison between school, home and appropriate community agencies. Support and counselling is provided for students experiencing personal and/or social difficulties.

Pastoral Services

The Pastoral Team, comprised of a Department Head, a Priest Chaplain and a Pastoral Coordinator, provides a service of professional support and care for the school community. The work of the Pastoral Team centres around the expression of compassion and concern as modeled by Jesus Christ. Pastoral Services incorporates activities in a variety of areas, including: liturgy, pastoral counselling and spiritual development and community outreach.



Special Education

The Special Education Department provides educational support services to students and staff. Our goal is to create a positive and caring learning environment for each student through a collaborative approach involving parents, subject teachers, administration and Special Education Teachers. Regiopolis-Notre Dame has in place two programs to assist students with special learning needs.

The Life Skills Developmental Centre

This program is available for students who are working on attaining credits towards a Secondary School Diploma or Certificate of Education. Priority support is provided to students who are identified as exceptional through the IPRC process and non-identified students with Individual Educational Plans (IEPs).

The Special Education Department provides a wide array of supports which may include the following:

- development and reinforcement of literacy and numeracy skills
- tutoring and/or remediation in subject areas
- development of work and study skills
- access to technology which supports student learning and assessment

Students may receive assistance in a number of ways. Students requiring a high level of assistance may enroll in a Learning Strategies Course. This credit course emphasizes the development of learning skills and strategies to help students become self-directed and motivated learners. Another level of support involves ongoing monitoring and assistance with no credit value. Students receive assistance in learning the curriculum presented by the classroom teachers and in completing their assigned class work in a variety of subject areas. This may occur in the subject classroom or the resource room.

The Life Skills Developmental Program

The Life Skills Program provides a learning environment where students with high learning needs (Developmental Disabilities, Autism, Multiple Exceptionalities) are individually encouraged towards greater independence with self-sufficiency. These students are may be working on attaining credits towards a Secondary School Diploma and/or working on alternate curriculum. Some students may be working towards a Certificate of Education or Certificate of Accomplishment. The program incorporates the following major areas:

- Community Integration
Students are encouraged to make use of local services and facilities such as restaurants and grocery stores on a regular basis and attend community events. They also provide assistance at community organizations such as the Partners in Mission Food Bank.

SPECIAL SERVICES AND PROGRAMS

- School Integration

Students in the Life Skills Program are integrated wherever possible in appropriate subject areas. Classroom teachers provide curriculum accommodations and modifications as required in accordance with Individual Education Plans. The students participate in RND club events including monthly liturgies. Students from the Life Skills Program are an integral part of the RND school community

- Life Skills

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

The staff of the Life Skills Program strive to encourage and guide each student to develop to the maximum of his/her potential within a caring and supportive environment.

Student Success

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, parents and the wider community to ensure that, together, we help more students earn the credits necessary to graduate. A Student Success Teacher advocates 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 discretion.
- 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.

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

- Regiopolis-Notre Dame offers an off-site alternative program for students at risk. Referrals to ACE (Alternative Choices in Education) are made by Administration .

- Summer school is available for credit recovery.

Co-operative Education/Work Experience

Co-operative Education is a program enabling senior students to gain practical, on-the-job experience while, at the same time, gaining credits towards their secondary school diploma.

This program attempts to “bridge the gap” between school and work. As well as providing career exploration, the Co-operative Education Program attempts to develop the necessary skills for success in the workplace.

Co-op may be pursued in any subject area. The student selects the career and the co-operative education teacher will find an appropriate placement. For more information about Co-operative Education, refer to page 49.

Ontario Youth Apprenticeship Program

OYAP is Ministry of Training Colleges and Universities program that allows senior students opportunities to participate in apprenticeship training while completing their secondary school diploma. For more information, refer to page 50.

Work Experience/Job Shadowing

All grade 9 students participate in one day job shadow experience as part of our Take Our Kids to Work Day early in the school year. Several courses incorporate community service and work experience hours as part of their curriculum.

SPECIAL SERVICES AND PROGRAMS

Ministry Approved Programs for Credits Outside of School

Specialist High Skills Major

The Specialist High Skills Major allows students to focus on a career path that matches their individual skills and interests. Each major is a bundle of 6 to 12 courses in a selected field. RND offers a SHSM in Arts and Culture, Broadcast Journalism and Performance to interested students. Students choose SHSM as an option and meet with a Counsellor to become enrolled.

Students who choose a major learn on the job with employers and at skills training centres, as well as in school. They can earn valuable industry certifications, including first aid and computer technology qualifications.

Students who complete a major can be confident that they leave high school prepared with the knowledge, skills, and industry-recognized qualifications desired by employers, and postsecondary education and training institutions.

Dual Credit Program

High school students can earn a number of credits by participating in apprenticeship training and postsecondary courses that count towards both their high school diploma and their postsecondary diploma, degree, or apprenticeship certification. Students will identify their interest in the Dual Credit Program through course selection and meet with their Guidance Counsellor.

Expanded Co-op Credit

Valuable education already happens in on-the-job placements. Now high school students in Ontario can apply two co-op credits towards their core graduation requirements. This broadens opportunities for experiential learning and gives more students a chance to start working and “test-drive” career options.

Two co-op credits earned after September 2005 can now be applied to a student’s 18 compulsory credits required for graduation. Along with this change comes a move to develop stronger partnerships between education, business, and community organizations – the goal is to increase the number of co-op and job placement opportunities for students.

Prior Learning Assessment 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 18, or who are 18 or over but

have never left high school for a year or more, a maximum of four credits may be granted through the challenge process for Grade 10, 11, and 12 courses, with no more than two in one subject area. Equivalency credits are granted to these students for placement only.

Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario. See your guidance counsellor for more details regarding PLAR. Please see Board Policy 2002-05-01 for details regarding process and eligibility.

E-Learning

Algonquin and Lakeshore CDSB schools are part of the Ontario Strategic Alliance for E-Learning. As such, students have access to a variety of on-line courses provided by ALCDSB and Alliance member boards. See your Guidance Counsellor for more information about the courses currently being offered and school policy related to this learning option.

Immersion/Extended French

Extended French

Most students who enroll in the Extended French Program have completed a late Immersion program at the elementary level. Students must obtain 7 credits taught in French to be awarded the **Certificate of Proficiency in Extended French** upon graduation.

Four (4) of these credits must include:

- Extended French Grade 9 (FEF 1D1E) *
- Extended French Grade 10 (FEF 2D1E)
- Extended French Grade 11 (FEF 3U1E)
- Extended French Grade 12 (FEF 4U1E)

as well as a minimum of three (3) credits among the following:

- Grade 9: Religion (HRE 1O1E) *
- Geography of Canada (CGC 1D1E) *

SPECIAL SERVICES AND PROGRAMS

Immersion/Extended French

Grade 10: Religion (HRE 201E) *
Canadian History (CHC 2D1E) *
Civics/Career Studies (CHV 2O5E/GLC 2O5E) *

Grade 11: World Religions (HRT 3M1E) *

The subject courses have the same learning expectations as the corresponding English subject courses approved by the Ministry of Education. They have been chosen to provide a rich linguistic environment for second language acquisition.

Immersion French

In general, students who enroll in the Immersion French Program have completed an Early Immersion program at the elementary level. To obtain the **Certificate of Proficiency in Immersion French**, students must have 10 credits taught in French (** 9 credits for IB diploma students). Immersion French students will take the following courses:

Immersion French Grade 9 (FIF 1D11/FIF 1P11) *
Immersion French Grade 10 (FIF 2D11/FIF 2P11)
Immersion French Grade 11 (FIF 3U1/FIF 3O11)
Immersion French Grade 12 (FIF 4U11/FIF 4O11/)

as well as the following subject courses:

Grade 9: Religion (HRE 1O11) *
Geography of Canada (CGC 1D11/CGC 1P11) *

Grade 10: Religion (HRE 2O11) *
Canadian History (CHC 2D11/CHC 2P11) *
Civics/Career Studies (CHV 2O51/GLC 2O51) *

Grade 11: World Religions (HRT 3M11/HRF 3O11) *

The subject courses in this program have been chosen to present a rich linguistic atmosphere for second language acquisition. They have the same Ministry of Education learning expectations as their English counterparts.

** These courses help fulfill a student's compulsory credits for his/her high school diploma.*

*** Students enrolled in the International Baccalaureate Program may obtain the Immersion certificate with a minimum of 9 credits.*

International Baccalaureate Program

International Baccalaureate Program

The International Baccalaureate Diploma program is an internationally recognized two year program which provides a rigorous and academically demanding curriculum for highly motivated, socially conscious senior high school students who are university bound. All IB diploma courses and the full diplomas are awarded by the Geneva-based International Baccalaureate Office to students who satisfy the requirements.

The IB Diploma program has six major academic areas (see below) as well as:

- a course in Theory of Knowledge;
- the Extended Essay;
- the Creativity, Activity, Service requirement (150 hrs)

Diploma candidates are required to select one subject from each of the six subject groups. Three of the six courses are taken at the higher level (HL), and three at the standard level (SL). HL courses represent 240 teaching hours, SL courses cover 150 hours



Subjects Available for the IB Diploma

IB Diploma candidates at Regiopolis-Notre Dame are required to make selections from the following six groups of subjects:

Group 1: Language A
English HL or SL

Group 2: Language B
French B HL or SL
Spanish ab initio SL

Group 3: Individuals and Societies
History SL or HL
Philosophy HL

Group 4: Experimental Sciences
Biology SL
Chemistry HL

SPECIAL SERVICES AND PROGRAMS

International Baccalaureate Program

Group 5: Mathematics

Mathematical Studies SL
Mathematics SL
Mathematics HL

Group 6: Elective Area

- a) Visual Arts - HL or SL
- b) Music SL or H L
- c) Theatre Arts SL
- d) A second Social Science (from Group 3)
- e) A second Experimental Science (from Group 4)

In order to receive the International Baccalaureate Diploma a student must:

- successfully write IB examinations in six subject areas;
- successfully complete the Theory of Knowledge course;
- successfully write an Extended Essay which is defined as an in-depth study of a limited topic within a subject;
- complete the Creativity, Action, Service requirement (150 hours).

Regiopolis-Notre Dame offers this program in addition to the Ontario Secondary School Diploma. OSSD requirements and courses are integrated with the International Baccalaureate requirements so that upon successful completion of the program, a student is awarded both the IB Diploma and the OSSD.

Students who wish to take IB courses in the final two years of secondary school should take Pre-IB courses and carefully plan their schedules in grades nine and ten so that they have the prerequisites to participate successfully in the IB Diploma program.

Admission Requirements

- Highly motivated students who have marks of 70% or higher in each subject will be considered for enrolment in Pre-IB courses.
- Admission for students from other secondary schools will be considered on an individual basis as space permits.
- Students must maintain a 70% in IB subjects in order to be eligible for an IB exam.

The Pluard Library Resource Centre

In this twenty-first century facility, the school's librarian and other educators work cooperatively in the teaching/learning process. This may include teaching research skills to individuals or classes of students, demonstrating the procedures of information retrieval and data processing using computer software and hardware, or making available resources and services from other libraries.

Services and Resources Available

- A wide selection of fiction and non-fiction titles.
- Reference encyclopedias in print and CD-ROM disk.
- Extensive periodical collection of current and back issues.
- Microfiche copies of magazines and newspaper articles, microfiche readers and printer.
- Networked computers offering a wide selection of software for document preparation and interactive instruction.
- CD-ROM collection of indexes, full-text articles and information databases.
- Full Internet access
- Seminar rooms within the facility for studying and meeting purposes .

DIPLOMA AND COURSE INFORMATION

Diploma Requirements

A secondary school program should take into account student's motivation, developmental needs, career goals, and abilities.

Ontario Secondary School Diploma (OSSD) Requirements

30 credits, 110 hours each (18 compulsory/12 electives)

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

- 4 credits in English (1 credit per grade)*
- 3 credits in Mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in Science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credits in the Arts
- 1 credit in Health and Physical Education
- 1 credit in French as a second language
- .5 credit in Civics
- .5 credit in Career Studies

In addition, students must complete:

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

Plus one credit from each of the following groups:

Group 1

- English or French as a second language **
- a Native language
- a classical or international language
- social sciences and the humanities
- Canadian and world studies
- guidance and career education
- cooperative education ***

Group 2

- health and physical education
- the arts
- business studies
- French as a second language **
- cooperative education ***

Group 3

- science (Grade 11 or 12)
- technological education
- French as a second language **
- computer studies
- cooperative education ***

* 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, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or 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.

Students graduating from Catholic Secondary Schools in Ontario must take four (4) required Religion Courses (grades 9, 10, 11 and 12).

The required Religion courses will comprise of 4 of the 12 electives.

- 8 remaining electives will be selected from available courses.

Compulsory and elective credits must total a minimum of 30.

Elective credits may be earned in all subjects, including those named in the compulsory list, provided that such electives are additional to the compulsory credits.

Substitutions for Compulsory Courses

To meet individual students' needs, the Principal may replace up to three of the compulsory courses. In all cases, however, the sum of compulsory and optional credits will not be less than 30 for students aiming to earn the Ontario Secondary School Diploma and not less than 14 for those aiming to earn an Ontario Secondary School Certificate.

The Ontario Secondary School Certificate (OSSC) Requirements

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

Compulsory Credits (Total of 7)

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

Optional Credits (total of 7)

The required Religion courses will comprise of 2 of the 7 electives.

- remaining 5 credits selected by the student from available courses

DIPLOMA AND COURSE INFORMATION

The Certificate of Accomplishment (C of A)

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

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

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

Community Involvement Activities

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities. These activities may be completed at any time during their years in the secondary school program.

Students, in collaboration with their parents, will decide how they will complete the community involvement requirement. Community involvement activities may take place in a variety of settings, including businesses, not-for-profit organizations, public sector institutions (including hospitals), and informal settings. Students may *NOT* fulfil the requirement through activities that are counted towards a credit (cooperative education and work experience, for example) through paid work, or by assuming duties normally performed by a paid employee.

The requirement is to be completed outside normal instructional hours – that is, the activities will take place during designated lunch hours, after school, on weekends, or during school holidays.

Students will maintain and provide a record of their community involvement activities. Completion of the required 40 hours must be confirmed by the organizations or persons supervising the activities. Documentation attesting to the completion of each activity must be submitted to the Principal by the student. This documentation must include the name of the person organization receiving the service, the activity performed, the dates and hours, the signatures of the student and his or her parents, and a signed acknowledgement by the person (or a representative of the organization) involved. The Principal will decide whether the student has met the requirements of both the ministry and the board for these activities. Further information may be obtained by contacting Student Services.

Graduation Literacy Requirements

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. Students working towards a certificate are not required to successfully 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 written and failed the OSSLT at least once. Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a literacy portfolio containing a record of their reading experiences and samples of their writing. Policy requirements for taking the OSSLC are contained in the curriculum policy document *The Ontario Curriculum: English, The Ontario Secondary School Literacy Course (OSSLC), Grade 12, 2003*. Students who pass the course are considered to have met the literacy graduation requirement.

Accommodations

The necessary accommodations will be made to ensure that students who are receiving special education programs and services and who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the secondary school literacy test. Students needing such accommodations may or may not have been formally identified as exceptional by an Identification, Placement, and Review Committee (IPRC). The accommodations made will be the same as those that are set out in the student's IEP and/or that are available to the student in the course of his or her regular school work, including examinations and other forms of evaluation. While accommodations such as alternative forms of print and extra time are acceptable, the actual content of the secondary school literacy test must not be altered.

DIPLOMA AND COURSE INFORMATION

Deferrals

Students who might benefit from a deferral of the test may include students who have been identified as exceptional and students registered in English as a second language/English literacy development (ESL/ELD) courses, who have not yet acquired the level of proficiency in English required for successfully completing the test.

Exemptions

Students whose IEP indicates that the student is not working towards the attainment of a secondary school diploma may, with parental consent and the approval of the Principal, be exempted from participating in the secondary school literacy test. Students who do not successfully complete the literacy test will not be able to receive a secondary school diploma. Should the learning expectations contained in the student's IEP be revised at some point so as to allow the student to work towards the attainment of the secondary school diploma, the student would be expected to complete successfully the secondary school literacy test.

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 enroll in or complete the OSSLC, owing to unforeseen circumstances. Also eligible for the adjudication process are students who were receiving special education programs or services, and who had an IEP documenting required accommodations when they were taking the OSSLT. Please contact your Guidance Counsellor to determine if you are eligible for the Adjudication Process.

Course Levels of Difficulty

A level of a course refers to the specific demands of the material and its methods of presentation that differentiate it from other courses in that subject in that year. Within a subject area, courses will be offered requiring different levels of difficulty for successful completion. A student should choose a course requiring a level of aptitude best meeting his/her needs and interests in that particular subject, keeping in mind his/her previous achievement in that subject area and his/her proposed educational plans for the future. Students in Grade 9 and 10 select an appropriate combination of academic, applied, open, or locally developed 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.

Course

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

A Credit

A credit is granted in recognition of the **successful completion** of a course for which a minimum of 110 hours has been scheduled. All courses have a credit value of one unless otherwise stated. (e.g. Cooperative Education, Civics, Career Studies)

Note: Students who enroll in this system from a school outside Ontario will have their previous records assessed through the Student Services Department. Final approval for previous credits is the responsibility of the Principal.

Open Courses

An open course comprises a set of expectations that is suitable for all students at a given grade level. These courses are designed to provide students with a broad educational base that will prepare them for their studies in Grades 11 and 12 and for productive participation in society.

Academic Courses and Applied Courses

Academic and applied courses set high expectations for all students. **Academic courses** focus on the essential concepts of the discipline and also explore related concepts. Academic courses develop students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts and incorporating practical applications as appropriate. **Applied courses** also focus on the essential concepts of the discipline, but develop students' knowledge and skills by emphasizing practical, concrete applications of these concepts and in incorporating theoretical applications as appropriate. Academic and applied courses differ in the balance between essential concepts and additional material, and in the balance between theory and application.

Locally Developed Courses

Locally developed courses are courses that meet education needs not met by provincial curriculum documents. Such courses may be developed to accommodate educational and/or career preparation needs of students in a particular school or region. Such courses may also be developed for students receiving special education program and services whose need for particular course content or special preparation for further education or work cannot be met by a course based on provincial curriculum policy documents. The criteria for the development and approval of locally developed courses are available from the Ministry. All locally developed courses require the approval of the Ministry.

DIPLOMA AND COURSE INFORMATION

Locally Developed Compulsory Courses

Locally Developed Compulsory Courses were created to meet the needs of students who were unable to meet the expectations of the academic and applied courses in Grades 9 and 10. Algonquin and Lakeshore CDSB schools may offer one grade 9 course in English, in mathematics, and in science and one Grade 10 course in English, in mathematics, and science that can be counted as a compulsory credit in that discipline. A student may count *no more than six* locally developed courses as compulsory credits. Locally developed compulsory credit courses may only be used to meet the compulsory credit requirements that they have been designed to meet.

K Courses

K Courses are courses that are specially designed for students who are not working towards completing a Secondary School Diploma but are working on alternate curriculum. K Courses are offered under the following headings: Behaviour, Communications, Enrichment, Learning Skills, Learning Strategies, Life Skills, Physical, Social/Emotional, Creative Arts, Money Mgt/Banking, Transit Training, Language Development, Personal Life Skills, Exploring the World of Work, Social Skills Development, Culinary Skills, Numeracy and Numbers, Personal Health and Fitness, Choices for Healthy Living, Exploring Our World, Exploring Our Environment, Computer Skills, First Canadians, Self-Help and Self-Care.

CHANGING LEVELS/PATHWAYS

Grade 9 students who wish to change levels in a particular subject are encouraged to do so within the first two (2) weeks of the course (depending upon availability).

If students decide to change levels after completion of a course, they **must meet with a Guidance Counsellor** to discuss their options. Most likely, a summer school improvement credit (transfer course) will be advised particularly if the change is from applied to academic/university. This could also be completed in school during a subsequent semester. **Students may not freely change from applied to academic without the necessary prerequisite course.**

Selecting Your Program

In each year, students are advised to select courses with their educational and career goals in mind. Programs should be built to include the required subjects and be chosen at the most appropriate level of difficulty. Students are encouraged to take more than the minimum requirements.

Note: Students in their first three years are required to carry a full course load (4 credit courses) each semester. The course selection process should include consultation with school counsellors, teachers, and parents.

Specific Instructions for Year Two Students

Each student must select, at an appropriate level, the following subjects:

- English
- Religion
- Science
- Canadian History
- Mathematics
- Civics and Career Studies
- an additional two subjects, keeping in mind diploma requirements

Specific Instructions for Year Three Students

Each student must select, at an appropriate level, the following subjects:

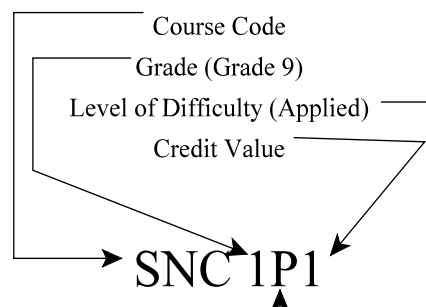
- English
- an additional five subjects, keeping in mind diploma and post secondary requirements
- World Religion
- Mathematics

Specific Instructions for Year Four Students

Each student must select, at an appropriate level, the following subjects:

- English
- Religion
- minimum of four other elective courses keeping in mind diploma requirement.

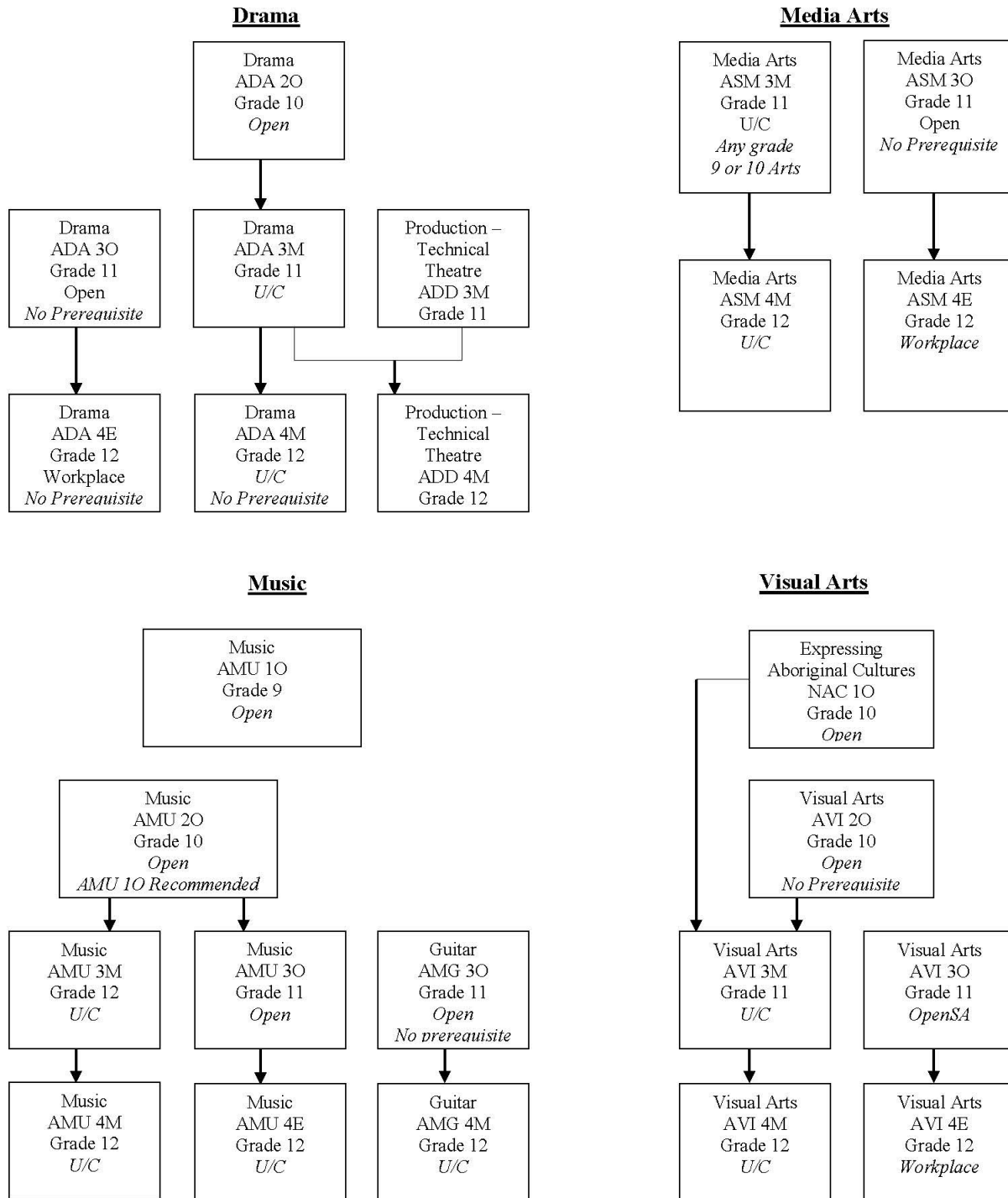
All subjects are designated by a six character code consisting of three letters followed by a number, letter and another number.



The courses offered by this school have been developed according to the requirements of the Ontario Ministry of Education and Training. The courses in Religion are based on the guidelines provided by the Ontario Council of Catholic Bishops. All courses of study are on file at the school. Upon request to the Principal, students and parents may examine course outlines at the school.

ARTS

THE ARTS



THE ARTS

Drama

ADA 2O

DRAMA

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

Prerequisite: None

ADA 3O

DRAMA

This course requires students to engage in dramatic processes and the presentation of dramatic works, and emphasizes the application of drama skills in other contexts and opportunities. Students will interpret and present works in a variety of dramatic forms, create and script original works, and critically analyse the processes involved in producing dramatic works. Students will develop a variety of skills related to collaboration and the presentation

ADA 3M

DRAMA

This course requires students to create and perform in 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: ADA 2O

ADD 3M PRODUCTION - TECHNICALTHEATRE

This course is a unique opportunity to explore all areas of technical theatre including: lighting; sound; set design; and stage management. All of these areas will apply to a specific theatrical performance. This course requires students to focus on the skills and techniques involved in the identification of theatre staging elements, the organization of physical production elements, the analysis of production design and layout, and the maintenance of sound and lighting equipment in a theatre production context.

Prerequisite: Recommend successful completion of the grade 9 and/or grade 10 arts credits.

ADA 4M

DRAMA

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

ADA 3M

ADD 4M PRODUCTION - TECHNICAL THEATRE

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

Prerequisite: ADA4M

ADA 4E

DRAMA

This course requires students to create and present a variety of dramatic works relevant to the workplace. Students will develop character both through hands-on experience and project-based learning to build trust and collaborative skills and develop self-confidence. Students will also explore skills related to the study of drama that can be applied in the workplace.

Prerequisite: ADA 3O

THE ARTS

Media Arts

ASM 3O

MEDIA ARTS

This course enables students to create media art works using available and emerging technologies such as computer animation, digital imaging, video, and a variety of media. Students will explore the elements and principles of media arts, the connections between contemporary media art works and traditional art forms, and the importance of using responsible practices when engaged in the creative process. Students will develop the skills necessary to create and interpret media art works.

Prerequisite: None

ASM 3M

MEDIA ARTS

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, computer animation, 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 community values.

Prerequisite: Any grade 9 or 10 arts course

ASM 4M

MEDIA ARTS

This course emphasizes the refinement of media arts skills through the creation of a thematic body of work by applying traditional and emerging technologies, tools, and techniques such as multimedia, computer animation, installation art, and performance art. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in either career or postsecondary education applications. Students will critically analyse the role of media artists in shaping audience perceptions of identity, culture, and community values.

Prerequisite: ASM 3M

ASM 4E

MEDIA ARTS

This course focuses on a practical approach to a variety of media arts challenges specific to the interests of the student and provides students with opportunities to examine media arts in relationship to the world of work. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in postsecondary work experiences. Students will critically analyse the role of media artists in shaping audience perceptions of identity, culture, and community values, particularly within the context of the workplace.

Prerequisite: Media Arts, Grade 11, Open

Music

AMU 1O

MUSIC

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

Prerequisite: None

AMU 2O

MUSIC

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

Prerequisite: AMU 1O Recommended

AMU 3O

MUSIC

This course develops students' musical literacy through performance and the preparation and presentation of music productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyse music from various genres and periods, and they will develop skills transferable to other aspects of their life and their careers.

Prerequisite: None

AMU 3M

MUSIC - University/College Preparation

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, 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: Grade 9 or 10 Music, Open

THE ARTS

AMG 30

MUSIC - GUITAR

This course develops students' artistic knowledge and skill through the performance of music and the composition of music. Students will perform appropriate works, particularly works in contemporary popular styles. Independently and in groups, they will also plan and perform original compositions making use of appropriate technology, and will evaluate the results.

Prerequisite: None



AMG 4M

MUSIC - GUITAR

This course is designed for the advanced guitar students. Through the study of more advanced concepts and techniques, such as fingerstyle picking, chord accompaniment, major and minor scales, advanced classical pieces, students learn to perform, create and listen to guitar musical repertoire from classical to contemporary styles. Development of musical knowledge, understanding, appreciation and enjoyment will be the main emphasis of the course.

Prerequisite: AMG 30 or permission of music education teacher.

AMU 4M

MUSIC - University/College Preparation

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers.

Prerequisite: Music, Gr. 11, University/College Preparation

AMU 4E

MUSIC

This course provides students with the fundamental knowledge and skills needed to succeed in the music workplace. Students will, at a level consistent with previous experience, perform appropriate musical works. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, and market music presentations that reflect a broad spectrum of workplace contexts. In addition, students will explore ethical and safe practices related to music.

Prerequisite: Music, Grade 11, Open

Visual Arts

NAC 10

EXPRESSING ABORIGINAL CULTURES

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

AVI 20

VISUAL ARTS

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

AVI 30

VISUAL ARTS

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

Prerequisite: None

AVI 3M

VISUAL ARTS

University/College Preparation

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using 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 artform (e.g. photography, video, computer graphics, information design).

Prerequisite: Visual Arts, Grade 9 or 10, Open

AVI 4M

VISUAL ARTS

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts. **Prerequisite:** Visual Arts, Grade 11, University/College Preparation

AVI 4E

VISUAL ARTS

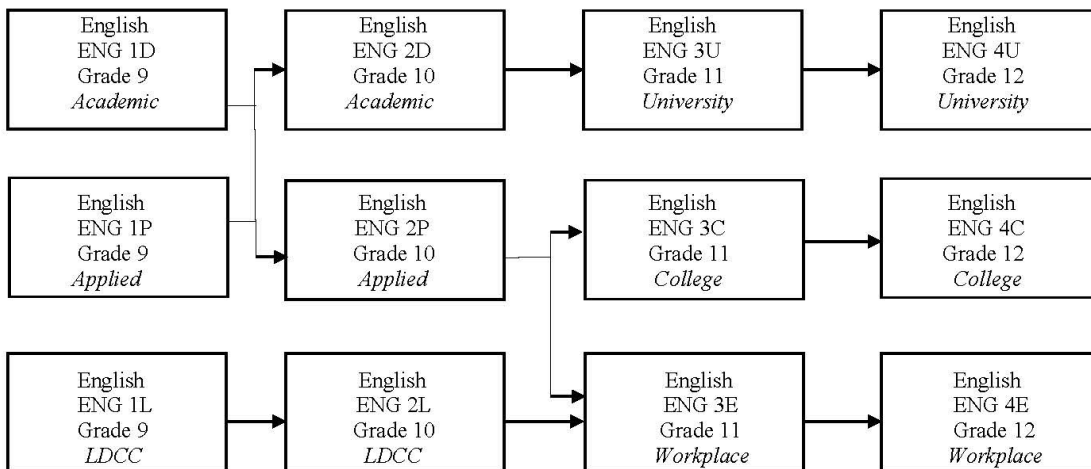
This course focuses on a practical approach to a variety of art and design projects related to the workplace. Students will use the creative process to produce a traditional and/or digital portfolio of their work in a variety of media. Students may focus on various aspects of visual arts, including advertising, ceramics, fashion design, graphic arts, jewellery design, and/or web design.

Prerequisite: Visual Arts, Grade 11, Open

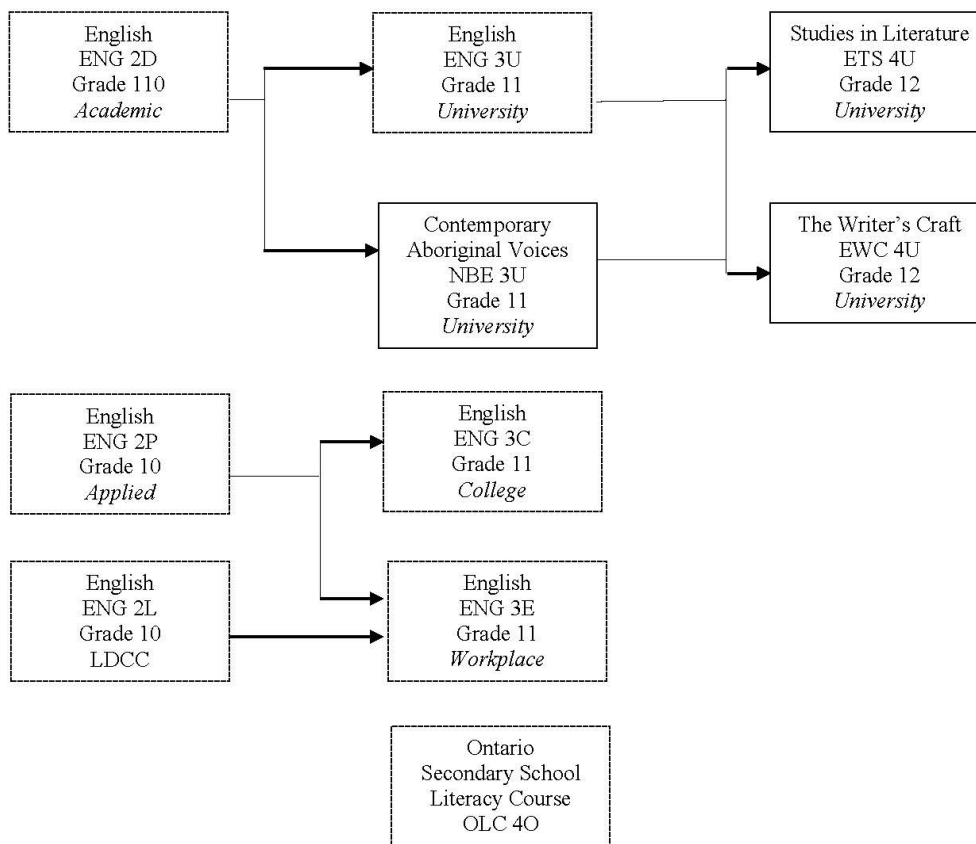
ENGLISH

English

Compulsory Courses



Optional Courses



ENGLISH

Compulsory Courses

ENG 1D

ENGLISH - Academic

This course emphasizes the analytical reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs and their daily lives. Students will study and interpret texts from contemporary and historical periods, including short stories, poems, and short essays, and will investigate and create media works. An important focus will be the correct and effective use of spoken and written language.

ENG 1P

ENGLISH - Applied

This course emphasizes key reading, writing, oral communication, and thinking skills that students need for success in secondary school and their daily lives. Students will study plays, short stories, and newspaper and magazine articles, and will describe and create media works. An important focus will be the correct use of spoken and written language.

ENG 1L

ENGLISH - Locally Developed

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

Prerequisite: None

ENG 2D

ENGLISH - Academic

This course extends the range of analytic, reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs. Students will study and interpret challenging texts from contemporary and historical periods, including novels, poems, plays, and opinion pieces, and will analyze and create effective media works. An important focus will be the thoughtful use of spoken and written language.

Prerequisite: ENG 1D

ENG 2P

ENGLISH - Applied

This course extends the range of key reading, writing, oral communication, and thinking skills that students need for success in all areas of the curriculum. Students will study novels, poems, magazines, and reports, and will describe, design, and produce effective media works. An important focus will be the clear and coherent use of spoken and written language.

Prerequisite: ENG 1D or ENG 1P

ENG 2L

ENGLISH - Locally Developed

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

Prerequisite: A Grade 9 English credit

ENG 3U

ENGLISH - University Preparation

This course emphasizes the development of literacy, critical thinking, and communication skills. Students will analyze challenging texts, both contemporary and historical; conduct research and analyze the information gathered; write persuasive and literary essays; and analyze the relationship among media forms, audiences, and media industry practices. An important focus will be on understanding the development of the English language.

Prerequisite: ENG 2D

ENG 3C

ENGLISH - College Preparation

This course emphasizes the development of literacy, critical thinking, and communication skills. Students will study the content, form, and style of informational texts and literary works from Canada and other countries; write reports, correspondence, and persuasive essays; and analyze media forms, audiences, and media industry practices. An important focus will be on establishing appropriate voice and using business and technical language with precision and clarity.

Prerequisite: ENG 2P

ENG 3E

ENGLISH - Workplace Preparation

This course emphasizes the development of literacy, critical thinking, and communication skills. Students will study the content, form, and style of informational texts and literary works; write explanations, letters, and reports; and investigate the connections among media forms, audiences, and media industry practices. An important focus will be on using language clearly, accurately, and effectively in a variety of contexts.

Prerequisite: ENG 2P or ENG 2L



ENGLISH

NBE 3U

Contemporary Aboriginal Voices University Preparation

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

Prerequisite: ENG 2D

ENG 4U

ENGLISH - University Preparation

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyse a range of challenging texts from various time periods, countries, and cultures; write analytical and argumentative essays and a major paper for an independent literary research project; and apply key concepts to analyse media works. An important focus will be on understanding academic language and using it coherently and confidently in discussion and argument.

Prerequisite: English, Grade 11, University Preparation

ENG 4C

ENGLISH - College Preparation

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

Prerequisite: English, Grade 11, College Preparation

ENG 4E

ENGLISH - Workplace Preparation

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will study informational texts and literature from various countries and cultures; write summaries, reports résumés, and short essays; complete an independent research project; and explain the connections among media forms, audiences, and media industry practices. An important focus will be on using specialized language related to the workplace accurately and coherently in appropriate contexts.

Prerequisite: English, Grade 11, Workplace Preparation



OLC 40

LITERACY

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

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

Optional Courses

ETS 4U

STUDIES IN LITERATURE

This course is for students with a special interest in Literature and literacy criticism. The course focuses on themes, genres, and time periods important to the development and understanding of our literary heritage. Students will read carefully a range of forms and stylistic elements of a variety of rich and diversified literary texts, past and present, and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, present a seminar, and complete an independent study project.

Prerequisite: English, Grade 11, University Presentation

EWC 4U

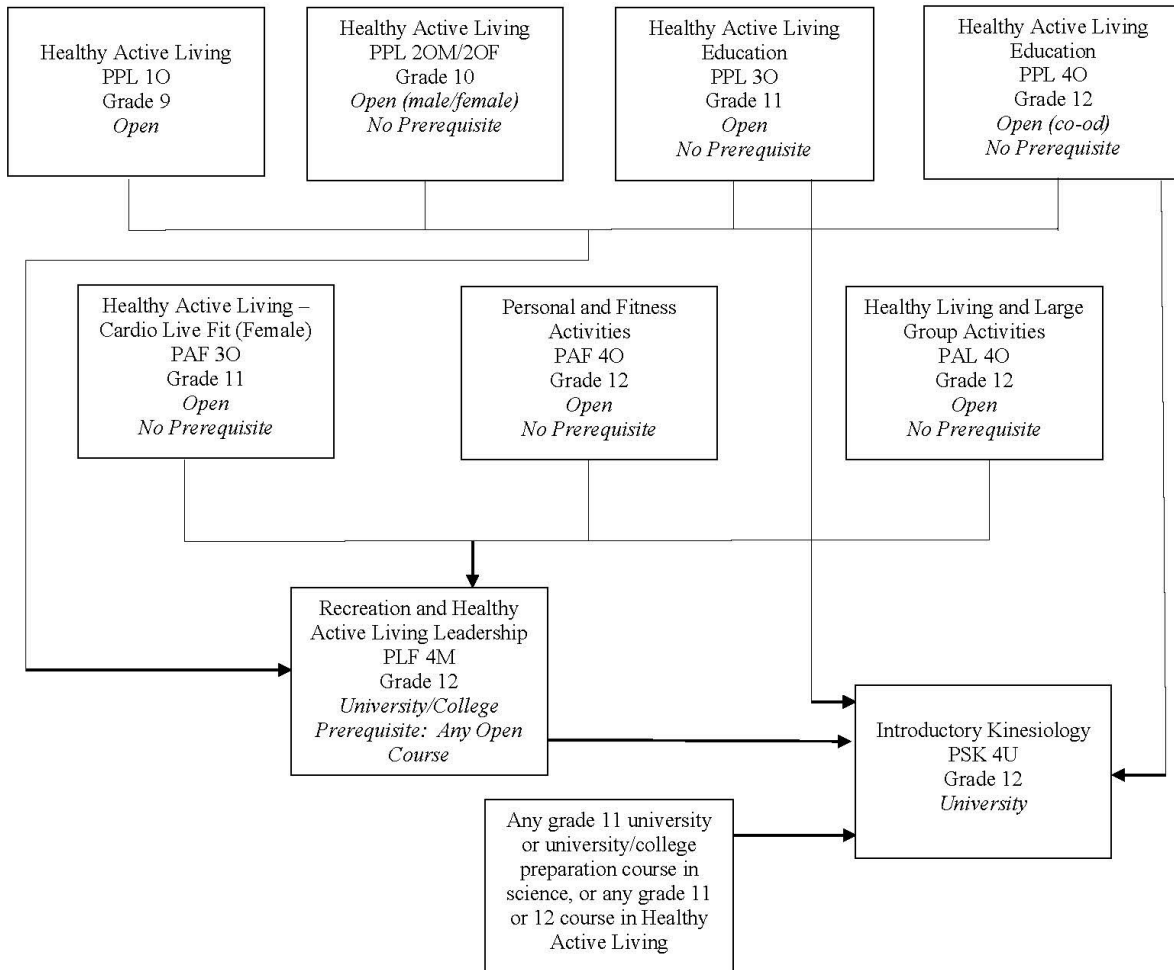
THE WRITER'S CRAFT

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

Prerequisite: English, Grade 11, University Preparation

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education



HEALTH AND PHYSICAL EDUCATION

PPL 101F HEALTHY ACTIVE LIVING EDUCATION

Female

This course emphasizes students' daily participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement techniques and principles, ways to improve personal fitness and physical competence, and safety/injury-prevention strategies. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs and will participate in activities designed to develop goal-setting, communication, and social skills.

PPL 101M HEALTHY ACTIVE LIVING EDUCATION

Male

This course emphasizes students' daily participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement techniques and principles, ways to improve personal fitness and physical competence, and safety/injury-prevention strategies. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs and will participate in activities designed to develop goal-setting, communication, and social skills.

PPL 201F HEALTHY ACTIVE LIVING EDUCATION

Female

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substances use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices. **Prerequisite: None**

PPL 201M HEALTHY ACTIVE LIVING EDUCATION

Male

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substances use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices. **Prerequisite: None**

PPL 301

HEALTHY ACTIVE LIVING

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills, and will be given opportunities to practice goal-setting, decision-making, coping, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety. **Prerequisite: None**

PAF 301F

HEALTHY ACTIVE LIVING - CARDIO LIVE FIT - Female

This course is designed for students who have a particular interest in fitness, health, and nutrition. This course is ideal for the student who wants to set and work towards personal fitness goals. Students will visit a variety of fitness facilities, and will learn how to instruct and evaluate fitness classes. Course activities may include: step aerobics, hi/lo aerobics, Tae-Bo type training, strength training, power walking as well as some traditional and modified sports and games. The Health portion of the course draws from these topics: Fitness and Nutrition Principles, Stress Management, Lifestyle Choices, Personal Safety Concerns, as well as Mental and Emotional Health Issues. Students will complete a final fitness presentation and research project on an area of personal interest related to the course.

Prerequisite: None

PSK 4U1

INTRODUCTORY KINESIOLOGY

University Preparation

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

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

PPL 40 HEALTHY ACTIVE LIVING EDUCATION

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a new view to enhancing their mental health and their relationships with others. **Prerequisite: None**

HEALTH AND PHYSICAL EDUCATION

PAF 401 PERSONAL AND FITNESS ACTIVITIES

Strength Training Fitness

This course focuses on further development of healthy active lifestyles with emphasis on participation in physical activity that has the potential to engage students' interest throughout their lives. Students are encouraged to develop personal competence in a wide variety of strength and fitness related movement skills. Power fit focuses on progressive resistance weight training and bodybuilding. This course is ideal for the student who is interested in developing his or her physique and knowledge of fitness training methods through free and machine assisted resistance training.

Prerequisite: None

PLF 4M RECREATION AND HEALTHY ACTIVE

LIVING LEADERSHIP

University/College Preparation

This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion and fitness leadership.

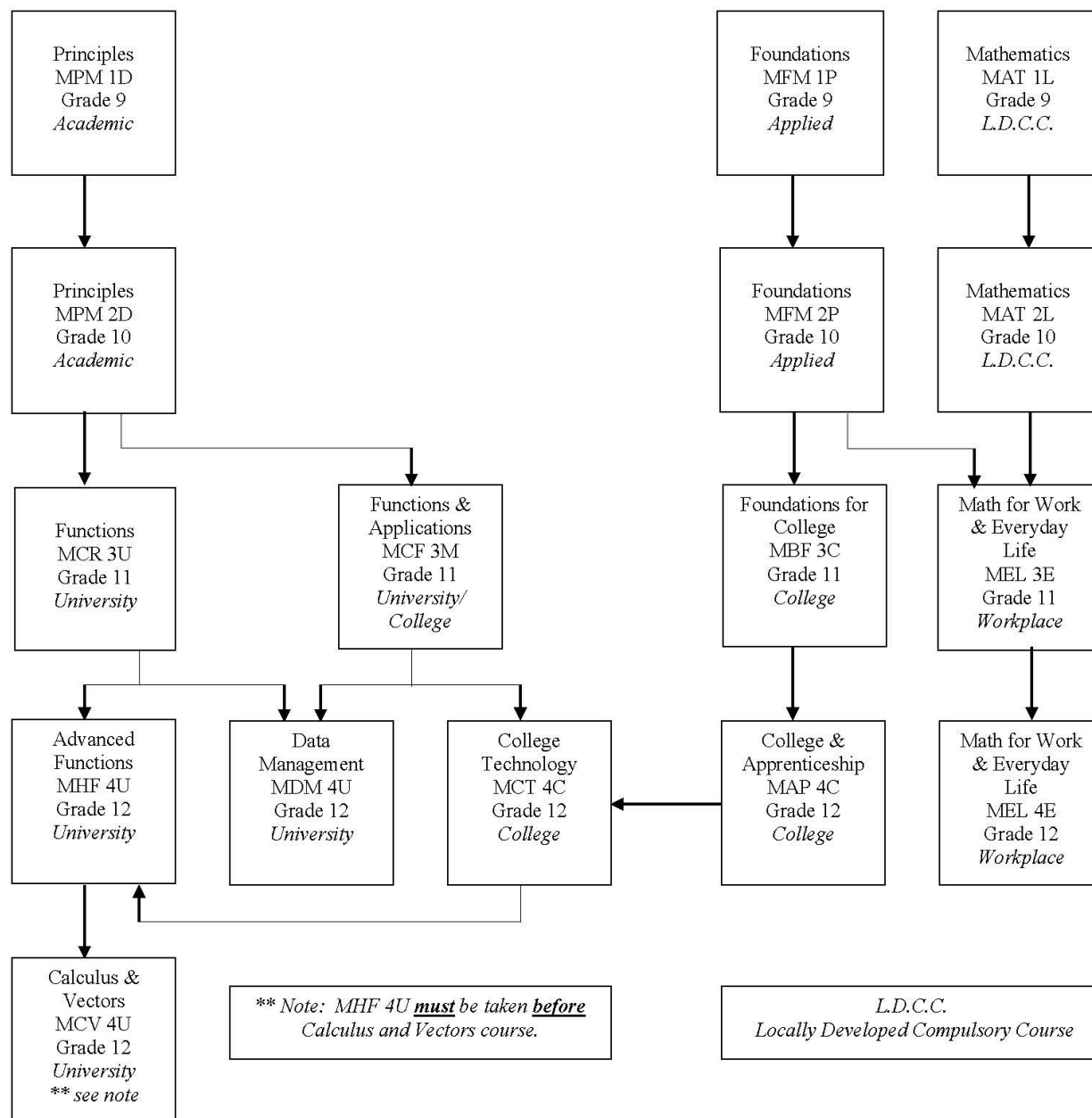
PAL 4O LARGE GROUP ACTIVITIES

CARDIO FITNESS

This course emphasizes the use of aerobics for cardiovascular fitness and the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills with a view of enhancing their mental health and their relationships with others. Students will further develop their skills as group fitness leaders. They will learn to create and instruct group fitness classes and participate in specialized field trips, which lead to the opportunity of being certified as a group fitness instructor. Students in this course will have the opportunity to obtain their Fitness Instruction Specialist Certification (FIS through Can-Fit-Pro, fee) and CPR Certification (fee).

MATHEMATICS

Mathematics



MATHEMATICS

MPM 1D

PRINCIPLES OF MATHEMATICS

Academic

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

MF1M 1P

FOUNDATIONS OF MATHEMATICS

Applied

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

MAT 1L

MATHEMATICS

Locally Developed

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

MPM 2D

PRINCIPLES OF MATHEMATICS

Academic

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

Prerequisite: MPM 1D

MF1M 2P

FOUNDATIONS OF MATHEMATICS -

Applied

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

Prerequisite: MPM 1D or MF1M 1P

MAT 2L

MATHEMATICS

Locally Developed

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. In all strands, the focus is on strengthening and extending key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to extend their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities. **Prerequisite: A Grade 9 Mathematics credit**

MCR 3U

FUNCTIONS

University Preparation

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

Prerequisite: MPM 2D

MCF 3M

FUNCTIONS AND APPLICATIONS

University/College Preparation

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

Prerequisite: MPM 2D or MF1M 2P

MATHEMATICS

MBF 3C

FOUNDATIONS FOR COLLEGE MATHEMATICS - College Preparation

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

Prerequisite: MFM 2P or MPM 2D

MEL 3E

MATHEMATICS FOR WORK AND EVERYDAY LIFE - Workplace Preparation

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

Prerequisite: MFM 1P or MAT 2L

MCV 4U

CALCULUS AND VECTORS University Preparation

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

Prerequisite: MHF 4U

MHF 4U

ADVANCED FUNCTIONS University Preparation

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs. **Prerequisite:** MCR 3U or MCT 4C

MDM 4U

MATHEMATICS OF DATA MANAGEMENT - University Preparation

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

Prerequisite: MCF 3M or MCR 3U

MCT 4C

MATHEMATICS FOR COLLEGE TECHNOLOGY - College Preparation

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

Prerequisite: MCF 3M or MCR 3U

MAP 4C

FOUNDATIONS FOR COLLEGE MATHEMATICS - College Preparation

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

Prerequisite: MBF 3C or MCF 3M

MEL 4E

MATHEMATICS FOR WORK EVERYDAY LIFE - Workplace Preparation

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

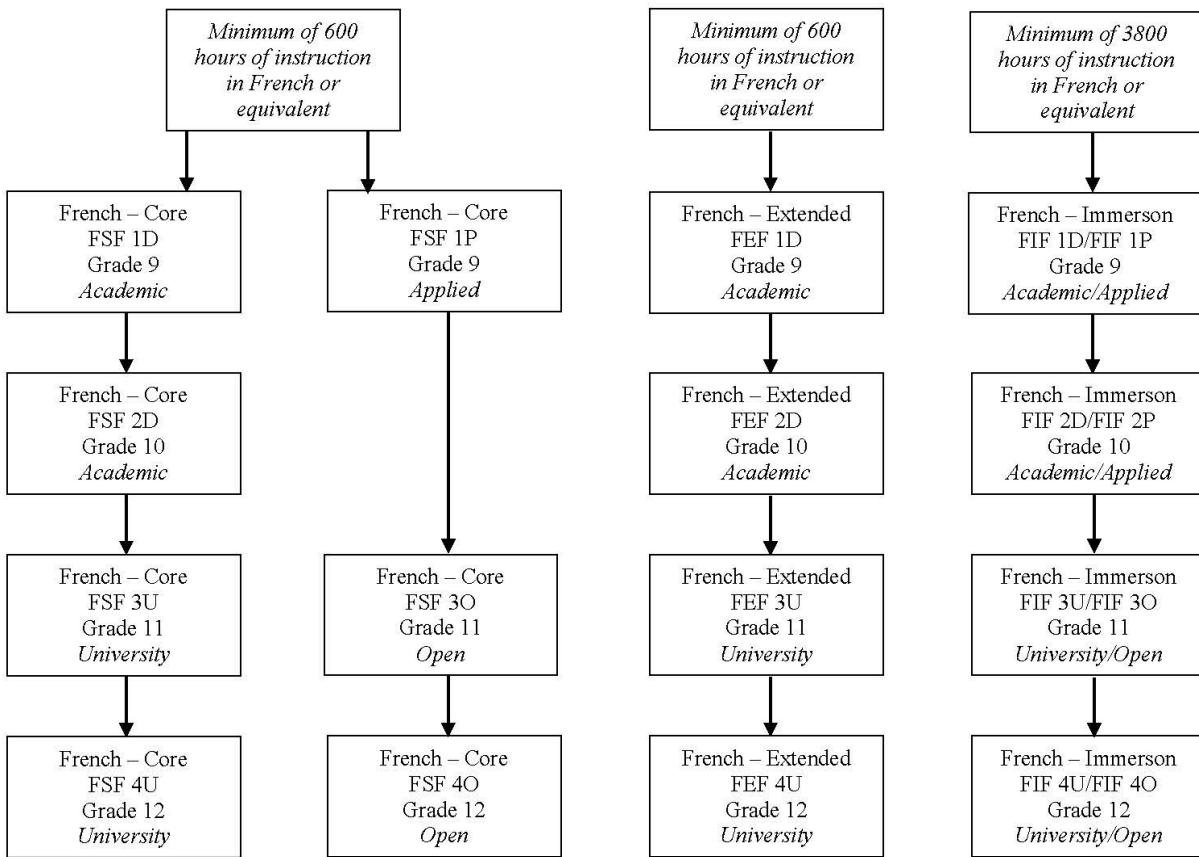
Prerequisite: MEL 3E



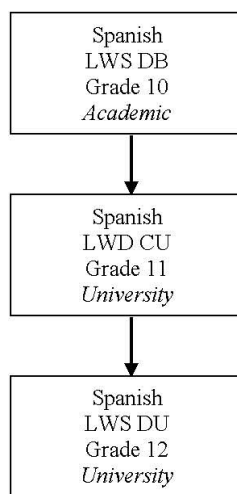
MODERN LANGUAGES

Modern Languages

French



Spanish



MODERN LANGUAGES

French

FSF 1D

FRENCH - Academic

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

Prerequisite: Minimum of 600 hours of elementary Core French instruction, or equivalent

FSF 1P

FRENCH - Applied

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

Prerequisite: Minimum of 600 hours of elementary Core French instruction, or equivalent

FEF 1D

FRENCH - EXTENDED - Academic

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

Prerequisite: Minimum of 1260 hours of instruction in elementary Extended French, or equivalent

FIF 1D

FRENCH - IMMERSION - Academic

This course provides opportunities for students to speak and interact in French independently in a variety of real-life and personally relevant contexts. Students will develop their ability to communicate in French with confidence by using language-learning strategies introduced in the elementary French Immersion program. Students will enhance their knowledge of the language through the study of French-Canadian literature. They will also continue to increase their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary to become life-long language learners.

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

FIF 1P

FRENCH - Immersion - Applied

This course provides opportunities for students to communicate and exchange information in a variety of real-life situations, with support as appropriate. Students will continue to develop the key listening, speaking, reading, and writing skills introduced in the elementary French Immersion program. Students will enhance their knowledge of the language through the study of French-Canadian literature. They will also continue to increase their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary to become life-long language learners.

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

FSF 2P

FRENCH - Core - Applied

This course provides opportunities for students to communicate in French about everyday matters and topics of personal interest in real-life situations. Students will exchange information, ideas, and opinions with others in structured, guided, and increasingly spontaneous spoken interactions. Students will continue to develop their language knowledge and skills through the consolidation of language-learning strategies for interpreting texts and communicating clearly. 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

FSF 2D

FRENCH - Core -Academic

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

MODERN LANGUAGES

FEF 2D1

FRENCH - Extended - Academic

This course provides extensive opportunities for students to use their communication skills in French and to apply language-learning strategies. Students will respond to and interact with French oral and written texts in a variety of real-life contexts, using their creative and critical thinking skills to explore and evaluate information and ideas in the texts. Students will increase their knowledge of the language through the study of French-Canadian authors. They will also continue to increase their understanding and appreciation of French-speaking communities and to develop the skills necessary to become life-long language learners.

Prerequisite: Extended French, Grade 9, Academic

FIF 2D1

FRENCH - Immersion- Academic

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

Prerequisite: French Immersion, Grade 9, Academic or Applied

FSF 3O1

FRENCH - Open - Core

This course provides opportunities for students to speak and interact in French in real-life situations. Students will continue to develop their communication skills, making connections to previous experiences and using newly acquired language knowledge and skills. They will also continue to increase their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary for life-long language learning.

Prerequisite: Core French, Grade 10, Academic, Applied, or Open

FSF 3U1

FRENCH - Core - University

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

Prerequisite: Core French, Grade 10, Academic.

FEF 3U1

FRENCH - Extended - University Preparation

This course provides opportunities for students to communicate about concrete and abstract topics in various situations. Students will consolidate language-learning strategies and apply them in a variety of real-life contexts in order to enhance and refine their communication skills, and will continue to develop creative and critical thinking skills. Students will develop their knowledge of the language through the study of contemporary and well-known French European authors. They will also continue to deepen their understanding and appreciation of diverse French-speaking communities, and develop the skills necessary to become life-long language learners.

Prerequisite: Extended French, Grade 10, Academic

FIF 3U1

FRENCH - Immersion - University Preparation

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

Prerequisite: French Immersion, Grade 10, Academic

FSF 4U1

FRENCH - Core University Preparation

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

Prerequisite: Core French, Grade 11, University Preparation

FSF 4O1

FRENCH - Core - Open

This course provides a variety of opportunities for students to speak and interact in French. Students will use language learning strategies in a variety of real-life situations and personally relevant contexts. They will continue to develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. Students will also continue to develop their understanding and appreciation of diverse French-speaking communities, as well as the skills necessary for life-long language learning.

Prerequisite: Core French, Grade 11, Open

MODERN LANGUAGES

FEF 4U1 FRENCH - Extended University Preparation

This course further emphasizes the consolidation of communication skills required to interact in French for various purposes about concrete and abstract topics. Students will independently apply language-learning strategies in a variety of real-life and personally relevant contexts, and will broaden their creative and critical thinking skills through responding to and analysing oral and written texts. Students will increase their knowledge of the language through the study of Canadian and international French literature. They will also continue to enrich their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary to become life-long language learners.

Prerequisite: Extended French, Grade 11, University Preparation

FIF 4U1 FRENCH - Immersion University Preparation

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

Prerequisite: French Immersion, Grade 11, University Preparation

FIF 4O1 FRENCH - Immersion - Open

The course provides opportunities for students to consolidate communication and critical and creative thinking skills related to the study of French that can be applied in the workplace and beyond. Students will develop collaborative skills and self-confidence through hands-on activities, using French in real-life contexts and new and familiar situations. They will also continue to enrich their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary to become life-long language learners.

Prerequisite: French Immersion, Grade 11, University or Open

Other Subjects Taught in French

HRE 101E RELIGIOUS EDUCATION

Extended

This course is designed to assist students' growth in self knowledge in order to facilitate better understanding of himself/herself in relation to God and others. It includes a review of Catholic Doctrine, an overview of the Bible in order to understand better our Judeo-Christian heritage and the teachings of Christ. Elements of the liturgical year are highlighted. The focal point of this course is the person of Jesus. The course also focuses on the impact of Christian teaching on personal and social problems. It establishes and emphasizes scripture and Church teaching as the basis for moral support.

HRE 101I RELIGIOUS EDUCATION

Immersion

This course is designed to assist students' growth in self knowledge in order to facilitate better understanding of himself/herself in relation to God and others. It includes a review of Catholic Doctrine, an overview of the Bible in order to understand better our Judeo-Christian heritage and the teaching of Christ. Elements of the liturgical year are highlighted. The focal point of this course is the person of Jesus. The course also focuses on the impact of Christian teaching on personal and social problems. It establishes and emphasizes scripture and Church teaching as the basis for moral support.

HRE 201E RELIGION - Extended

This survey course touches upon several critical areas of Canadian living, including the nature and history of the Church, the call to discipleship, leading to a moral life and the role of the sacraments. Themes related to the Church's liturgical calendar will be examined as they arise over the semester.

Prerequisite: HRE 101E

HRE 201I RELIGION - Immersion

This survey course touches upon several critical areas of Canadian living, including the nature and history of the Church, the call to discipleship, leading to a moral life and the role of the sacraments. Themes related to the Church's liturgical calendar will be examined as they arise over the semester.

Prerequisite: HRE 101

MODERN LANGUAGES

HRF 3011 WORLD RELIGIONS AND BELIEF TRANSITIONS IN DAILY LIFE - Immersion

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

Prerequisite: None

HRT 3M1E WORLD RELIGIONS: BELIEFS, ISSUES, AND RELIGIOUS TRADITIONS University/College Preparation - Extended

This course enables students to discover what others believe and how they live, and to appreciate their own unique heritage. Students will learn about the teachings of a variety of religions, the connections between religion and the development of civilizations, the place and function of religion in human experience, and the influence of a broad range of religions on contemporary society. This course also introduces students to skills used in researching and investigating world religions.

Prerequisite: None

HRT 3M1I WORLD RELIGIONS: BELIEFS, ISSUES, AND RELIGIOUS TRADITIONS University/College Preparation - Immersion

This course enables students to discover what others believe and how they live, and to appreciate their own unique heritage. Students will learn about the teachings of a variety of religions, the connections between religion and the development of civilizations, the place and function of religion in human experience, and the influence of a broad range of religions on contemporary society. This course also introduces students to skills used in researching and investigating world religions.

Prerequisite: None

CGC 1D1E ISSUES IN CANADIAN GEOGRAPHY Extended - Academic

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

Prerequisite: None

CGC 1D1I ISSUES IN CANADIAN GEOGRAPHY Immersion - Academic

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

Prerequisite: None

CGC 1P1I ISSUES IN CANADIAN GEOGRAPHY Immersion - Applied

This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore a range of issues, including food and water supplies, competing land uses, and interactions with the natural environment, developing their awareness that issues that affect their lives are interconnected with issues in other parts of the world. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate choices related to sustainable living in Canada

Prerequisite: None

CHC 2D1E CANADIAN HISTORY Extended - Academic

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

Prerequisite: None

CHC 2D1I CANADIAN HISTORY Immersion - Academic

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

Prerequisite: None

Other Subjects Taught in French

CHC 2P11 CANADIAN HISTORY SINCE WORLD WAR I - Immersion - Applied

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

Prerequisite: None

CHV 205E CIVICS AND CITIZENSHIP .5 credit Extended

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

Prerequisite: None

CHV 205I CIVICS AND CITIZENSHIP - .5 credit Immersion

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

Prerequisite: None

GLC 205E CAREER STUDIES - Extended - .5 credit

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

Prerequisite: None

GLC 205I CAREER STUDIES - Immersion - .5 credit

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

Prerequisite: None

Spanish

LWS BD1 SPANISH Grade 10

Designed to promote speaking ability and enhance understanding of spoken language, this course deals with basic communication needs. Students will acquire the grammar, the vocabulary and the cultural awareness needed to interact with confidence in casual and social situations.

LWS CU1 SPANISH Grade 11 - University Preparation

The principal aim of this course is to develop students' communication skills in both the receptive and expressive aspects of the language through integrated activities in the four areas of language learning: listening, speaking, reading, and writing. Based on themes such as The Individual, Academic Studies and Every-Day Life, the course centers on the study of authentic texts which incorporate literature, information and journalistic readings, supplemented by cultural films, media texts as well as computer-related resources.

Prerequisite: LWS BD1

RELIGION

Religion

Religion
HRE 10
Grade 9
Open

Religion
HRE 20
Grade 10
Open

World Religion: Beliefs,
Issues, and Religious Traditions
HRT 3M
Grade 11
University/College
No Prerequisite

World Religion: Beliefs, and
Daily Life
HRF 3O
Grade 11
Open
No Prerequisite

Church and Culture
HRE 4O
Grade 12
Open
No Prerequisite

Church and Culture
HRE 4O
Grade 12
Open
No Prerequisite

RELIGION

HRE 10

RELIGIOUS EDUCATION

This course is designed to assist students' growth in self knowledge in order to facilitate better understanding of himself/herself in relation to God and others. It includes a review of Catholic Doctrine, an overview of the Hebrew Scriptures in order to understand better our Judeo-Christian heritage and the teachings of Christ. Elements of the liturgical year are highlighted. The focal point of this course is the person of Jesus. The course also focuses on the impact of Christian teaching on personal and social problems. Students will explore a variety of topics related to the themes of personhood, interpersonal relationships and sexuality. This course establishes and emphasizes scripture and Church teaching as the basis for the moral life.

HRE 20

RELIGION

This survey course touches upon several critical areas of authentic Catholic life. It begins with an overview of the New Testament, the life and teaching of Jesus, and Christology in the Early Church. The course then introduces the Social Teaching of the Church, and examines the critical relationship between Christ and Culture, and how to allow ourselves to be cultivated by the Sacramental life of the Church.

Prerequisite:

HRT 3M

WORLD RELIGIONS AND BELIEF TRANSITIONS: PERSPECTIVES, ISSUES, AND CHALLENGES University/College Preparation

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

Prerequisite: None

HRF 3O

WORLD RELIGIONS AND BELIEF TRANSITIONS IN DAILY LIFE

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

Prerequisite: None

HRE 4M

CHURCH AND CULTURE College/University Preparation

This course has the aim of assisting students in understanding themselves as moral persons living the way of Christ through an examination of ethical theories, the revelation of sacred Scripture, and the experience and teaching of the Catholic Church. While grounded in Revelation, the course also examines the contributions of Philosophy and the sciences to a Catholic understanding of ethics and moral living. Students will explore their own ethical and moral stance through an examination of various arenas of life such as issue of justice and peace, freedom, reconciliation, family, marriage and political life. This course is intended to prepare the senior student for the lifelong task of discerning what is good and of God while growing in their ability to live accordingly as moral persons and active, life-giving members of a global society.

Prerequisite: Grade 11 University Religion or Grade 11 University English.

HRE 4O

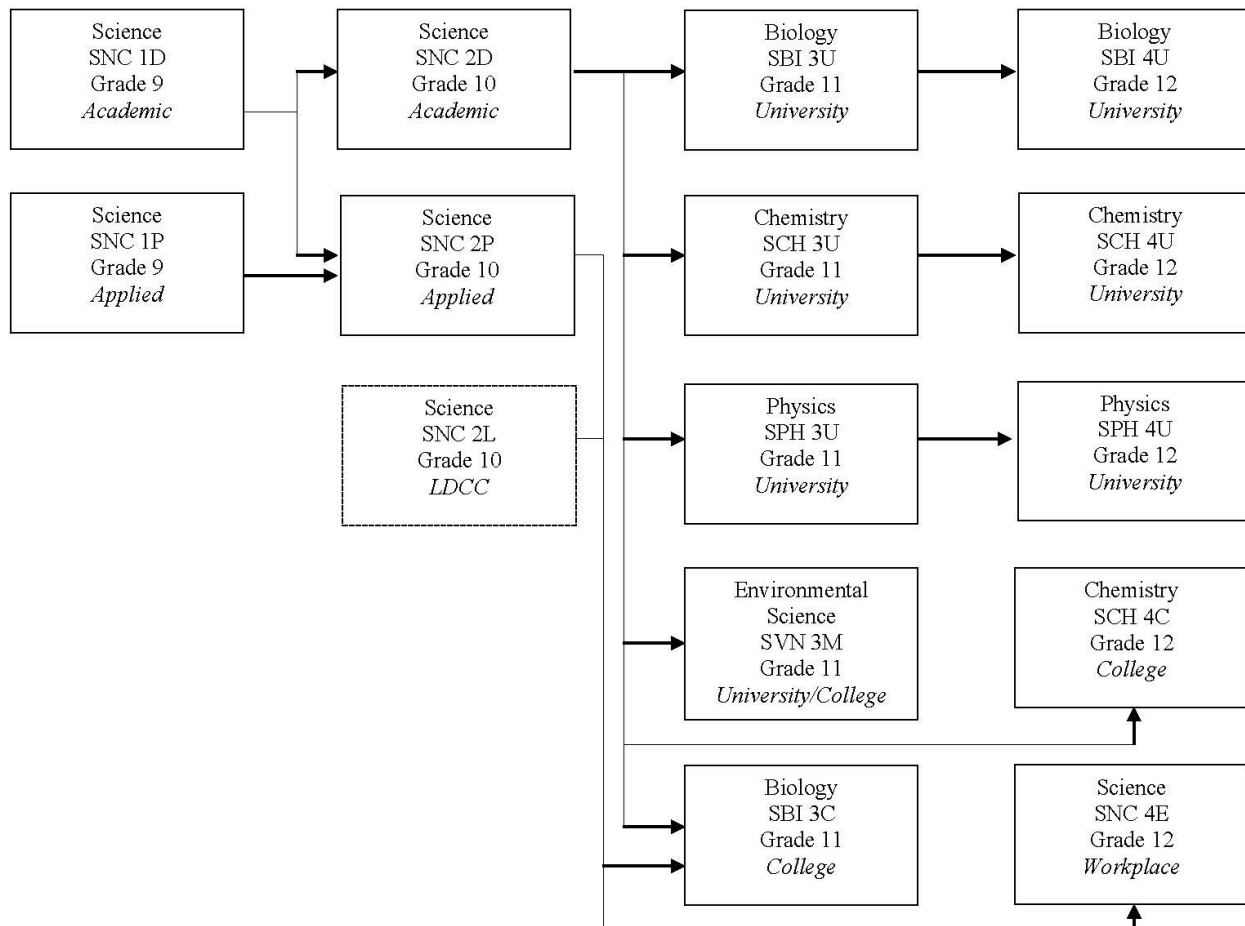
CHURCH AND CULTURE - Open

This course has the aim of assisting students in understanding themselves as moral persons living the way of Christ through an examination of ethical theories, the revelation of sacred Scripture, and the experience and teaching of the Catholic Church. It engages students in critical reflection on significant contemporary moral and ethical issues in light of Scripture, Church teaching, and important thinkers. Social and ecological justice issues are explored along with a study of topics that focus on Christian mercy and forgiveness. The graces and challenges of relationships, marriage, and family life are explored from a Catholic perspective. Students are challenged to articulate and adopt the Christian stance in the political world.

Prerequisite: Grade 11 College or University Religion; or Grade 11 College or University English

SCIENCE

Science



SCIENCE

SNC 1D

This course enables students to understand essential concepts in biology, chemistry, earth and space science, and physics; to develop skills in the processes of scientific inquiry; and to relate science knowledge to technological, social, and environmental knowledge. Students will learn about scientific theories and pursue inquiries related to cell division and reproduction, atomic and molecular structures, properties of elements and compounds, the universe and space exploration, and the principles of static and current electricity.

SNC 1P

This course enables students to understand essential concepts in biology, chemistry, earth and space science, and physics; to develop practical skills in scientific investigation; and to apply their knowledge of science to everyday situations. Students will design and conduct investigations into practical problems and issues related to cell division and reproduction, the structure and properties of elements and compounds, astronomy and space exploration, and static and current electricity.

SNC 2D

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics; to develop further their skills in scientific inquiry; and to understand the interrelationships among science, technology, and the environment. Students will conduct investigations and understand scientific theories related to: ecology and the maintenance of ecosystems; chemical reactions, with particular attention to acid-base reactions; factors that influence weather systems; and motion.

Prerequisite: SNC 1D

SNC 2P

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics; to develop further their practical skills in scientific investigation; and to apply their knowledge of science to real-world situations. Students will design and conduct investigations into everyday problems and issues related to ecological sustainability, chemical reactions, weather systems, and motion.

Prerequisite: SNC 1D or SNC 1P



SCIENCE Academic

SCIENCE Applied

SCIENCE Academic

SCIENCE Applied

SNC 2L

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

SBI 3U

This course furthers students' understanding of the processes involved in biological systems. Students will study cellular functions, genetic continuity, internal systems and regulation, the diversity of living things, and the anatomy, growth, and functions of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

Prerequisite: SNC 2D

SBI 3C

This course focuses on the processes involved in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, animal anatomy and physiology, plant structure and physiology, and environmental science. Emphasis will be placed on the practical application of concepts and skills needed for further study in the various branches of life sciences and related fields.

Prerequisite: SNC 2D, SNC 2P, or SNC 2L

SBI 4U

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

Prerequisite: SBI 3U and SCH 3U is strongly recommended



SCIENCE Locally Developed

BIOLOGY University Preparation

BIOLOGY College Preparation

BIOLOGY University Preparation

SNC 4E

SCIENCE Workplace

This course provides students with fundamental science knowledge and workplace skills needed to prepare them for success beyond secondary school. Students will explore hazards in the workplace, chemicals in consumer products, disease and its prevention, electricity at home and at work, and nutritional science. Emphasis is placed on current topics in science and relevant, practical activities that develop students' literacy and mathematical literacy skills and enhance their scientific literacy.

Prerequisite: SNC 2

SCH 3U

CHEMISTRY University Preparation

This course focuses on the concepts and theories that form the basis of modern chemistry. Students will study the behaviours of solids, liquids, gases, and solutions; investigate changes and relationships in chemical systems; and explore how chemistry is used in developing new products and processes that affect our lives and our environment. Emphasis will also be placed on the importance of chemistry in other branches of science.

Prerequisite: SNC 2D

SCH 4U

CHEMISTRY University Preparation

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

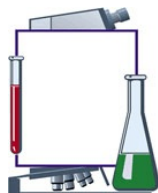
Prerequisite: SCH 3U

SCH 4C

CHEMISTRY College Preparation

This course introduces students to the concepts that form the basis of modern chemistry. Students will study qualitative analysis, quantitative relationships in chemical reactions, organic chemistry and electrochemistry, and chemistry as it relates to the quality of the environment. Students will employ a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and in the development of new technologies and products.

Prerequisite: SNC 2P or SNC 2D



SVN 3M

ENVIRONMENTAL SCIENCE University/College

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in life after secondary school. Students will explore a range of topics, including the role of science in addressing contemporary environmental challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationships between science, the environment, and society in a variety of areas. **Prerequisite:** SNC 2D or SNC 2P

SPH 3U

PHYSICS University Preparation

This course develops students' understanding of the basic concepts of physics. Students will study the law of dynamics and explore different kinds of forces, the quantification and forms of energy (mechanical, sound, light, thermal, and electrical), and the way energy is transformed and transmitted. They will develop scientific-inquiry skills as they verify accepted laws and solve both assigned problems and those emerging from their investigations. Students will also analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

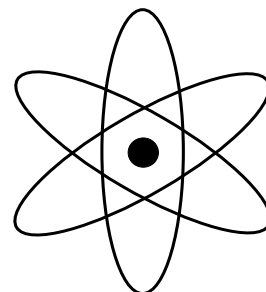
Prerequisite: SNC 2D

SPH 4U

PHYSICS University Preparation

This course enables students to deepen their understanding of the concepts and theories of physics. Students will explore further the laws of dynamics and energy transformations, and will investigate electrical, gravitational, and magnetic fields; electromagnetic radiation; and the interface between energy and matter. They will further develop inquiry skills, learning, for example, how the interpretation of experimental data can provide indirect evidence to support the development of a scientific model. Students will also consider the impact on society and the environment of technological applications of physics.

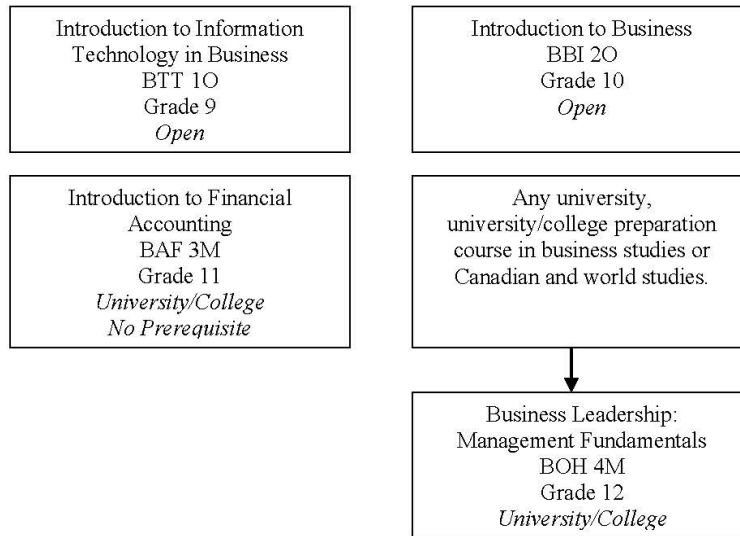
Prerequisite: SPH 3U



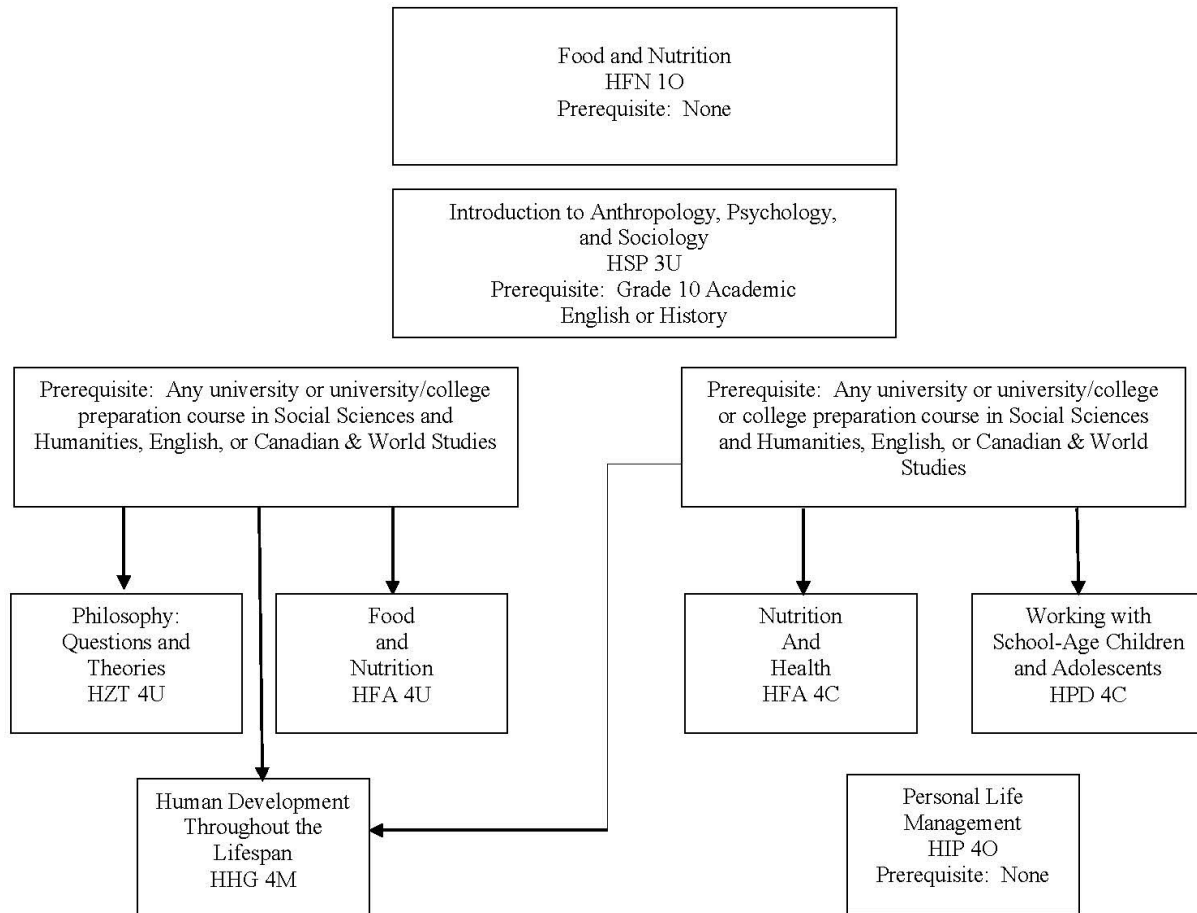
SOCIAL SCIENCES

Social Sciences and the Humanities

Business



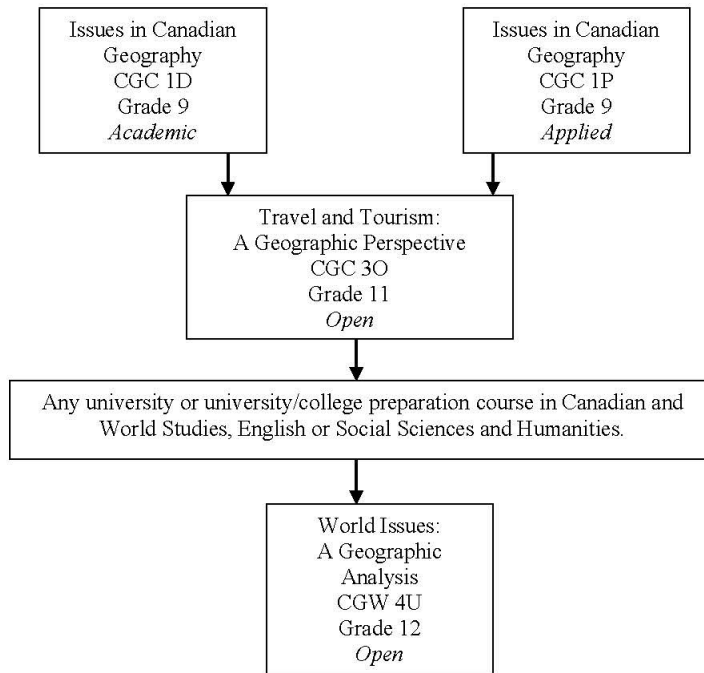
General Social Sciences and Family Studies



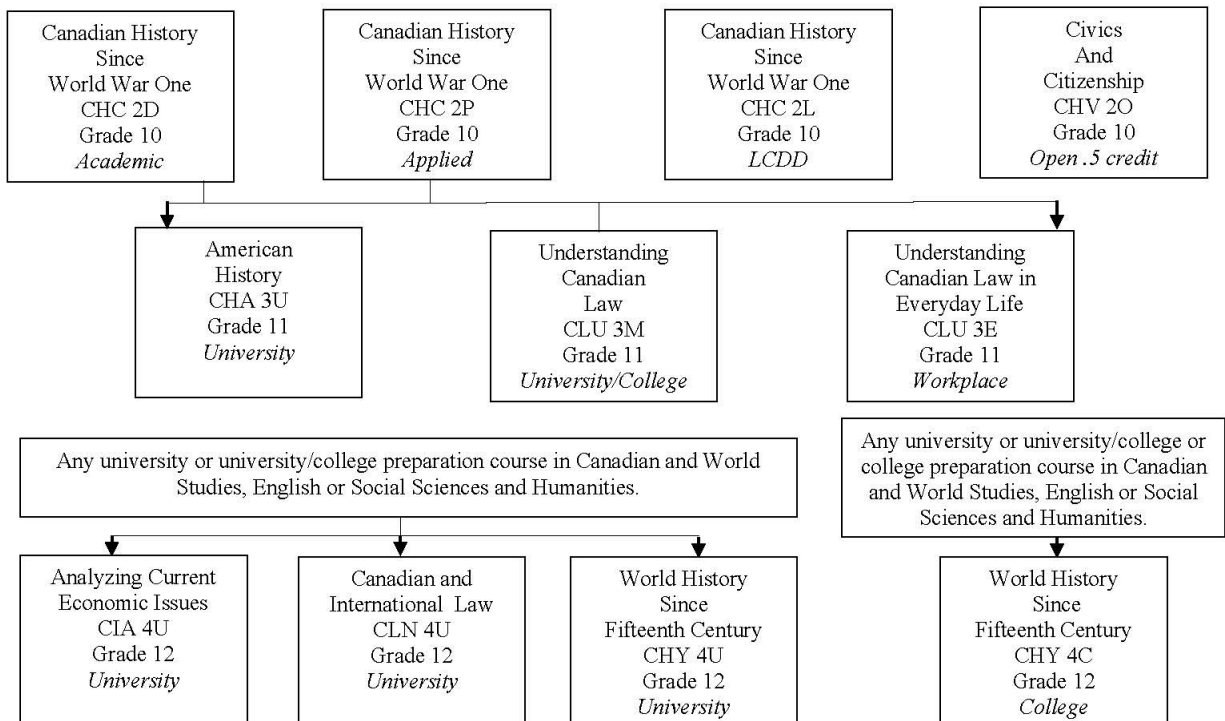
SOCIAL SCIENCES

Canadian and World Studies

Geography



History



SOCIAL SCIENCES

Business

BTT 10 **INTRODUCTION TO INFORMATION AND COMMUNICATION TECHNOLOGY**

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

BBI 20 **INTRODUCTION TO BUSINESS**

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 social 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

BAF 3M **FINANCIAL ACCOUNTING FUNDAMENTALS** **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

BOH 4M **BUSINESS LEADERSHIP: MANAGEMENT FUNDAMENTAL** **University/College Preparation**

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

Prerequisite: None

BMI 3C **MARKETING: GOODS, SERVICES, EVENTS** **College Preparation**

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

Prerequisite: None

BMX 3E1 **MARKETING: RETAILS AND SERVICE** **Workplace Preparation**

This course focuses on marketing activities in the retail and service sections. Students will examine trends and global influences on marketing decisions, and will learn about the importance of customer loyalty. Through hands-on learning, students will develop personal selling and information technology skills that will prepare them for a variety of marketing-related positions in the workplace.

Prerequisite: None

Family Studies

HFN 10 **NUTRITION AND FOOD**

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

Prerequisite: None.

HFA 4U **NUTRITION AND HEALTH** **University Preparation**

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health.

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

SOCIAL SCIENCES AND HUMANITIES

HFA4C

NUTRITION AND HEALTH College Preparation

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

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

Anthropology/Sociology

HSP 3U INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY, AND SOCIOLOGY

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science, and to become familiar with current thinking on a range of issues within the three disciplines. **Prerequisite:** The Grade 10 academic course in English or the Grade 10 academic history course (Canadian and world studies).

HZT 4U PHILOSOPHY: QUESTIONS AND THEORIES - University Preparation

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

HHG 4M HUMAN DEVELOPMENT THROUGHOUT THE LIFESPAN - College Preparation

This course offers a multidisciplinary approach to the study of human development throughout the lifespan. Students will learn about a range of theoretical perspectives on human development. They will examine threats to healthy development as well as protective factors that promote resilience. Students will learn about physical, cognitive, and social-emotional development from the prenatal period through old age and will develop their research and inquiry skills by investigating issues related to human development. **Prerequisite:** Any university, college, or university/college preparation course in Social Sciences and Humanities, English or Canadian and World Studies.

HIP 4O PERSONAL LIFE MANAGEMENT

This course focuses on preparing students for living independently and working successfully with others. Students will learn to manage their personal resources to meet their basic needs for food, clothing, and housing. They will also learn about their personal, legal, and financial responsibilities and develop and apply interpersonal skills in order to make wise and responsible personal and occupational choices. Students will apply research and inquiry skills while investigating topics related to personal life management. **Prerequisite:** None.

HPD 4C WORKING WITH SCHOOL-AGE CHILDREN AND ADOLESCENTS - College Prep

This course prepares students for jobs involving school-age children and adolescents. Students will study a variety of theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with older children. Students will become familiar with occupational opportunities and requirements related to working with older children and adolescents. They will develop research skills used in investigating child and adolescent behaviour and development. **Prerequisite:** Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and World Studies.

SOCIAL SCIENCES AND HUMANITIES

Geography

CGC 1D

GEOGRAPHY OF CANADA Academic

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place to live. **Prerequisite:** None

CGC 1P

GEOGRAPHY OF CANADA Applied

This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore a range of issues, including food and water supplies, competing land uses, and interactions with the natural environment, developing their awareness that issues that affect their lives are interconnected with issues in other parts of the world. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate choices related to sustainable living in Canada

Prerequisite: None

CGG 30

TRAVEL AND TOURISM: A GEOGRAPHIC PERSPECTIVE

This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends as well as tensions related to tourism, and will predict future tourism destinations. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate the impact of the travel industry on natural environments and human communities. **Prerequisite:** Geography of Canada, Grade 9, Academic or Applied

CGW4U

WORLD ISSUES: A GEOGRAPHIC ANALYSIS - University Preparation

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

History

CHC 2D

CANADIAN HISTORY SINCE WORLD WAR I - Academic

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

Prerequisite: None

CHC 2P

CANADIAN HISTORY SINCE WORLD WAR I - Applied

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

Prerequisite: None

CHV 205

CIVICS .5 credit

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

Prerequisite: None

SOCIAL SCIENCES

CHA 3U

AMERICAN HISTORY

University Preparation

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

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

CLU 3M

UNDERSTANDING CANADIAN LAW

University/College Preparation

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

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

CLU 3E

UNDERSTANDING EVERYDAY LAW

IN CANADA - Workplace Preparation

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

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

CHY4U

WORLD HISTORY SINCE THE FIFTEENTH

CENTURY - College Preparation

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

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

CHY 4C

WORLD HISTORY SINCE THE FIFTEENTH

CENTURY - College Preparation

This course explores key developments and events in world history since approximately 1450, with a focus on interactions within and between various regions. Students will examine social, economic, and political developments and how they have affected different peoples. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key turning points in world history and historical forces that have shaped our world.

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

CIA 4U

ANALYSING CURRENT ECONOMIC

ISSUES - University Preparation

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

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

CLN 4U

CANADIAN AND INTERNATIONAL LAW

University Preparation

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

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

STUDENT SERVICES - GUIDANCE AND CAREER EDUCATION

Learning Strategies

Admission to the Learning Strategies courses will be decided in consultation with the Special Education Resource teachers and Principal.

GLE 10/GLE 20 LEARNING STRATEGIES 1: SKILLS FOR SUCCESS IN SECONDARY SCHOOL

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

GLE 30 ADVANCED LEARNING STRATEGIES: SKILLS FOR SUCCESS AFTER SECONDARY SCHOOL

This course improves students' learning and personal management skills, preparing them to make successful transitions to work, training, and/or postsecondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal management techniques to maximize their learning. Students will investigate trends and resources to support their postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.

Leadership

GPP 30P LEADERSHIP AND PEER SUPPORT

Peer Tutoring

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

Prerequisite: Permission of instructor/interview and a minimum 75% overall average.

Interdisciplinary Studies

IDC 301Y

INTERDISCIPLINARY STUDIES - YEARBOOK

This course will help students combine the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Through individual and collaborative inquiry and research, students will analyse the connections among diverse subjects and disciplines; develop information literacy skills in analysing, selecting, evaluating, and communicating information; and become aware of a variety of resources and viewpoints on contemporary issues. They will also examine their own learning styles, relate their inquiries and research to real-life situations, and investigate career opportunities in new disciplines.

Prerequisite: Permission of Instructor and interview. Limited enrolment.

IDC 401

INTERDISCIPLINARY STUDIES - SPORTS & SOCIETY

This course will help students combine the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Through individual and collaborative inquiry and research, students will analyse the connections among diverse subjects and disciplines; develop information literacy skills in analysing, selecting, evaluating, and communicating information; and become aware of a variety of resources and viewpoints on contemporary issues. They will also examine their own learning styles, relate their inquiries and research to real-life situations, and investigate career opportunities in new disciplines.

Prerequisite: Permission of Instructor and interview. Limited enrolment.

STUDENT SERVICES

Interdisciplinary Studies

IDC 4U1Y

INTERDISCIPLINARY STUDIES - YEARBOOK EDITOR

This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyse historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge.

Prerequisite: Permission of Instructor and interview. Limited enrolment.

IDC 4U1G

INTERDISCIPLINARY STUDIES - STUDENT GOVERNMENT EXECUTIVE

This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyse historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge.

Prerequisite: Elected representatives. Permission of Instructor and interview. Limited enrolment.

Career Studies

GLC 205

CAREER STUDIES .5 Credit

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 postsecondary 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.

Co-operative Education

COPXO2

CO-OPERATIVE EDUCATION

Navigating the Workplace

This course provides students with opportunities to develop the workplace skills and work habits required for success in all types of workplaces. Students will explore occupations and careers of interest through participation in real workplace experiences. They will make plans for continued learning and work, work with others to design learning experiences, and investigate the resources and support required to make a smooth transition to their postsecondary destination Subject Related Co-op:

For many students their Cooperative Education experience will be linked to a related in school course which must be taken before or concurrently with the co-op component. Commonly linked courses include technological studies, including construction, design, communications tech, hairstyling and aesthetics, child development and gerontology. Biology, law, accounting, and other suitable senior courses may be used as the in-school linked course. For this option, students should choose COPXO2 as the option (2 credits). All co-op courses consist of three (3) components:

1. Preplacement orientation - minimum 20 hours self assessment job entry skills, occupational health and safety, unions and employer expectations.
2. Placement - students are placed at work sites based on their career interest area. (190 hours - ½ days for 17 weeks)
3. Integration sessions: students meet regularly to discuss issues related to the workplace. Minimum 10 hours.

Evaluation

Students will be assigned tasks in the workplace and be formally evaluated by employers based on both work and generic skills (attendance, interpersonal communication, initiative, etc.) Evaluation includes: tests, assignments, weekly log reports and a final project/presentation.

How to Register for a Co-op Course Experience

1. Students usually apply for co-op during course selection time in February.
2. Choose the course code COPXO2 (remember it counts as 2 courses/2 credits).
3. In April, all co-op student applicants will be asked to complete an application form and participate in an interview with the co-op teacher. Attendance, teacher references and potential commitment will be considered grounds for acceptance. Students should be in grade 12 and have completed the majority of their compulsory subjects.

Ontario Youth Apprenticeship Program (OYAP)

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

Criteria for Student Acceptance into OYAP

Students will

- have successfully completed 22 credits, be enrolled full time and be 17 years of age
- agree to follow an education plan designed specifically for the apprenticeship destination and to complete the requirements for the OSSD
- demonstrate competencies in Math, English and Technological Studies
- follow the application procedure for co-op
-

Apprenticeship

Apprenticeship is a formal agreement with MTCU between a person who wants to learn a skilled trade and an employer who needs a skilled worker and is able and willing to do the training.

Students may register as apprentices and begin their formal apprenticeship training while they earn credits toward the OSSD. The registration of an apprentice is at the discretion of the employer, therefore **apprenticeships cannot be guaranteed**. Eighty to ninety percent of the training occurs on the job, where the apprentice learns by watching, practicing and performing tasks. Ten to twenty percent is theoretical, in-school training delivered by a college or MTCU approved delivery agent.

During secondary school, a student may also begin the Level 1 Theory required for an apprenticeship. The Level 1 Theory component for the following apprenticeships **may be offered** through OYAP during the school year. The student will complete secondary school cooperative education credits in conjunction with the College or approved Training Centre Level 1 Apprenticeship program. Two programs available through RND include:

Hairdresser - St. Lawrence College, Kingston
Carpenter - St. Lawrence College, Kingston
Brick and Stone Mason - St. Lawrence College, Kingston

To be successful the student will be required to meet the training requirements of MTCU. Although there will be no secondary school credits attached to the theory programs, the schedule allows students to complete three secondary school cooperative education credits in conjunction with Level 1 Apprenticeship.

Enrolment is limited based on space availability at St. Lawrence College.

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

NOTE: There are limited spaces available for RND students in the Automotive Service Technician (Loyalist, Belleville) and Construction Craftwork programs (Cobourg). **For information on any of these specialized OYAP apprenticeship programs, see your Co-operative Education teacher or Guidance Counsellor.**



Partnering to Achieve Student Success

dual credits

The Dual Credit program is a School/College/Work Initiative that is offered by 3 Eastern Ontario colleges in partnership with nine area school boards.

what it is...

Students participate in apprenticeship training and/or postsecondary courses, earning dual credits that count towards both their high school diploma and their postsecondary diploma, degree or apprenticeship certification.

who it's for...

Students who desire learning opportunities outside of high school and who would benefit from a college or apprenticeship experience are suitable candidates. *To ease scheduling many students take their dual credit course in conjunction with their high school cooperative education program.*

how it helps...

Students have the opportunity to:

- ✓ earn high school credits while studying at College
- ✓ acquire experience that will assist with postsecondary education or apprenticeship training
- ✓ gain a head start on learning and training for their future careers.

www.passpathways.on.ca

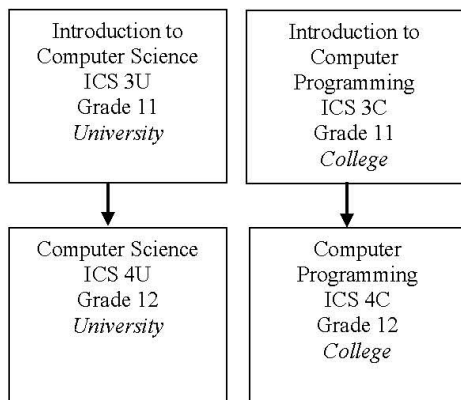
For more information contact your high school Guidance Department



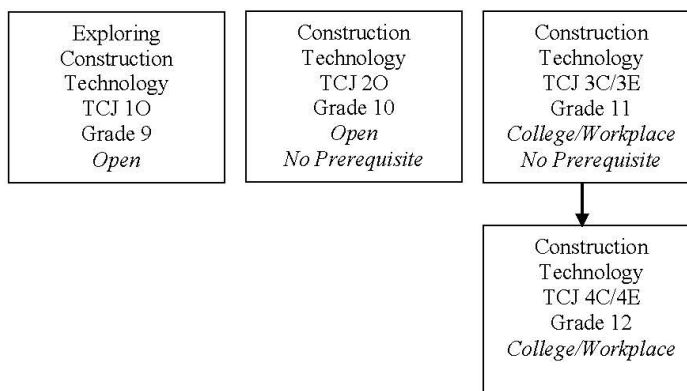
TECHNOLOGY

Technology

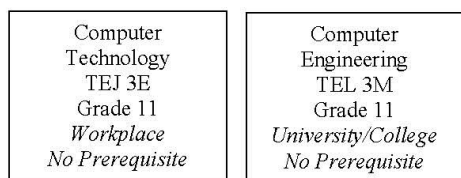
Computer & Information Science



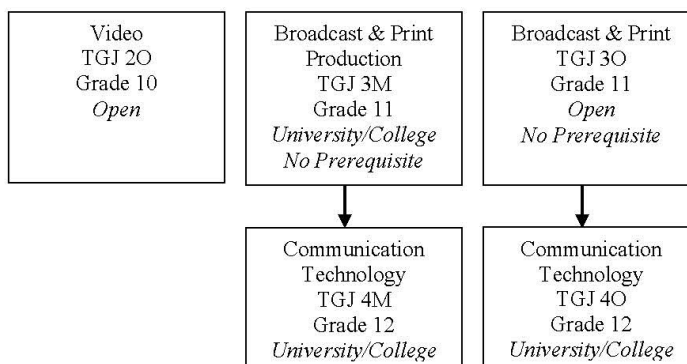
Construction Technology



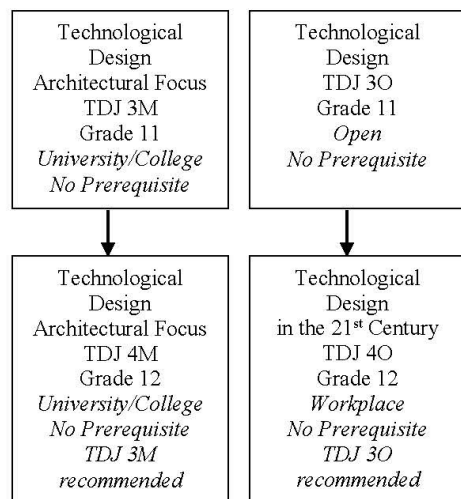
Computer Engineering: Electronics



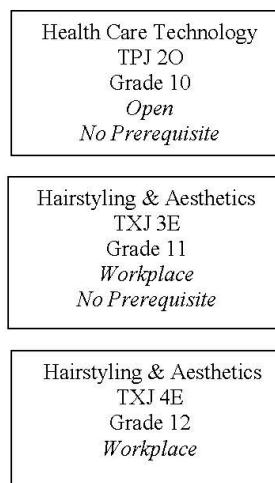
Communications Technology



Technology Design



Health & Personal Services



TECHNOLOGY

Construction Technology

TCJ 10 EXPLORING CONSTRUCTION TECHNOLOGIES

This exploratory course introduces students to concepts and skills in construction technology, which encompasses plumbing, electrical wiring, masonry, heating/cooling, carpentry, and woodworking. Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and postsecondary pathways leading to careers in the field.

Prerequisite: None

TCJ 20 CONSTRUCTION TECHNOLOGY

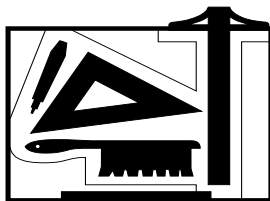
This course requires students to design, build, and evaluate projects using design instruments and machine and hand tools. Students will solve technological problems through a variety of media; identify and describe building materials and other resources needed to construct, maintain, and service buildings; identify support systems and components; apply safety rules related to materials, processes, and equipment; identify common architectural styles; and identify careers related to construction technology.

Prerequisite: None

TCJ 3C CONSTRUCTION TECHNOLOGY College Preparation

This course focuses on residential, commercial, industrial, and/or recreational construction. Students will learn about the tools, materials, equipment, and methods used in the light construction industry; structural analysis and design; presentation and working drawings; and mechanical systems. They will also estimate materials and labour costs, and study industry standards and building codes, health and safety issues, energy conservation, careers, and the impact of construction technology on society and the environment.

Prerequisite: None



TCJ 3E CONSTRUCTION TECHNOLOGY Workplace Preparation

This course focuses on residential, commercial, industrial, and/or recreational construction, emphasizing practical workplace applications, the development of generic employment skills, and preparation for apprenticeship and training programs. Students will learn about and gain practical experience with various types of materials, processes, labour, tools, and equipment used in the construction industry; technical drawings; and mechanical systems. They will also study industry standards and building codes, consider health and safety issues, and explore careers, the importance of lifelong learning, and the impact of construction technology on society and the environment.

Prerequisite: None

TCJ 4C CONSTRUCTION TECHNOLOGY College Preparation

This course focuses on advanced residential construction, more complex construction systems, and the introduction of heavy construction related to commercial, industrial, and/or recreational construction. Students will learn about the tools, materials, equipment, and methods used in the light and heavy construction industries; structural analysis and design; presentation and working drawings; and auxiliary systems. They will also estimate materials and labour costs; study industry standards and building codes; consider health and safety issues; and explore energy conservation, careers, and the impact of construction technology on society and the environment.

Prerequisite: TCJ 3C

TCJ 4E CONSTRUCTION TECHNOLOGY Workplace Preparation

This course focuses on advanced residential and more complex construction systems, as well as the introduction of heavy construction, related to commercial, industrial, and/or residential construction; advanced practical workplace applications; and the development of generic employment skills and independent learning skills. Students will examine the materials, processes, labour, tools, and equipment used in the construction industry; technical drawings; auxiliary systems; and landscaping. They will also study industry standards and building codes; consider health and safety issues; and explore careers, lifelong learning opportunities, and the impact of construction technology on society and the environment.

Prerequisite: TCJ 3E

Technology Design

TDJ 3M

TECHNOLOGICAL DESIGN: ARCHITECTURAL FOCUS University/College Preparation

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

Prerequisite: None

TDJ 3O

TECHNOLOGICAL DESIGN

This course enables students to apply a systematic process for researching, designing, building, and assessing solutions to address specific human and environmental challenges. Through their work on various projects, students will explore broad themes that may include aspects of industrial design, mechanical design, architectural design, control system design, and/or apparel design. Students will develop an awareness of environmental and societal issues related to technological design, and will learn about secondary and postsecondary pathways leading to careers in the field. The focus of this course will be Technological Design: Architectural Design (TDA)

Prerequisite: None

TDJ 4O

TECHNOLOGICAL DESIGN IN THE 21ST CENTURY Workplace

This course focuses on the relationship between society and technological development. Students will use appropriate tools, techniques, and strategies to research, design, build, and assess prototypes for products and/or processes that respond to society's changing needs. Students will describe how social factors, including culture, media, politics, religion, and environmental concerns, influence technological design. Students will also learn about professional practices in the field, and will research postsecondary pathways leading to careers related to technological design. The focus of this course will be architectural design.

Prerequisite: No prerequisite but TDJ 3O recommended.

TDJ 4M

TECHNOLOGICAL DESIGN: ARCHITECTURAL FOCUS University/College Preparation

This course introduces students to the fundamentals of design advocacy and marketing, while building on their design skills and their knowledge of professional design practices. Students will apply a systematic design process to research, design, build, and assess solutions that meet specific human needs, using illustrations, presentation drawings, and other communication methods to present their designs. Students will enhance their problem-solving and communication skills, and explore career opportunities and the postsecondary education and training requirements for them. The focus of this course will be architectural design.

Prerequisite: No prerequisite but TDJ 3M recommended.

Computer Engineering: Electronics

TEL 3M

COMPUTER ENGINEERING University/College Preparation

Students will develop knowledge and skills in electronics, robotics, programming, and networks, and will build systems that use computer programs and interfaces to control and/or respond to external devices. Students will develop an awareness of environmental and societal issues related to the use of computers, and will learn about college and university programs leading to careers in computer engineering.

Prerequisite: None

TEJ 3E

COMPUTER TECHNOLOGY Workplace Preparation

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

Prerequisite: None



TECHNOLOGY

Communications Technology

TGJ 2Q

VIDEO

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 interactive new media 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 will explore secondary and post-secondary education and training pathways and career opportunities in the various communications technology fields.

Prerequisite: None

TGJ 3M

BROADCAST & PRINT PRODUCTION

University/College Preparation

This course examines communications systems and design and production processes in the areas of electronic, live, recorded, and graphic communications. Students will develop knowledge and skills relating to the assembly, operation, maintenance, and repair of the basic and more complex components of a range of communications systems. Students will also study industry standards and regulations and health and safety issues, and will explore careers, the importance of lifelong learning, and the impact of communications technology on society and the environment.

Prerequisite: None

TGJ 3O

BROADCAST AND PRINT

This course examines communications systems and design and production processes in the areas of electronic, live, recorded, and graphic communications. Students will develop knowledge and skills relating to the assembly, operation, maintenance, and repair of the basic and more complex components of a range of communications systems. Students will also study industry standards and regulations and health and safety issues, and will explore careers, the importance of lifelong learning, and the impact of communications technology on society and the environment.

Prerequisite: None

TGJ 4M

COMMUNICATIONS TECHNOLOGY

University/College Preparation

This course examines communications systems and design and production processes in the areas of electronic, live, recorded, and graphic communications. Students will create, manage, and distribute complex electronic, graphic, recorded, or audio-visual projects independently and in project teams. Students will also study industry standards and regulations and health and safety issues, and will explore careers, the importance of lifelong learning, and the impact of communications technology on society and the environment.

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

TGJ 4O

COMMUNICATIONS TECHNOLOGY

Workplace Preparation

This course examines the key elements in the areas of electronic, live, recorded, or graphic communications systems. Students will develop safe workplace habits and business management skills and use a variety of materials, tools, and equipment to assemble, maintain, operate, and repair communications systems. They will also research the entry requirements for training programs available on graduation, such as apprenticeships, and will develop the employability and technical skills required for entry into the workplace.

Prerequisite: Communications Technology, Grade 11, Workplace Preparation

Computer & Information Science

ICS 3U

INTRODUCTION TO COMPUTER SCIENCE

University Preparation

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields. **Prerequisite:** None

TECHNOLOGY

ICS 3C

INTRODUCTION TO COMPUTER PROGRAMMING - College Preparation

This course introduces students to computer programming concepts and practices. Students will write and test computer programs, using various problem-solving strategies. They will learn the fundamentals of program design and apply a software development life-cycle model to a software development project. Students will also learn about computer environments and systems, and explore environmental issues related to computers, safe computing practices, emerging technologies, and postsecondary opportunities in computer-related fields. **Prerequisite:** None

ICS 4C

COMPUTER PROGRAMMING College Preparation

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

Prerequisite: ICS 3C

ICS 4U

COMPUTER SCIENCE University Preparation

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

Prerequisite: ICS 3U

Health & Personal Services

TPJ 20

HEALTH CARE TECHNOLOGY

This course introduces students to personal health promotion, child and adolescent health concerns, and a variety of medical services, treatments, and technologies. Students will become familiar with various instruments and equipment and will learn about human anatomy, organs, and body chemistry, as well as the effects that lifestyle choices can have on personal well-being. They will plan recreational activities for youth, perform a dietary analysis, and evaluate health care practices. Students will develop an awareness of environmental and societal issues related to health care and will explore secondary and postsecondary pathways leading to careers in the field.

Prerequisite: None

TXJ 3E

HAIRSTYLING AND AESTHETICS Workplace Preparation

This course enables students to develop knowledge and skills in cosmetology and offers a variety of applications that will equip students to provide services for a diverse clientele. Students identify trends in the hairstyling and aesthetics industry, learn about related health and safety laws, and expand their communication and interpersonal skills through interactions with peers and clients. Students consider environmental and societal issues related to the industry and acquire a more detailed knowledge of apprenticeships and direct-entry work positions.

Prerequisite: None

TXJ 4E

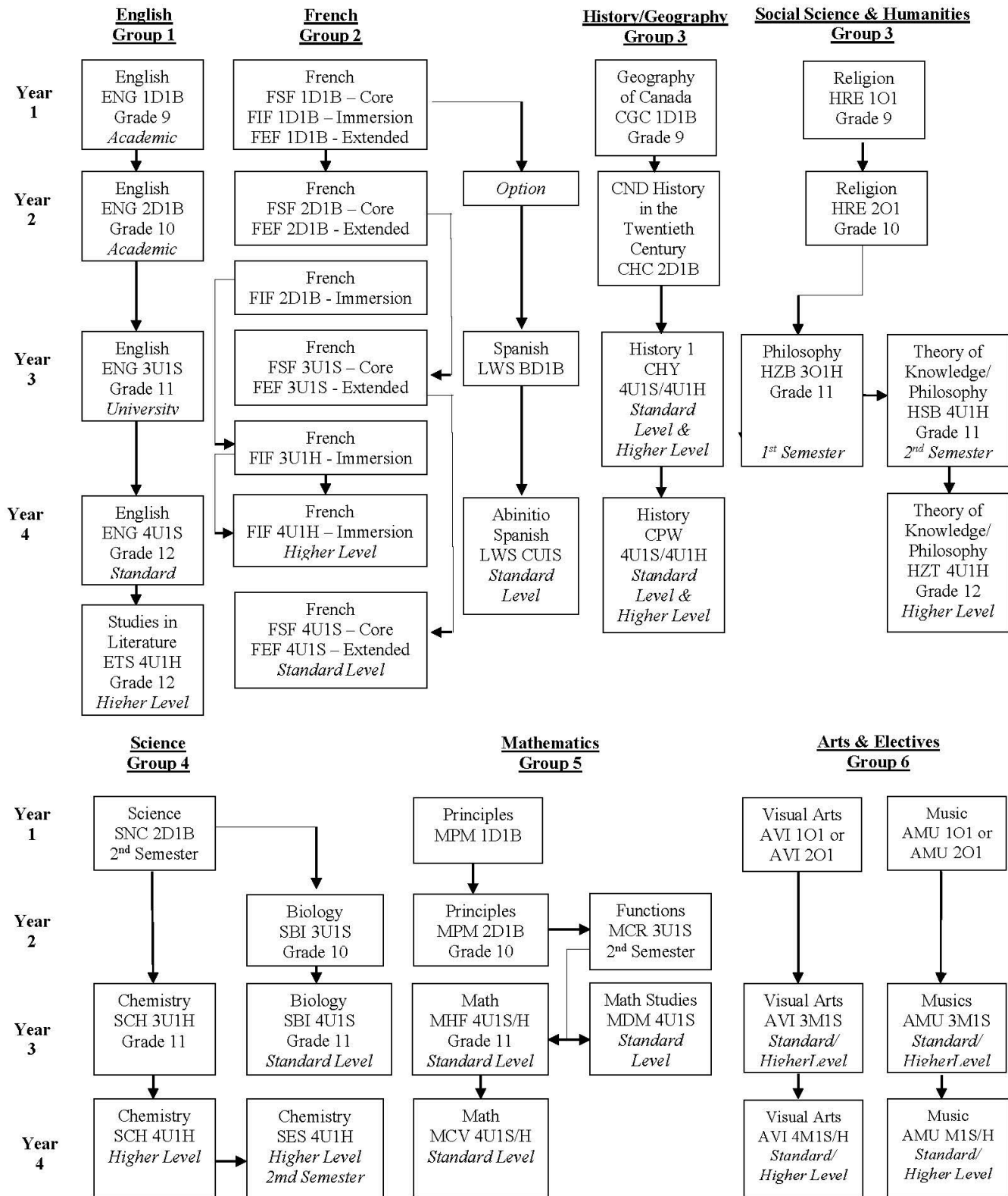
HAIRSTYLING AND AESTHETICS Workplace Preparation

This course enables students to develop increased proficiency in a wide range of hairstyling and aesthetics services. Working in a salon/spa team environment, students strengthen their fundamental cosmetology skills and develop an understanding of common business practices and strategies in the salon/spa industry. Students expand their understanding of environmental and societal issues and their knowledge of postsecondary destinations in the hairstyling and aesthetics industry.

Prerequisite: TXJ 3E

INTERNATIONAL BACCALAUREATE PROGRAM

International Baccalaureate



INTERNATIONAL BACCALAUREATE PROGRAM



Legend

IB Prep = B
Standard Level Courses = S
Higher Level Course = H

HL Subjects	SL Subjects
English	English
French	French, Spanish Ab Initio
Philosophy	History
History	Biology
Chemistry	Mathematical Studies
Music, Art	Mathematics SL
Mathematics	Music, Art, Theatre Arts

GROUP 1: Language A - English

<u>ENG 1D1B</u>	<u>ENGLISH</u>
<u>ENG 2D1B</u>	<u>ENGLISH</u>
Prerequisite: ENG 1D1B	
<u>ENG 3U1S</u>	<u>ENGLISH - SL/HL</u>
Prerequisite: ENG 2D1B	
<u>ENG 4U1S</u>	<u>ENGLISH - SL/HL</u>
Prerequisite: ENG 3U1S	
<u>ETS 4U1H</u>	<u>ENGLISH - HL</u>
Prerequisite: ENG 4U1S	

GROUP 2: Language B

French

<u>FSF 1D1B</u>	<u>FRENCH - CORE</u>
<u>FEF 1D1B</u>	<u>FRENCH - EXTENDED</u>
<u>FIF 1D1B</u>	<u>FRENCH - IMMERSION</u>

<u>FSF 2D1B</u>	<u>CORE FRENCH</u>
Prerequisite: FSF 1D or FSF 1P	
<u>FEF 2D1B</u>	<u>EXTENDED FRENCH</u>
Prerequisite: FEF 1D or FIF 1D	
<u>FIF 2D1B</u>	<u>IMMERSION FRENCH</u>
Prerequisite: FIF 1D	
<u>FSF 3U1S</u>	<u>FRENCH - Core - SL</u>
Prerequisite: FSF 2D1B	
<u>FEF 3U1S</u>	<u>FRENCH - Extended - SL</u>
Prerequisite: FEF 2D1B	
<u>FIF 3U1H</u>	<u>FRENCH - Immersion - HL</u>
Prerequisite: FIF 2D1B	

Spanish - Ab Initio

<u>LWS BD1B</u>	<u>INTRODUCTION TO SPANISH</u>
Prerequisite: None (Grade 11 Year)	
<u>LWS CU1S</u>	<u>Spanish Ab Initio</u>
Prerequisite: LWS BD1B (exam written in IB2) (Grade 12 Year)	

INTERNATIONAL BACCALAUREATE PROGRAM

GROUP 3: Individuals and Society

CHY 4U1S/H

Prerequisite: CHC 2D

HISTORY - SL/HL

Grade 11 Year

CPW 4U1S/H

Prerequisite: CHY 4U1S/H

HISTORY SL/HL

Grade 12 Year

HZB 3O1H

Prerequisite: None

PHILOSOPHY - Part 1 - HL

HSB 4U1H

Prerequisite: HSB 3O1H

TOK - Part 1

Grade 11 Year

HZT 4U1H

Prerequisite: HZB 3OS

PHILOSOPHY - TOK - Part 2 - HL

GROUP 4: Experimental Sciences

SNC 2D1B*

SCIENCE

SBI 3U1S

Prerequisite: SNC 2D1B or SNC 1D1
and SNC 2D1

BIOLOGY - SL

Grade 10 Year

SBI 4U1S

Prerequisite: SBI 3US

BIOLOGY -SL

Grade 11 year

SCH 3U1H

Prerequisite: SNC 2D1B or SNC 1D1 and SNC 2D1

CHEMISTRY - HL

SCH 4U1H

Prerequisite: SCH 3US

CHEMISTRY - Part 1 - HL

SES 4U1H

Prerequisite: SCH 4U1H

EARTH AND SPACE SCIENCE

*NB SNC 2D1B is intended for students in the full diploma programme. Registration in SNC 2DB is limited to students recommended by their grade 9 pre IB math teacher and one other pre IB teacher. Students who do not achieve this criteria, may continue in the IB diploma programme by selecting SNC 1D0 and SNC 2D0.

GROUP 5: Mathematics & Computer Science

MPM 1D1B

MATHEMATICS

Grade 9 Year, Semester 1

MPM 2D1B

Prerequisite: MPM 1DB

MATHEMATICS

Grade 10 Year, Semester 1

MCR 3U1S

Prerequisite: MPM 2DB

FUNCTIONS AND RELATIONS

Grade 10 Year

MHF 4U1S/H

Prerequisite: MCR 3U

ADVANCED FUNCTIONS

Mathematics - SL & HL

Grade 11 Year

MDM 4U1S

DATA MANAGEMENT

Mathematical Studies - SL

Grade 11 Year

MCV 4U1S

Prerequisite: MHF 4U1S

CALCULUS & VECTORS

Mathematics SL & HL

Grade 12 Year

GROUP 6: The Arts

AVI 3M1S

Prerequisite: Grade 9 or 10 Visual Arts, Open

VISUAL ARTS - SL/HL

AMU 3M1S

Prerequisite: Grade 9 or 10 Music, Open

MUSIC - SL/HL

AVI 4M1S/H

Prerequisite: Visual Arts, Grade 11, University/College Preparation
AVI 3MS

VISUAL ARTS - SL/HL

AMU 4M1S/H

Prerequisite: Music, Grade 11, University/College Preparation or
AMU 3MS

MUSIC - SL/HL

ADA 3M1S

Prerequisite: Grade 10 Drama, Open

THEATRE ARTS - SL

ADA 4M1S

Prerequisite: Grade 11 Drama, Open

THEATRE ARTS - SL