

St. Paul Catholic
Secondary School

GRADE 9 COURSE CALENDAR



A small school makes a big difference

ST. PAUL CATHOLIC SCHOOL
15 Tripp Blvd, Trenton, Ontario, K8V 6M2
Phone: 613-394-4843 Fax: 613-394-2684
www.stpaultrenton.ca

School Directory

Principal Lisa Romano Ext. 222
Vice-Principal Phil Carney Ext 228
Student Services Nickie Harrison Ext 225
Jed Devenish Ext 227
Attendance Secretary.....Diana Downey Ext 221
Student Services Secretary..... Donna Cassidy Ext 229
Business Secretary..... Joni Finkle Ext 233
Youth Worker..... Amber-Dale Hudson Ext. 200
Pastoral Services..... Claire Marchand Ext 213
Resources Teachers..... Lisa Trumpour Panetta
Ext 125
Student Success Teacher..... Dave Lowry Ext. 127

Table of Contents

WELCOME	
Letter from Administration	<u>1</u>
Ontario Catholic School Graduate Expectations	<u>2</u>
School Board Mission and School Goals	<u>2</u>
ASSESSMENT AND REPORTING	<u>5-7</u>
STUDENT SERVICES AND SUPPORT	<u>8</u>
Guidance	<u>8</u>
Pastoral Care and Chaplaincy, Youth Worker, Student Success Team	<u>9</u>
Special Education	<u>9</u>
Learning Commons, Information Technology	<u>10</u>
Homeroom Program, School Advisory Council	<u>11</u>
SPECIAL PROGRAMS	<u>13</u>
Religious Education, Credit Recovery	<u>13</u>
Extended French, Lifeskills	<u>13</u>
EXTRACURRICULAR PROGRAMS	<u>14</u>
ONTARIO SECONDARY SCHOOL DIPLOMA	<u>15</u>
Ontario Secondary School Certificate	<u>16</u>
Certificate of Accomplishment, Community Involvement	<u>16</u>
Ontario Secondary School Literacy Test	<u>17</u>
COURSE INFORMATION	<u>18</u>
Course Descriptions	<u>18</u>
Course Fees, Religious Education, Required Courses	<u>19</u>
Course Levels of Difficulty	<u>20</u>
CODE OF CONDUCT	<u>24</u>
COMPULSORY COURSES	
Religion	<u>33</u>
Geography	<u>33</u>
English	<u>34</u>
Learning Strategies	<u>34</u>
Mathematics	<u>35</u>
Science	<u>36</u>
French	<u>37</u>
Extended French	<u>37</u>
ELECTIVE COURSES	
The Arts: Dramatic Arts, Music, Visual Arts	<u>38</u>
Healthy Active Living	<u>40</u>
Business	<u>40</u>
COURSE SELECTIONS	<u>41</u>

Welcome

Dear Future Falcon,

Transitioning into Grade 9 is an exciting time for a young person. Secondary school will offer an array of opportunities for you to succeed academically, socially and spiritually. Being a Grade 9 student means discovering more about who you are and how you learn. Being a St Paul Falcon means putting your learning into action in ways that contribute positively to our school and community at large. Our faith is visible in every classroom, not just through faith instruction in Religion classes, but also in outreach to those in need - in our school, locally and even internationally.

In these pages you will find information that will help you start planning for Grade 9. You will choose courses that will help form the person you will become. Your educational program will be shaped by the courses you choose and the opportunities you seek out. You are encouraged to give careful thought about your strengths, learning goals and aspirations for your future. There are many people who can help you make good choices about programming for grade 9 – your current teacher(s), guidance staff, your parents. Seek these people out before choosing your courses.

The journey through secondary school is a quick one. We are grateful to partner with home, parish and community to nurture faith in our students

Yours in Catholic Education,

Lisa Romano, Principal

Phil Carney, Vice-Principal

Since the opening of St. Paul, our school has been noted for its unique school spirit that supports and fosters a strong sense of community and purpose. This supportive environment allows our students to successfully meet the significant academic and social demands and challenges which are presented to them.

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS

The Graduate is expected to be:

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



ALCDSB Multi-Year Strategic Plan



VISION:
We imagine a world where all are empowered to reach their full potential through faith and service.

MISSION:
The ALCDSB builds faith-filled learning communities where each member is loved, inspired, and successful.

OUR VALUES:

- Our Catholic faith and the joy that comes from living Christ-centered lives
- Responsibility and Stewardship
- Equity and Well-being
- Individual Success and Accomplishment

Our Priorities and Strategic Directions
2020-2025

FAITH

1. Build intentional Catholic environments that express the richness of our faith.
2. Support the seamless integration of the Catholic faith into all system priorities.

EQUITY AND WELL-BEING

1. Promote a culture of equity in the ALCDSB.
2. Create conditions that support the spiritual, intellectual, emotional, and physical well-being of all members of the ALCDSB community.

ACHIEVEMENT AND INNOVATION

1. Ensure optimal academic achievement for all where students are at the centre of faith-filled teaching and learning.
2. Empower students' capacity to lead their own learning, in order to embrace their God-given talents.

RESOURCE MANAGEMENT

1. Allocate the resources of the ALCDSB efficiently and effectively.

School Improvement Plan

Scholarship Goals

If we want students to reach their full potential and honour the God given gifts that have been bestowed on them, then we need to create strong learning communities that:

- ◆ Improve student skills in comprehensive and critical thinking in literacy and foundational number sense in numeracy.
- ◆ Design learning experiences and pathways that are accessible and responsive for all learners
- ◆ Increase participation in French programs (Core, Immersion and Extended)
- ◆ Develop a continuum of learning for students regarding online platforms D2L and Microsoft Suite from Grade 7 through to Grade 12.

- ◆ All students will develop capacity to use these platforms as mediums to interact with curriculum/learning beyond of the physical school building.
- ◆ Promote teaching practices that involve reflection, collaboration, and innovation.

Stewardship Goals

If we model and practice Catholic Social Teachings, then we will create communities that promote the common good where our students will actively grow and engage as responsible citizens who contribute to the well being and dignity of all and of God's creation.

At St. Paul Catholic Secondary School, we will further develop goals involving: Stewardship of self, Stewardship of others Stewardship of our God given resources

Discipleship Goals

If we strive to be people of faith and action, then we must ensure that we prioritize the modelling of a community that:

- ◆ Nurtures student-centered learning communities of faith that are safe, caring, inclusive, respectful, and healthy.
- ◆ Creates Catholic Social Teaching opportunities for students and staff.
- ◆ Label / brand activities as 'All Are Welcome' - Help make connections between Church teaching and how our actions in turn, can contribute to the betterment of our world.
- ◆ Supports all members of the school community on their faith journey and provide opportunities for students & staff to live their faith in our community.

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

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

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well students are achieving the curriculum expectations. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation is the process of judging the quality of a student's work on the basis of established achievement criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in the secondary curriculum policy documents. Seventy percent of the evaluation is based on classroom work and may be determined through a variety of methods such as ongoing class demonstrations, presentations, essays, performances and classroom tests and quizzes. Thirty percent of the evaluation is based on the final summative evaluations that may be determined through a variety of methods such as a portfolio, essay, examination and/or demonstration. The final evaluations reflect the range and level of student skills and knowledge towards the conclusion of the course.

Ontario Curriculum Policy documents and further details regarding the Ministry of Education's policy on assessment and evaluation for each course can be accessed at www.gov.edu.on.ca. Specific course outlines for each subject are available by contacting each subject teacher.

Percentage Grade Range	Achievement Level	Description
80 - 100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard.
70 - 79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60 - 69%	Level 2	A moderate level of achievement. Achievement is below, but approaching the provincial standard.
50 - 59%	Level 1	A passable level of achievement. Achievement is below the provincial standard.
Below 50%		Insufficient achievement of curriculum expectations. A credit will not be granted.
	I	Insufficient evidence of curriculum expectations in Grade 9 or 10 courses. Students may be eligible for credit recovery.

REPORTING AND COMMUNICATION WITH PARENTS

Progress will be reported to students and parents as follows:

Semester I Progress Report	October
Mid-Semester I Report	November
Final Semester I Report	February
Semester II Progress Report	March
Mid-Semester II Report	April
Final Semester II Report	July

Students and parents may at any time request an update of student progress by contacting the student's subject teacher. Scheduled parent-teacher interviews will be arranged following the progress report for each term.

THE PROVINCIAL REPORT CARD

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

THE ONTARIO STUDENT TRANSCRIPT

The Ontario Student Transcript (OST) provides a comprehensive record of a student's overall achievement in high school. The transcript, which is part of the Ontario Student Record (OSR), includes the following information:

- The student's achievement in grades 9-12, with percentage grades earned and credits gained for *successfully* completed credit courses.
- A list of *all* grade 11 and 12 courses taken or attempted by the student, with percentage grades earned and the credits gained.
- Identification of any course that has been substituted for one that is a diploma requirement.
- The student's final result on the Ontario Secondary School Literacy Test.
- The student's completion of the community involvement diploma requirement.
- An indication of any extraordinary circumstances affecting the students' achievement in a grade 11 or 12 course.

The Ministry of Education has a policy of full disclosure. All grade 11 and 12 courses attempted by students must be recorded on the Ontario Student Transcript. Any grade 11 or 12 course completed, dropped or failed will appear on a student's transcript along with the mark earned in the course. Full disclosure takes effect five instructional days following the issue of the mid-term Provincial Report Card. Full disclosure does not apply to students in grade 9 and 10 courses.

THE ONTARIO STUDENT RECORD

The Ontario Student Record (OSR) is the official school record for a student. Every Ontario school keeps an OSR for each student enrolled at that school. The OSR contains achievement results, credits earned and diploma requirements completed, and other information important to the education of the student. Students and their parents (if the student is not an adult) may examine the contents of the OSR. These records are protected by the Education Act and the Freedom of Information legislation.

GUIDANCE

The Guidance and Career Education Program is a vital and integral part of the secondary school program. Through the program, students will acquire the knowledge and skills that they need in order to learn effectively, to live and to work cooperatively and productively with a wide range of people, to set and pursue education and career goals, and to carry out their social responsibilities. These goals are outlined in the policy document entitled *Creating Pathways to Success* (2013). As stated in this document, the program is designed to:

- Ensure that students develop the knowledge and skills they need to make informed education and career/life choices through the effective application of a four-step inquiry process;
- Provide opportunities for this learning both in and outside the classroom;
- Engage parents and the broader community in the development, implementation, and evaluation of the program, to support students in their learning.

The Guidance and Career Education Program facilitates this by ensuring that students have access to the learning experiences, personal assistance and information they need in order to succeed. The program is delivered through various means, including classroom instruction, orientation and exit programs, career exploration activities, mentorship programs, peer assistance programs, and individual assistance and short-term counselling.

Orientation programs are designed to help students adjust to school at key transition points, such as entry or re-entry into school and the move from elementary to secondary school. Students who change schools, as well as students enrolled for the first time in schools operated by Ontario school boards, also need such programs.

The goal of an exit program is to help students who leave secondary school on or before graduation to make a successful transition to the next stage of their lives. Exit programs should include a review of the student's Individual Pathways Plan and information to support the student in reaching his or her future goals.

Students are supported as they make critical decisions regarding career, post-secondary, pathway and course choices. Small group instruction and one on one counselling is provided as needed.

Students and parents are encouraged to participate fully in the programs, workshops, lessons, presentations and individual sessions intended to assist students in moving successfully to their post-secondary destinations. Students may also seek assistance in accessing community agencies and resources. Students and parents may book an appointment by contacting the Guidance Department.

PASTORAL CARE AND CHAPLAINCY

The Chaplaincy Team assists the members of our school community in spiritual growth through counselling, organizing liturgies, providing and supporting opportunities for social justice, and maintaining regular contact with our parish priests.

YOUTH WORKER

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

STUDENT SUCCESS

These programs and strategies are aimed at supporting students who are struggling in secondary school. The Student Success program is essential for credit accumulation and student success in each grade. These programs and strategies:

- help increase students' sense of engagement with school, as well as their level of participation;
- provide varied supports and interventions that meet the needs of the individual student;
- may involve adjustments to enable interdisciplinary teaching and blocking of student timetables;
- involve close monitoring of student attendance and participation;
- may involve specialized support from district school board personnel;

The Student Success team is comprised of administration, guidance counselors, special education teachers, student success teachers and other support staff. The team works with school staff, students, parents and the wider community to ensure that more students earn the credits necessary to graduate. The student success teacher advocates and mentors students, and develops interventions which may include credit rescue, credit recovery and other opportunities.

The Student Success team also works with the elementary schools to identify at-risk students entering Grade 9. These students may be monitored and/or have their timetables adjusted to facilitate their success in high school.

SPECIAL EDUCATION

In collaboration with classroom teachers, the Special Education staff is responsible for the creation and maintenance of I.E.P.'s for the school's exceptional learners. They offer extra support to students with various difficulties, and their classroom teachers through the Resource Room setting and curriculum support. Special Education teachers are responsible for tracking and meeting with exceptional students to monitor academic progress in each subject area and to consult with the Student Success Team regarding students who may require additional monitoring and academic coaching. Input from parents is welcomed and appreciated. Every student who is deemed to be exceptional has an Individual Education Plan (IEP) designed for them. A copy of this IEP is available to parents.

The Board's Special Education Advisory Committee (SEAC) makes recommendations to the Board regarding the establishment and development of Special Education Programs and Services for the exceptional pupils of the Board. Information regarding Special Education policies and the Special Education Parent Guide can be obtained through the Principal or the Board's Student Services Department.

Program Accommodations and Modifications

Students who are deemed to be exceptional learners are given an Individual Education Plan (I.E.P.). Each student's IEP is unique to them as it provides accommodations and/or modifications that allow the student to more fully function and perform in each class.

Accommodations are supports available to the student which do not alter the expectations of a course, as they are specified in Ministry documents. Examples of possible accommodations include extra time to write tests, using a scribe for written work, reducing the volume of work, and preferential seating for a student. Accommodations are determined based on a student's needs as documented by a professional.

Modifications are changes made to the expectations for a subject or course in order to meet a student's learning needs. Modifications may include the use of expectations at a different grade level and/or an increase or decrease in the number and/or complexity of expectations relative to the curriculum expectations for the regular grade level.

Alternative (non-credit) courses are individualized courses, documented in a student's Individual Education Plan (IEP), that comprise alternative expectations—that is, expectations not found in the Ontario curriculum. These courses are usually designed to prepare students for daily living, including employment (supported or independent) and/or community living.

LIBRARY—LEARNING COMMONS

The SPCSS library is better known as the Learning Commons. We are a full-service learning, research and project space. We are a flexible environment built to accommodate multiple learning activities including areas for group meetings, tools to support creative efforts and teacher-librarians to provide help as needed. The space accommodates class visits for instruction and project work, individual research, study and leisure reading. The Learning Commons is equipped with laptops and tablets for student use. As well, in accordance with the “bring your own device” policy, students are encouraged to utilize their own technology while in the Learning Commons. We have a wide range of print and non-print materials including access to various research databases and e-books. The electronic materials are also available online on our webpage. The Learning Commons staff and classroom teachers work together to provide students with frequent opportunities to develop valuable research strategies, essay writing skills and technology competencies. We have set aside a reading area and have actively promoted and purchased a significant number of contemporary fiction and non-fiction books. Students are also welcome in the Learning Commons during the lunch hour.

INFORMATION TECHNOLOGY

In addition to the computers available in the Learning Commons, students have access to computer labs for student work. St. Paul is also using technology to meet the needs of students with a learning disability. Our Resource Room has computers dedicated to the needs of students. Students are trained and supported to use this software throughout their studies at St. Paul. Students have access to computers before and after school and at lunch.



THE HOMEROOM PROGRAM

Each homeroom consists of approximately 20 students from different grades who meet with a homeroom teacher at the start of every school day. Ideally, these students will stay together with the same homeroom teacher for their whole career. This arrangement provides the best opportunity for our homeroom teachers to develop the on-going relationships with students that enables teachers to act as advisers, coaches, referral agents and advocates for them. Our homeroom teachers provide support and give direction to students as they achieve their personal goals, which in turn helps students make positive contributions to the community of St. Paul and the achievement of our shared goals. The goals of our homeroom program are as follows:
to build the community of St. Paul, to foster school spirit, and to have fun.

CATHOLIC SCHOOL COUNCIL

School Council provides an exciting way for parents/guardians to contribute to the education of the students at St. Paul. Involvement in School Council gives parents the opportunity to strengthen the partnership among parents, students, teachers, principal, school boards, government and the community. All parents/guardians are automatic members of School Council and are invited to join this dedicated team. An election is held within the first 30 school days for anyone wanting to hold an executive position.



Special Programs

RELIGIOUS EDUCATION

A Christian view of life permeates all subjects in Catholic schools. Education in religion is also taught as separate courses each year of secondary school. Every student at St. Paul Catholic Secondary School will participate in a Religious Education Program in each of 4 years of study. Religious Education credit courses shall be those prescribed by the Ontario Conference of Catholic Bishops in the document by the Institute for Catholic Education: Ontario Catholic Secondary Curriculum Policy Document: Religious Education (Revised 2016). Students are also expected to live the Christian message through prayer, attendance at school liturgies, and through service to others.

CREDIT RECOVERY PROGRAM

The Credit Recovery Program 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 program provides a student who has been unsuccessful in achieving a credit, by not demonstrating evidence of the required skills and knowledge, a second opportunity to meet grade level expectations to achieve the same credit. Eligibility of a student to participate in the program 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 achievement, and the principal's discretion.

EXTENDED FRENCH PROGRAM

The aim of the Extended French program is to develop students' French-language knowledge and skills and to provide them with an understanding and appreciation of Francophone culture in Canada and around the world. By the end of the four-year program, students will be able to converse freely on familiar topics and will be able to function in a French-speaking community.

St. Paul will grant a certificate in Extended French when a student has successfully completed the sequence of four courses in Extended French and a minimum of three courses in other subjects taught in French.

LIFESKILLS PROGRAM

Lifeskills is a developmental program which focuses on both academic and practical hands-on work. In this Special Education program, students receive individual attention with academic work which is geared to their level of learning in a non-traditional classroom setting. Integration and co-operative education are considered to be valuable components to this specialized program.

E-LEARNING

Online learning, or eLearning, is a form of learning that is becoming more popular with secondary school students, post-secondary learning institutions and professional learning situations world-wide. Students starting in grade 9 in September 2021, will be required to complete 2 online courses. Details about this requirement are still pending from the Ministry of Education at the time this document was edited.

Extracurricular Programs

St. Paul offers a tremendous number of extra-curricular activities. All students are strongly encouraged to become involved and share their talents and explore new interests. Some of our long-standing programs are listed below, but students are encouraged to talk to a staff member and Administration if they have interest in a particular field. Availability is always based on student commitment and staff supervision.

Academic Pursuits

- Queens Enrichment Programs
- Chess

Artistic Pursuits

- Choir
- Concert Band
- Junior Band
- Senior Band
- Drama and Musical productions
- Games Club

Student Leadership

- External Committee
- Little N.B.A.
- Student Council
- Environmental Club
- Wellness Warriors

Community and Social Justice Pursuits

- Cardboard City
- Dominican Republic Experience
- Habitat for Humanity
- Falcons for Justice
- Thinkfast
- Terry Fox Run
- Relay for Life
- Travel Club
- Social Justice Activities
- Relay for Life
- Colour Run (in support of TMH)

FALL SPORTS	WINTER SPORTS	SPRING SPORTS
Boys: Junior Soccer Senior Soccer Junior Volleyball Senior Volleyball Cross Country Golf	Boys: Junior Basketball Senior Basketball Badminton Varsity Hockey Swimming Down Hill Skiing Curling	Boys: Junior Rugby Senior Rugby Track & Field Tennis
Girls: Junior Basketball Senior Basketball Junior Rugby Senior Rugby Cross Country Golf	Girls: Junior Volleyball Senior Volleyball Badminton Varsity Hockey Swimming Down Hill Skiing Curling	Girls: Junior Soccer Senior Soccer Track & Field Tennis

Ontario Secondary School Diploma

In order to earn the **Ontario Secondary School Diploma**, a student must:

1. earn 30 credits, including 18 compulsory credits.
2. complete 40 hours of community involvement activities.
3. successfully complete the provincial secondary school literacy test or course.

The 30 credits, including 18 compulsory credits, are distributed as follows:

- 4 credits in English (1 credit per grade)
 - 1 credit in French as a second language
 - 3 credits in Mathematics (at least 1 credit in Grade 11 or 12)
 - 2 credits in Science
 - 1 credit in Canadian History
 - 1 credit in Canadian Geography
 - 1 credit in the Arts
 - 1 credit in Health and Physical Education
 - .5 credit in Civics
 - .5 credit in Career Studies
- plus*
- 1 additional credit in health and physical education, *or* the arts, *or* business studies *or* co-operative education
 - 1 additional credit in science *or* technological education *or* co-operative education
 - 1 additional credit in English *or* a third language *or* a social science *or* Canadian and World Studies *or* guidance and career education *or* co-operative education

It is the policy of the Algonquin and Lakeshore Catholic District School Board that, with the exception of allowances provided for by the Ministry of Education, the Education Act or by this policy, all full time students who are enrolled in secondary school will take a credit course in religious education in each of their four years of attendance.

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. Co-operative Education, Civics, Career Studies).

Secondary school students who transfer from one Ontario school to another will have their credits transferred to the new school. 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.

THE ONTARIO SECONDARY SCHOOL CERTIFICATE

The Ontario Secondary School Certificate will be granted 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:

- 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
- 7 additional credits

Students may earn the Ontario Secondary School Certificate without completing the 40 hours of community involvement or successfully completing the Ontario Secondary School Literacy Test.

THE CERTIFICATE OF ACCOMPLISHMENT

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

There are no compulsory credits required for this certificate. Students may earn the Certificate of Accomplishment without completing the 40 hours of community involvement or successfully completing the Ontario Secondary School Literacy Test. The Certificate of Accomplishment is generally presented to students completing the program in our Life Skills Developmental Centre.

COMMUNITY INVOLVEMENT ACTIVITIES

Students must complete a minimum of 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma (OSSD). The purpose of the community involvement requirement is to encourage students to develop awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities. Students may complete the requirement at any time starting in the summer preceding grade 9 and finishing in their graduating year. 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 not-for-profit organizations, public sector institutions (including hospitals), and informal settings. Students may not fulfill 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 lunch hours, after school, on weekends, or during school holidays.

COMMUNITY INVOLVEMENT CONTINUED...

Students will maintain and provide documentation of their community involvement activities. Copies of the Community Involvement Record are available in the Guidance office. A list of eligible and ineligible activities is provided on the back of the Record. Completion of activities must be confirmed on the Record by the organizations or persons supervising the activities. The Community Involvement Record must be submitted to the Principal by the student. The Record must identify the name of the person or 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. Any community hours accumulated through activities at St. Paul must be submitted by the end of the school year in which the activities were done.

THE ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)

Students must successfully complete the Ontario Secondary School Literacy Test in order to earn a secondary school diploma. Usually when they are in Grade 10, students will take the OSSLT which is based on the Ontario curriculum expectations for language and communication – particularly reading and writing – up to and including Grade 9.

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 OSSLT. 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 OSSLT cannot be altered.

Course Information

COURSE DESCRIPTIONS

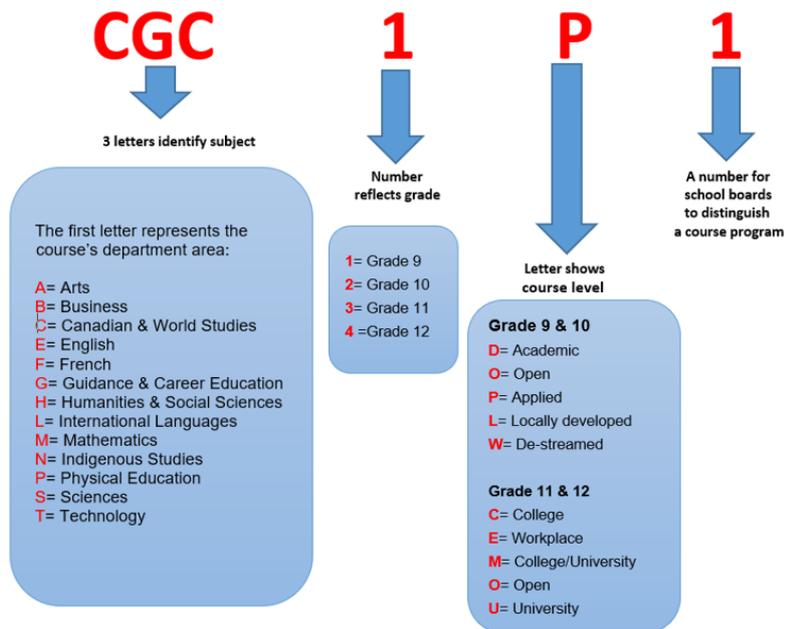
The courses offered by this school have been developed according to the requirements of the Ontario Ministry of Education and Training. The courses in Religion are based on the guidelines provided by the Ontario Council of Catholic Bishops.

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.

All subjects are designated by a six-character code consisting of three letters followed by a number, letter and another number. The first three characters indicate the subject course code as indicated in the Ministry of Education documents

How to Read Course Codes

Every course in Ontario Secondary Schools has a six-character course code. A code can be broken down as follows:



COURSE FEES

Fees may be charged for some courses for consumable items (Visual Arts, Communications Technology) or for excursions which are part of the course (Phys. Ed.). While no fees will be charged for texts, students are responsible for the cost of replacing a lost or damaged text book. Students are expected to provide all other learning materials, including workbooks where required.

RELIGIOUS EDUCATION

Every student at St. Paul Catholic School will participate in a Religious Education Program in each of their four years of high school, in accordance with the Algonquin and Lakeshore Catholic District School Board's Secondary School Religious Education Policy Statement and Practice.

REQUIRED COURSES

To ensure that diploma requirements are met and prerequisites are satisfied, students must select, at an appropriate level, these courses as follows:

Grade 9

Religion
English
Mathematics
Science
Canadian Geography
French
2 electives*

Grade 10

Religion
English
Mathematics
Science
Canadian History
Civics (.5)
Career Studies (.5)
2 electives*

**keeping in mind diploma requirements; by the end of Grade 10, students should have at least one Arts credit and one Phys. Ed. credit.*

Grade 11

Religion
English
Mathematics
5 electives*

Grade 12

Religion
English
4-6 electives*

**keeping in mind diploma requirements and post-secondary admission requirements*

NOTE: All courses require a minimum enrolment of 10 students.

COURSE LEVELS OF DIFFICULTY

The 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.

Parents are encouraged to:

- 1) strongly consider the grade 8 teacher's recommended level of study for their child and,**
- 2) consult with the grade 8 teacher and Guidance Counsellor in the event that the parent does not feel it is an appropriate choice**

Students in Grades 9 and 10 select an appropriate combination of academic, applied, locally developed and open courses in order to add to their knowledge and skills base, explore their interests, and determine the type of educational program they are best suited to undertake in Grades 11 and 12.

In Grades 11 and 12, students select courses designed to prepare them for a particular post-secondary destination, whether it be university, college, apprenticeship, military or workplace. Open courses are also available in Grades 11 and 12.

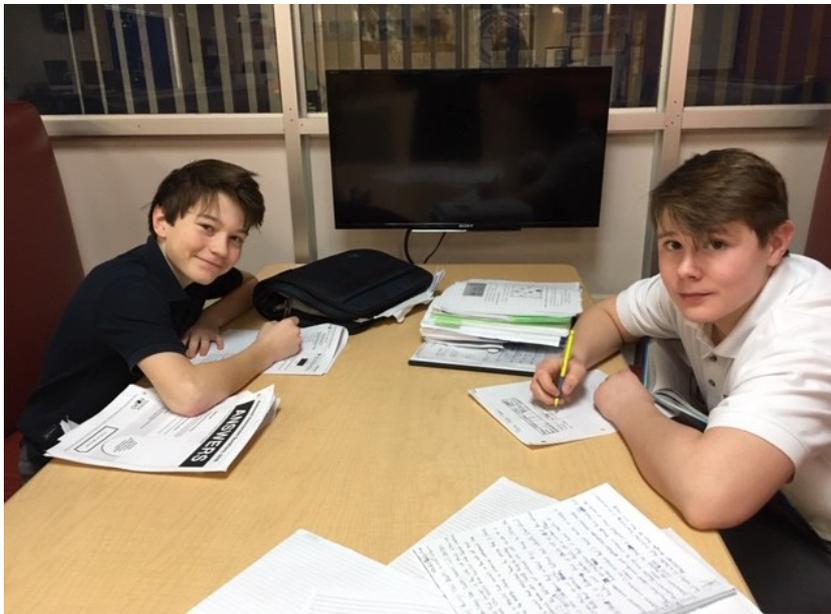
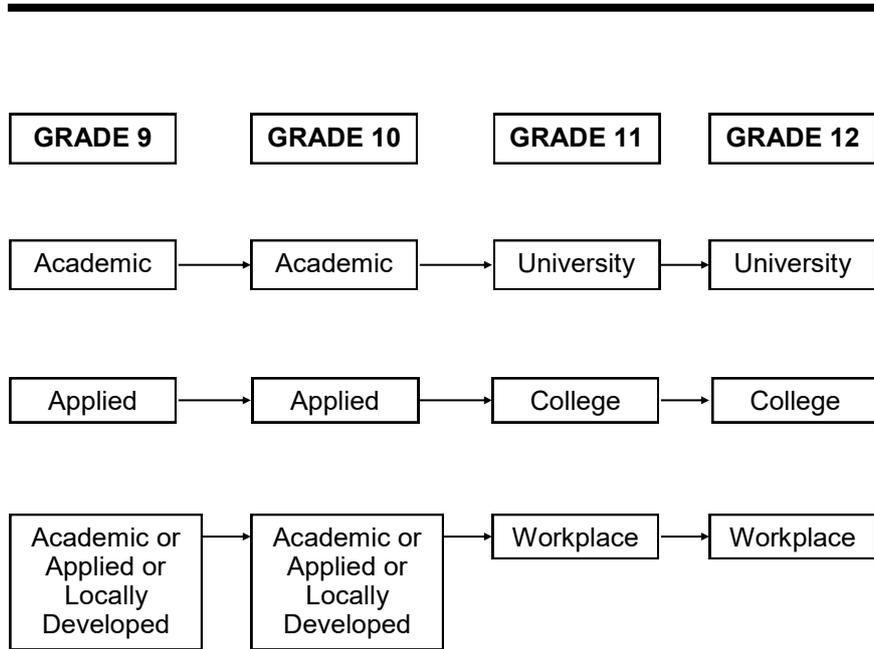
FIRST FORTY CLUB

Become a member of this exclusive club.

The only requirement is that you accumulate your 40 hours of community service in Grade 9.

There is a year end celebration!!!

Community Involvement Forms are available in Guidance



Academic Courses (D)

These courses develop students' knowledge and skills through the study of theory and abstract problems. They focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate. Academic courses are recommended for students planning to proceed to university preparation courses (U or M) in Grades 11 and 12.

Students taking Academic courses have generally demonstrated strength in the subject in grade 8 with marks that meet or exceed the Provincial standard (70+). These courses are the fastest paced of all the grade 9 levels. As a result students need to have strong self-discipline skills as they will complete the most homework outside of class and will need to meet these deadlines consistently to keep up with the content and pace of the course.

Applied Courses (P)

These courses focus on the essential concepts of a subject, and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study. Applied courses are recommended for students planning to proceed to college preparation courses (C or M) in Grades 11 and 12.

Students taking Applied courses have generally demonstrated some proficiency in the subject in grade 8 with marks that approach the Provincial standard. These courses have a steady pace with more time provided within the class for clarification and work completion. Students who excel at this level demonstrate satisfactory/good homework completion, an ability to work independently and good organizational skills.

Locally Developed Courses (L)

Locally developed compulsory credit courses are intended for grade 9 and 10 students whose educational needs are not met by the academic or applied level courses. They prepare students for further study in English, Mathematics, and Science. A student may count up to six locally developed courses in English, Math and Science as compulsory courses.

Students taking Locally Developed courses have generally experienced some difficulty with the subject in grade 8. Students who are working with an I.E.P. which requires modifications to the expectations of the grade 8 curriculum will likely benefit from these courses. In these courses, students will have the most opportunity to practice applications of their learning, the most flexibility of pace (depending on the concept being taught) and ample opportunity to practice good work habits within the class.

Open Courses (O)

These courses allow students to broaden their knowledge and skills in a particular subject that may or may not be directly related to their postsecondary goals, but that reflects their interests. These courses are appropriate for all students regardless of postsecondary destination.

De-Streamed Grade 9 Mathematics — NEW Sept 2021!

For the first time, beginning Sept 2021 grade 9 students will have the opportunity to take: **Mathematics, Grade 9 (MTH1W)**

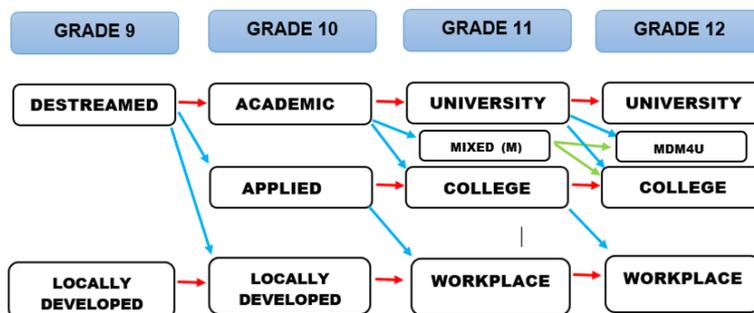
This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

The new Mathematics, Grade 9 course (MTH1W), will fulfill the prerequisite requirements that were previously identified as Principles of Mathematics, Grade 9, Academic (MPM1D) and Foundations of Mathematics, Grade 9, Applied (MFM1P).

Upon successful completion of this course, students may proceed to Principles of Mathematics, Grade 10, Academic (MPM2D) OR Foundations of Mathematics, Grade 10, Applied (MFM2P).

The Locally Developed Compulsory Credit course policy remains unchanged at this time. Students who choose the Locally Developed grade 9 level Math will not be required to take the de-streamed course. Completion of the Locally Developed Mathematics, Grade 9 (MAT1L) may proceed to MAT2L.

MATH PATHWAY OPTIONS



**Code of
Conduct**

Students, staff, parents and parish share the responsibility of maintaining the special spirit and character of our Catholic school by conducting themselves in a manner consistent with the beliefs and practices of the Catholic faith.

GUIDING PRINCIPLES

- All participants involved in the Catholic school system – students, parents or guardians, volunteers, teachers and other staff members — are included in this Code of Conduct whether they are on school property, on school buses or at school-authorized events or activities. As members of a Catholic school community, we are called to a way of life which is Christ-like and inspired by the Holy Spirit.
- All members of the school community are sacred and deserving of being treated with respect and dignity.
- Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.
- Members of the school community are expected to use non-violent means to resolve conflict.
- The possession, use, or threatened use of any object to injure another person endangers the safety of oneself and others.
- Alcohol and illegal drugs are addictive and present a health hazard. Ontario schools will work cooperatively with police, drug and alcohol agencies to promote prevention strategies and, where necessary, respond to school members who are in possession of, or under the influence of, alcohol or illegal drugs.
- Members of the school community have a responsibility to maintain an environment where conflict and difference are addressed in a manner characterized by respect and civility.

ROLES AND RESPONSIBILITIES

School Boards provide direction to their schools that ensure opportunity, excellence and accountability in the education system. School boards:

- develop policies that set out how their schools will implement and enforce the Provincial Code of Conduct and all other rules as related to the provincial standards for respect, civility, responsible citizenship and physical safety;
- review these policies regularly with students, staff, school councils, parents or guardians, volunteers and the community;
- communicate the Provincial Code of Conduct to all parents, students and staff to ensure their commitment and support;
- ensure an effective intervention strategy and response to all infractions related to the standards for respect, civility, responsible citizenship and physical safety;
- provide opportunities for all staff to acquire the knowledge, skills and attitudes necessary to develop and maintain academic excellence and safe learning and teaching environments.

Teachers and School staff, under the leadership of their principals;

- Help students work to their full potential and develop their self-worth
- communicate regularly and meaningfully with parents;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, staff and parents;
- prepare students for the full responsibilities of citizenship.

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;
- refrain 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.

Parents play an important role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill this responsibility when they:

- show an active interest in their child's school work and progress;
- communicate regularly with the school;
- help their child be neat, appropriately dressed and prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues.

Police and community members are essential partners in making our schools and communities safer. Community members need to support and respect the rules of their local schools. Police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

STANDARDS OF BEHAVIOUR

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.

Physical safety

Bullying and harassment of students will not be tolerated. Incidents of this nature should be reported to teachers and administrators immediately. All violent acts, verbal and physical, will be dealt with. Prohibited and nonprohibited weapons, their replicas or any other instruments or objects which could be used to cause bodily harm (e.g. water pistols, laser pointers, fireworks) are not permitted on school property. These items (prohibited weapons) will be seized and police or parents will be required to pick them up. Students may be suspended.

St. Paul Administration and teachers work collaboratively with law enforcement agencies in the Quinte West area. Informal and formal visits from these agencies are part of this relationship.

Weapons

All school members must:

- not be in possession of any weapon, including but not limited to firearms;
- not use any object to threaten or intimidate another person;
- not cause injury to any person with an object.

Physical Aggression

All school members must:

- not inflict or encourage others to inflict bodily harm on another person.

Alcohol and Drugs

All school members must:

- not be in possession of, or under the influence of, or provide others with, alcohol or illegal drugs (i.e. illicit, prescription, etc.)

Students may be searched if drug or weapons offences are suspected (R. v. MRM, Supreme Court of Canada, 1998).

Non-Smoking Policy

All school members must:

- not smoke or possess tobacco or vaping products on school property.
- All persons may be fined by the Health Unit's Enforcement Officer for smoking, vaping or sharing tobacco or vaping products on school property. Absolutely no smoking or vaping will be tolerated on school property.
- E-cigarettes and vapes will be treated in the same way as tobacco.

Failure to comply with the St. Paul Code of Conduct will result in progressive disciplinary measures.

UNIFORM POLICY

Students are expected to wear the school uniform at all times during the school day and will not be admitted to class otherwise. McCarthy's is the official supplier of the school uniform.

Required uniform as issued by McCarthy's:

Female

- school kilt, at a length no more than 10 cm. above the knee to be worn with opaque tights despite the season, or
- grey dress pants, and
- navy shorts (assigned seasons)
- white collared blouse, or white, red or navy golf shirt

Male

- grey dress pants, and
- navy shorts (assigned seasons)
- white dress shirt with school tie, or
- white, red or navy golf shirt

Additional Required Uniform Pieces

- footed opaque tights (in good repair) in black, navy or dark grey must be worn with the kilt as part of the regular uniform
- socks in solid white, navy or grey to be worn with shorts or pants
- all black shoes (sneakers, dress shoes, black sandals with cork soles) – no boots (anything that goes above the ankle will be considered a boot)

Optional

- navy or red cardigan or V-neck sweater with school emblem
- navy sweatshirt with school emblem
- navy walking shorts (McCarthy's only)

**Shorts may be worn before "Flip Day" semester 1 and after "Flip Day" semester 2.*

Hats are not permitted in the school. On non-uniform days, modest clothing befitting a Catholic school environment will be worn. Students not in full uniform or those dressed unsuitably will not be permitted to attend class. Persistent violation of the uniform policy will be interpreted by Administration to mean that the student is unwilling to comply with the policy of the school. They will be counselled to select a school which better meets their needs.

There are important components of the Healthy Active Living program which cannot be met while wearing the regular school uniform. All students are therefore expected to purchase the St. Paul shorts and t-shirts from the Physical Education staff and to wear that alternate uniform with running shoes to Healthy Active Living classes unless otherwise directed by the teacher. Failure to wear the Phys-ed uniform will result in progressive disciplinary measures and could ultimately jeopardize the ability to achieve the credit.

ATTENDANCE POLICY & PROCESS

At St. Paul Catholic School we take student attendance very seriously; every school day matters! Not only is student attendance inextricably linked to the most successful academics, but it is also a matter of safety that we know exactly who we have here at school during the day. Therefore, it is the policy of the school that all students must attend on time, Homeroom and all classes, unless they have been legitimately excused by a parent/guardian and the attendance has been appropriately reported via the SchoolMessenger website/app.

In keeping with that policy, students who are “unaccounted for” by missing classes or Homeroom without parental notice to the school, or by failing to sign out will be considered “truant” and will incur the appropriate consequences. Students who are absent or have signed out with parental permission or otherwise, are expected to not be in the building and are ineligible to use any school facilities (library, computer labs, gym etc.) and are also ineligible to participate in any extra-curricular activities for that day. The school attendance monitoring system will notify the parent/guardian once in the morning and again after the school day to report any absences during the day that fall into this category. The following procedures will assist all of us as we work together with students, parents/guardians and the school staff to minimize concerns.

- As a safety precaution, parents/guardians must submit the absence through SchoolMessenger prior to Homeroom when they know that their son/daughter will be absent or late on a given day.
- When signing in late, or out early, a parental note is required and must be presented to the attendance secretary (and any teacher directly affected by a disruption) upon entering the building or before leaving the building. In cases of unexpected illness, a student may report to the office to make a phone call for parental permission to leave and then bring the note in upon their return to school the next day. Note: the important thing is that the office and parents/guardians are both aware that the student’s attendance is being altered for the day.
- It is the student’s responsibility to see teachers about any missed work during an absence. In the case of a missed assignment or test, the student must be prepared to immediately hand in the assignment and/or to write the test that day either during class time or at lunch, as deemed appropriate by the teacher. In cases where teachers are concerned about a pattern of absence for such assessments, the teacher will speak to the student and contact the parent/guardian to inform them that in future, a medical note for absence may be requested for classes missed when assessments have taken place.

Note: *During the examination period, medical notes or court-orders are required for legitimizing an absence from an exam.*

- Students 18 years of age and over may provide their own notes for the above procedures, but the process must still be followed. This arrangement must be discussed with Administration once the student turns 18 years of age. This means that the school cannot share with parents/guardians any aspect of the student's activity at school, including attendance, marks, suspensions, etc. without the consent of the student.

VISITORS

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

Students are not permitted to have student guests on the property. Students from other schools will be asked to leave. Special circumstances may be given consideration, provided a written request is given to Administration 48 hours prior to the visit.

LOCKS AND LOCKERS/PERSONAL PROPERTY

Lockers are the property of the school. Students are assigned individual lockers and are not to share their lockers or combinations with another student. Lockers may be searched by administration when necessary. Personal property posted on lockers must be in good taste. Students will be required to remove any material deemed to be inappropriate. Students are discouraged from bringing valuable items and large sums of money to school. St. Paul CSS will not be held responsible for theft of cash or valuable items left in lockers or change rooms.

DIGITAL CITIZENSHIP

- Technology continues to expand at an exponential rate. With that growth come implications related to safety, privacy, and intrusion in our school community.
- The use of any personal electronic device which interferes with or disrupts academic instruction or learning in the classroom is not permitted. The inappropriate use of such electronic devices will result in progressive disciplinary action. The use of such personal electronic devices in the communication of test or examination contents or in the storage of materials for assessment purposes will result in disciplinary action through the Policy for Academic Integrity as well as carry a disciplinary response of suspension.
- The taking, transmission or posting of photographic images of a person or persons, on school property, at school events and during school activities and/or hours, is prohibited without the permission of the person(s) being photographed, the permission of their parent/guardian if they are under the age of 18, and the principal or designate. This is in accordance with Privacy Legislation; therefore, any concern brought forward by a person or persons whose rights have been violated could result in a contact with the Quinte West Detachment of the Ontario Provincial Police.
- As a Catholic School, we value our time as a community and therefore want to be both physically and emotionally present to others while here in the building. Having devices on or using cellphones for non-academic reasons impedes our ability to be fully present to one another.
- Where a student violates any portion of this policy, the device may be confiscated and kept for the remainder of the day in the school safe before being returned to the student at the end of the student's instructional day. In the case of a repeat violation, the device will be returned to a parent. Progressive disciplinary action, up to and including suspension, will be taken when the violations continue.

ACADEMIC HONESTY POLICY

Plagiarism Policy

What is plagiarism? Plagiarism is taking another's words, ideas or work (theories, artwork, statistics, music, pictures, graphics, etc.) without acknowledging the source. It is not enough to simply change the language of the original source. You must credit the original source through appropriate and standardized documentation.

Incident	Grade 9 and 10	Grade 11 and 12
Initial Incident	<ul style="list-style-type: none">• The student is informed by the subject teacher.• The teacher will notify administration by completing an Academic Honesty Report.• The teacher will make parental contact.• The student is given 24 hours to resubmit the assignment OR the teacher may choose to give an alternative assignment that meets the curriculum expectations.• Should the student fail to resubmit the assignment, a mark of zero will be assigned.• The teacher will remind the student of strategies to avoid plagiarism.	<ul style="list-style-type: none">• The student is informed by the subject teacher.• The teacher will notify administration by completing an Academic Honesty Report.• The teacher will make parental contact.• The assignment will receive a mark of zero.• The student may need to resubmit the assignment in order to fulfill course expectations.• The teacher will remind the student of strategies to avoid plagiarism.
Subsequent Incident	<ul style="list-style-type: none">• The student is informed by the subject teacher.• The teacher will notify administration by completing an Academic Honesty Report.• The assignment will receive a mark of zero.• Administration will meet with the student and inform the parents by letter.• The student will resubmit if necessary, to fulfill course expectations.• Additional consequences may be applied.	

Religion

Open HRE 101

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. It establishes and emphasizes scripture and Church teaching as the basis for the moral life.

Geography

Academic CGC 1D1

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.

Applied CGC 1P1

This course focuses on 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 geographic inquiry process, including spatial technologies, to investigate choices related to sustainable living in Canada.

English

Academic ENG 1D1

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.

Applied ENG 1P1

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.

Locally Developed ENG 1L1

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.

Learning Strategies

Open GLS 1O1

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.

Students do not select this course at course selection time. Students are recommended for this course by the Student Success team.

Mathematics

MATHEMATICS De-streamed MTH1W

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

ESSENTIALS OF MATHEMATICS Locally Developed MAT 1L1

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 locally developed 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.

Science

Academic SNC 1D1

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

Applied SNC 1P1

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

Locally Developed SNC 1L1

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 Grade 10 Locally Developed Science course. Students explore a range of topics, including science in daily life, properties of common materials, life-sustaining processes in simple and complex organisms, and electrical circuits. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.

French

Academic FSF 1D1

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

Applied FSF 1P1

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

Extended French

Students interested in earning Extended French as a specialization on their Ontario Student Transcript need to complete a total of 7 credits. They must take one credit in Extended French in each grade and three additional subject specific credits taught in the language of French. These subjects include Grade 9 Geography, Grade 10 History and Grade 11 World Religions.

EXTENDED FRENCH

Academic

FEF 1D1

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

GEOGRAPHIE DU CANADA

Academic - Extended

CGC1D1F

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.

Suggested co-requisite: FEF 1D1 (**Offered in alternate years**)

HISTOIRE CANADIEN

Academic - Extended

CHC 2D1F

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. (**Offered in alternate years**)

Prerequisite: None

Suggested co-requisite: FEF 2D1

**Elective
Courses**

**DRAMATIC ARTS
Open
ADA 101**

This course emphasizes the active exploration of dramatic forms and techniques, using material from a wide range of authors, genres, and cultures. Students will construct, discuss, perform and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

**MUSIC
Open
AMU 101**

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



**ART—EXPRESSING ABORIGINAL CULTURES
Open
NAC101**

This course examines Aboriginal cultures in Canada through an exploration of art forms—painting, sculpture, storytelling, dance, and music—created by Aboriginal artists. Students will learn to identify Aboriginal art forms and describe relationships between the art forms and Aboriginal traditions, philosophy, and culture. Students will also create their own art forms to express their understanding of Aboriginal identity relationships, and sovereignty. **FEE: \$20.00**

PHYSICAL EDUCATION

**Open
PPL 101**

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.

INTRODUCTION TO BUSINESS

**Open
BBI101**

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.



COURSE SELECTIONS PROCESS

Grade 8 Teachers will make recommendations for level of study in **English, French, Geography, Math and Science** and share these with parents/guardians.

Parents will choose the level of study for their child in each of the above-mentioned subject areas for grade 9 curriculum.

Should parents have any questions or concerns, they are encouraged to engage in a discussion with the Grade 8 classroom teacher(s) and/or consult with the Guidance Counsellor at the high school.

Typically, course selections are due to be submitted on the **Friday before March Break** each year. Students will participate in a presentation, given by a Guidance Counsellor, that includes:

- a review of course offerings,
- discussions about special programs and opportunities,
- a review of diploma requirements and,
- suggestions concerning course selection based on pathway;
- students will also be provided with an opportunity to ask questions and/or,
- Discuss course of study with Grade 8 Teacher(s) and consult with a Guidance Counsellor

Students will be required to plan and submit their course selections through the program [myBlueprint](#) which can be found on their Virtual Commons page via their personal account with ALCDSB.

Failure to submit course selections on time, may result in disappointment. Late submissions will mean the student will be placed in the classroom teacher's recommended level and could mean the student does not get placed in his/her first choice of courses (this is especially significant for elective courses).

Please refer to the video and document adjacent, courtesy of [myBlueprint](#), for directions on how to plan, choose, submit, and provide parent consent for a student's course selections.

Please contact a Guidance Counsellor if you have additional questions about course selections, pathway planning or curriculum expectations.



Please use the following myBlueprint tools to assist with your child's course selection process. This can be found on your child's Virtual Commons page through their school log-in



- Watch this [short video on the student submission process](#)
- Once you have watched the video, access your specific [Course Selection Walkthrough](#), to help you every step of the way
- Contact a Guidance Counsellor if you have questions.

By emailing the course selection form, the parent gives consent to the courses and level of study selected by the student



St. Paul Catholic Secondary School

15 Tripp Blvd.
Trenton, Ontario
K8V 6M2

Phone: 613-394-4843
Fax: 613-394-2684
Website: stpaultrenton.com
