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# Holy Cross Catholic Secondary School

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## Welcome

“We are an inclusive community, rooted in the teachings of Jesus Christ. Our mission is to develop the spiritual, academic and social potential of all, as builders of a just society.” This Mission Statement provides a framework within which Holy Cross “lives” as a school. We hope you will bring your individual gifts and energies to Holy Cross as we continue to make it the best school it can be. Please make effective use of the calendar as you make your academic choices for next year.

The program at Holy Cross will exist within a spiritual orientation based on the Catholic faith tradition. The tone of the school reflects a theme of respect and responsibility, a collaborative approach to problem solving, and a community focus made up of students, staff, parents, parish, and the wider community.

A full academic program will be provided including computer based and traditional technology, Coop Education and Special Education Services. Students will be prepared for entrance to university, college, apprenticeship or the work place. The program will be supported by Student Services, Guidance, and a full-time Chaplain.

If you have any questions about any aspect of the school, please get in touch with me.

On behalf of the school, we look forward to having you join the Holy Cross community.

Sincerely,

Mr. Tim Moloney  
Principal

TM/blh

## **PHILOSOPHY AND GOALS OF HOLY CROSS CATHOLIC SECONDARY SCHOOL**

Holy Cross Catholic Secondary School is especially conscious of its Catholic nature and thus operates within the framework of Catholic education.

What is a Catholic School? Archbishop Pocock, writing in 1971, concludes “Basically a Catholic school is one in which God, His Truth, His Life are integrated into the entire syllabus, curriculum and life of the school”.

The school must begin with the principle that its educational program is deliberately directed to the growth of the whole person. Education at Holy Cross is thus designed to develop the physical, intellectual, social and spiritual dimensions of the student. The purpose of any Catholic school is to provide the student with the best education program possible within a Christian atmosphere in order that one may achieve a fuller life for oneself and others, and ultimately a union with God as promised in The Gospels.

Much of the uniqueness of the Catholic school system stems from the conviction that the ideal educational program for students operates most effectively in a Christian environment; a Catholic school, in short, is a community in which the message of the gospel is the directing and guiding force. This concept of community is at the heart of Christianity; it exists not as part of the curriculum but as a reality to be lived. For community to be learned, it must be experienced within the community, a distinctive vision of the learner for Catholic secondary schools develops. This vision acts like a compass; it provides a reading to ensure that the foundations of Catholic curriculum are aligned to the educational purpose of learning. It provides direction as to what knowledge, skills, values, attitudes and actions should be considered in the design and implementation of Catholic curriculum.

To that end, the vision of the learner embodies Catholic education’s conception of the desired characteristics of the learner. It embodies expectations for the learner and envisions who the learner will become as a result of one’s learning experience. The vision of the learner most consistent with the education purpose of Catholic education, therefore, is one of:

- 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, lifelong learner who develops and demonstrates the skills of learning independently for effective goal setting, decision-making, and personal reflection in light of God-given talents

- A collaborative contributor who finds meaning, dignity and vocation in work and contributes to the common good
- A caring family member who attends to family, school, parish, and the wider community
- A responsible citizen who promotes peace, justice and the sacredness of human life as a witness to Catholic social teaching.”

“Educating the Soul” - Toronto Catholic School Board Institute for Catholic Education

As of means towards the development of a Catholic Graduate, the following are encouraged:

- a. A significant consciousness, in both teachers and students, of their responsibility to express Christian faith through what they say and do;
- b. Close cooperation between the home, the school and the parish community;
- c. An atmosphere of mutual tolerance, trust and respect;
- d. Positive discipline: a sense of order and student responsibility;
- e. A spirit of social concern: locally, nationally, and internationally;
- f. Strong student-teacher relationships;
- g. Faculty involvement in all school affairs;
- h. Common prayer experiences for staff and students, especially in the form of liturgical celebration;
- i. Grade level retreats.

## **GENERAL INFORMATION**

### **EVALUATION, EXAMINATION AND REPORTING TO PARENTS**

Evaluation is not an end in itself; it is rather a part of the learning process for both student and teacher. At Holy Cross, we believe that the most effective form of evaluation is the application of the teacher’s professional judgement to a wide range of information gathered through observation, discussion and assessment. Evaluation standards should be high enough to enhance the quality of education but not so high as to discourage further learning.

Some of the most important forms of evaluation are identified as formative in nature, that is a process of assessment that monitors the position of the student (and the teacher) relative to achieving the objectives of a course, a unit or a lesson. Some of the more common forms of this process are short quizzes, taking up homework, reviewing notes and oral questioning.

Summative evaluation takes place at the end of a unit or a course. Some of the more common forms are the test, the project, the essay and finally, the exam. Examinations are usually scheduled at the end of January and the end of June.

At Holy Cross, formative evaluation is part of the process of good teaching. Summative evaluation is varied and communicated to students at the beginning of each course. There are usually final examinations in all subjects traditionally evaluated in that manner worth up to 30% of the total final mark. Term work is worth 70% in these courses. In courses that do not set an exam, the final mark is made up of 70% term work and 30% from a culminating task. In all cases, it is recognized that the most effective form of evaluation is the application of the teacher's professional judgement on a wide range of information gathered through observation and assessment. Reporting to parents occurs three times each semester using a progress report along with formal Mid-term & Final ON Provincial Report Cards.

### **ATTENDANCE**

Regular attendance on the part of students is vital to the process of learning. Where attendance has been identified as an essential component of a course and where a student, with his/her parents, has been appropriately counselled and provided with support and direction to promote regular attendance in the course, and where the student is still unwilling to attend regularly, such a student may fail to achieve credit for the course. Refer to the school agenda book for the attendance policies.

### **GRANTING CREDITS**

A credit is granted in recognition of the successful completion of a course with a minimum standing of 50% that has been scheduled for a minimum of 110 hours. The credit is granted by the principal of a school offering secondary school programs on behalf of the Ministry of Education.

### **CODE OF CONDUCT**

Holy Cross is a school that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. All students, parents, teachers and staff have the right to be safe, and feel safe, in their school community. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions that put at risk the safety of others or oneself. The Ontario Code of Conduct sets clear provincial standards of behaviour. It specifies the mandatory consequences for students' actions that do not comply with these standards. **Our complete School Code of Conduct can be found in the Student Agenda Book that each student receives in September.**

All members of the Holy Cross community are to be treated with respect and dignity. 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.

### **SCHOOL UNIFORM**

Students who enroll at Holy Cross do so with a full awareness of the uniform requirements. Therefore, when a student chooses Holy Cross, he or she agrees to abide by the established dress code. Staff, students and parents regard the school uniform as a means of creating a distinct school identity. Students who do not respect the dress code are in effect undermining this goal. **Only uniform items purchased from R.J. McCarthy Ltd., or its agent are allowed.** Students with uniform items that do not comply with this standard will be disciplined. **Students must comply with the school uniform policy.**

## **COURSE SELECTION**

Students are advised to select courses very carefully with a number of considerations in mind: diploma requirements, personal interests and abilities, and post-secondary educational requirements.

In planning your selections, the school expectation is that students select at least six courses. This allows students to maintain full-time status. Full-time status is the requirement for participation in extra-curricular activities.

**NO STUDENT WILL HAVE A SPARE ON THEIR TIMETABLE UNTIL 24 CREDITS ARE COMPLETED AND STUDENTS ARE IN THEIR FOURTH YEAR OF SCHOOL.**

**Enrollment in optional subjects could be limited by class size considerations. Please select an alternate.**

**The courses offered by this school have been developed according to the requirements of the Ontario Ministry of Education and Training.**

## **POLICY FOR COURSE TRANSFERS**

A number of factors work toward limiting the school's ability to change a student's timetable after the school year has begun. **IT IS THE RESPONSIBILITY OF THE STUDENT AND PARENT TO MAKE THE BEST CHOICES IN COURSE SELECTION AND LEVEL OF DIFFICULTY.** Student ability, ambition and career aspirations will shape these choices. These choices are normally made in the spring of the year giving the school administration time to construct a timetable that allows students to be scheduled in his/her choices.

Once the timetable is complete and students are assigned places within it, changes in placement are very difficult. Classes may be filled. A conflict may exist among new choices. We discourage changes for all but the most serious reasons. **NO NEW COURSES MAY BE STARTED AFTER THE SEVENTH (7<sup>TH</sup>) DAY OF A SEMESTER.** Subjects deleted at mid-term or thereafter, may not be repeated in the subsequent semester.

## **EQUAL EDUCATIONAL OPPORTUNITY**

Holy Cross Catholic Secondary School shares the Ministry's goal of providing equal educational opportunity for all. No student will be denied access to a course solely on the basis of the student's gender. Every student regardless of colour, race, religion, age or gender will be treated with respect.

## **BOARD PROTOCOL**

"If you have questions, or concerns about the education of your son or daughter, the first person to talk to is always the classroom teacher. If you need extra assistance, your school principal is there to help. If you have questions that you feel were not answered, you should then contact your local superintendent. He or she may then refer the matter to the Director of Education."

## **ONTARIO STUDENT RECORDS (OSR)**

By law and according to Regulation 38/73 of the Ministry of Education, Ontario Student Records are maintained at Holy Cross Catholic Secondary School.

A parent or guardian of a student who has not reached the age of majority (18 years) is entitled to examine the student record. The record is also available for the information and use of supervisory officers and the principal and teachers of the school for the improvement of instruction of the student. The record is not available to any other person without written consent.

## **ONTARIO STUDENT TRANSCRIPT (OST)**

The Ontario Student Transcript is a record of credits attempted and completed.

- Will record all Grade 9 and 10 courses successfully completed by the student, with percentage grades obtained and credits earned.
- Will record all Grade 11 and 12 courses completed or attempted by the student, with percentage grades obtained and credits earned. (An exception to this is for Grade 12 students who, with the Principal's permission, delete a course within 5 school days of a mid-term report being issued.)
- Identifies compulsory credits, including credits that are substitutions for compulsory credits identified by the Ministry as diploma requirements.
- Confirms whether the student has completed 40 hours of Community Involvement and whether the student has successfully completed the provincial secondary school literacy test.
- As of September 1, 1999, it will include the record of the achievement of exceptional students who have alternative learning expectations in an individualized, non-credit program.

## **PRIOR LEARNING ASSESSMENT AND RECOGNITION**

Will allow students to challenge and earn up to four (4) credits towards the secondary school diploma, with a maximum of two (2) credits from any one discipline. This involves two components: "challenge" and "equivalency". Students may challenge a course and be granted credit if they can demonstrate the required skills and knowledge through formal tests and other assessment strategies. Determining equivalency involves the assessment of credentials from other jurisdictions. This process will apply to all Gr. 10 - 12 courses.

## **THE GUIDANCE PROGRAM**

The Guidance Program at Holy Cross Catholic Secondary School provides all students with opportunities to develop the knowledge, skills and attitudes which will help them to know themselves, to help them to relate effectively to others, and help them to establish appropriate educational and career plans. This program involves all staff member including administration, Chaplains, Special Education, Resource and Teacher Assistants, business and professional establishments. It takes place under the umbrella of the Catholic philosophy of our school.

The department has established many ways to assist our students; has built up a comprehensive library of printed material and calendars to provide up to date information and uses computer programs to assist students in occupational choice. Educational plans are established with students as they continue through high school. Each year they are reviewed, using accumulated information in their Cumulative Career Folders as a further aid to assist with decision making about education and career plans.

## **LIBRARY INFORMATION CENTRE**

The Library Information Centre's function is to work with classroom teachers to help students develop the Information Skills required to allow them to become life-long learners and to achieve the learning expectations required by the Ministry of Education. This is done by providing a variety of resources to support the educational program and by assisting students to develop skills as independent learners.

To ensure that students are prepared for life in the 21<sup>st</sup> Century, the Library Information Centre offers a variety of electronic information sources, in addition to a wide range of traditional print materials. Students are given the opportunity to develop a variety of learning skills under the direction of the subject teachers and the teacher-librarian. Reading for pleasure is encouraged by displays of popular paperback and hardcover titles. The Library Information Centre also contains a unique collection of religious and spiritual materials. Everything in the Library Information Centre is available to all parents as well!

## **PASTORAL CARE**

We are called to live out our faith in our Catholic School Christian Community. Pastoral Care ministry is a ministry that helps each individual to grow in their faith relationship with Jesus Christ and each other. This faith development is enhanced through: our monthly school liturgies, individual grade retreats, and weekly home room masses and daily morning prayer. Students are encouraged to participate in Social Justice activities, through the Holy Cross in Action group and our Share Lent activities as well as our daily morning Breakfast program.

Pastoral Care also provides ministry to individuals with various needs. On a personal level, the Chaplain ministers to individual students, counselling them with encouragement, hope, caring, and compassion. This ministry provides the students and staff with an environment that is safe and non-judgmental.

Pastoral Care is a recognizable sign that the love of Christ is in our midst. We are called to continue the mission of Jesus Christ, to continue building the Kingdom of God not only in our hearts, but in our school environment, each and every day.

We have a chapel that is accessible to staff and students for personal reflection, and weekly masses.

## **STUDENT SUPPORT SERVICES**

The Special Education Department will provide assistance and program differentiation for students referred by the School Resources Team (S.R.T.), (see Definition of Terms on page 10.), or Identification Placement and Review Committee (I.P.R.C.), (see Definition of Terms on page 10.) The department offers diagnostic assessment, remedial activities, learning strategies and resource services to individual students. The Special Education Department is also a resource to teachers assisting in developing programs in the regular class for students with differentiated learning needs. The Individual Educational Plan (I.E.P.), (see Definition of Terms on page 10.) will indicate the manner by which the school will fulfill the needs of each exceptional pupil. This is in keeping with the board's policy of integration.

This department supports the belief that every student is an individual with unique strengths and needs. The specific needs of identified students can be appropriately met in the regular classroom by the teacher working either independently or in conjunction with the resource support staff. Our mandate is to offer specialized programs to meet these needs through flexible, changeable, multi-faceted instruction in a variety of settings. Our model of integration promotes equality of opportunity and experience which allows all students to develop their full potential.

## **LEARNING FOR LIVING PROGRAM**

The Learning for Living Program recognizes that students with developmental disabilities have a wide range of learning strengths, needs and capabilities. The program's principle goal is to prepare students for a self-satisfying quality of life and to develop personal competency in the community within which they live. Their individualized program would include the following:

- Life skills
- Work experience/work placement
- Integration into elective courses
- Regular interaction with non-disabled peers in school based activities
- EA support and peer tutor assistance

This is a non-credit earning alternative program. Each student's timetable will reflect the non-credit nature of the program with all class codes beginning with "K". (see Definition of Terms on page 10.) Students receive a Certificate of Accomplishment upon completion of their high school education.

## **BRIDGES PROGRAM**

This program is somewhat similar in delivery model to the Learning for Living Program but is more specifically geared for students with a developmental disability whose goal is to prepare for part or full-time employment after his/her high school experience has ended. Individualized programming will include an emphasis on the development of the following skill sets:

- functional academics mastery
- employability, pre-vocational training
- social interaction within school community
- daily personal independence
- organizational and time management strategies
- problem solving techniques
- personal enrichment options

This is a program which may involve a combination of non-credit alternative “K” courses (see Definition of Terms on page 10.) with credit earning opportunities. Typically the program allows the student the opportunity to be integrated in elective courses as well as in school based activities with staff support where necessary. Students in the Bridges Program receive a Certificate of Accomplishment or an Ontario Secondary School Certificate upon completion of their high school education.

**NOTE:**        **The Special Education Advisory Committee (S.E.A.C.)** meets every third Thursday of every month. Information about their committee can be obtained from Susan Mariutti at the P.V.N.C.C.D.S.B. at (705)748-4861 extension 227. To obtain the School Board’s Special Education Parent Guide or to enquire about special education policies or programs, please contact the school Principal, Resource teacher or the Student Services Department.

## **DEFINITION OF TERMS AS THEY RELATE TO STUDENT SUPPORT SERVICES**

### **SCHOOL RESOURCE TEAM (SRT)**

Holy Cross' School Resource Team is a group comprised of Administrators, Special Education Resource Teachers, Guidance Counsellors and Classroom Teachers that meet to explore and address individual student needs. The goal of the School Resource Team is to develop a functional plan that takes into account the immediate and future needs of the student and to enact the resultant plan. Specific individuals are assigned responsibilities in order to ensure that each part of the plan is put into action. Input from the student's family and the student are key components in the development of a plan that encourages student success.

### **THE IDENTIFICATION, PLACEMENT, and REVIEW COMMITTEE (IPRC)**

Exceptional pupils are identified as such by an Identification, Placement, and Review Committee. Upon receiving a written request from a student's parent(s)/guardian(s), the principal of the school must refer the student to an IPRC. The IPRC will decide whether the student is an exceptional pupil and, if so, what type of educational placement is appropriate. The principal may also, on written notice to the parent(s)/guardian(s), refer the student to an IPRC. The parent(s) / guardian(s), as well as a student who is sixteen years of age or older, have the right to attend the IPRC meeting and may request that the IPRC discuss potential programs that would meet the student's needs. On the basis of these discussions, the IPRC can recommend the special education programs and/or services that it considers to be appropriate for the student.

### **THE INDIVIDUAL EDUCATION PLAN (IEP)**

An IEP is a written plan describing the special education program and/or services required by a particular student. It identifies learning expectations that are modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade and subject or course, and/or any accommodations and special education services needed to assist the student in achieving his or her learning expectations.

The IEP reflects the school's commitment to provide the special education program and services, within the resources available to the school, needed to meet the identified strengths and needs of the student.

### **ACCOMMODATIONS**

In the area of special education, specialized services and other accommodations can be built into a program to enable exceptional students to achieve the learning expectations. Some examples of accommodations are: provision of specialist staff member; provision of equipment and materials such as hearing aids, learning materials in Braille, and tape recorders; provision of extra time for completing classroom tests.

### **MODIFICATIONS**

Section 7.12 of OSS states the following: "For some students with an IEP, curriculum expectations for a course will be selected from the appropriate provincial curriculum policy document and modified to meet the student's needs (these modifications can include changes to the grade level of the expectations)." Students' achievement of the modified learning expectations will be assessed in accordance with the discipline specific assessment policies given in the provincial curriculum policy documents. The Principal will determine whether achievement of the modified expectations indicates successful completion of course, and will decide whether the student will be eligible to receive a credit for the course.

## K-COURSES

K-Courses are non-credit courses delivered through the Special Education Department or a Subject Teacher. All Ontario Secondary School Course codes have **FIVE** characters as mandated by the Ministry of Education's Common Course Codes.

**For Example:** **KMMAN** Numeracy and Numbers      **KPFBN** Personal Health and Fitness  
1<sup>st</sup> three characters are assigned by the ministry and represent the discipline, the subject & course  
4<sup>th</sup> character refers to the grade of the course.

A = Grade 9    B = Grade 10    C = Grade 11    D = Grade 12  
5<sup>th</sup> character "N" identifies the type of course; in this case "not for credit".

## EXAMPLE OF POSSIBLE K-COURSES

Area of Focus	Course Code	Non-Credit Course Title
Art, Drama, Music	KALAN	Creative Arts for Enjoyment and Expression
Careers	KCWAN	Exploring Our World
Work Experience	KGWAN	Exploring the World of Work
Religion	KHDAN	Social Skills Development
Math Economics	KMMAN	Numeracy and Numbers
Civics	KNAAN	First Canadians and Politics
Physical Education	KPFAN	Personal Health and Fitness
Computer & Tech.	KTTAN	Computer Skills and Technology

Please note: This chart uses Grade 9 for demonstration purposes only. All courses can be coded for each specific year/grade.

## RESOURCE WITHDRAWAL

The aim of resource withdrawal is to help students cope with the demands of the secondary school curriculum. Support is provided by taking work and assignments to the Resource room and with the attention of instructors individualized assistance is provided to the student. If needed a student may have a Resource room period timetabled into their school year, (note that this period is not for credit, but will assist the student in achieving their credits in other subjects). Students may participate in this program after consultation with the Special Education or Guidance Department. Teacher referrals are usually a prerequisite.

## ENRICHMENT

At Holy Cross Catholic Secondary School, a variety of challenging opportunities are offered to differentiate the learning experience. For some students, a course designed at the academic level may provide appropriate challenge; for others, a course planned at the academic level of difficulty with enriched components may be required. Another option available is independent study, whereby students enroll in courses with minimal teacher involvement. For senior students, co-operative education is a suitable vehicle for differentiated learning. Other enrichment opportunities include: student leadership, tutoring, course compacting, drama, music, public speaking, literary contests, math contests, volunteer work, debating and other endeavors which enhance cognitive and affective skills.

## **CREDIT RECOVERY**

Students who have completed a course with a failing grade below 50 may be eligible to obtain credit for the failed course through Credit Recovery.

To be eligible a student must complete all aspects of the course including the exam and or Culminating Task and be “nominated” by their subject teacher to the Credit Recovery Team.

The Credit Recovery Team will consider the suitability of the student based on a number of factors including final grade, expectations of the course that have not been met, attendance etc., before determining eligibility.

Once eligible, the student will work towards the completion of those expectations of the course which were not fulfilled under the direction of the Credit Recovery Teacher. This is done through withdrawal of the student from class at specified times throughout the term or through Summer School.

Once the missed expectations are completed, a grade will be submitted to Guidance for posting on the student’s transcript. Full disclosure policy will apply.

Credit Recovery is not a replacement for effective instruction, assessment practices and interventions in the initial credit attempt. It is one of a variety of strategies designed to increase the opportunities for student success within a supportive school culture.

# REQUIREMENTS FOR ONTARIO SECONDARY SCHOOL DIPLOMA

1. Total of 30 credits
2. 18 Compulsory Credits are:
  - 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 Gr. 11 or 12)
  - 2 credits in Science
  - 1 credit in Canadian History
  - 1 credit in Canadian Geography
  - 1 credit in the Arts
  - 1 credit in Health and Physical Education
  - 1 credit in Civics and Career Studies (.5 in Civics and .5 in Career Studies)
  - 1 additional credit selected from English, French, a Native Language, Native Studies, a Classical Language, an International Language, a Social Science and Humanities, a Canadian and World Studies, Guidance and Career Education, or Cooperative Education\*
  - 1 additional credit selected from Health and Physical Education, Business Studies , the Arts (Music, Art, Drama) or Cooperative Education\*
  - 1 additional credit selected from Science (Grade 11 or 12), Technological Education (Grades 9 to 12) or Computer Studies or Cooperative Education \*Students from Holy Cross complete 1 Religion class each year.

*\*A maximum of 2 credits in Cooperative Education can count as compulsory credits.*

3. The other 8 credits will be elective courses. Your child's decision on which ones to take will depend on his/her interests and post-secondary destination plans.
4. **Community Involvement**
  - Encourages civic responsibility, promotes community values
  - Reinforces importance of volunteering
  - A diploma requirement in addition to 30 credits
  - Complete 40 hours before graduation
  - Student responsibility to keep record of activities
  - Guidelines and forms will be available this year

Community involvement will assist students to:

- “find meaning, dignity, fulfillment and vocation in work which contributes to the common good”
- “minister to the family, school, parish, and wider community through service”

\*Graduate Outcomes For Catholic Students

5. **Grade 10 Literacy Test**

- New diploma requirement
  - Will be done in Grade 10
  - Is a check on progress of the student's literacy skills
  - A test based on language and communications (reading and writing) expectations of curricula up to and including Grade 9
  - If student does not meet standard in first attempt
    - school will provide remedial support
    - students must re-take test until standard met or they complete the Ontario Secondary School Literacy Course which is taught in Grade 12.
- \*\*Please see the Principal about accommodations, deferrals and exemptions\*\*

**The successful completion of the Grade 10 Literacy Test will assist students to:**

- “listen actively to understand and learn”
- “listen critically in light of gospel values”
- “read, understand and use written materials effectively”

\*Graduate Outcomes For Catholic Students

6. **Annual Education Plan**

- Planning tool to help students in Grades 7 - 12 to clarify education and career goals
- Completed each year
- Parents/guardians will be involved

**The Annual Education Plan will encourage students to:**

- “set appropriate goals and priorities in school, work and personal life”
- “examine and reflect on one's personal values, abilities and aspirations influencing life's choices and opportunities”

\*Graduate Outcomes For Catholic Students

**\*Note: Additional information about Secondary School Reform is available from the school.**

**POLICY ON SUBSTITUTIONS FOR COMPULSORY COURSES:**

Substitutions may be made for a limited number of compulsory credit courses using courses from the remaining courses that meet the compulsory credit requirements that are offered by the school. To meet individual student's needs, the *principal may replace up to three compulsory courses*.

**REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL  
CERTIFICATE**

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

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

## **REQUIREMENTS FOR THE CERTIFICATE OF ACCOMPLISHMENT**

Students who leave school before fulfilling the requirements of the *Ontario Secondary School Diploma* or the *Ontario Secondary School Certificate* may be granted a Certificate of Accomplishment. This certificate may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training. Students who return to school to complete additional credit and non-credit courses will have their transcript updated but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when a student has fulfilled the appropriate requirements.

## **INFORMATION ABOUT GRADE NINE AND TEN COURSES**

Students entering Grade Nine and Ten will be asked to choose from four types of courses; Academic, Applied, Locally Developed and Open. Two of these courses, the Applied and the Academic, can appear quite similar. In order to assist you with choosing the appropriate level or “stream”, please review the following information.

### **DEFINITION OF ACADEMIC COURSE**

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

### **DEFINITION OF APPLIED COURSE**

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

## **ACADEMIC AND APPLIED COURSES: SIMILARITIES AND DIFFERENCES**

### **For Grades 9 and 10:**

#### **Similarities**

#### **-Both Academic and Applied Courses**

- require students to learn the essential knowledge and skills
- prepare students for the Grade 10 Literacy Test and other national and international tests
- in Grade 9, prepare students for either stream in Grade 10

#### **Differences**

- Instructional strategies and materials
- Methods of assessment and evaluation

## **LOCALLY DEVELOPED COURSES**

Locally Developed courses have been developed to meet the needs of students who would have difficulty achieving credits through Applied or Academic courses. These courses feature one teacher and smaller class sizes to meet student needs. In Grade 9, English and Learning Strategies will be taught with the intention of upgrading Literacy skills necessary to be successful on both the Literacy test & Secondary School generally. Science and Math will also be offered. It is strongly recommended that students achieving at Level I (below 60% in Grade 8) select these corresponding courses for Grade 9. In Grade 10, English, Math and Canadian History are subjects taught at the Locally Developed level. These are credit earning courses that lead to a Secondary School Diploma. Students taking Locally Developed courses in Grade 9 would continue in Grade 10 at the same level or they would take these subjects at the Grade 9 Applied level in the following year. A similar pathway exists for Grade 10's.

## **HOW DOES A STUDENT CHOOSE COURSES?**

- Talk to Grade 7 and 8 teachers and principals
- Discuss with parents
- Examine academic strengths and interests and preferred way of learning
- Check high school course calendar and course descriptions
- Allow the report card to sponsor your choices

## **TRANSFER COURSES**

A Transfer course for a student wishing to take Grade 10 Academic Math is mandatory for a student who has completed Grade 9 Applied Math. This will be done through Summer School. Summer School information is available in May.

## **EXPLANATION OF COURSE CODES**

**ENG 2D**      English - Year 2, Academic  
1<sup>st</sup> three written identifies the subject  
4<sup>th</sup> digit identifies the year

5<sup>th</sup> digit identifies the level

# GRADE NINE COURSE DESCRIPTIONS

## **DRAMA**

**(Open) ADA10**

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

## **MUSIC**

**(Open) AMU10**

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. At Holy Cross, students selecting this course will receive a variety of experiences in the following areas: broadening knowledge of music generally; developing reading, listening, writing, and performance skills; developing instrumental capacity in traditional media.

## **VISUAL ARTS**

**(Open) AVI10**

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

## **INFORMATION & COMMUNICATION TECHNOLOGY IN BUSINESS**

**(Open) BTT10**

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.

## **GEOGRAPHY OF CANADA**

**(Academic) CGC1D**

This course explores Canada's distinct and changing character and the geographic systems and relationships that shape it. Students will investigate the interactions of natural and human systems within Canada, as well as Canada's economic, cultural, and environmental connections to other countries. Students will use a variety of geotechnologies and inquiry and communication methods to analyse and evaluate geographic issues and present their findings.

## **GEOGRAPHY OF CANADA**

**(Applied) CGC1P**

This course focuses on geographic issues that affect Canadians today. Students will draw on personal and everyday experiences to learn about Canada's distinct and changing character and the natural and human systems and global influences that shape the country. Students will use a variety of geotechnologies and inquiry and communication methods to examine practical geographic questions and communicate their findings.

## **ENGLISH**

**(Academic) ENG 1D**

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

## **ENGLISH**

**(Applied) ENG 1P**

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

## **ENGLISH**

**(Locally Developed) ENG1L**

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, in Grade 10 English 2L, along with the English Grade 11 Workplace Preparation course. The course is organized by strands that develop listening and speaking 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 speaking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

## **FRENCH - CORE**

**(Academic) FSF 1D**

This course emphasizes the further development of oral communication, reading and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, trends, and careers. Thematic readings, which include a selection of short stories, articles and poems will serve as stepping stones to oral and written activities. Students will develop a deeper respect for the French language and culture. They will also incorporate the French language into classroom prayer celebrations.

## **FRENCH - CORE**

**(Applied) FSF 1P**

This course emphasizes the further development of oral communication skills, using the theme of media; the development of oral communication skills will be integrated with the development of reading and writing skills. Students will understand their ability to understand and speak French through conversations, discussions and presentations. They will also read media-related short stories, articles, poems, songs and write brief descriptions, letters' dialogues, and invitations. Students will connect their French language skills with their spiritual development through activities such as writing prayers and learning traditional prayers in French.

## **RELIGIOUS EDUCATION**

**(Open) HRE10**

This course uses the Beatitudes as a framework to examine the attitudes and actions that characterize the Christian life. Students will derive knowledge and skills from a study of Scripture, Profession of Faith, Christian Moral Development, Prayer, Sacramental Life, and Family Life. Students are encouraged to grow in Gospel values while actively engaging in a variety of challenging educational activities.

## **MATHEMATICS**

**(Locally Developed) MAT1L**

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, in Grade 10 Math 2L course, 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 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.

## **MATHEMATICS - FOUNDATIONS OF**

**(Applied) MFM 1P**

This course enables students to develop understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real-life examples to develop various representations of linear relationships, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. Students who wish to take Principles of Mathematics, Grade 10, Academic (MPM2D) after completing this course will need to take a transfer course at Summer School.

## **MATHEMATICS - PRINCIPLES OF**

**(Academic) MPM 1D**

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

## **HEALTHY ACTIVE LIVING EDUCATION**

**(Open) PPL10X( Female), PPL10Y (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. Students will explore topics related to the respect and care of our bodies in light of the Christian moral tradition.

## **SCIENCE**

### **(Academic) SNC1D**

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.

## **SCIENCE**

### **(Locally Developed) SNC1L**

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

## **SCIENCE**

### **(Applied) SNC 1P**

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.

## **EXPLORING CONSTRUCTION TECHNOLOGY**

### **(Open) TCJ1O**

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.

## **EXPLORING HOSPITALITY & TOURISM**

### **(Open) TFJ1O**

This exploratory course introduces students to concepts and skills related to hospitality and tourism, focusing on the areas of food handling, food preparation, the origins of foods, event planning, and local tourism. 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.

## **EXPLORING COMMUNICATIONS TECHNOLOGY**

### **(Open) TGJ1O**

This exploratory course introduces students to concepts and skills in communications technology, which encompasses television/video and movie production, radio and audio production, print and graphic communications, photography, and animation. 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.

**EXPLORING TRANSPORTATION TECHNOLOGY (Open) TTJ10**

This exploratory course introduces students to concepts and skills related to transportation technology, which encompasses the maintenance, servicing, and repair of various types of vehicles, aircraft, and/or watercraft. 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.

**EXPLORING HAIRSTYLING & AESTHETICS (Open) TXJ10**

This exploratory course introduces students to concepts and skills related to hairstyling and aesthetics which encompasses hairstyling, makeup and nail care techniques from a salon/spa perspective. 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.

# GRADE TEN COURSE DESCRIPTIONS

## **DRAMA**

**(Open) ADA20**

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. Through many opportunities for teamwork, students will understand and demonstrate the Christian demand to respect the responsibilities and contributions of self and others.

**Ministry Prerequisite: None**

**Recommended Background: None**

**Diploma Area: Arts / Elective**

## **MUSIC**

**(Open) AMU20**

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. Students will use voice as the performance medium. Students will also explore the place of music in expressing faith.

**Ministry Prerequisite: None**

**Recommended Background: None**

**Diploma Area: Arts / Elective**

## **VISUAL ARTS**

**(Open) AVI20**

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. Students will also learn about the connections between works of art and their historical contexts, including works that express the saving story of our Christian faith.

**Ministry Prerequisite: None**

**Recommended Background: None**

**Diploma Area: Arts / Elective**

## **INTRODUCTION TO BUSINESS**

**(Open) BBI20**

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information 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.

**Ministry Prerequisite: None**

**Recommended Background: None**

**Diploma Area: Business/Elective**

## **CONTEMPORARY CANADIAN HISTORY** (Academic) **CHC2D**

This course explores the local, national, and global forces that have shaped Canada's national identity from World War I to the present. Students will investigate the challenges presented by economic, social, and technological changes and explore the contributions of individuals and groups to Canadian culture and society during this period. Students will use critical-thinking and communication skills to evaluate various interpretations of the issues and events of the period and to present their own points of view.

**Ministry Prerequisite:** None

**Recommended Background:** CGC 1D

**Diploma Area:** Canadian History

## **CANADIAN HISTORY** (Locally Developed ) **CHC2L** **IN THE TWENTIETH CENTURY**

This course emphasizes strengthening history-related knowledge and skills and to prepare students for success in everyday life, in the workplace, and in Grade 11 Workplace courses. Students are given the opportunity to continue developing their skills in reading, writing, and oral language through relevant and practical History activities. They are given opportunities to improve their subject-area knowledge and skills and to practice using them in order to strengthen their literacy skills. This course encourages students to examine their conceptual understandings and beliefs, develop and enhance their critical thinking skills, and engage in meaningful dialogue with teachers and with peers. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become a reflective and creative thinker who applies knowledge of interdependent systems for the development of a just and compassionate society.

**Ministry Prerequisite:** None

**Diploma Area:** Canadian History

## **CONTEMPORARY CANADIAN HISTORY** (Applied) **CHC2P**

This course explores some of the events and experiences that have influenced the development of Canada's identity as a nation, from World War I to the present. By examining how the country has responded to economic, social, and technological changes and how individuals and groups have contributed to Canadian culture and society during this period, students will develop their ability to make connections between historical and current events. Students will have opportunities to formulate questions, locate information, develop informed opinions, and present ideas about the central issues and events of the period..

**Ministry Prerequisite:** None

**Recommended Background:** CGC1P

**Diploma Area:** Canadian History

## **CIVICS - .5 Credit Combined With Career Studies** (Open) **CHV2O**

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy and meaning of democratic citizenship in local, national, and global contexts. In addition, students will learn about social change, examine decision making processes in Canada, explore their own and others' beliefs and perspectives on civics questions, and learn how to think and act critically and creatively about public issues in light of the common good.

**Ministry Prerequisite:** None

**Recommended Background:** None

**Diploma Area:** Civics

## **ENGLISH** (Academic) **ENG2D**

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

**Ministry Prerequisite:** English, Grade 9, Academic or Applied

**Recommended Background:** ENG 1D

**Diploma Area:** English

## **ENGLISH**

## **(Locally Developed) ENG2L**

In this course, students focus on extending their literacy and communication skills to prepare 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 extend listening and speaking 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.

**Ministry Prerequisite:** Grade 9 English

**Recommended Background:** ENG 1L

**Diploma Area:** English

## **ENGLISH**

## **(Applied) ENG2P**

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

**Ministry Prerequisite:** English, Grade 9, Academic or Applied

**Recommended Background:** ENG 1P

**Diploma Area:** English

## **CORE FRENCH**

## **(Academic) FSF2D**

This course enables students to increase their knowledge of the French language, further develop their language skills, and deepen their understanding and appreciation of and respect for francophone culture around the world. Exploring a variety of themes, students will develop and apply critical thinking skills in discussion, in their analysis and interpretation of texts, and in their own writing.

**Ministry Prerequisite:** FSF 1P or FSF 1D

**Recommended Background:** FSF 1D

**Diploma Area:** Elective

## **CAREER STUDIES - .5 Credit Combined With Civics (Open) GLC20**

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.

**Ministry Prerequisite: None**

**Recommended Background: None**

**Diploma Area: Career Studies**

## **RELIGIOUS EDUCATION (Open) HRE20**

This Religious course, produced by the Canadian Conference of Catholic Bishops, examines the issues facing young people today during their faith journeys. This course emphasizes the learning cycle (experience, information, application, action) which provides a variety of approaches for students to appreciate that living a Christian life is desirable and attainable in a world which often says the opposite of what the gospel asks. Major units of study include God's dream for humankind, social justice, development and peace, healing the things that divide us, and being Church in a world of constant change. Another important dimension of this course is the Family Life program. The theme examined is "Created Sexual"; its aim is to enable adolescents to live out the gift of their sexuality lovingly, intimately and compassionately in cooperation with God's plan.

**Ministry Prerequisite: None**

**Recommended Background: None**

**Diploma Area: Elective**

## **INTRODUCTION TO COMPUTER STUDIES (Open) ICS20**

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

**Ministry Prerequisite: None**

**Recommended Background: None**

**Diploma Area: Technology/Elective**

## **MATHEMATICS**

## **(Locally Developed) MAT2L**

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..

**Ministry Prerequisite:** Grade 9 Mathematics

**Recommended Background:** MAT 1L

**Diploma Area:** Mathematics

## **MATHEMATICS - FOUNDATIONS OF**

## **(Applied) MFM2P**

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

**Ministry Prerequisite:** None

**Recommended Background:** MFM 1P

**Diploma Area:** Mathematics

## **PRINCIPLES OF MATHEMATICS**

## **(Academic) MPM2D**

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

**Ministry Prerequisite:** MPM 1D or MPM 1H

**Recommended Background:** MPM 1D

**Diploma Area:** Mathematics

## **HEALTHY ACTIVE LIVING EDUCATION**

## **(Open)**

## **PPL2OX (Female), PPL 2OY (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, substance use and abuse; and the use of informed decision-making, conflict resolution and social skills in making personal choices. Students will also apply moral decision making in light of gospel values in the study of these issues.

**Ministry Prerequisite:** None

**Recommended Background:** None

**Diploma Area:** Physical Education/Elective

## **SCIENCE**

**(Academic) SNC2D**

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

**Ministry Prerequisite: None**

**Recommended Background: SNC 1D**

**Diploma Area: Science**

## **SCIENCE**

**(Applied) SNC2P**

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics and to apply their knowledge of science in real-world situations.

Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter.

**Ministry Prerequisite: None**

**Recommended Background: SNC 1P**

**Diploma Area: Science**

## **CONSTRUCTION TECHNOLOGY**

**(Open) TCJ2O**

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

**Ministry Prerequisite: None**

**Recommended Background: None**

**Diploma Area: Technology/Elective**

## **HOSPITALITY AND TOURISM**

**(Open) TFJ2O**

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

**Ministry Prerequisite: None**

**Recommended Background: None**

**Diploma Area: Technology/Elective**

## **COMMUNICATIONS TECHNOLOGY**

**(Open) TGJ20**

This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology and explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.

**Ministry Prerequisite: None**

**Recommended Background: None**

**Diploma Area: Technology/Elective**

## **TRANSPORTATION TECHNOLOGY**

**(Open) TTJ20**

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

**Ministry Prerequisite: None**

**Recommended Background: None**

**Diploma Area: Technology/Elective**

## **HAIRSTYLING & AESTHETICS**

**(Open) TXJ20**

This course presents hairstyling, make-up, and nail care techniques from a salon/spa perspective. Using materials, processes, and techniques used in the industry, students learn fundamental skills in hairstyling, giving manicures and facials, and providing hair/scalp analyses and treatments. Students will also consider related environmental and societal issues, and will explore secondary and postsecondary pathways leading to careers in the field or hairstyling and aesthetics. Students will develop an awareness of related environmental and societal issues and will explore secondary and postsecondary pathways leading to careers in the transportation industry.

**Ministry Prerequisite: None**

**Recommended Background: None**

**Diploma Area: Technology/Elective**

## INFORMATION ON GRADE ELEVEN and TWELVE COURSES

The following types of courses have been offered to prepare students for their post secondary destinations:

**OPEN COURSES** are appropriate for all students regardless of post secondary destination. They are designed to provide students with a broad educational base and to equip them for active and rewarding participation in society. Students will broaden their knowledge and skills in a particular subject that reflects their interests but may not necessarily relate to their post secondary goals.

**WORKPLACE PREPARATION COURSES** are designed to equip students with the knowledge and skills they need for direct entry into the workplace. Teaching and learning will emphasize workplace applications of the course content, but will also explore the theoretical material that underlies these practical applications. These courses will emphasize the development of generic employment skills, as well as independent research and learning skills. Both Academic and Applied types of courses in Grades 9 and 10 serve as prerequisites for Workplace Preparation Courses. Students who have been in Locally Developed programs may also enrol in these courses in Grades 11 and 12.

**COLLEGE PREPARATION COURSES** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. Teaching and learning will emphasize concrete applications of the theoretical material covered in the course and will also emphasize the development of critical thinking and problem solving skills. These courses will emphasize the development of both independent research skills and independent learning skills. The most direct route to College Preparation courses is the grade 9 and 10 Applied type of courses. Provision, however, is made for students who change directions during secondary school and who do not have the appropriate prerequisite courses. *Students wishing to do this should see Guidance for information on developing an individualized plan.*

**UNIVERSITY/COLLEGE PREPARATION COURSES** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs. Teaching and learning will emphasize both theoretical aspects and related concrete applications of the course content. These courses will emphasize the development of both independent research skills and independent learning skills. Both Academic and Applied grade 10 courses serve as prerequisites for University/College Preparation courses. **UNIVERSITY PREPARATION COURSES** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. Teaching and learning will emphasize theoretical aspects of the course content but will also include practical applications. These courses will emphasize the development of both independent research skills and independent learning skills. The most direct route to University Preparation courses is the Grade 9 and 10 Academic type of courses. Provision, however, is made for students who change directions during secondary school and who do not have the appropriate prerequisite courses. *Students wishing to do this should see Guidance for information on developing an individualized plan.*

## **TRANSFER COURSES**

Transfer courses, available in Grades 10, 11, and 12, offer a student the opportunity to transfer from one type of course to another if their interests and goals change during secondary school. Like the other types of courses, transfer courses are credit based and are counted towards the 30 credits required to meet diploma requirements. Transfer courses are not remedial instruction provided to enable students to achieve the curriculum expectations of a course that they have failed to complete successfully; they are designed to adequately prepare students to meet the expectations of a *different type* of course. Students looking to transfer for the next academic year should be advised that summer school will be their only option and course offerings may be limited.

## **E-LEARNING COURSES**

The PVNCCDSB has approved of twelve E-Learning opportunities which will be delivered through the board's six secondary schools for the academic year 2011/2012. Students wishing to register for E-Learning must do so by selecting the specific course they wish to complete via E-Learning and indicate this on their course selection sheet.

To be successful in E-Learning, students must be prepared to assume an independent work model under the direction of their E-Learning teacher. The various courses being offered, along with the school responsible for their instruction, are noted in the specific curriculum areas found in pages 29-51.

## **DUAL CREDITS**

Dual Credit Programs are intended to assist students in the completion of their Ontario Secondary School Diploma and successful transition to college and/or apprenticeship programs. Holy Cross will be offering a Dual Credit opportunity in Early Childhood Education in partnership with Fleming College. More information can be found in this calendar on page 60.

Upon successful completion of a Dual Credit, students earn a credit towards their O.S.S.D. along with a Credit from the community college where the dual course work took place.

## **EXPLANATION OF COURSE CODES**

ENG 3U      English - Year 3, University      5<sup>th</sup> digit identifies the level  
1<sup>st</sup> three letters identify the subject  
4<sup>th</sup> digit identifies the year

O = Open      P = Applied      D = Academic      L = Locally Developed  
E = Workplace      C = College Preparation      U = University Preparation  
M = University/College Preparation

## **COLLEGE ADMISSION GUIDELINES**

The following information is intended to assist prospective college students in secondary school course selection and college preparation and planning.

Each college establishes program eligibility on a program-by-program basis and requirements may vary from college to college. No university preparation course can be required for admission to a college program. Exceptions are collaborative college-university programs governed by joint agreements such as nursing baccalaureate programs. These requirements are specifically stated in the individual school calendars on a school-to-school basis. Programs that provide a diploma exit as well as linkage to a university program must continue to be accessible to applicants without university preparation courses. Although university preparation courses may not be required for college entrance, students who have

taken such courses will not be disadvantaged in the admission process.

Students should refer to specific college calendars for specific program information. These are available in the Guidance office.

To be eligible for admission to an Ontario College of Applied Arts and Technology, you must:

- have an Ontario Secondary School Diploma (OSSD) or equivalent as determined by the individual college OR
- have mature student status (be 19 years of age or older by the start of the program. Mature student testing may be required).

Use the following information as a *general guideline*. It outlines the potential use of various course types in the new destination related secondary school curriculum for college program admission:

Workplace Preparation Courses - “E”	-May be accepted in a <i>limited</i> number of programs. Check individual college calendars
College Preparation Courses - “C”	-Can be used
University/College Preparation Courses -“U/C”	-Can be used
University Preparation Courses - “U”	-Can not be required but may be acceptable as a substitution for required “C” or “U/C” courses

## UNIVERSITY ADMISSION GUIDELINES

The Ontario Universities’ Council on Admission (OUCA) has developed guidelines based on an assessment of the Ontario Secondary School (OSS) program and curriculum. Individual universities will make the final decisions about admission requirement. The guidelines may be subject to change as the OSS program and curriculum are finalized and implemented:

1. The completion of the OSS Diploma, or equivalent, will be required for admission to an Ontario university. This will include the satisfactory completion of the Literacy Test/Course.
2. A minimum overall average of 60% in six Grade 12 U\* or U/C\* courses will be necessary for consideration for admission to an Ontario university. Most universities and/or programs will have higher admission averages.
3. Where there are prerequisite courses for admission to specific programs, it is probable that such courses will be required at the U level, where offered.
4. Universities may consider both Grade 11 and Grade 12 U and U/C courses for admission and/or prerequisite purposes.
5. Some programs at some universities could require as many as six Grade 12 U prerequisite courses for admission.
6. The universities encourage students to maintain breadth in their secondary school course choices, and to keep their options open.

\*U refers to a course designed for university admission or preparation; U/C refers to a course that satisfies both university and college admission or preparation.

\*\* Students should refer to specific University calendars for specific program information and requirements. These are available in the Guidance Office.

# **COURSE DESCRIPTIONS**

## **GRADE ELEVEN and TWELVE**

### **BUSINESS STUDIES**

#### **Financial Accounting Fundamentals**

**BAF3M**

#### **Grade 11, 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.

**Ministry Prerequisite: None**

**Diploma Area: Elective/Business Studies**

#### **Entrepreneurship: The Venture**

**BDI3C**

#### **Grade 11, College Preparation**

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

**Ministry Prerequisite: None**

**Diploma Area: Elective/Business Studies**

#### **Information & Communication Technology: The Digital Environment**

**(Open) BTA3OV**

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

**Ministry Prerequisite: None**

**Diploma Area: Elective/Business Studies**

This course will be offered via E-Learning. It will be taught and administered by a teaching staff member from Holy Trinity C.S.S.

To be successful in E-Learning, students must be prepared to assume an independent work model under the direction of their E-Learning teacher.

Students wishing to select this course should indicate **BTA3OV** in one space on their course selection sheet. During the student timetabling process which takes place in May and June, students wishing to enrol in E Learning courses will be asked to visit the Guidance Department to obtain a Student Handbook for E Learning. Students will be requested to provide an e-mail address and a current phone number to complete registration. E-learning students will be required to attend one face-to-face orientation session at their home-school. Students may also need to attend their home-school to complete final exams.

## **Financial Accounting Principles** **Grade 12, University/College Preparation**

**BAT4M**

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

**Ministry Prerequisite:** BAF 3M

**Diploma Area:** Elective

This course will also be offered via E-Learning. It will be taught and administered by a teaching staff member from St. Stephen C.S.S.

To be successful in E-Learning, students must be prepared to assume an independent work model under the direction of their E-Learning teacher.

Students wishing to select this course should indicate **BAT4MV** in one space on their course selection sheet. During the student timetabling process which takes place in May and June, students wishing to enrol in E Learning courses will be asked to visit the Guidance Department to obtain a Student Handbook for E Learning. Students will be requested to provide an e-mail address and a current phone number to complete registration. E-learning students will be required to attend one face-to-face orientation session at their home-school. Students may also need to attend their home-school to complete final exams.

## **International Business Fundamentals** **Grade 12, University/College Preparation**

**BBB4M**

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management.

**Ministry Prerequisite:** Any university, university/college or college preparation course in Business Studies or Canadian and World Studies.

**Diploma Area:** Business/Elective

This course will also be offered via E-Learning. It will be taught and administered by a teaching staff member from St. Mary C.S.S.

To be successful in E-Learning, students must be prepared to assume an independent work model under the direction of their E-Learning teacher.

Students wishing to select this course should indicate **BBB4MV** in one space on their course selection sheet. During the student timetabling process which takes place in May and June, students wishing to enrol in E Learning courses will be asked to visit the Guidance Department to obtain a Student Handbook for E Learning. Students will be requested to provide an e-mail address and a current phone number to complete registration. E-learning students will be required to attend one face-to-face orientation session at their home-school. Students may also need to attend their home-school to complete final exams.

# COMPUTER STUDIES

## **Introduction to Computer Programming**

**ICS3C**

### **Grade 11, College Preparation**

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

**Ministry Prerequisite: None**

**Diploma Area: Elective/Technology**

This course will also be offered via E-Learning. It will be taught and administered by a teaching staff member from St. Mary C.S.S.

To be successful in E-Learning, students must be prepared to assume an independent work model under the direction of their E-Learning teacher.

Students wishing to select this course should indicate **ICS3CV** in one space on their course selection sheet. During the student timetabling process which takes place in May and June, students wishing to enrol in E Learning courses will be asked to visit the Guidance Department to obtain a Student Handbook for E Learning. Students will be requested to provide an e-mail address and a current phone number to complete registration. E-learning students will be required to attend one face-to-face orientation session at their home-school. Students may also need to attend their home-school to complete final exams.

## **Introduction to Computer Science**

**ICS3U**

### **Grade 11, University Preparation**

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use sub programs 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.

**Ministry Prerequisite: None**

**Diploma Area: Elective/Technology**

## **Computer Programming**

**ICS4C**

### **Grade 12, College Preparation**

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

**Ministry Prerequisite: ICS3C**

**Diploma Area: Elective/Technology**

## **Computer Science**

**ICS4U**

### **Grade 12, University Preparation**

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse 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.

**Ministry Prerequisite:** ICS3U

**Diploma Area:** Elective/Technology

## **ENGLISH**

### **English, Grade 11, Workplace Preparation**

**ENG3E**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will study the content, form, and style of a variety of contemporary informational, graphic, and literary texts; and create oral, written, and media texts in a variety of forms for practical purposes. An important focus will be on using language clearly and accurately in a variety of formal and informal contexts. The course is intended to prepare students for the Grade 12 workplace preparation course.

**Ministry Prerequisite:** English, Grade 10, Applied

**Diploma Area:** English

### **English, Grade 11, College Preparation**

**ENG3C**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the Grade 12 college preparation course.

**Ministry Prerequisite:** English, Grade 10, Applied

**Diploma Area:** English

### **English, Grade 11, University Preparation**

**ENG3U**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the Grade 12 university or college preparation course.

**Ministry Prerequisite:** English, Grade 10, Academic

**Diploma Area:** English

## **English, Grade 12, Workplace Preparation**

**ENG4E**

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

**Ministry Prerequisite:** English, Grade 11, Workplace Preparation

**Diploma Area:** English

## **English, Ontario Secondary School Literacy Course**

**OLC40**

### **Grade 12, Open**

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

The credit earned for successful completion of this course may be used to meet either the grade 11 or grade 12 English compulsory credit requirement or the compulsory credit required from Canadian and World Studies, Social Sciences or Humanities or an additional English. If any of these compulsory credits have been previously achieved, this course may be used as an elective credit.

**Ministry Prerequisite:** Students who have been eligible to write the Ontario Secondary School Literacy test at least once are eligible to take this course.

**Diploma Area:** English

## **English, Grade 12, College Preparation**

**ENG4C**

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.

**Ministry Prerequisite:** English, Grade 11, College Preparation

**Diploma Area:** English

## **English, Grade 12 University Preparation**

**ENG4U**

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

**Ministry Prerequisite:** English, Grade 11, University Preparation

**Diploma Area:** English

## **THE WRITER'S CRAFT**

**EWC4UV**

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

**Ministry Prerequisite: English, Grade 11, University Preparation**

**Diploma Area: English**

This course will be offered via E-Learning. It will be taught and administered by a teaching staff member from St. Thomas Aquinas C.S.S.

To be successful in E-Learning, students must be prepared to assume an independent work model under the direction of their E-Learning teacher.

Students wishing to select this course should indicate **EWC4UV** in one space on their course selection sheet. During the student timetabling process which takes place in May and June, students wishing to enrol in E Learning courses will be asked to visit the Guidance Department to obtain a Student Handbook for E Learning. Students will be requested to provide an e-mail address and a current phone number to complete registration. E-learning students will be required to attend one face-to-face orientation session at their home-school. Students may also need to attend their home-school to complete final exams.

## **MODERN LANGUAGE**

### **CORE FRENCH**

#### **Core French, Grade 11, University Preparation**

**FSF3U**

This course draws on a variety of themes to promote extensive development of reading and writing skills and to reinforce oral communication skills. Students will gain a greater understanding of French-speaking cultures in Canada and around the world through their reading of a variety of materials, including a short novel or a play. Students will produce various written assignments, including a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

**Ministry Prerequisite: FSF2D**

**Diploma Area: Elective**

#### **Core French, Grade 12, University Preparation**

**FSF4U**

This course draws on a variety of themes to promote extensive development of French-language skills. Students will consolidate their oral skills as they discuss literature, culture, and current issues. They will read a variety of texts and will write a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

**Ministry Prerequisite: FSF3U**

**Diploma Area: Elective**

# GUIDANCE and COOPERATIVE EDUCATION

## Leadership & Peer Support, Open

GPP30

This course prepares and motivates students to provide leadership and assistance to others in their schools and communities. Students will develop skills in communication, interpersonal relations, coaching, leadership, teamwork, and conflict management, and apply them in roles such as tutoring and mentoring. Students will also learn the value and complexity of social diversity, while acquiring an appreciation of the importance of contributing to their communities and helping others throughout their lives. There are three placement options for this course. One is where students are assigned to various academic classes to assist specific students. The other is in either a Physical Education or Hospitality & Tourism class for high needs students where tutors “buddy” with a class member to provide support. There is a selection process for this course based on an interview. At the interview students will be asked to declare their preferred placement option. This course is open to both grades 11 and 12.

**Ministry Prerequisite:** GLC2O

**Diploma Area:** Elective

## Cooperative Education

Cooperative Education is an out-of-school program designed for the senior student to explore a career interest or to further their skills and knowledge in a particular subject area. In-school pre-employment classes are taught before the students begin their work placements. Upon successful completion of a Personalized Placement Learning Plan, students can earn secondary school credits toward their OSSD. Each student will be evaluated by a teacher in conjunction with a Cooperative Education training supervisor.

## ENTRY INTO THE COOPERATIVE EDUCATION PROGRAM

Students apply for admission to the program by both completing a Cooperative Education Application Form available through the Guidance Department as well as indicating COP2 in two spaces on their Course Selections sheet. Students are then interviewed to ensure suitability prior to acceptance into the program. The student’s past performance and attendance record will be considered in the selection for this program.

**Prerequisite:** To participate in this program, a student must be 16 years of age or older and have parental consent.

Students wishing to take Cooperative Education for a second time in the same academic year must indicate COPH in an additional two spaces on the Course Selection sheet.

**COOPERATIVE EDUCATION COURSES ARE FOR A MINIMUM OF 2 CREDITS.**

## SUBJECT LINKED COOPERATIVE EDUCATION

Subject linked credits will be granted to students who wish to further apply their skills and knowledge in a subject area related to ANY senior level course offered. Subject linked areas may include courses taught in Technological Studies, Family Studies, Business Studies, Social Science and Religion, French, Math and Computers Science, Visual and Performing Arts, Physical and Health Education and English. The subject code will be changed only after the student has entered the program.

**Prerequisite:** Students must have completed or currently be studying the in-school related Course.

**NOTE:** Only Grade 12 students may apply to Police, Fire or Physiotherapy areas of interest. The Peterborough Regional Health Centre prefers Grade 12 students.

# MATHEMATICS

## **Mathematics for Everyday Life, Grade 11, Workplace Preparation**

**MEL3E**

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.

**Ministry Prerequisite:** MPM1D, MFM1P, MAT2L

**Diploma Area:** Mathematics

## **Foundations for College Mathematics Grade 11, College Preparation**

**MBF3C**

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

**Ministry Prerequisite:** MFM2P

**Diploma area:** Mathematics

## **Functions and Applications Grade 11, University/College Preparation**

**MCF3M**

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.

**Ministry Prerequisite:** MFM2P or MPM2D

**Diploma area:** Mathematics

## **Functions Grade 11, University Preparation**

**MCR3U**

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; and develop facility in simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

**Ministry Prerequisite:** MPM2D

**Diploma area:** Mathematics

## **Mathematics For Work and Everyday Life, Grade 12 Workplace Preparation**

**MEL4E**

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will use statistics in investigating questions; apply the concept of probability to solve problems in 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.

**Ministry Prerequisite:** MEL3E

**Diploma Area:** Mathematics/Elective

## **Foundations for College Mathematics, Grade 12, College Preparation**

**MAP4C**

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; apply measurement in designing and constructing physical models; solve financial problems connected with home ownership; 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.

**Ministry Prerequisite:** MBF3C or MCF3M or MCR3U

**Diploma Area:** Elective

## **Mathematics For College Technology, Grade 12, College Preparation**

**MCT4CV**

This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, rational, 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, and vectors. 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.

**Ministry Prerequisite:** MCF3M or MCR3U

**Diploma Area:** Elective

This course will be offered via E-Learning. It will be taught and administered by a teaching staff member from Holy Cross C.S.S.

To be successful in E-Learning, students must be prepared to assume an independent work model under the direction of their E-Learning teacher.

Students wishing to select this course should indicate **MCT4CV** in one space on their course selection sheet. During the student timetabling process which takes place in May and June, students wishing to enrol in E Learning courses will be asked to visit the Guidance Department to obtain a Student Handbook for E Learning. Students will be requested to provide an e-mail address and a current phone number to complete registration. E-learning students will be required to attend one face-to-face orientation session at their home-school. Students may also need to attend their home-school to complete final exams.

## **Advanced Functions, Grade 12, University Preparation**

**MHF4U**

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 who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

**Note:** The new Advanced Functions can be taken concurrently with or can precede Calculus and Vectors.

**Ministry Prerequisite:** Functions, Grade 11, University Preparation or Mathematics for College Technology, Grade 12, College Preparation

**Diploma Area:** Elective

## **Mathematics of Data Management, Grade 12, University Preparation**

**MDM4U**

This course broadens students' understanding of mathematics as it relates to managing information. Students will apply methods for organizing large amounts of information; solve problems involving counting techniques, probability, and statistics; and carry out a culminating project that integrates the expectations of the course. Students will continue to develop the mathematical processes necessary for success in senior mathematics. Students planning to pursue university programs in business, the social sciences, and the humanities will find this course of particular interest.

**Ministry Prerequisite:** MCF3M or MCR3U

**Diploma Area:** Elective

## **Calculus and Vectors, Grade 12, University Preparation**

**MCV4U**

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 plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering.

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

**Ministry Prerequisite:** MHF4U

**Diploma Area:** Elective

This course will also be offered via E-Learning. It will be taught and administered by a teaching staff member from St. Stephen C.S.S.

To be successful in E-Learning, students must be prepared to assume an independent work model under the direction of their E-Learning teacher.

Students wishing to select this course should indicate **MCV4UV** in one space on their course selection sheet. During the student timetabling process which takes place in May and June, students wishing to enrol in E Learning courses will be asked to visit the Guidance Department to obtain a Student Handbook for E Learning. Students will be requested to provide an e-mail address and a current phone number to complete registration. E-learning students will be required to attend one face-to-face orientation session at their home-school. Students may also need to attend their home-school to complete final exams.

## **NATIVE STUDIES**

### **ABORIGINAL BELIEFS, VALUES, & ASPIRATIONS IN CONTEMPORARY SOCIETY,**

#### **GRADE 11, WORKPLACE**

**NBV3EV**

This course focuses on the beliefs, values, and aspirations of Aboriginal peoples in Canada. Students will examine issues of identity facing Indian, Métis, and Inuit peoples, and their relationships to land and nature, as well as to one another within their communities and working environments. Students will also learn how traditional and contemporary beliefs and values influence the present-day aspirations and actions of Aboriginal peoples.

**Ministry Prerequisite: Grade 10 Aboriginal Peoples in Canada, Open, or Grade 10 Canadian History Since World War I, Academic or Applied**

**Diploma Area: Elective**

This course will be offered via E-Learning. It will be taught and administered by a teaching staff member from St. Peter C.S.S.

To be successful in E-Learning, students must be prepared to assume an independent work model under the direction of their E-Learning teacher.

Students wishing to select this course should indicate **NBV3EV** in one space on their course selection sheet. During the student timetabling process which takes place in May and June, students wishing to enrol in E Learning courses will be asked to visit the Guidance Department to obtain a Student Handbook for E Learning. Students will be requested to provide an e-mail address and a current phone number to complete registration. E-learning students will be required to attend one face-to-face orientation session at their home-school. Students may also need to attend their home-school to complete final exams.

### **CURRENT ABORIGINAL ISSUES IN CANADA, GRADE 11**

**NDA3M**

This course focuses on existing and emerging issues of importance to Aboriginal peoples in Canada. Students will investigate issues related to identity, relationships among Aboriginal peoples and between Aboriginal peoples and other Canadians, sovereignty principles as presented by Aboriginal peoples, and the contemporary challenges posed by these issues. Students will also examine such topics as language preservation, the responsibilities of Aboriginal women and men, and the need for dialogue between Aboriginal and non-Aboriginal peoples.

**Ministry Prerequisite: Grade 10 Aboriginal Peoples in Canada, Open, or Grade 10 Canadian History Since World War I, Academic or Applied**

**Diploma Area: Elective**

## PHYSICAL & HEALTH EDUCATION

### **Healthy Active Living Education, Grade 11, Open**

**PPL30**

This co-educational 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.

**Ministry Prerequisite: None**

**Diploma Area: Elective/Health and Physical Education**

### **Healthy Active Living Education, Grade 12, Open**

**PPL40**

This co-educational 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 view to enhancing their mental health and their relationships with others.

**Ministry Prerequisite: None**

**Diploma Area: Elective/Health and Physical Education**

### **Personal Fitness Activities, Grade 11, Open**

**PAF30**

This course focuses on the development of a personalized approach to healthy living. Emphasis is on weight training and cardiovascular fitness. Emphasis will be placed on training principles and methods and nutrition for performance. Students will develop, implement and monitor their own program.

**Ministry Prerequisite: None**

**Diploma Area: Elective/Health and Physical Education**

### **Personal Fitness Activities, Grade 12, Open**

**PAF40**

This course focuses on the continued development of a personalized approach to healthy living. Emphasis is on weight training and cardiovascular fitness. Emphasis will be placed on training principles and methods and the mental side of human performance. Students will develop, implement and monitor their own program.

**Ministry Prerequisite: None**

**Diploma Area: Elective/Health and Physical Education**

### **Recreation and Fitness Leadership, Grade 12, College Preparation**

**PLF4C**

This course focuses on the development of leadership and coordination skills related to recreational activities. Students will acquire the knowledge and skills required to plan, organize and implement recreational events such as feeder school inservices and the school's intramural program. They will also learn how to promote the value of physical fitness and personal well-being as well as developing their own physical fitness plans. This course is open to both Grade 11 and Grade 12 students. An interview with the instructor is required for entrance into this course.

**Ministry Prerequisite: None**

**Diploma Area: Elective/Health and Physical Education**

### **Exercise Science, Grade 12, University Preparation**

**PSE4U**

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 sports, and the factors that influence an individual's participation in physical activity. The course prepares students for university programs in physical education, kinesiology, recreation, and sports administration.

**Ministry Prerequisite:** Any Gr. 11 University Science, or PPL30 or PPL40

**Diploma Area:** Elective

## **RELIGIOUS EDUCATION**

Our basic objective in Religious Education is the formation of mature, aware, committed, witnessing men and women. Throughout the courses of study, emphasis will be given to the Sacraments, Prayer, Scripture and Christian love as primary means in the lives of Christians for discovering Christ in His message of conversion. Within the school the opportunity exists to become part of a faith community through prayer, Mass and works of charity. Retreats will be offered to students so that both staff and students can experience Jesus in a more personal way. Special assemblies, sometimes at grade levels, will be held throughout the year in order that students be exposed to notable Christian witnesses. Religion courses for credit are offered from Grade 9 through to Grade 12.

### **World Religions: Beliefs and Daily Life, Grade 11, Open**

**HRF30**

This course introduces students to the range and diversity of world religions, and examines how systems of belief affect individual lives and social relationships. Students will learn about a variety of religious beliefs, teachings, traditions, and practices. The course also helps students to develop skills used in researching and investigating topics related to world religions.

**Ministry Prerequisite:** None

**Diploma Area:** Elective/Social Science

### **World Religions: Beliefs, Issues, and Religious Traditions, Grade 11, University/College Preparation**

**HRT3M**

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 and traditions 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.

**Ministry Prerequisite:** None

**Diploma Area:** Elective/ Social Science

### **Religious Studies, Grade 12, Open**

**HRE40**

The aim of this course is to provide students with an opportunity to attain and develop the information and skills which are necessary for living lives of Christian maturity rooted in the Catholic faith tradition.

**Ministry Prerequisite:** None

**Diploma Area:** Elective

**Philosophy: Questions & Theories,  
Grade 12, University Preparation**

**HZT4U**

This course addresses three (or more) of the main areas of philosophy: metaphysics, logic, epistemology, ethics, social and political philosophy, and aesthetics. Students will learn critical-thinking skills, the main ideas expressed by philosophers from a variety of the world's traditions, how to develop and explain their own philosophical ideas, and how to apply those ideas to contemporary social issues and personal experiences. The course will also help students refine skills used in researching and investigating topics in philosophy.

**Ministry Prerequisite: Any university or university/college preparation course in Canadian and World Studies, or English, or Social Sciences and Humanities.**

**Diploma Area: Elective**

## **SCIENCE**

**Environmental Science, Grade 11, Workplace Preparation**

**SVN3E**

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

**Ministry Prerequisite: Any Grade 9 Science**

**Diploma Area: Science**

**Biology, Grade 11, College Preparation**

**SBI3C**

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

**Ministry Prerequisite: SNC2P or SNC2D**

**Diploma Area: Elective/Science**

**Biology, Grade 11, University Preparation**

**SBI3U**

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

**Ministry Prerequisite: SNC2D**

**Diploma Area: Elective/Science**

### **Chemistry, Grade 11, University Preparation**

**SCH3U**

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

**Ministry Prerequisite:** SNC2D

**Diploma Area:** Elective/Science

### **Environmental Science, Grade 11, University/College Preparation**

**SVN3M**

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.

**Ministry Prerequisite:** SNC2P or SNC2D

**Diploma Area:** Elective/Science

### **Physics, Grade 11, University Preparation**

**SPH3U**

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

**Ministry Prerequisite:** SNC2D

**Diploma Area:** Elective/Science

### **Chemistry, Grade 12, College Preparation**

**SCH4C**

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

**Ministry Prerequisite:** SNC2D or SNC2P

**Diploma Area:** Elective/Science

### **Physics, Grade 12, College Preparation**

**SPH4C**

This course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnet, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment.

**Ministry Prerequisite:** SNC2D or SNC2P

**Diploma Area:** Elective/Science

### **Biology, Grade 12, University Preparation**

**SBI4U**

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics.

Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.

**Ministry Prerequisite:** SBI3U

**Diploma Area:** Elective

### **Chemistry, Grade 12, University Preparation**

**SCH4U**

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

**Ministry Prerequisite:** SCH3U

**Diploma Area:** Elective

### **Physics, Grade 12, University Preparation**

**SPH4U**

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

**Ministry Prerequisite:** SPH3U

**Diploma Area:** Elective

## **SOCIAL SCIENCES/ HUMANITIES and CANADIAN/ WORLD STUDIES**

Please note that a number of courses are available in these disciplines to both Grade 11 and 12 students regardless of the code which denotes the year. Students should review the prerequisites carefully.

### **American History, Grade 11, University Preparation**

**CHA3U**

This course traces the social, economic, and political development of the United States from colonial times to the present. Students will examine issues of diversity, identity, and culture that have influenced the country's social and political formation and will consider the implications of its expansion into a global superpower. Students will use critical-thinking and communication skills to determine causal relationships, evaluate multiple perspectives, and present their own points of view.

**Ministry Prerequisite:** CHC2P or CHC2D

**Diploma Area:** Elective/Canadian and World Studies

### **Fashion and Creative Expression, Grade 11, Open**

**HNC30**

This course explores what clothing communicates about the wearer and how it becomes a creative and entrepreneurial outlet through the design and production processes. Students will learn, through practical experiences, about the nature of fashion design; the characteristics of fibers and fabrics; the construction, production, and marketing of clothing; and how to plan and care for a wardrobe that is appropriate for an individual's appearance, activities, employment, and lifestyle. Students will develop research skills as they explore the evolution of fashion and its relationship to society, culture, and individual psychology.

**Ministry Prerequisite: None**

**Diploma Area: Elective/Social Science, Humanities**

### **Parenting, Grade 11, Open**

**HPC30**

This course focuses on the skills and knowledge needed to promote the positive and healthy nurturing of children, with particular emphasis on the critical importance of the early years to human development. Students will learn how to meet the developmental needs of your children, communicate and discipline effectively, and guide early behaviour. They will have practical experiences with infants, toddlers, and preschoolers, and will learn skills in researching and investigating questions relating to parenting.

**Ministry Prerequisite: None**

**Diploma Area: Elective/Social Science, Humanities**

### **Introduction to Anthropology, Psychology, and Sociology, Grade 11, University/College**

**HSP3M**

This course introduces the theories, questions, and issues that are the major concerns of anthropology, psychology, and sociology. Students will develop an understanding of the way social scientists approach the topics they study and the research methods they employ. Students will be given opportunities to explore theories from a variety of perspectives and to become familiar with current thinking on a range of issues that have captured the interest of classical and contemporary social scientists in the three disciplines.

**Ministry Prerequisite: None**

**Diploma Area: Elective/Social Science, Humanities**

### **Understanding Canadian Law, Grade 11, University/College Preparation**

**CLU3M**

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

**Ministry Prerequisite: CHC2D or CHC2P**

**Diploma Area: Elective/Canadian and World Studies**

## **Travel & Tourism: A Regional Geography Perspective**

**CGG30**

### **Grade 11, Open**

This course focuses on travel and tourism as a vehicle for the study of selected world regions. Using variety of geotechnologies and inquiry and communication methods, students will conduct and present case studies that develop their understanding of the unique characteristics of selected world regions; the environmental, cultural, economic, and political factors that influence travel and tourism; and the impact of the travel industry on communities and environments around the world.

**Ministry Prerequisite: CGC1P or CGC1D**

**Diploma Area: Elective/Canadian and World Studies**

This course will also be offered via E-Learning. It will be taught and administered by a teaching staff member from Holy Trinity C.S.S.

To be successful in E-Learning, students must be prepared to assume an independent work model under the direction of their E-Learning teacher.

Students wishing to select this course should indicate **CGG30V** in one space on their course selection sheet. During the student timetabling process which takes place in May and June, students wishing to enrol in E Learning courses will be asked to visit the Guidance Department to obtain a Student Handbook for E Learning. Students will be requested to provide an e-mail address and a current phone number to complete registration. E-learning students will be required to attend one face-to-face orientation session at their home-school. Students may also need to attend their home-school to complete final exams

## **The Environment & Resource Management**

### **Grade 12, University/College**

**CGR4MV**

This course investigates the complexity and fragility of ecosystems and the pressures human activities place on them. Students will examine ecological processes, the principles of sustainability, and strategies for resource management, with a focus on the challenges of environmental degradation and resource depletion. Students will use geotechnologies and skills of geographic inquiry to explain and evaluate various approaches to achieving a more sustainable relationship between people and their environment.

**Ministry Prerequisite: Any university, university/college, or college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities.**

#### **Diploma Area: Elective**

This course will be offered via E-Learning. It will be taught and administered by a teaching staff member from Holy Cross C.S.S.

To be successful in E-Learning, students must be prepared to assume an independent work model under the direction of their E-Learning teacher.

Students wishing to select this course should indicate **CGR4MV** in one space on their course selection sheet. During the student timetabling process which takes place in May and June, students wishing to enrol in E Learning courses will be asked to visit the Guidance Department to obtain a Student Handbook for E Learning. Students will be requested to provide an e-mail address and a current phone number to complete registration. E-learning students will be required to attend one face-to-face orientation session at their home-school. Students may also need to attend their home-school to complete final exams

## **Analysing Current Economic Issues**

**CIA4U**

### **Grade 12, University Preparation**

This course explores the choices that individuals and societies make about the use of resources in a competitive global economy. Students will use economic concepts and models, as well as methods of economic inquiry, to analyse current economic issues and make informed economic choices based on their analysis.

**Ministry Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities**

#### **Diploma Area: Elective**

This course will also be offered via E-Learning. It will be taught and administered by a teaching staff member from St. Peter C.S.S.

To be successful in E-Learning, students must be prepared to assume an independent work model under the direction of their E-Learning teacher.

Students wishing to select this course should indicate **CIA4UV** in one space on their course selection sheet. During the student timetabling process which takes place in May and June, students wishing to enrol in E Learning courses will be asked to visit the Guidance Department to obtain a Student Handbook for E Learning. Students will be requested to provide an e-mail address and a current phone number to complete registration. E-learning students will be required to attend one face-to-face orientation session at their home-school. Students may also need to attend their home-school to complete final exams

## **Canadian and World Issues: A Geographic Analysis Grade 12, University Preparation**

**CGW4U**

This course draws on geographic concepts, skills, methods, and technologies to analyse significant issues facing Canadians as citizens of an interdependent world. Students will examine the challenges of creating a sustainable and equitable future through the study of a range of topics, including economic interdependence, geopolitical conflict, regional disparities in the ability to meet basic human needs, and protection of the planet's life-support systems.

**Ministry Prerequisite:** Any university or university/college preparation course in Canadian and World Studies, or English, or Social Sciences and Humanities.

**Diploma Area:** Elective

## **The Fashion Industry, Grade 12, Open**

**HNB4O**

This course provides a historical perspective on fashion and design, exploring the origins, influence, and importance of fashion as an expression of national, cultural, religious, and personal identity. Students will learn about the many facets of the Canadian fashion industry, including both large-scale and small entrepreneurial enterprises, and its worldwide links, as well as gaining practical experience in garment design, production, and care. This course also refines students' skills used in researching and investigating various aspects of the fashion industry.

**Ministry Prerequisite:** None

**Diploma Area:** Elective/Social Science, Humanities

## **Individuals & Families in a Diverse Society, Grade 12, University/College Preparation**

**HHS4M**

This course applies current theories and research from the disciplines of anthropology, psychology, and sociology to the study of individual development, family behaviour, intimate and parent-child relationships, and the ways in which families interact within the diverse Canadian society. Students will learn the interpersonal skills required to contribute to the well-being of families, and the investigative skills required to conduct and evaluate research about individuals and families.

**Ministry Prerequisite:** Any university, university/college, or college preparation course in Canadian and World Studies, or English, or Social Sciences and Humanities.

**Diploma Area:** Elective

## **World History: The West and the World, Grade 12, University Preparation**

**CHY4U**

This course investigates the major trends in Western civilization and world history from the sixteenth century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political, and economic systems. They will use critical-thinking and communication skills to investigate the historical roots of contemporary issues and present their conclusions.

**Ministry Prerequisite:** Any university, university/college preparation course in Canadian and World Studies, or English, or Social Sciences and Humanities.

**Diploma Area:** Elective

**Canadian & International Law,  
Grade 12, University Preparation**

**CLN4U**

This course explores elements of Canadian law and the role of law in social, political, and global contexts. Students will study the historical and philosophical sources of law and the principles and practices of international law and will learn to relate them to issues in Canadian society and the wider world. Students will use critical-thinking and communication skills to analyse legal issues, conduct independent research, and present the results of their inquiries in a variety of ways.

**Ministry Prerequisite: Any university or university/college preparation course in Canadian and World Studies, or English, or Social Sciences and Humanities.**

**Diploma Area: Elective**

## **TECHNOLOGICAL EDUCATION**

**Communications Technology: Broadcast & Print Production**

**TGJ30**

**Grade 11, Open**

This course enables students to develop knowledge and skills in the areas of graphic communication, printing and publishing, audio and video production, and broadcast journalism. Students will work both independently and as part of a production team to design and produce media products in a project-driven environment. Practical projects may include the making of signs, yearbooks, video and/or audio productions, newscasts, and documentaries. Students will also develop an awareness of related environmental and societal issues and explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.

**Ministry Prerequisite: None**

**Diploma Area: Elective/Technology**

**Communications Technology,  
Grade 11, University/College Preparation**

**TGJ3M**

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

**Ministry Prerequisite: None**

**Diploma Area: Elective/Technology**

**Communications Technology: Digital Imagery & Web Design**

**TGJ4O**

**Grade 12, Open**

This course enables students to develop knowledge and skills in the areas of photography, digital imaging, animation, 3D modelling, and web design. Students will work both independently and as part of a production team to design and produce media products in a project-driven environment. Practical projects may include photo galleries, digital images, animations, 3D models, and websites. Students will also expand their awareness of environmental and societal issues related to communications technology and explore postsecondary education, training, and career opportunities.

**Ministry Prerequisite: TGJ3O**

**Diploma Area: Elective/Technology**

## **Communications Technology, Grade 12, University/College Preparation**

**TGJ4M**

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology and will investigate career opportunities and challenges in a rapidly changing technological environment.

**Ministry Prerequisite:** TGJ3M

**Diploma Area:** Elective/Technology

## **Construction Technology, Grade 11, Workplace Preparation**

**TCJ3E**

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

**Ministry Prerequisite:** None

**Diploma Area:** Elective/Technology

## **Construction Engineering Technology**

**TCJ3C**

### **Grade 11, College Preparation**

This course focuses on the development of knowledge and skills related to residential construction. Students will gain hands on-experience using a variety of construction materials, processes, tools, and equipment; learn about building design and planning construction projects; create and interpret working drawings and sections; and learn how the Ontario Building Code and other regulations and standards apply to construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and explore career opportunities in the field.

**Ministry Prerequisite:** None

**Diploma Area:** Elective/Technology

## **Construction Technology, Grade 12, Workplace Preparation**

**TCJ4E**

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

**Ministry Prerequisite:** TCJ3E

**Diploma Area:** Elective/Technology

## **Construction Engineering Technology**

**TCJ4C**

### **Grade 12, College Preparation**

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

**Ministry Prerequisite:** TCJ3C

**Diploma Area:** Elective/Technology

## **Hospitality and Tourism, Grade 11, Workplace Preparation**

**TFJ3E**

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

**Ministry Prerequisite:** None

**Diploma Area:** Elective/Technology

## **Hospitality and Tourism, Grade 11, College Preparation**

**TFJ3C**

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

**Ministry Prerequisite:** None

**Diploma Area:** Elective/Technology

## **Hospitality & Tourism, Grade 12, Workplace Preparation**

**TFJ4E**

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

**Ministry Prerequisite:** TFH3E

**Diploma Area:** Elective/Technology

## **Hospitality and Tourism, Grade 12, College Preparation**

**TFJ4C**

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

**Ministry Prerequisite:** TFJ3C

**Diploma Area: Elective/Technology**

**Transportation Technology , Grade 11, College Preparation TTJ3C**

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

**Ministry Prerequisite: None**

**Diploma Area: Elective/Technology**

**Transportation Technology, Grade 12, College Preparation TTJ4C**

This course enables students to further develop technical knowledge and skills as they study, test, service, and repair engine management systems; power trains; steering/control, suspension, brake, and body systems on vehicles, aircraft, and/or watercraft; and/or small-engine products. Students will refine communication and teamwork skills through practical tasks, using a variety of tools and equipment.

Students will expand their awareness of environmental and societal issues related to transportation and their knowledge of apprenticeship and college programs leading to careers in the transportation industry.

**Ministry Prerequisite: None**

**Diploma Area: Elective/Technology**

**Transportation Technology: Vehicle Maintenance TTJ4E  
Grade 12, Workplace Preparation**

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

**Ministry Prerequisite: None**

**Diploma Area: Elective/Technology**

**Hairstyling & Aesthetics, Grade 11, Workplace Preparation TXJ3E**

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 will 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 will also consider environmental and societal issues related to the industry, and will acquire a more detailed knowledge of apprenticeships and direct-entry work positions.

Please note: This course is also open to Grade 12 students.

**Ministry Prerequisite: None**

**Diploma Area: Elective/Technology**

## VISUAL & PERFORMING ARTS

### **Drama, Grade 11, Open**

**ADA30**

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 of dramatic works.

**Ministry Prerequisite: None**

**Diploma Area: Elective/Arts**

### **Drama, Grade 11, University/College Preparation**

**ADA3M**

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.

**Ministry Prerequisite: ADA10 or ADA20**

**Diploma Area: Elective/Arts**

### **Drama, Grade 12, Workplace Preparation**

**ADA4E**

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.

**Ministry Prerequisite: ADA3M or ADA3O**

**Diploma Area: Elective/Arts**

### **Drama, Grade 12, University/College Preparation**

**ADA4M**

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.

**Ministry Prerequisite: ADA3M**

**Diploma Area: Elective/Arts**

### **Music, Grade 11, Open**

**AMU30**

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. Students will use voice as the performance medium.

**Ministry Prerequisite: None**

**Diploma Area: Elective/Arts**

### **Music, Grade 11, University/College Preparation**

**AMU3M**

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. Students will use voice as the performance medium.

**Ministry Prerequisite:** AMU10 or AMU20

**Diploma Area:** Elective/Arts

### **Music, Grade 12, Workplace Preparation**

**AMU4E**

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.

**Ministry Prerequisite:** AMU3O

**Diploma Area:** Elective/Arts

### **Music, Grade 12, University/College Preparation**

**AMU4M**

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.

**Ministry Prerequisite:** AMU3M

**Diploma Area:** Elective

### **Visual Arts, Grade 11, Open**

**AVI3O**

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.

**Ministry Prerequisite:** None

**Diploma Area:** Elective/Arts

### **Visual Arts, Grade 11, University/College Preparation**

**AVI3M**

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).

**Ministry Prerequisite:** AVI10 or AVI20

**Diploma Area:** Elective/Arts

### **Visual Arts, Grade 12, Workplace**

**AVI4E**

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.

**Ministry Prerequisite: AVI3O**

**Diploma Area: Elective/Arts**

### **Visual Arts, Grade 12, University/College Preparation**

**AVI4M**

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..

**Ministry Prerequisite: AVI3M**

**Diploma Area: Elective/Arts**

## **SPECIALIZED PROGRAMS / INTERDISCIPLINARY STUDIES**

### **Interdisciplinary Studies: Film Industry**

**IDC3OM**

This course will trace the development of a film from concept to release, and examine all the aspects of the endeavor from the creative to the business side. Topics to be covered will include the art, marketing, production, economics, distribution, technology and history of film. We will also examine how society is reflected and influenced by popular film. Students will be expected to take part in the production of a short film, explore the career possibilities in one area of the film industry, write a detailed film review and a film essay.

**Ministry Prerequisite: None**

**Diploma Area: Elective**

### **Interdisciplinary Studies, Grade 12, University**

**IDC4UV**

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 to 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.

**Ministry Prerequisite: Any university or university/college preparation course.**

**Diploma Area: Elective**

This course will be offered via E-Learning. It will be taught and administered by a teaching staff member from St Thomas Aquinas C.S.S.

To be successful in E-Learning, students must be prepared to assume an independent work model under the direction of their E-Learning teacher.

Students wishing to select this course should indicate **IDC4UV** in one space on their course selection sheet. During the student timetabling process which takes place in May and June, students wishing to enrol in E Learning courses will be asked to visit the Guidance Department to obtain a Student Handbook for E Learning. Students will be requested to provide an e-mail address and a current phone

number to complete registration. E-learning students will be required to attend one face-to-face orientation session at their home-school. Students may also need to attend their home-school to complete final exams

### **Yearbook Publication**

**TGJ3MP, IDC30**

In this 2-credit program, students design, prepare, and publish the annual school Yearbook. Good fluency and writing ability in English are recommended. Additional skills such as photography and typing are most useful. Practical experience in creative writing, journalism, lay-out, marketing, and advertising will be obtained. The publications studied will be relevant to the process of creating the Yearbook. Some extra-curricular involvement is required. This course will span both semesters. The first credit will be granted in the Communication Technology area the second in Interdisciplinary Studies. Students will be interviewed by the instructor(s) to ensure that they are committed to a full year course, have the necessary skills for team / project work, and to clarify accountability issues in the production of a public product. Students may apply for this course by indicating both of the codes noted above on their option sheet. The Communication Technology code will be changed to reflect each individual student's previous experience in the subject area.

**Ministry Prerequisite: None**

**Diploma Area: Elective**

### **Early Childhood Education Dual Credit Cooperative Education Program**

Holy Cross C.S.S., in partnership Fleming College, will be offering Early Childhood Education as a Dual Credit opportunity for the academic year 2011/2012.

This program involves the completion of **EDUC 84** with a Fleming College instructor along with two Cooperative Education credits through Holy Cross C.S.S. The college portion of this program consists of 45 hours of instruction typically spread out over 15 weeks for three hours each week. This will take place at both Fleming College, Brealey Campus and at Holy Cross C.S.S. Students will be bussed to Fleming at no charge to families.

Students complete two Coop credits in placements related to Early Childhood Education complementing their Fleming experience for a total of three credits from the program.

The following is the course description for **EDUC 84**:

### **Early Childhood Education**

**EDUC 84**

This course will provide the student with an understanding of the accepted theoretical approaches to childhood development and the normal patterns of growth and development from conception through to middle childhood. Students will be prepared to observe and assess child behaviours for the purpose of documentation.

At the time of publication, it is unknown in which semester this program will take place. As well, it is subject to sufficient enrollment. Students wishing to register for this program must indicate COPEC in two spaces on their course selection sheet.

## Ontario Youth Apprenticeship Program (OYAP)

Opportunities for skilled trade apprenticeships are available through this program.

### Two types of OYAP exist:

One program is a unique combination of “Trade School Training” at a local community college and a high school cooperative education work placement. Students are registered as non-paid apprentices and attend the college two days a week to earn Basic Part 1 of their trade qualifications. The remainder of the week is spent at a work placement with an employer earning 3 to 4 high school credits and hours toward their apprenticeship requirements. This is a full-day program taking place only in the second semester. Positions in this program are limited and available to graduating students in Grade 12. Following a rigorous application process, candidates demonstrating the required competencies, including good marks in Math, Science, English and Technological Studies, will be selected for entry into the program by a panel of interviewers including people from the college and industry.

- The skilled trades offered in this program in 2011/2012 at *Fleming College, Peterborough* will be **General Carpenter, Cook/Chef.**
- **Construction Craft Worker** will be offered by the Union Local located in Cobourg.

There may be other OYAP opportunities for our students made available by special arrangement through *Durham College, Oshawa* in 2011-2012. Possibilities include: **Automotive Service Technician, Precision Machinist, Early Childhood Education, Electrician, Hair Stylist, Developmental Service Worker, Plumbing, and Welding.**

All of the above offerings are subject to change depending upon funding and decisions made by the Ministry of Training Colleges and Universities. The cost of the college-based training is absorbed by the Ministry. Be aware however that transportation to and from the College and the workplace is the student’s responsibility.

A second form of OYAP participation is possible for any student who displays a significant aptitude towards an apprenticeable trade while in a cooperative education placement. In this instance, the employer may be prepared to register the student as an apprentice. The student will have a Personalized Learning Plan developed that is based on the training standards for the trade. This would enable the student to begin immediately to work toward completion of the Apprenticeship Training Standards for that trade and, hopefully, to continue as a paid apprentice at that workplace following the completion of the coop placement. **Please note:** Employers are not required to pay apprentices who are concurrently earning secondary school credits. The student will also earn two secondary school credits. A student in this OYAP program can participate in most apprenticeable trades. Some restrictions exist.

- Students interested in either program should contact the Guidance or Coop Office.
- Both programs are subject to sufficient enrollment, staffing and funding.

## Militia Reserve Cooperative Education Program

This program is available to applicants 16 years old or older wishing to consider a military career. A three-credit program based out of the Peterborough Armouries, Militia Coop will take place in the second semester and involves time beyond the end of the regular school day working with the members of the *Hastings and Prince Edward Regiment* of the Canadian Armed Forces. Students who successfully complete the program may be offered the opportunity to remain in the Canadian Armed Forces Reserve as members of the Regiment. Program availability depends upon funding from the Canadian Armed Forces. The application process is lengthy and includes physical fitness and aptitude tests. Interested students should contact the Guidance or Coop Office.

# HOLY CROSS CATHOLIC SECONDARY SCHOOL

## PLANNING CHART - 4 YEAR PROGRAM

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
1.	Religion	Religion	Religion	Religion
2.	English	English	English	English
3.	Mathematics	Mathematics	Mathematics	
4.	Science	Science	_____	
5.	Geography	History	_____	
6.	French	Civics/Careers	_____	
7.	_____	_____	_____	
8.	_____	_____	_____	

REQUIRED COURSES	COMPULSORY COURSES
<p>4 Religion - one each year between grades 9 and 12</p>	<p>4 English (1 credit per grade)            3 Mathematics (at least 1 credit in Grade 11 or 12)            2 Science            1 French as a Second Language            1 Canadian Geography            1 Canadian History            1 Physical and Health Education            1 Arts            1 Civics and Career Studies            -1 additional credit selected from English, French, a Native Language, Native Studies, a Classical Language, an International Language, a Social Sciences and Humanities, a Canadian and World Studies, Guidance and Career Education, or Cooperative Education*            -1 additional credit selected from Health and Physical Education, Business Studies, the Arts (Music, Art, Drama) or Cooperative Education*            -1 additional credit selected from Science (Grade 11 or 12), Technological Education (Grades 9 to 12), Computer Studies or Cooperative Education *</p>
<p><b>ELECTIVE COURSES</b></p> <p>8 credits - students select their elective courses from year to year</p>	

*\*A maximum of 2 credits in Cooperative Education can count as compulsory credits.*

**TOTAL = 30 credits**

**SAMPLE PATHWAYS FOR O.S.S.D. REQUIREMENTS  
CHOICES TO SUPPORT SUCCESS**

**LOCALLY DEVELOPED/WORKPLACE/APPRENTICESHIP**

Grade 9		Grade 10		Grade 11		Grade 12	
Religion	HRE10	Religion	HRE20	Religion	HRF30	Religion	HRE40
English	ENG1L	English	ENG2L	English	ENG3E	English	ENG4E
Math	MAT1L	Math	MAT2L	Math	MEL3E		
Science	SNC1L	History	CHC2L	Science	SVN3E		
Geography	(Subs. Cr.)	Civics /Careers	CHV20 /GLC20				
French	(Subs. Cr.)						

**APPLIED/COLLEGE/APPRENTICESHIP**

Grade 9		Grade 10		Grade 11		Grade 12	
Religion	HRE10	Religion	HRE20	Religion	HRT3M HRF30	Religion	HRE40
English	ENG1P	English	ENG2P	English	ENG3C	English	ENG4C
Math	MFM1P	Math	MFM2P	Math	MEL3E MBF3C		
Science	SNC1P	Science	SNC2P				
Geography	CGC1P	History	CHC2P				
French	FSF1P	Civics /Careers	CHV20 /GLC20				

**ACADEMIC/UNIVERSITY/COLLEGE/APPRENTICESHIP**

Grade 9		Grade 10		Grade 11		Grade 12	
Religion	HRE10	Religion	HRE20	Religion	HRT3M	Religion	HZT4U
English	ENG1D	English	ENG2D	English	ENG3U	English	ENG4U
Math	MDM1D	Math	MDM2D	Math	MCF3M MCR3U		
Science	SNC1D	Science	SNC2D				
Geography	CGC1D	History	CHC2D				
French	FSF1D	Civics / Careers	CHV20				

# SO, WHAT ARE YOU DOING AFTER HIGH SCHOOL?

## IT'S YOUR FUTURE. TAKE CHARGE!!

To help you in choosing your Post Secondary Destination, please be reminded you can consult a number of resources:

- ▶ **Book 4 - Plan Your Education** (completed in your Grade 10 Career class and stored in the Guidance Office.)
- ▶ [www.careercruising.com](http://www.careercruising.com) - site has an interest questionnaire along with school/program information and specific career information. User name is holycross. Password is bell.
- ▶ [www.schoolfinder.com](http://www.schoolfinder.com) - site is a guide to schools, scholarships and careers.
- ▶ [www.ocas.on.ca](http://www.ocas.on.ca) - site has information on Ontario's Community Colleges, their programs and links to the Colleges themselves.
- ▶ [www.ouac.on.ca](http://www.ouac.on.ca) - site has information on Ontario's universities, the application process, etc.
- ▶ [www.pennybissett.com](http://www.pennybissett.com) - educational options beyond, ie. Australia, England, Ireland, Scotland, U.S.
- ▶ <http://osca.ouac.on.ca/studres.htm> - links to Colleges, Universities, career development & resume tips.
- ▶ [www.skilledtrades.ca](http://www.skilledtrades.ca) - site on Apprenticeship programs or Call 1-888-JobGrow
- ▶ [www.red-seal.ca](http://www.red-seal.ca) - provides greater mobility across Canada for skilled workers - info on apprenticeship & trades.
- ▶ [www.studentawards.com](http://www.studentawards.com) & [www.scholarshipscanada.com](http://www.scholarshipscanada.com) - access to thousands of scholarships, bursaries, fellowships, grants & other financial awards.
- ▶ [www.gotocollege.ca](http://www.gotocollege.ca) - site has been designed to assist students and parents with information and provides links to institutional websites.
- ▶ [www.osap.gov.on.ca](http://www.osap.gov.on.ca) - student loans, Millennium bursaries, on-line application & program & school selection advice.
- ▶ [www.ocutg.on.ca](http://www.ocutg.on.ca) - transferring from College program to University, program/agreements search.
- ▶ [www.jobfutures.ca](http://www.jobfutures.ca) - designed to help make informed educational, employment & career decisions.
- ▶ [www.canlearn.ca](http://www.canlearn.ca) - information about planning & paying for your education.
- ▶ [www.myfuture.ca](http://www.myfuture.ca) - government sponsored - post secondary career decisions
- ▶ [www.youth.gc.ca](http://www.youth.gc.ca) - Youth Canada (education, employment & more)
- ▶ [www.trainyourbrain.ca](http://www.trainyourbrain.ca) - value of liberal arts & sciences)
- ▶ [www.millenniumsolarships.ca](http://www.millenniumsolarships.ca) - Millennium Scholarships
- ▶ [www.scholarships-bourses-ca.org](http://www.scholarships-bourses-ca.org) - Canadian & International Scholarships
- ▶ [www.ammsa.com/ammsabursary.html](http://www.ammsa.com/ammsabursary.html) - Aboriginal Scholarships/Bursary Guide

Computers are available for student use in the Guidance Department. The Guidance Department also has hard copies of College and University calendars and guidelines etc. available for loan. Information is also on hand for apprenticeship opportunities and school-to-work programs.