

St. Paul Catholic Secondary School

Course Calendar 2011-2012

Scholarship

Stewardship



Discipleship

A small school makes a big difference

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Dear Students, Parents, Guardians and Members of the St. Paul Community:

Formal educational systems are designed to give people the skills and knowledge that they will need to become contributing members in an ever-changing society where dedication, teamwork and lifelong learning are critical. Our Catholic system has those educational goals while also asking that home, school and Church work together to ensure that teaching, learning and playing are all guided in every aspect by the values of Jesus Christ. As a result, along with the curriculum expectations, we teach students at St. Paul Catholic Secondary School the importance of blending their spiritual, academic and social lives.

In all courses at St. Paul, the Catholic Graduate Expectations are included in the curriculum planning and those expectations are reflected in our course outlines and daily activities. Whether in Science, Math, Physical Education, English...whatever the subject matter, our staff have the opportunity to speak to our students about their mission here on earth; that we are all stewards of the earth, called to nourish our souls, challenge our minds, expand our God-given talents, honor our bodies, and look beyond ourselves to the needs of each other, the school, community and world.

There are many courses available to students in a variety of subject areas and offered in various levels of study. Students have the opportunity therefore, to choose academic programming which will allow them to discover their own God-given strengths, talents and passions. Those courses will inevitably lead students to making wise, informed choices about their future career options while simultaneously preparing them for any future studies which will be required to lead them on their chosen pathway.

We feel confident that as you research the many options found within this Course Calendar that you will discover that St. Paul Catholic Secondary School will easily meet the needs of all students who are interested in preparing themselves for College, University, the Workplace or Apprenticeship in a faith-based environment filled with caring professionals.

We remain yours in Christ,

Lisa Gorrell, Principal

Carey Dewey, Vice-Principal





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

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS

The Graduate is expected to be:

A discerning believer formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living.

An effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.

A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.

A self-directed, responsible, lifelong learner who develops and demonstrates their God-given potential.

A collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.

A caring family member who attends to family, school, parish, and the wider community.

A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

ALGONQUIN LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD MISSION

We are a Catholic School System, called to work in partnership with home, parish and community, on our journey to understand and live the way of Jesus Christ.

We are committed to excellence in Catholic education and to lifelong learning, so that those with whom we journey may become caring and contributing citizens in a world of constant challenge.

ST. PAUL CATHOLIC SECONDARY SCHOOL GOALS

Our goal is to provide quality Catholic education in a Christian environment of common understanding and mutual respect. We are dedicated to assist our students:

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



ASSESSMENT & REPORTING

THE 4-YEAR PROGRAM

The Ministry of Education Diploma Requirements make it possible for any student in any pathway to achieve graduation in 4 years, however, students are not restricted to a 4-year program. Some students may decide to take 4 ½ or 5 years to complete graduation requirements, allowing them to

- Maintain breadth in their secondary school courses and to keep their options open
- Participate in workplace opportunities through co-op to investigate career options and enhance their employability skills
- Balance their rigorous academic program and prepare academically, socially, and financially for post-secondary education
- Enrich their high school experience by participating in extracurricular sports, clubs, and activities.

Any student wishing to extend their high school career beyond 4 years should be doing so in consultation with a guidance counsellor and in line with the St. Paul Course Load Policy (pg. 14).

THE SEMESTER SYSTEM

The school year is divided equally into two semesters:

Semester I: September - January

Semester II: February - June

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

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

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

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

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

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





ASSESSMENT & REPORTING

REPORTING AND COMMUNICATION WITH PARENTS

Progress will be reported to students and parents as follows:

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

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

THE PROVINCIAL REPORT CARD

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

THE ONTARIO STUDENT TRANSCRIPT

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

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

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

THE ONTARIO STUDENT RECORD

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



STUDENT SERVICES AND SUPPORT

GUIDANCE

The Guidance and Career Education Program is a vital and integral part of the secondary school program. Through the program, students will acquire the knowledge and skills that they need in order to learn effectively, to live and to work cooperatively and productively with a wide range of people, to set and pursue education and career goals, and to carry out their social responsibilities. These goals are outlined in the policy document entitled Choices Into Action: Guidance and Career Education Program Policy for Elementary and Secondary Schools. As stated in this document, the program is designed to help students:

- understand the concepts related to lifelong learning, interpersonal relationships and career planning.
- develop learning skills, social skills, a sense of social responsibility and the ability to formulate and pursue educational and career goals.
- apply this learning in their daily lives both at school and in the community.

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

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

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

PASTORAL CARE AND CHAPLAINCY

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

YOUTH WORKER

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

STUDENT SUCCESS

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

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

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

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





STUDENT SERVICES AND SUPPORT

SPECIAL EDUCATION

Special Education teachers provide support to exceptional students. Students may be identified as exceptional learners requiring enriched, accommodated or modified evaluations or programs. The Identification, Placement and Review Committee meets with parents once per year to review the placement and progress of these students. Students served in this way are often considered exceptional learners, but their needs can be met by the regular subject teacher(s) working in partnership with the Special Education teacher. Input from parents is welcomed and appreciated. Every student who is deemed to be exceptional by the Identification, Placement and Review Committee (IPRC) has an Individual Education Plan (IEP) designed for them. A copy of this IEP is available to parents.

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

Information regarding Special Education policies and the Special Education Parent Guide can be obtained through the Principal or the Board's Student Services Department.

Program Accommodations and Modifications

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

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

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

RESOURCE TEAM

In collaboration with classroom teachers, the Resource staff is responsible for the creation and maintenance of I.E.P.'s for the school's exceptional learners. They offer extra support to students with learning disabilities and their classroom teachers through the Resource Room setting and curriculum support. Resource teachers are responsible for tracking and meeting with exceptional students to monitor academic progress in each subject area and to consult with the Student Success Team regarding students who may require additional monitoring and academic coaching.

PEER MENTORS

The Peer Mentor Program has operated with tremendous success at St. Paul Catholic Secondary School for many years. It was designed to enable students to take rightful ownership of the social tone of the school community. Senior students are selected as peer mentors and volunteer their time and skills over the course of one or possibly two school years. Twelve students are selected to form the peer mentor team based on their leadership potential and their credibility with peers in the school. They receive training in strategies to mediate disputes and in effective communication and meet on a regular basis with a teacher advisor and school administration.

Within the school the peer mentors work to encourage positive social behaviours each day by engaging students in conversation who appear to need support, speaking to students who are acting inappropriately and providing an example of respectful, mature social interactions. The peer mentors pay particular attention to all students new to St. Paul including all Grade 9s and meet on a one to one basis with each student to ensure that all aspects of their high school experience are going well. The mentors meet with Grade 9 students assigned to them several times throughout the year and are sought out by the students to assist them with problems when needed.

Through peer mentorship, students are empowered to exercise their leadership in the school in a very important and meaningful way.



STUDENT SERVICES AND SUPPORT

LIBRARY

St. Paul actively promotes resource-based learning in which students use a wide range of print and non-print materials. The collection of more than 20,000 items may be accessed through the automated database. Computer work stations are available allowing students to either do research on the Internet or to utilize a variety of word processing programs. The library accommodates class visitations for instruction and project work, individual research, study and leisure reading.

INFORMATION TECHNOLOGY

St. Paul has three ergonomic up-to-date Windows computer labs complete with scanners and a printer. The school has its own T1 internet connection for quick information retrieval from the Internet. For presentations, students and staff have access to laptops, digital projectors, document scanners, and smartboards. Most rooms have built-in digital projectors and surround sound audio.

Integrating technology into the curriculum is a high priority at St Paul. We have many subject specific and some industry standard software packages, including geographical information systems (Arcview GIS), statistics (Fathom), geometry, chemistry, and mind-mapping software. There is ongoing staff development on using computers in the curriculum and staff tasked with helping students and staff use technology effectively throughout the curriculum.

St Paul is also using technology to meet the needs of learning disabled students. Our Resource Room has five computers dedicated to the needs of these students, including Kurzweil Reader, Text-to-Voice Conversion software, Dragon Naturally Speaking and prewriting software. Students are trained and supported to use this software throughout their studies at St Paul.

Information technology is also making a great impact on our small but vibrant technology department. We have digital and video cameras and PC and MAC editing equipment. Animation and web page design are taught using Flash and Dreamweaver. Our computer engineering students build and program electronic devices in a variety of programming environments including Java and C. Students use Autocad 2000 lite as they study technical design.

Students have access to computers before and after school and at lunch.

THE HOME ROOM PROGRAM

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

The goals of our home room program are as follows:

- to build the community of St. Paul,
- to foster school spirit, and
- to have fun.

SCHOOL ADVISORY COUNCIL

School Council provides an exciting way to contribute to the education of the students at St. Paul. Involvement in School Council gives parents the opportunity to strengthen the partnership among parents, students, teachers, principal, school boards, government and the community. All parents/guardians are automatic members of School Council and are invited to join this dedicated team.





SPECIAL PROGRAMS

RELIGIOUS EDUCATION

A Christian view of life permeates all subjects in Catholic schools. Education in religion is also taught as separate courses each year of secondary school. Every student at St. Paul Catholic Secondary School will participate in a Religious Education Program in each of 4 years of study. Religious Education credit courses shall be those prescribed by the Ontario Conference of Catholic Bishops in the document by the Institute for Catholic Education: Ontario Catholic Secondary Curriculum Policy Document: Religious Education (Revised 2006).

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

SKILLS TRAINING EDUCATION PROGRAM (STEP)

St. Paul offers an alternative learning situation for those students who have great difficulty in the regular school. This program is designed to help students stay in school and to complete their secondary education through a balance of academic credits, and work experience through cooperative education.

CREDIT RECOVERY PROGRAM

The Credit Recovery Program is designed for students who are most at risk of falling behind in their credit accumulation and leaving school without an Ontario Secondary School Diploma as a result. The program provides a student who has been unsuccessful in achieving a credit, by not demonstrating evidence of the required skills and knowledge, a second opportunity to meet grade level expectations to achieve the same credit. Eligibility of a student to participate in the program will be determined by the factors which impacted on the student's lack of success the first time through the credit, the student's program pathway, the student's overall academic achievement, and the principal's discretion.

EXTENDED FRENCH PROGRAM

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

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

E-LEARNING

One of the newest initiatives from the Ministry of Education is eLEARNING. Online learning, or eLearning, is the delivery of programs using the internet. It is a form of learning that is becoming more popular with secondary school students, post-secondary learning institutions and professional learning situations worldwide. Most students will encounter online learning at some point in their academic and/or career future.

Online learning provides a different learning experience for students. Online learning:

- allows students to learn in a more independent environment.
- enables students to learn in a more flexible learning environment.
- supports inquiry and project-based learning.
- increases their technology skill set for future learning.
- assists students in developing the skills needed for future education and/or work.

For more information, see the Guidance Department.

ALTERNATE YEAR COURSES

In order to improve the variety of courses students may choose to include in their programs, certain courses are offered every other year. Beginning in Grade 10, students should include these options in planning their course selections for the following years.

This coming year: 2011 - 2012

AWI 3M1	Fashion and Interior Design
CHA 3U1	American History
BAT 4M1	Principles of Financial Accounting
CGR 4M1	The Environment and Resource Management
CHY 4U1	World History: the West & the World
EWC 4U1	The Writer's Craft
ICS 3C1	Introduction to Computer Programming
ICS 4U1	Computer Science
TEJ 3M1	Computer Engineering Technology

The following year: 2012 - 2013

AWQ 3M1	Digital Art Photography
CHW 3M1	World History to the 16 th Century
CGW 4U1	Canadian and World Issues: A Geographic Analysis
CHI 4U1	Canada: History, Identity & Culture
CIA 4U1	Analyzing Current Economic Issues
ETS 4U1	Studies in Literature
ICS 3U1	Introduction to Computer Science
ICS 4C1	Computer Programming
TEJ 4M1	Computer Engineering Technology



SPECIAL PROGRAMS

LIFESKILLS PROGRAM

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

CO-OPERATIVE EDUCATION

Co-operative Education offers senior students the opportunity to gain practical, on-the-job experience while earning credits towards their Ontario Secondary School Diplomas. Whether their post-secondary destination be university, college, apprenticeship or immediate employment, students can use Co-op to explore possible careers. Co-operative Education develops in students the essential work-related knowledge, skills and attitudes that they will need regardless of their career path. A successful Co-op experience strengthens a student's resume and provides them with valuable employee references to accompany their post-secondary educational or work applications.

OYAP

Through the Ontario Youth Apprenticeship Program (OYAP), students can work towards a career in a skilled trade as a registered apprentice, and eventually as a certified skilled worker or journeyperson, while the students are still in high school. Students may register as apprentices and begin their formal apprenticeship training while they earn credits toward their diploma. The hours worked in an apprenticeship placement earn the student Co-operative Education credits as well as hours toward the number required for journeyperson status in the chosen trade. However, the registration of an apprentice is at the discretion of the employer, therefore apprenticeship cannot be guaranteed. Students may continue the apprenticeship after graduating from high school.

DUAL CREDIT PROGRAMS

Dual Credit programs are currently being implemented in the province under the School/College/Work Initiative (SCWI). A dual credit enables students to enroll in a course at a local community college as a temporary student while still enrolled as a secondary school student. Upon successful completion of the course, the student will receive credit from the community college and will be awarded a dual credit by the school. There is no college tuition fee for the course taken. See your guidance counselor for more details.

SPECIALIST HIGH SKILLS MAJOR

The Specialist High Skills Major (SHSM) allows students to focus on a career path that matches their individual skills and interests. Each major is a bundle of courses in a selected field, such as hospitality and tourism, or construction. Students who choose a major learn on the job with employers and at skills training centres, as well as in school. They can earn valuable industry certifications, including first aid and computer technology qualifications. Students also get "reach ahead" opportunities at colleges and/or universities. Students who complete a major can be confident that they leave high school prepared with the knowledge, skills, and industry-recognized qualifications desired by employers, and post-secondary education and training institutions. St. Paul offers a SHSM in Transportation. Students take 4 credits of Transportation and 2 Cooperative Education credits. Students interested in this program should contact the Guidance Department.





BOARD-WIDE PROGRAMS

EXTENDED FRENCH

Programs in Extended French are in place at St. Paul Catholic Secondary School, Trenton, Nicholson Catholic College, Belleville and Regiopolis-Notre Dame Catholic High School, Kingston.

FRENCH IMMERSION

French Immersion is offered at Regiopolis-Notre Dame Catholic High School in Kingston.

INTERNATIONAL BACCALAUREATE PROGRAMME

This academically challenging program is designed for highly motivated university-bound students. The website for the International Baccalaureate Organization contains information on the IB programs and university IB policies. It is available at www.ibo.org. The International Baccalaureate Programme is offered at Nicholson Catholic College, Belleville and Regiopolis-Notre Dame Kingston.

SPECIALIST HIGH SKILLS MAJOR

The following Specialized High Skills Major programs are available within the schools of the Algonquin Lakeshore Catholic District School Board.

St. Paul	Transportation
St. Theresa	Transportation Hospitality and Tourism Information & Communication Tech.
Nicholson	Transportation Health & Wellness Information & Communication Tech.
Holy Cross	Information & Communication Tech.
Regiopolis	Arts & Culture

SUMMER SCHOOL

Summer school courses are offered each year during the month of July. Improvement courses (55 hours of instruction), or transfer courses may be offered. Students register for summer school in late June. Summer school is offered at secondary schools in Trenton, Belleville and Kingston. Please contact your guidance counselor for more information.

INTERNATIONAL EDUCATION

The Algonquin and Lakeshore Catholic District School Board welcomes many international students into our secondary schools each year. These students come from Asia, Europe, Mexico and South America. Some come to improve their English or experience living in North America. Others plan to pursue Canadian post-secondary opportunities.

They stay with families in our community. By living among us, students learn about our culture, faith and values; these are lessons that we hope will have a life shaping influence which they can carry back to enrich their home communities. In turn, they share their culture, faith and values with the students of St. Paul. We hope that these influences will provide our students with a genuine understanding and appreciation for other cultures.

English as a Second Language (ESL) courses and student supports are provided as required for English Language Learners (ELL).



EXTRACURRICULAR PROGRAMS

EXTRACURRICULAR PROGRAMS

For a relatively small school, St. Paul offers a tremendous number of extra-curricular activities. All students are strongly encouraged to become involved and share their talents and explore new interests.

Academic Pursuits

- Mathletes
- Model UN General Assembly
- Queens Enrichment Programs

Athletic Pursuits

Co-ed

Intramural Activities
Badminton
Boxing Club
Cross-Country
Curling
Golf
Skiing
Swimming
Tennis
Track and Field
Wrestling

Athletic Pursuits

Men's and Women's

Baseball
Basketball
Hockey
Rugby
Soccer
Volleyball

Artistic Pursuits

- Choir
- Concert Band
- Coffee Houses
- Drama and Musical productions
- Glee Club
- Human Canvas
- Ink Society
- Jazz Band
- Radio Club
- Yearbook Club

Community and Social Justice Pursuits

- Cardboard City
- Comptek
- Crimestoppers
- Dominican Republic Experience
- Habitat for Humanity
- Just Falcons
- Pilgrimage
- Spinathon
- Travel Club

Student Leadership

- External Committee
- St. Paul Intramural Council Executive (SPICE)
- Little N.B.A.
- Peer Mediators
- Peer Mentoring
- Peer Tutoring
- Student Council





DIPLOMA INFORMATION

THE ONTARIO SECONDARY SCHOOL DIPLOMA

In order to earn the OSSD, a student must:

1. earn 30 credits, including 18 compulsory credits.
2. complete 40 hours of community involvement activities.
3. successfully complete the Ontario Secondary School Literacy test or course.

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

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

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

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

Secondary school students who transfer from one Ontario school to another will have their credits transferred to the new school. Students who enroll in this system from a school outside Ontario will have their previous records assessed through the Student Services Department. Final approval for previous credits is the responsibility of the Principal.

THE ONTARIO SECONDARY SCHOOL CERTIFICATE

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

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

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

THE CERTIFICATE OF ACCOMPLISHMENT

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school. The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For those students who have an IEP, a copy of the IEP may be included.

There are no compulsory credits required for this certificate. Students may earn the Certificate of Accomplishment without completing the 40 hours of community involvement or successfully completing the Ontario Secondary School Literacy Test.

SUBSTITUTIONS FOR COMPULSORY COURSES

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

COMMUNITY INVOLVEMENT ACTIVITIES

Students must complete a minimum of 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma (OSSD). The purpose of the community involvement



DIPLOMA INFORMATION

requirement is to encourage students to develop awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities. Students may complete the requirement at any time starting in grade 9 and finishing in their graduating year. Students, in collaboration with their parents, will decide how they will complete the community involvement requirement. Community involvement activities may take place in a variety of settings, including businesses, not-for-profit organizations, public sector institutions (including hospitals), and informal settings. Students may not fulfill the requirement through activities that are counted towards a credit (cooperative education and work experience, for example), through paid work, or by assuming duties normally performed by a paid employee. The requirement is to be completed outside normal instructional hours – that is, the activities will take place during lunch hours, after school, on weekends, or during school holidays.

Students will maintain and provide documentation of their community involvement activities. Copies of the Community Involvement Record are available in the Guidance office. A list of eligible and ineligible activities is provided on the back of the Record. Completion of activities must be confirmed on the Record by the organizations or persons supervising the activities. Upon completion of the 40-hour requirement, the Community Involvement Record must be submitted to the Principal by the student. The Record must identify the name of the person or organization receiving the service, the activity performed, the dates and hours, the signatures of the student and his or her parents, and a signed acknowledgement by the person (or a representative of the organization) involved. The Principal will decide whether the student has met the requirements of both the ministry and the board for these activities.

THE ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)

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

Accommodations

The necessary accommodations will be made to ensure that students who are receiving special education programs and services and who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the OSSLT. Students needing such accommodations may or may not have been formally identified as exceptional by an Identification, Placement, and Review Committee (IPRC). The accommodations made will be the same as those that are set out in the student's IEP and/or that are available

to the student in the course of his or her regular school work, including examinations and other forms of evaluation. While accommodations such as alternative forms of print and extra time are acceptable, the actual content of the OSSLT cannot be altered.

Deferrals

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

Exemptions

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

THE ONTARIO SECONDARY SCHOOL LITERACY COURSE (OSSLC)

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). To be eligible for the course, a student must have written and failed the OSSLT at least once. Policy requirements for taking the OSSLC are contained in the curriculum policy document *The Ontario Curriculum: English, The Ontario Secondary School Literacy Course (OSSLC), Grade 12, 2003*. Students who pass the course are considered to have met the literacy graduation requirement.

THE ADJUDICATION PROCESS

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





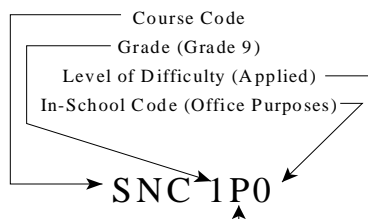
COURSE INFORMATION

COURSE DESCRIPTIONS

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

All courses of study are on file at the school. Upon request to the Principal, students and parents may examine course outlines at the school.

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



The fourth character indicates the grade.

- 1 = Grade 9
- 2 = Grade 10
- 3 = Grade 11
- 4 = Grade 12

The fifth character indicates the course type.

- C = College preparation (Grades 11 and 12)
- D = Academic (Grades 9 and 10)
- E = Workplace preparation (Grades 11 and 12)
- L = Locally Developed (Grades 9 and 10)
- M = University/College preparation (Grades 11 and 12)
- O = Open (Grades 9 to 12)
- P = Applied (Grades 9 and 10)
- U = University preparation (Grades 11 and 12)

COURSE LOAD

Students in Grades 9, 10 and 11 must carry a full course load, which is 4 credits per semester. Students in Grade 12 must carry a minimum of 3 courses per semester. Students entering Grade 12 who have not achieved 24 credits are not entitled to a spare unless he/she has met with a guidance counsellor and Administrator to outline an alternate, acceptable plan for meeting graduation requirements in a timely fashion. In cases where students desire to return for a fifth year, students will meet with an Administrator to review the academic rationale. Students returning for a 5th year must maintain a balanced load of 5 courses over the school year.

COURSE LEVELS OF DIFFICULTY

The level of a course refers to the specific demands of the material and its methods of presentation that differentiate it from other courses in that subject in that year. Within a subject area, courses will be offered requiring different levels of difficulty for successful completion. A student should choose a course requiring a level of aptitude best meeting his/her needs and interests in that particular subject, keeping in mind his/her previous achievement in that subject area and his/her proposed educational plans for the future.

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

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

REQUIRED COURSES

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

Grade 9

Religion
English
Mathematics
Science
Canadian Geography
French
2 electives*

Grade 10

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

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

Grade 11

Religion
English
Mathematics
5 electives*

Grade 12

Religion
English
4-6 electives*

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



COURSE INFORMATION

COURSE PREREQUISITES

A prerequisite course is a course that is deemed absolutely essential for the successful understanding and completion of a subsequent course. Prerequisite courses are established only by ministry curriculum policy documents and are identified in course descriptions. Requests for individual consideration where prerequisites are not met will be directed to the Principal. It is ultimately the responsibility of the student to ensure that the prerequisite courses are successfully completed before enrolling in the subsequent course.

COURSE FEES

Fees may be charged for some courses for consumable items (Visual Arts, Communications Technology) or for excursions which are part of the course (Phys. Ed.). No fees will be charged for texts; rather, a refundable book deposit is required. Students are expected to provide all other learning materials, including workbooks where required. Students may be required to provide their own transportation to and from Co-op placements.

COURSE CHANGES AND WITHDRAWALS

Students wishing to change a course must consult with a guidance counsellor. Course transfers are possible if made within the first two weeks of a semester but are dependent upon available space in the appropriate classes. Students must follow their established timetable in its entirety until any changes have been officially approved.

If a grade 12 student is carrying a full course load of 4 credits, he/she may withdraw from a course without that course showing on the Ontario Student Transcript, as long as this is completed within 5 days after the issue of the mid-term report. After that time, the course would be indicated by a "W" on the OST to indicate withdrawal from the course. The mark at the time of withdrawal would also be indicated on the student's transcript.

If a 5th year student desires a course change, then that change must be in keeping with the distinct academic plan which was reviewed in the spring prior to his/her return to secondary school in order to be considered.

RELIGIOUS EDUCATION

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

COURSES OFFERED THROUGH OTHER MEANS

The majority of students earn all of the necessary credits for the Ontario Secondary School Diploma through a regular day school program. Under certain circumstances a student may be granted permission to take an online course. This alternative is only applicable when:

- (1) the course is not offered all year in our day school program,
- (2) the course does not fit into the student's timetable,
- (3) the course is the last one needed for graduation,
- (4) the student maintains a full course load at day school and is passing all courses on his/her timetable.

Any credit earned outside of a regular day school program will be noted as such on the Ontario Student Transcript.

It is the student's responsibility to see that his/her guidance counsellor has updated grades available to submit to the Ontario Universities' Application Centre and/or the Ontario College Application Service and that final grades are submitted to his/her guidance counsellor by the end of the first week of June for graduation purposes.

PRIOR LEARNING ASSESSMENT RECOGNITION

Students may obtain credits towards the Ontario Secondary School Diploma (OSSD) for knowledge and skills that they have acquired outside of secondary school. This prior learning is assessed and evaluated to determine whether the student has met the provincial course expectations. Students may 'challenge' a specific course for credit if they can provide evidence indicating a likelihood of success.

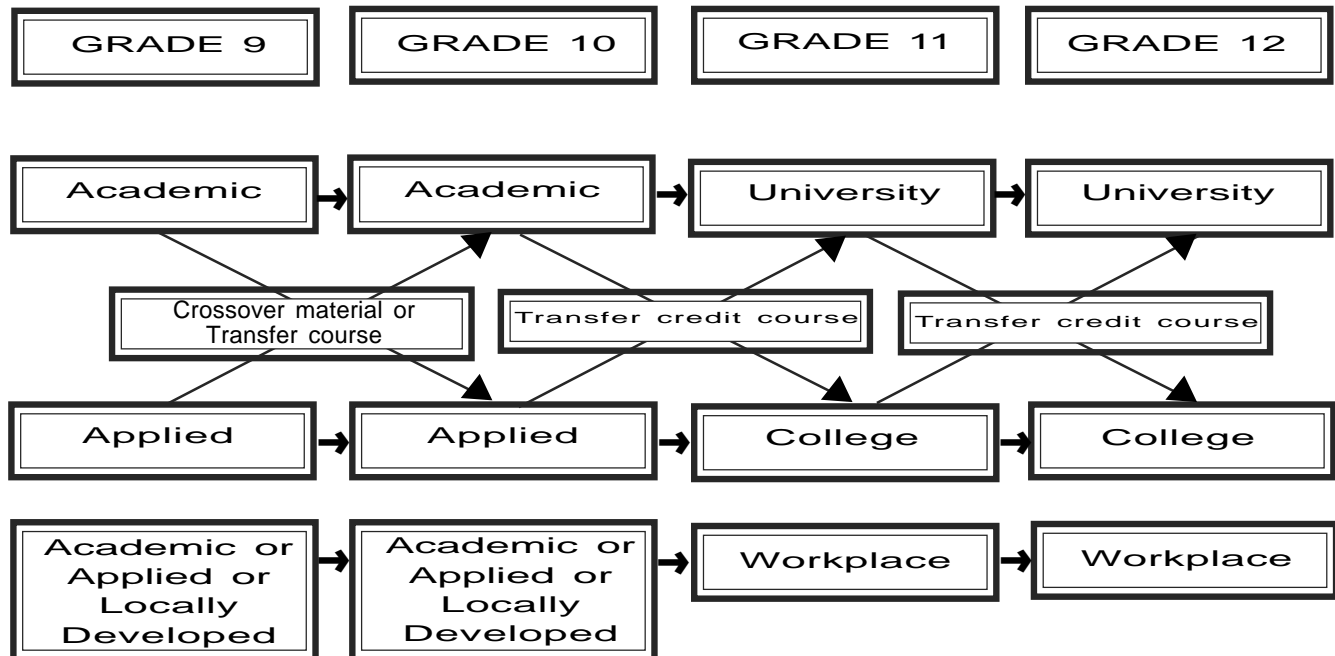
A student who believes that she or he possesses the full range of knowledge and skills for a course in the school course calendar should refer to the "Challenge for Credit" brochure for information. Brochures are located in the guidance office and are also available from your principal. The student should be prepared to provide reasonable evidence for success in the challenge process (eg., a portfolio, documentation of related course work, recommendation from a teacher, etc.). Further, the student will be required to demonstrate achievement of the course expectations through formal tests and other assessment strategies appropriate for the particular course. Students who are successful in the challenge assessment will receive a final percentage grade and a credit for the course.

Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario. See your guidance counselor for more details regarding PLAR.





COURSE INFORMATION



Academic Courses (D)

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

Applied Courses (P)

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

Open Courses (O)

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

University Preparation Courses (U)

These 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 concrete applications. Courses will emphasize the development of both independent research skills and independent learning skills. Students will also be required to demonstrate that they have developed these skills.

University/College Preparation Courses (M)

University/college preparation courses include content that is relevant for both university and college programs. These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs. Teaching and learning will emphasize both theoretical aspects and related concrete applications of the course content. Courses will emphasize the development of both independent research skills and independent learning skills. Students will also be required to demonstrate that they have developed these skills.

College Preparation Courses (C)

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. Courses will emphasize the development of both independent research skills and independent learning skills. Courses will also require students to demonstrate that they have developed these skills.



COURSE INFORMATION

Workplace Preparation Courses (E)

Workplace preparation courses are designed to equip students with the knowledge and skills they need for direct entry into the workplace or for admission to apprenticeship programs and other training programs offered in the community. Teaching and learning will emphasize workplace applications of the course content, but will also explore the theoretical material that underlies these practical applications. Courses will emphasize the development of generic employment skills, as well as independent research and learning skills. Students will be required to demonstrate that they developed these skills. Workplace preparation courses in particular should also promote and stress the importance of lifelong learning.

Locally Developed Courses (L)

Locally developed compulsory credit courses are intended for grade 9 and 10 students whose educational needs are not met by the academic or applied level courses. They prepare students for further study in English, Mathematics, and Science at the workplace level in grades 11 and 12. A student may count up to six locally developed courses in English, Math and Science as compulsory courses.

Alternative Courses (K)

Alternative courses, at the secondary school level, are non-credit courses. The course expectations in an alternative course are individualized for the student and generally focus on preparing the student for daily living. Alternative expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum. Examples of alternative programs include: speech remediation, social skills, orientation/mobility training, and personal care programs. For the vast majority of students, these programs would be given in addition to modified or regular grade-level expectations from the Ontario curriculum.

Crossover Material

Students who revise their educational and career goals and who wish to change from one course type in Grade 9 to the other in Grade 10 in the same subject may do so by completing crossover material. This crossover material (of up to 30 hours) is non-credit but will allow the student to demonstrate achievement of the learning expectations that are included in one Grade 9 course but not the other. This crossover material is to be completed by the student independently and may be done outside the regular school day or over the summer. Students work at their own pace without a teacher. Students may access the material directly from the Independent Learning Centre website at www.ilc.edu.gov.on.ca.

Transfer Courses

Students who revise their educational and career goals and who wish to change from one destination-related stream to another in the same subject between Grade 10 and 11 or between Grade 11 and 12 may do so by taking a transfer course. For example, the prerequisite for Grade 11 University preparation English is Grade 10 English at the Academic level. A student who has taken Grade 10 English at the Applied level but who decides to take the University preparation course in Grade 11 must take a transfer course. A transfer course is also required for students wishing to change from Grade 9 Math at the applied level to Grade 10 Math at the Academic level.

A transfer course will consist of those learning expectations that were not included in the completed course but that are considered essential for success in the course to be taken. Partial credits (.25 or .5) are granted for successful completion of a transfer course. Transfer courses may be available through summer school. There is a possibility that special circumstances exist which would permit a prerequisite to be waived by the Principal.

Program Pathways

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

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

School-designed program pathways have built-in flexibility and transition points so that students can move from one course type to another or from one program pathway to another. Students may change or revise their program pathway as appropriate to their developing needs and interests.

Examples of possible program pathways can be found on the following pages.





DESTINATION PATHWAYS

On the following pages are six "destination pathways" that are designed with a specific post-secondary destination in mind. These pathways are only suggestions to assist students in planning their courses in order to reach their chosen destination.

Students are responsible for ensuring that their course selections fulfill the requirements for their specific university, college or apprenticeship program requirements.

University - Math/Science/Engineering/Health

Grade 9		Grade 10		Grade 11		Grade 12	
Religion	1O	Religion	2O	Religion	3M	Religion	4M
English	1D/1P	English	2D	English	3U	English	4U
Math	1D/1P	Math	2D	Functions & Relations	3U	Adv. Functions	4U
						Calculus & Vectors	4U
Geography	1D/1P	History	2D/2P				
Science	1D/1P	Science	2D	Minimum of 2 Sciences EACH year. Suggested combinations: Engineering: Physics 3U & 4U and Chemistry 3U & 4U Math: Physics 3U & 4U and any other Science 3U & 4U Health: Chemistry 3U & 4U and Biology 3U & 4U Science: Chemistry 3U & 4U and any other Science 3U & 4U			
French	1D/1P	Careers / Civics	2O				
Arts*		Business or Arts or Phys.Ed*					
Phys. Ed*		Technology*					

* These courses need not be taken in the year indicated; they can be moved to allow for more flexibility.

University - Social Sciences/Humanities/Business

Grade 9		Grade 10		Grade 11		Grade 12	
Religion	1O	Religion	2O	Religion	3M	Religion	4M
English	1D/1P	English	2D	English	3U	English	4U
Math	1D/1P	Math	2D	Function	3U or Functions & Applications 3M	Math. of Data Management 4U and/or Adv. Functions	4U
Geography	1D/1P	History	2D/2P	Science	3U/3C or Technology 3U/3M/3C		
Science	1D/1P	Science	2D				
French	1D/1P	Careers / Civics	2O				
Arts*		Business or Arts or Phys.Ed*					
Phys. Ed*							

* These courses need not be taken in the year indicated; they can be moved to allow for more flexibility.



DESTINATION PATHWAYS

College - Science/Technology/Health

Grade 9		Grade 10		Grade 11		Grade 12	
Religion	1O	Religion	2O	Religion	3O/3M	Religion	4O/4M
English	1D/1P	English	2P	English	3C	English	4C
Math	1D/1P	Math	2D/2P	Functions & Applications	3M	Math for College Technology	4C
Geography	1D/1P	History	2D/2P			English: Business/ Technology	4O
Science	1D/1P	Science	2D/2P	Biology (for Health students)	3C	Chemistry*	4C
French	1D/1P	Careers / Civics	2O			Physics* (for Science/Technology students)	4C
Arts*		Business or Arts or Phys. Ed*		Technology*	3M	Cooperative Education *	
Phys. Ed*		Technology*					

* These courses need not be taken in the year indicated; they can be moved to allow for more flexibility.

College - Non-Technical

Grade 9		Grade 10		Grade 11		Grade 12	
Religion	1O	Religion	2O	Religion	3O/3M	Religion	4O/4M
English	1D/1P	English	2P	English	3C	English	4C
Math	1D/1P	Math	2P	College Math	3C	College Math	4C
Geography	1D/1P	History	2D/2P				
Science	1D/1P	Science	2P	Science* or Technology*	3C/4C 3M		
French	1D/1P	Careers / Civics	2O				
Arts*		Business or Arts or Phys.Ed*				Cooperative Education *	
Phys. Ed*							

* These courses need not be taken in the year indicated; they can be moved to allow for more flexibility.





DESTINATION PATHWAYS

Apprenticeship

Grade 9		Grade 10		Grade 11		Grade 12	
Religion	1O	Religion	2O	Religion	3O	Religion	4O
English	1D/1P	English	2P	English	3C	English	4C
Math	1D/1P	Math	2D/2P	Foundations for College Math	3C	Foundations for College Math	4C
				or Functions/Applications	3M	or Math for College Technology	4C
Geography	1D/1P	History	2D/2P			English: Business/Tech.	4O
Science	1D/1P	Science	2P	Chemistry*	4C	Physics	4C
French	1D/1P	Careers / Civics	2O	Cooperative Education (highly recommended)		Cooperative Education (highly recommended)	
Arts*		Business or Arts or Phys.Ed*					
Phys. Ed*		Technology*		Technology*	3M	Technology*	3M/4M

* These courses need not be taken in the year indicated; they can be moved to allow for more flexibility.

Workplace

Grade 9		Grade 10		Grade 11		Grade 12	
Religion	1O	Religion	2O	Religion	3O	Religion	4O
English	1P/1L	English	2P/2L	English	3E	English	4E
Math	1P/1L	Math	2P/2L	Math: Everyday Life	3E		
Geography	1P	History	2P	Science*	3E/3C/4C		
				or Technology*	3M		
Science	1P/1L	Science	2P/2L	Cooperative Education (highly recommended)		Cooperative Education (highly recommended)	
French	1P	Careers / Civics	2O				
Arts*		Business or Arts or Phys.Ed*					
Phys. Ed*		Technology*					

* These courses need not be taken in the year indicated; they can be moved to allow for more flexibility.



CODE OF CONDUCT

GUIDING PRINCIPLES

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

ROLES AND RESPONSIBILITIES

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

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

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

- help students work to their full potential and develop their self-worth;

- communicate regularly and meaningfully with parents;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, staff and parents;
- prepare students for the full responsibilities of citizenship.

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

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

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

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

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

STANDARDS OF BEHAVIOUR

Respect, civility and responsible citizenship

All school members must:

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas and opinions;
- treat one another with dignity and respect at all times;





CODE OF CONDUCT

- respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- respect persons who are in a position of authority;
- respect the need of others to work in an environment of learning and teaching.

Physical safety

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

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

Weapons

All school members must:

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

Physical Aggression

All school members must:

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

Alcohol and Drugs

All school members must:

- not be in possession of, or under the influence of, or provide others with, alcohol or illegal drugs.

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

Non-Smoking Policy

All school members must:

- not smoke or hold lighted tobacco on school property.

All persons will be fined by the Health Unit's Tobacco Enforcement Officer for smoking or holding lighted tobacco on school property. Absolutely no smoking will be tolerated on school property.

Failure to comply with the St. Paul Code of Conduct will result in progressive disciplinary measures. Grievous actions will be dealt with as outlined in the "Safe Schools Act" (2007) and the "Keeping Our Kids Safe at School Act" (2010), Equity & Inclusive Education in Ontario Schools 2009 PPM 119, Bullying Prevention & Intervention PPM 144, Progressive Discipline & Promoting Positive Student Behaviour PPM 145.

UNIFORM POLICY

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

Required uniform as issued by Halpern's:

Female

- school kilt, at a length no more than 10 cm. above the knee, or
- grey dress pants, and
- white collared blouse, or
- white or navy golf shirt (short or long sleeved)

Male

- grey dress slacks, and
- white dress shirt with school tie, or
- white or navy golf shirt (short or long sleeved)

Additional Required Uniform Pieces

- footed opaque tights in black, navy or dark grey must be worn with the kilt as part of the regular uniform
- socks in solid white, navy or grey
- black or dark brown dress shoes (no running or skateboard shoes or boots)

Optional

- navy or red cardigan or v-neck sweater with school emblem
- navy sweatshirt or fleece with school emblem
- school turtleneck
- navy walking shorts (Halpern's only)
- leather sandals worn with socks (no athletic or beach sandals)

**Shorts and sandals may be worn during warm weather as specified by the school administration*



CODE OF CONDUCT

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

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

ATTENDANCE POLICY & PROCESS

At St. Paul Catholic Secondary School we take student attendance very seriously; not only is student attendance inextricably linked to the most successful academics, but it is also a matter of safety that we know exactly who we have here at school during the day. Therefore, it is the policy of the school that all students must attend on time, Home Room and all classes, unless they have been legitimately excused by a parent/guardian and the attendance secretary has been advised.

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

- As a safety precaution, parents/guardians must notify the school prior to Home-Room when they know that their son/daughter will be absent or late on a given day. The office is open at 7:30 am or a message may be left on the voice-mail at any time.
- When signing in late, or out early, a parental note is required to be in the student agenda and presented to the attendance secretary (and any teacher directly affected by a disruption) upon entering the building or before leaving the building. In cases of unexpected illness, a student may report to the office to make a

phone call for parental permission to leave and then bring the note in upon their return to school the next day. Note: the important thing is that the office and parents/guardians are both aware that the student’s attendance is being altered for the day.

- Following an absence, to confirm the phone call has been made to the school for safety reasons, a written note of parental consent is required to be in the student agenda and presented to the attendance secretary before Home Room on the first day of return to school. Upon entry to classes, the note must then be shown to all teachers in order to verify their records.
- It is the student’s responsibility to see teachers about any missed work during an absence. In the case of a missed assignment due-date or test, the student must be prepared to immediately hand in the assignment and/or to write the test that day either during class time or at lunch, as deemed appropriate by the teacher. In cases where teachers are concerned about a pattern of absence for such assessments, the teacher will speak to the student and contact the parent/guardian to inform them that in future, a medical note for absence may be requested for classes missed when assessments have taken place.

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

Students 18 years of age and over may provide their own notes for the above procedures, but the process must still be followed. Although we encourage students to keep their parents/guardians as advocates for them within the system, The Municipal Freedom of Information and Protection of Privacy Act (1989) give students who have attained the Age of Majority the right to take control of their own decision-making. This means that the school cannot share with parents/guardians any aspect of the student’s activity at school, including attendance, marks, suspensions etc. without the written consent of the student.

VISITORS

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





CODE OF CONDUCT

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

PARKING/TRAFFIC

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

Vehicles parked on school property are not to be used as gathering points for students. Students are not permitted to remain in parked vehicles or loiter in the parking areas. All drivers are required to drive with caution while on school property. Failure to comply with these provisions may result in suspension of parking privileges.

LOCKS AND LOCKERS/PERSONAL PROPERTY

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

AUDIO, VIDEO, PHOTOGRAPHIC AND TELECOMMUNICATION DEVICES

Technology continues to expand at an exponential rate. With that growth come implications related to safety, privacy, and intrusion in our school community.

The use of any personal electronic device which interferes with or disrupts academic instruction or learning in the classroom is not permitted. The inappropriate use of such electronic devices will result in progressive disciplinary action. The use of such personal electronic devices in the communication of test or examination

contents or in the storage of materials for assessment purposes will result in disciplinary action through the Policy for Academic Integrity as well as carry a disciplinary response of suspension.

The taking, transmission or posting of **photographic images** of a person or persons, on school property, at school events and during school activities and/or hours, is prohibited without the permission of the person(s) being photographed, the permission of their parent/guardian if they are under the age of 18, and the principal or designate. This is in accordance with Privacy Legislation; therefore, any concern brought forward by a person or persons whose rights have been violated could result in a contact with the Quinte West Detachment of the Ontario Provincial Police.

The use of **cell phones** within the school is not allowed. This includes all uses of the cell phone, whether for the purpose of making calls, as a contact list, for text-messaging, for photos, etc. While school officials understand the various reasons that parents may have for wanting students to have cell phones, it is absolutely necessary that, during the school day, they be turned off and in the student's locker. The intent of our cell phone policy is not to hamper good communication between students and their families, so in fairness, there is a phone dedicated to student use which is available at the front office. Also, our secretarial staff has committed to getting parental messages to students in a timely manner.

As a Catholic Secondary School, we value our time as a community and therefore want to be both physically and emotionally present to others while here in the building. Being "plugged in" to other devices such as **ipods and MP3 players** impedes our ability to be fully present to one another. Therefore, during the school day, they are to be turned off and in the student's locker.

Where a student violates any portion of this policy, the audio, video, photographic or telecommunication device may be confiscated and kept for the remainder of the day in the school safe before being returned to the student at the end of the student's instructional day. In the case of a repeat violation, the device will be returned to a parent. Progressive disciplinary action, up to and including suspension, will be taken when the violations continue.

DANCE PROTOCOL

1. All guests must be signed in during lunch until the Thursday of the week of the dance. There will be one guest per sponsor, and the sponsor from St. Paul is responsible for the behaviour of their guest (exceptions must be approved by administration). A maximum of 75 guests will be permitted. No additional guests after this point may be signed in.



CODE OF CONDUCT

2. Everyone, including guests, must present a current Student ID card at the door to gain admittance. Students will not be permitted to verify the identity of guests in the absence of a Student ID.
 3. Dances will begin at 7:00 p.m. and will end at 11:00 p.m. The doors will remain open until 9:00 p.m. unless the capacity of 500 persons has been reached, in which case no additional participants will be admitted.
 4. There will be a mandatory coat check at the main entrance for all students and guests. All coats, jackets, bags, etc. must be left at the coat check. All items will be left at the owner's risk. While making every effort to protect checked items, Students' Council accepts no responsibility for personal property damaged, lost or stolen. Students will submit to a search of their personal belongings before entry to the dance.
 5. Dress code will be as for any non-uniform day. Students failing to comply with dress code will be asked to leave until they find appropriate attire.
 6. Anyone leaving the dance and going outside will not be allowed re-entry.
 7. Students' Council and Administration reserve the right to refuse entry or eject any individual whose behaviour is considered inappropriate. This includes anyone found in a restricted area of the school.
 8. Any individual in the possession of, or under the influence of an illegal substance, will be detained until a parent or guardian arrives, will be subject to a minimum three-day suspension and may face legal charges.
- In Grades 11 and 12 should plagiarism or cheating occur:
- The student is informed by the subject teacher and the teacher will contact the parent/guardian, where appropriate.
 - The assignment will receive a mark of zero. As determined by the teacher, an alternate assignment or form of assessment may be permitted to demonstrate achievement of the same curriculum expectations.
 - The teacher will notify administration by completing an Academic Honesty Report.
 - Administration will contact the parent/guardian.
- In grades 9 through 12, should subsequent incidents of cheating or plagiarism occur:
- The student is informed by the subject teacher.
 - The assignment will receive a mark of zero.
 - The teacher will notify administration by completing an Academic Honesty Report.
 - The teacher will contact the parent/guardian, where appropriate.
 - Administration will meet with the student.
 - Administration will inform the parents/guardians by letter.

ACADEMIC HONESTY POLICY

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

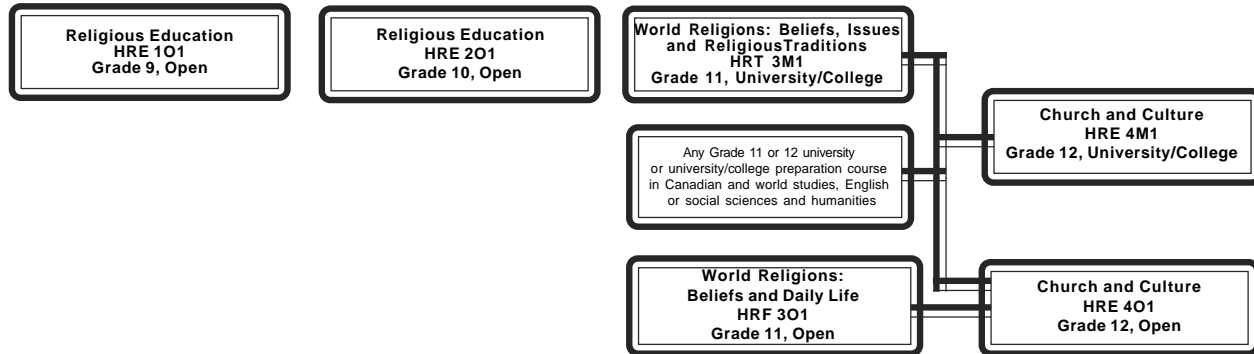
In Grades 9 and 10 should plagiarism or cheating occur:

- The student and parent/guardian are informed by the subject teacher.
- The student may resubmit the assignment or the teacher may choose to view the assignment as incomplete and permit the demonstration of the curriculum expectations in a different assignment or through an alternate form of assessment.
- Should the student fail to resubmit the assignment, a mark of zero will be assigned.
- The teacher will notify administration by completing an Academic Honesty Report.
- The teacher will remind the student of strategies to avoid plagiarism.





RELIGION



RELIGIOUS EDUCATION

Grade 9 - Open

HRE 101

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

RELIGIOUS EDUCATION

Grade 10 - Open

HRE 201

This survey course touches upon several critical areas of living an authentic Catholic life, including the nature and history of the Church, the call to discipleship, the principles and practice of social justice, and the role of the sacraments. Themes related to the Church's liturgical calendar will be examined as they arise over the semester.

WORLD RELIGIONS: BELIEFS, ISSUES, AND RELIGIOUS TRADITIONS

Grade 11 - University/College Preparation

HRT 3M1

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

WORLD RELIGIONS: BELIEFS AND DAILY LIFE

Grade 11 - Open

HRF 301

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.



RELIGION

CHURCH AND CULTURE

Grade 12 - University/College Preparation

HRE 4M1

This course is directed toward the clear identification of Catholic moral principles and the concrete application of these principles in the lives of students. The course proceeds from foundational beliefs rooted in Sacred Scripture concerning justice and peace to an exploration of the principles that shape Christian life. In the Family Life Education strand, students explore a variety of topics related to the themes of personhood, interpersonal relationships and sexuality. Special attention is given to the interaction between Church and culture. This course is intended to prepare the senior students for the lifelong task of the Christian moral life: The call to follow Jesus, to believe in His redemptive love for mankind and to proclaim and incarnate the reign of God as begun by Jesus Christ.

Prerequisite: Any Grade 11 or 12 university of university/college preparation course in social science and humanities, English or Canadian and world studies.

CHURCH AND CULTURE

Grade 12 - Open

HRE 4O1

This course assists students in their development of the skills and knowledge necessary to live lives of full maturity. Within the Catholic faith tradition, it is believed that this growth towards human maturity is best served when students are able to define themselves authentically towards other people and to their God, to others and to their world. In the Family Life Education strand, students explore a variety of topics related to the theme of personhood, interpersonal relationship and sexuality. Students will demonstrate acknowledgement of the prophetic tradition in Scripture, become familiar with the social teachings of the Catholic Church, explore contemporary notions of spirituality and prayer, and recognize the importance, power, and potential of the human person in relation to morality and personal choices concerning future life paths.

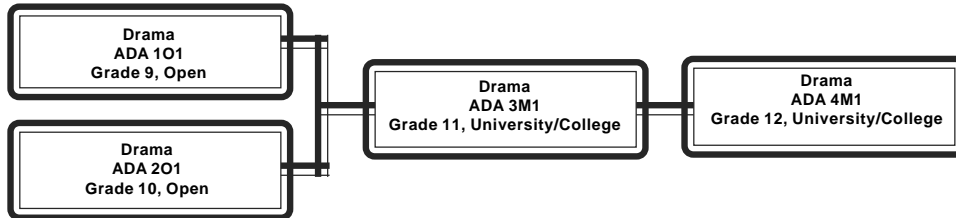
Prerequisite: none





THE ARTS

DRAMATIC ARTS



DRAMA

Grade 9 - Open

ADA 101

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.

DRAMA

Grade 10 - Open

ADA 201

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.
Prerequisite: None

DRAMA

Grade 11 - University/College Preparation

ADA 3M1

This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences.
Prerequisite: ADA 101 or ADA 201

DRAMA

Grade 12 - University/College Preparation

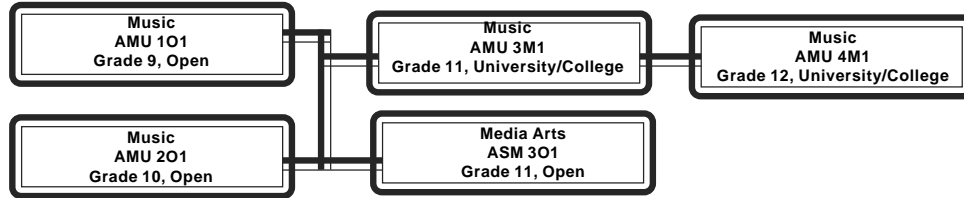
ADA 4M1

This course requires students to experiment with forms and conventions in dramatic literature, and to create, script, and present original and adapted works. Students will do research on dramatic forms, conventions, themes, and theories of acting and directing from different historical periods, and apply their knowledge of these in interpreting dramatic literature, including Canadian works and works from various cultures in the late twentieth century. Students will also examine the significance of dramatic arts in various cultures.
Prerequisite: ADA 3M1



THE ARTS

MUSIC ARTS



MUSIC

Grade 9 - Open

AMU 101

This course emphasizes the 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.

MUSIC

Grade 10 - Open

AMU 2O1

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

Prerequisite: None

MUSIC

Grade 11 - University/College Preparation

AMU 3M1

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

Prerequisite: AMU101 or AMU2O1

MEDIA ARTS

Grade 11 - Open

ASM 3O1

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

Prerequisite: None

MUSIC

Grade 12 - University/College Preparation

AMU 4M1

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

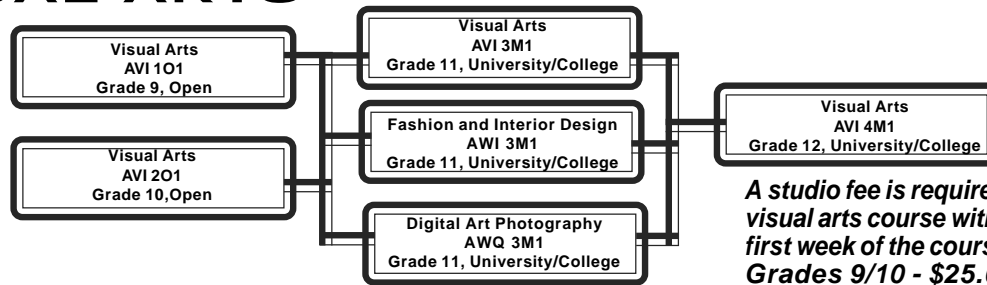
Prerequisite: AMU 3M1





THE ARTS

VISUAL ARTS



A studio fee is required for each visual arts course within the first week of the course.
Grades 9/10 - \$25.00
Grades 11/12 - \$50.00

VISUAL ARTS Grade 9 - Open

AVI 101

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.

VISUAL ARTS Grade 10 - Open

AVI 201

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

Prerequisite: None

VISUAL ARTS Grade 11 - University/College Preparation

AVI 3M1

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emergent technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular artform (e.g. photography, video, computer graphics, information design).

Prerequisite: AVI 101 or AVI 201

VISUAL ARTS - FASHION AND TEXTILE DESIGN Grade 11 - University/College Preparation

AWI 3M1

This course follows the curriculum expectations of AVI 3M1 (see above) with a focus on fashion and textile design. Students will learn the fundamentals of sewing, haute couture, assemblage, colour theory and application using multi-media. The course is client-based and will revolve around critical thinking and problem solving in terms of fashion and textile design.

Prerequisite: AVI 101 or AVI 201

This course is offered every other year. It will be offered for the 2011-2012 school year.

VISUAL ARTS - DIGITAL ART PHOTOGRAPHY Grade 11 - University/College Preparation

AWQ 3M1

This course follows the curriculum expectations of AVI 3M (see above) with a focus on digital art photography. Students will learn photographic principles, the fundamentals of camera technique, digital darkroom, colour theory, digital editing and printing. This course is activity and client-based and will revolve around critical thinking and problem solving in digital photography. Students will have access to school cameras but a digital SLR camera is recommended.

Prerequisite: AVI 101 or AVI 201

This course is offered every other year. It will be offered for the 2012-2013 school year.

VISUAL ARTS Grade 12 - University/College Preparation

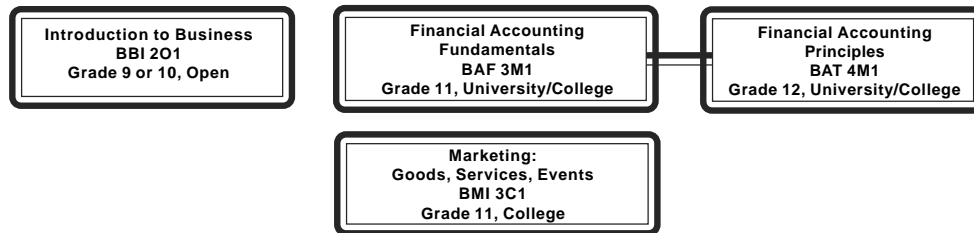
AVI 4M1

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

Prerequisite: AVI 3M1 or AWI 3M1 or AWQ 3M1



B U S I N E S S S T U D I E S



INTRODUCTION TO BUSINESS

Grade 10 - Open

BBI 201

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.

Prerequisite: None

MARKETING: GOODS, SERVICES, EVENTS

Grade 11 - College

BMI 3C1

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

Prerequisite: None

FINANCIAL ACCOUNTING FUNDAMENTALS

Grade 11 - University/College Preparation

BAF 3M1

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

Prerequisite: None

FINANCIAL ACCOUNTING - PRINCIPLES

Grade 12 - University/College Preparation

BAT 4M1

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.

Prerequisite: BAF 3M1

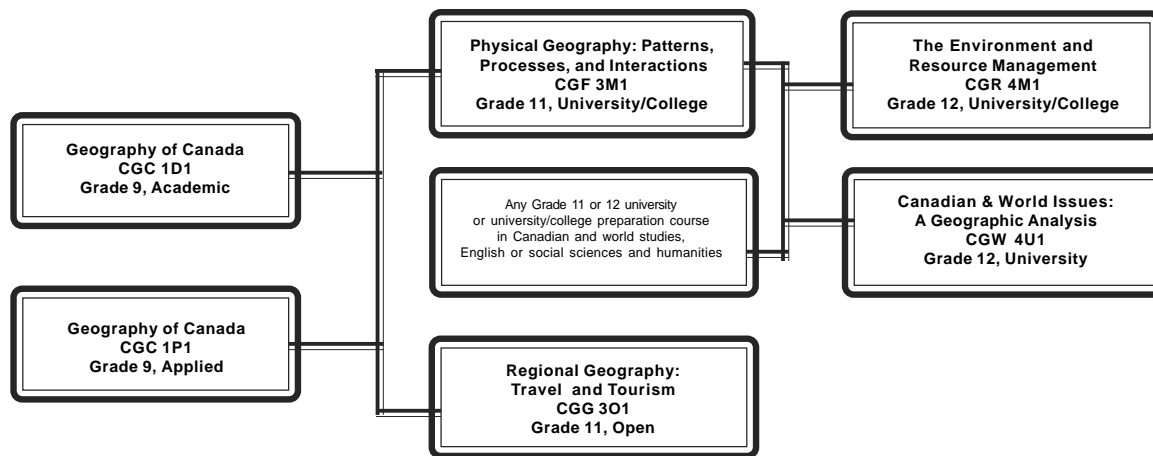
This course is offered every other year. It will be offered for the 2011-2012 school year.

Scholarship, Discipleship, Stewardship





CANADIAN AND WORLD STUDIES GEOGRAPHY



GEOGRAPHY OF CANADA

Grade 9 - Academic

CGC 1D1

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

Grade 9 - Applied

CGC 1P1

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.

PHYSICAL GEOGRAPHY: PATTERNS, PROCESSES, AND INTERACTIONS

Grade 11 - University/College

CGF 3M1

This course examines the major patterns of physical geography and the powerful forces that affect them. Students will investigate the dynamic nature of the earth, the evolving relationship between the planet and its people, and the factors that limit our ability to predict the changes that will occur. Students will use a wide range of geotechnologies and inquiry methods to investigate the distribution and interaction of the elements of their physical environment and to communicate their findings.

Prerequisite: CGC 1D1 or CGC 1P1

REGIONAL GEOGRAPHY: TRAVEL AND TOURISM

Grade 11 - Open

CGG 3O1

This course focuses on travel and tourism as a vehicle for the study of selected world regions. Using a 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.

Prerequisite: CGC 1D or CGC 1P1



CANADIAN AND WORLD STUDIES

THE ENVIRONMENT AND RESOURCE MANAGEMENT

Grade 12 - University/College Preparation

CGR 4M1

Geography is an integrative subject that brings a variety of perspectives, both social and physical, to the study of people, places, and environments around the world. Understanding the processes that shape the earth and knowing how life-forms interact with the environment allows students to view events from an ecological perspective. This course investigates the complexity and fragility of ecosystems and the effects of human activities on them. Students will study the principles of sustainability and resource management and evaluate various approaches to achieving a more sustainable relationship between the environment, society, and the economy.

Prerequisite: Any U or M course in Canadian and world studies, English, or social sciences and humanities.

This course is offered every other year. It will be offered for the 2011-2012 school year.

CANADIAN AND WORLD ISSUES: A GEOGRAPHIC ANALYSIS

Grade 12 - University Preparation

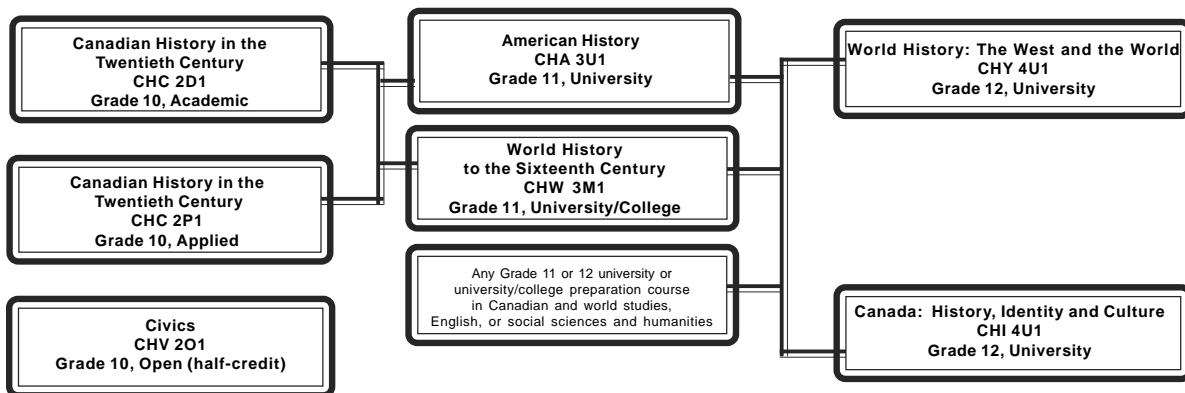
CGW 4U1

This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Students will investigate a range of topics, including cultural, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Students will use geotechnologies and skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Canada and a world that is interdependent and constantly changing.

Prerequisite: Any U or M course in Canadian and world studies, English, or social sciences and humanities.

This course is offered every other year. It will be offered for the 2012-2013 school year.

HISTORY



CANADIAN HISTORY IN THE 20TH CENTURY

Grade 10 - Academic

CHC 2D1

This course explores the local, national, and global forces that have shaped Canada's national identity from World War I to 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.





CANADIAN AND WORLD STUDIES

CANADIAN HISTORY IN THE 20TH CENTURY

Grade 10 - Applied

CHC 2P1

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.

CIVICS

Grade 10 - Open (.5 credit)

CHV 2O1

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy in local, national and global contexts, about political reactions to social change, and about political decision-making processes in Canada. They will explore their own and others' ideas about civics questions and learn how to think and act critically about public issues and react responsibly to them.

WORLD HISTORY TO THE 16TH CENTURY

Grade 11 - University/College

CHW 3M1

This course investigates the history of humanity from earliest times to the sixteenth century. Students will analyze diverse societies from around the world, with an emphasis on the political, cultural, and economic structures and historical forces that have shaped the modern world. They will apply historical inquiry, critical-thinking, and communication skills to evaluate the influence of selected individuals, groups, and innovations, and present their conclusions.

Prerequisite: CHC 2D1 or CHC 2P1

This course is offered every other year. It will be offered for the 2012-2013 school year.

AMERICAN HISTORY

Grade 11 - University Preparation

CHA 3U1

This course examines the development of American social, political, and economic structures from colonial times to the present. Students will analyse the chronology of events and evaluate the roles played by specific individuals and groups throughout American history. Students will conduct research and analysis, and communicate, in a variety of ways, their knowledge and understanding of the country that is Canada's closest neighbour and most important cultural influence and economic partner.

Prerequisite: CHC 2D1 or CHC 2P1

This course is offered every other year. It will be offered for the 2011-2012 school year.

WORLD HISTORY: THE WEST & THE WORLD

Grade 12 - University Preparation

CHY 4U1

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.

Prerequisite: Any U or M course in Canadian and world studies, English, or social sciences and humanities.

This course is offered every other year. It will be offered for the 2011-2012 school year.

CANADA: HISTORY, IDENTITY & CULTURE

Grade 12 - University Preparation

CHI 4U1

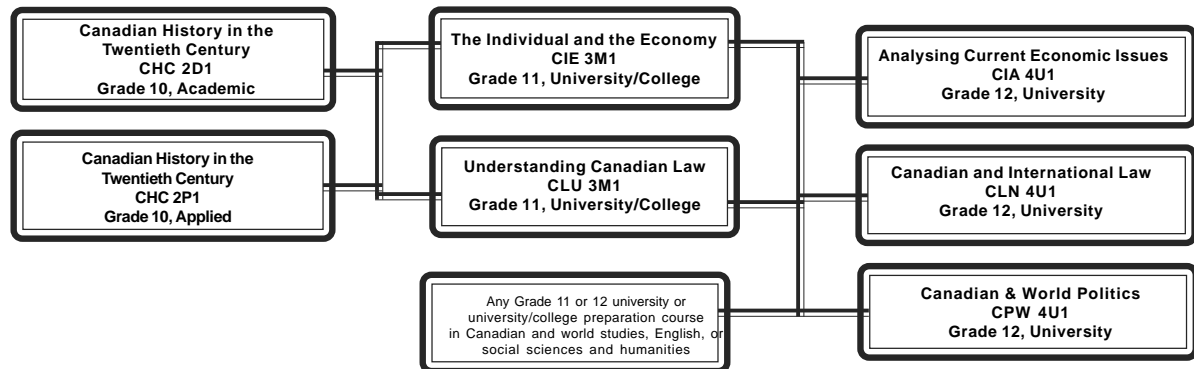
This course explores the challenges associated with the formation of a Canadian national identity. Students will examine the social, political, and economic forces that have shaped Canada from the pre-contact period to the present and will investigate the historical roots of contemporary issues from a variety of perspectives. Students will use critical-thinking and communication skills to consider events and ideas in historical context, debate issues of culture and identity, and present their own views.

Prerequisite: Any U or M course in Canadian and world studies, English, or social sciences and humanities.

This course is offered every other year. It will be offered for the 2012-2013 school year.



CANADIAN AND WORLD STUDIES ECONOMICS, LAW AND POLITICS



THE INDIVIDUAL AND THE ECONOMY Grade 11 - University/College

CIE 3M1

This course examines the changing Canadian economics and helps students develop an understanding of their own role as economic agents. Students will apply economic models and concepts to assess the roles of the various stakeholders in the Canadian economy and analyse the interactions among them. Students will consider the economic behaviour of the individual as consumer, contributor, and citizen in a mixed economy and will apply economic inquiry, critical thinking, and communication skills to make and defend informed economic decisions.
Prerequisite: CHC2D1 or CHC2P1

UNDERSTANDING CANADIAN LAW Grade 11 - University/College

CLU 3M1

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.
Prerequisite: CHC2D1 or CHC2P1

ANALYZING CURRENT ECONOMIC ISSUES Grade 12 - University Preparation

CIA 4U1

This course investigates the nature of the competitive global economy and explores how individuals and societies can gain the information they need to make appropriate economic decisions. Students will learn about the principles of micro- and macroeconomics, apply economic models and concepts to interpret economic information, assess the validity of statistics, and investigate marketplace dynamics. Students will use economic inquiry and communication skills to analyse current economic issues, make informed judgements, and present their findings.
Prerequisite: Any U or M course in Canadian and world studies, English, or social sciences and humanities.
This course is offered every other year. It will be offered for the 2012-2013 school year.

CANADIAN AND INTERNATIONAL LAW Grade - 12 - University Preparation

CLN 4U1

This course examines elements of Canadian and international law in social, political, and global contexts. Students will study 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 communicate the results of their inquiries in a variety of ways.
Prerequisite: Any U or M course in Canadian and world studies, English, or social sciences and humanities.

CANADIAN AND WORLD POLITICS Grade 12 - University Preparation

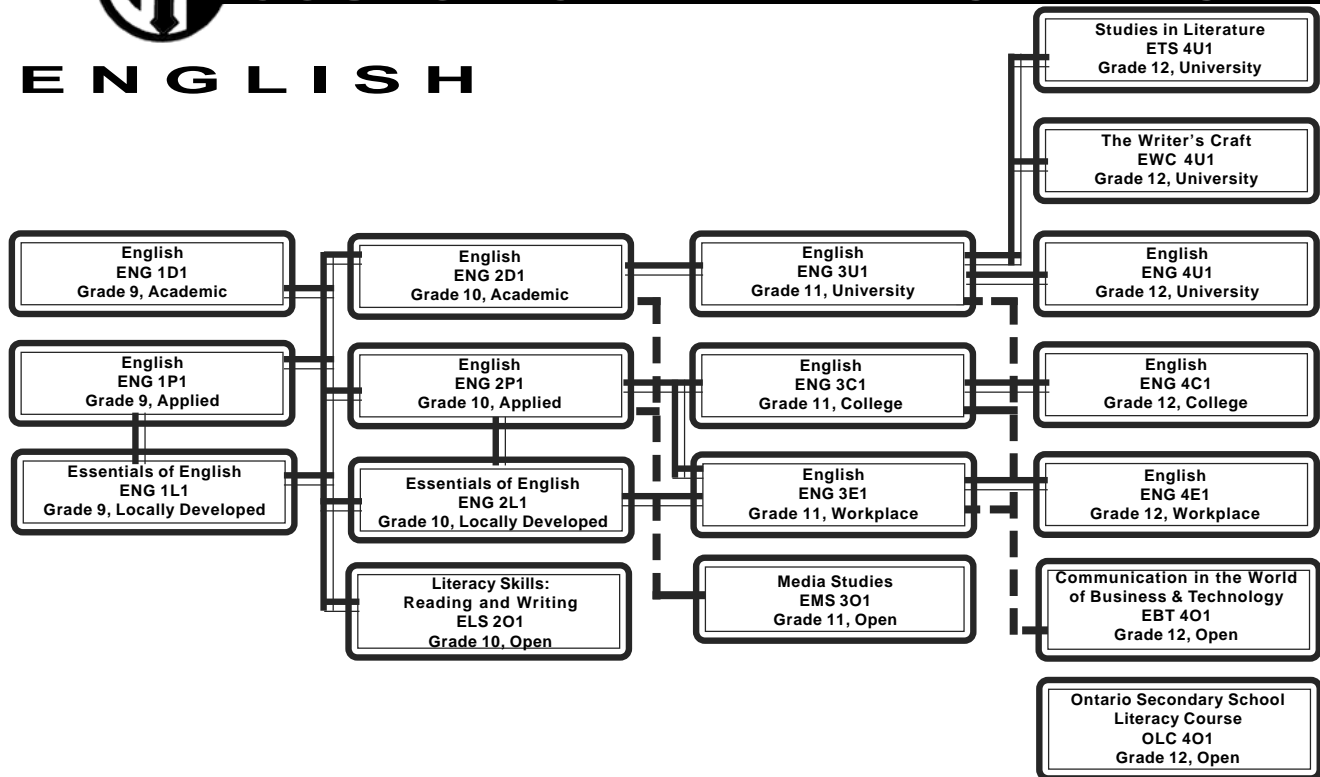
CPW 4U1

This course explores the role of politics in people's lives and the importance of being an active citizen in a democratic society. Students will examine the ways in which individuals and groups participate in the political process, the ways in which they can influence political decision making and public policy, and the effectiveness of political systems and institutions in meeting societal needs. Students will apply inquiry and communication skills to analyse and report on political issues, events, and trends of interest to them.
Prerequisite: Any U or M course in Canadian and world studies, English, or social sciences and humanities.





ENGLISH



COMPULSORY COURSES

ENGLISH

Grade 9 - Academic

ENG 1D1

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

ENGLISH

Grade 9 - Applied

ENG 1P1

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

ESSENTIALS OF ENGLISH

Grade 9 - Locally Developed

ENG 1L1

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

ENGLISH

Grade 10 - Academic

ENG 2D1

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

Prerequisite: ENG 1D1 or ENG 1P1

ENGLISH

Grade 10 - Applied

ENG 2P1

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

Prerequisite: ENG 1D1 or ENG 1P1



ENGLISH

ESSENTIALS OF ENGLISH

Grade 10 - Locally Developed

ENG 2L1

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

Prerequisite: ENG 1D1 or ENG 1P1 or ENG 1L1

ENGLISH

Grade 11 - University Preparation

ENG 3U1

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

Prerequisite: ENG 2D1

ENGLISH

Grade 11 - College Preparation

ENG 3C1

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

Prerequisite: ENG 2P1

ENGLISH

Grade 11 - Workplace Preparation

ENG 3E1

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

Prerequisite: ENG 2P1 or ENG 2L1

ENGLISH

Grade 12 - University Preparation

ENG 4U1

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

Prerequisite: ENG 3U1

ENGLISH

Grade 12 - College Preparation

ENG 4C1

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

Prerequisite: ENG 3C1

ENGLISH

Grade 12 - Workplace Preparation

ENG 4E1

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

Prerequisite: ENG 3E1





ENGLISH

OPTIONAL COURSES

LITERACY SKILLS: READING AND WRITING GRADE 10 - OPEN

ELS20

This course is designed to help students strengthen essential reading and writing skills, providing them with the extra literacy support they need in order to graduate. Students will read informational, graphic, and literary texts, with a focus on locating information, identifying main ideas and supporting details, building vocabulary, and consolidating skills in the application of key comprehension strategies. This course will also help students develop core learning strategies.

Prerequisite: ENG1D1 or ENG 1P1 or ENG1L1

MEDIA STUDIES Grade 11 - Open

EMS301

This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analyzing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading and writing.

Prerequisite: ENG 2D1 or ENG 2P1 or ENG2L1

STUDIES IN LITERATURE Grade 12 - University Preparation

ETS4U1

This course is for students with a special interest in literature and literary criticism. The course may focus on themes, genres, time periods, or countries. Students will analyse a range of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete an independent study project.

Prerequisite: ENG 3U1

This course is offered every other year. It will be offered for the 2012-2013 school year.

THE WRITER'S CRAFT Grade 12 - University Preparation

EWC4U1

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

Prerequisite: ENG 3U1

This course is offered every other year. It will be offered for the 2011-2012 school year.

COMMUNICATION IN THE WORLD OF BUSINESS AND TECHNOLOGY Grade 12 - Open

EBT401

This course emphasizes practical writing and communication skills that are needed in the world of business and technology. Students will analyze the characteristics of effective models of business and technical communications; gather information to write reports, business letters, memos, manuals, instructions, and brochures; and integrate graphics and text, using technology appropriately for formatting and special effects. They will also make a number of oral and visual presentations.

Prerequisite: ENG 3U1, ENG 3C1 or ENG 3E1

ONTARIO SECONDARY SCHOOL LITERACY COURSE Grade 12 - Open

OLC401

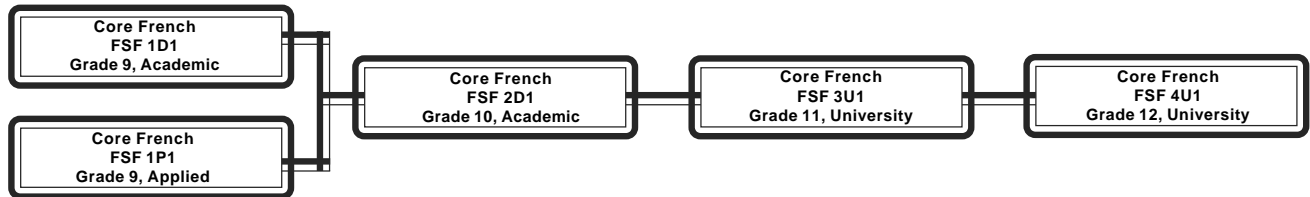
This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read 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 portfolio containing a record of their reading experiences and samples of their writing. The credit earned for successful completion of this course may be used to meet either the Grade 12 English compulsory credit requirement or the Group 1 additional compulsory credit requirement, or may be used as an elective credit.

Students do not select this course at course selection time; students who meet the eligibility criteria for this course will be contacted by their Guidance Counselor.



FRENCH

CORE FRENCH



FRENCH

Grade 9 - Academic

FSF 1D1

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.

FRENCH

Grade 9 - Applied

FSF 1P1

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 expand their ability to understand and speak French through conversations, discussions, and presentations. They will also read media-related short stories, articles, poems, and songs and write brief descriptions, letters, dialogues, and invitations.

FRENCH

Grade 10 - Academic

FSF 2D1

This course enables students to increase their knowledge of the French language, further develop their language skills, and deepen their understanding and appreciation of 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.

Prerequisite: FSF 1D1 or FSF 1P1

FRENCH

Grade 11 - University Preparation

FSF 3U1

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.

Prerequisite: FSF 2D1

FRENCH

Grade 12 - University Preparation

FSF 4U1

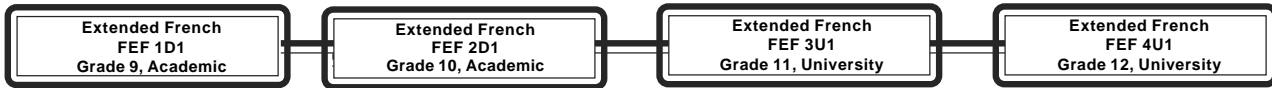
This course draws on a variety of themes to promote extensive development of French-language skills. Students will consolidate their oral skills as they discuss literature, culture, and current issues. They will read a variety of texts and will write a formal essay. The use of correct grammar and appropriate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

Prerequisite: FSF 3U1





EXTENDED FRENCH



FRENCH - EXTENDED

Grade 9 - Academic

FEF 1D1

This course emphasizes the expansion of students' oral communication, reading, and writing skills through the study of themes that reflect their interests. Students will apply their knowledge of French in discussions, debates, dramatizations, and oral presentations. Students will read and write in a variety of genres (e.g. poems, articles, brochures) and study at least one novel intended for a French-speaking audience.

FRENCH - EXTENDED

Grade 10 - Academic

FEF 2D1

This course emphasizes the continued development and refinement of students' oral communication, reading, and writing skills as they explore a variety of themes. Students will expand their knowledge and appreciation of Francophone culture through the study and interpretation of novels, poems, and plays intended for a French-speaking audience.

Prerequisite: FEF 1D1

FRENCH - EXTENDED

Grade 11 - University Preparation

FEF 3U1

This course focuses on developing French-language skills through the study of Canadian Francophone authors. Students will analyze works in a variety of genres and will produce various types of 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.

Prerequisite: FEF 2D1

FRENCH - EXTENDED

Grade 12 - University Preparation

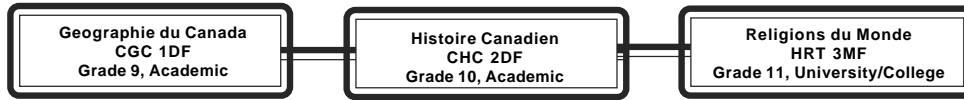
FEF 4U1

This course emphasizes the refinement of French-language skills through the study of Canadian and international Francophone literature. Students will interpret literary works, produce written assignments in a variety of genres, and conduct research on a major topic for a written and oral presentation. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Prerequisite: FEF 3U1



OTHER COURSES IN FRENCH



GEOGRAPHIE DU CANADA **Grade 9 - Academic - Extended**

CGC1DF

This course uses a variety of frameworks, including ecozones and principles of physical, human, and economic geography, to explore the distinct and evolving character of Canada's geography. Students will investigate the interconnections between the environment and human activities in Canadian ecozones in order to understand Canada's diversity and role in the world.

Suggested co-requisite: FEF 1D1

This course is offered every other year. It will be offered for the 2012-2013 school year.

HISTOIRE CANADIEN **Grade 10 - Academic - Extended**

CHC 2DF

This course explores Canadian participation in global events and traces our development as a country through changes in population, economy, and technology. Students will analyze the elements that constitute Canadian identity, learn the stories of both individuals and communities, and study the evolution of political and social structures. Students will learn about differing interpretations of the past, and will come to understand the importance in historical studies of chronology and cause-and-effect relationships. They will also learn to develop and support a thesis, conduct research and analysis, and effectively communicate the results of their inquiries.

Prerequisite: None

Suggested co-requisite: FEF2D1

This course is offered every other year. It will be offered for the 2011-2012 school year.

RELIGIONS DU MONDE **Grade 11 - University/College - Extended**

HRT 3MF

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

Prerequisite: None

Suggested co-requisite: FEF 3U1

This course is offered every other year. It will be offered for the 2012-2013 school year.





GUIDANCE AND CAREER EDUCATION

Learning Strategies:
Skills for Success in
Secondary School
GLS 101
Grade 9, Open

Career Studies
GLC 201
Grade 10, Open

Leadership and Peer Support
GPP 301
Grade 11, Open

Leading, Learning and Relating:
Peer Mediation and Peer Tutoring
IDC 4U1
Grade 12, University

Discovering the Workplace
GLD 201
Grade 10, Open

Co-operative Education
Grade 11 or 12, Open

Navigating the Workplace
GLN 401
Grade 12, Open

LEARNING STRATEGIES: SKILLS FOR SUCCESS IN SECONDARY SCHOOL

Grade 9 - Open

GLS 101

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

Prerequisite: None

CAREER STUDIES

Grade 10 - Open (0.5 credit)

GLC 201

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.

Prerequisite: None

DISCOVERING THE WORKPLACE

Grade 10 - Open

GLD 201

This course provides students with opportunities to discover and develop the workplace Essential Skills and work habits required to be successfully employed. Students will develop an understanding of work through practical hands-on experiences in the school and in the community, using real workplace materials. They investigate occupations of interest through experiential opportunities (e.g. worksite visits, hearing guest speakers, job shadowing, work experience, simulations, and entrepreneurial projects). This course helps students make plans for continued learning and work.

Prerequisite: None

LEADERSHIP AND PEER SUPPORT

Grade 11 - Open

GPP 301

This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles – for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities. Students in this course work as peer tutors in grade 9 or 10 classes. Students must successfully complete an application and interview process.

Prerequisite: None



GUIDANCE AND CAREER EDUCATION

NAVIGATING THE WORKPLACE

Grade 12 - Open

GLN 401

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

Prerequisite: None

LEADING, LEARNING AND RELATING: PEER MEDIATION AND PEER TUTORING

Grade 12 - University

IDC 4U1

This course explore human relations, communication and behaviour; learning strategies and barriers; and personality and leadership styles that affect individuals in educational, social, and business settings. This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyse historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge. Students in this course will be trained in conflict resolution, restorative justice, and peer mediation to work in our school-wide program, and as peer tutors to support students through the initiatives of our Student Success program. Students must successfully complete an application and interview process.

Prerequisite: Any U or M course in Canadian and world studies, English, or social sciences and humanities.

GPP 30 recommended

COOPERATIVE EDUCATION

Students can earn 2 or 4 Co-op credits per semester; in most cases, students choose a 2-credit Co-op which takes place in either the morning or the afternoon. Co-op credits can be linked to any subject area. In the past students have been placed in a wide variety of settings, including legal, accounting, and architecture firms; municipal and provincial offices, police departments, and libraries; day care centres, schools, and hospitals; dental and veterinary offices; hotels, restaurants, and bakeries; fitness clubs and physiotherapy clinics; automotive, construction and manufacturing companies; and a variety of retail environments.

To apply for Co-op, students write CO-OP on the course selection sheet (in two or four spaces). Students must also complete a separate application form available from the Co-op department and return it by April 1. Students who apply undergo a counselling and interviewing process conducted by Co-operative education teachers, guidance counsellors, and administrators. Prior to their placement in the workplace, students attend an in-school work orientation program. Once placed, a Personal Placement Learning Plan is designed for each student. Periodically, all Co-op students participate in Integration Days organized to reinforce the relationship between “on-the-job” practical experience and classroom theory.

Liability insurance and Workplace Safety & Insurance Board coverage is in place for all Co-op students.

Students accepted into the Co-operative Education program who pursue a work placement in an apprenticeable area are also automatically OYAP students. Their Co-op placement may lead to an apprenticeship, if this is the destination a student chooses to pursue.





GUIDANCE AND CAREER EDUCATION

ONTARIO YOUTH APPRENTICESHIP PROGRAM

To be eligible for OYAP, students must

- be in grade 11 or 12, be at least 16 years of age, and be enrolled full-time in school.
- have earned at least 16 credits.
- agree to follow an education plan designed specifically for the apprenticeship destination in order to complete the requirements for the apprenticeship training and graduation.
- demonstrate competencies in certain subject areas.
- undergo a formal application process, which includes the regular Co-op process.

These programs allow secondary school students to complete part one of the theoretical components needed for all apprenticeship training. To be successful, the student will be required to meet the training requirements of the Ministry of Training, Colleges and Universities.

The student will complete secondary school Co-operative education credits in conjunction with the college or approved Training Centre program.

Students interested in these programs should see the Co-op Department for more details.

APPRENTICESHIP PROGRAMS OFFERED IN 2011-12 SCHOOL YEAR

Automotive Service Technician	Loyalist College
Chef Training	Loyalist College
Early Childhood Education	Loyalist College
Esthetics and Nails	Loyalist College
Roots to Success	Loyalist College
Brick and Stone Mason	St. Lawrence College
Carpentry	St. Lawrence College
Hairstyling	St. Lawrence College
Millwright	St. Lawrence College
Construction Craft Worker	Life Long Learning Centre, Cobourg

DUAL CREDIT PROGRAMS

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

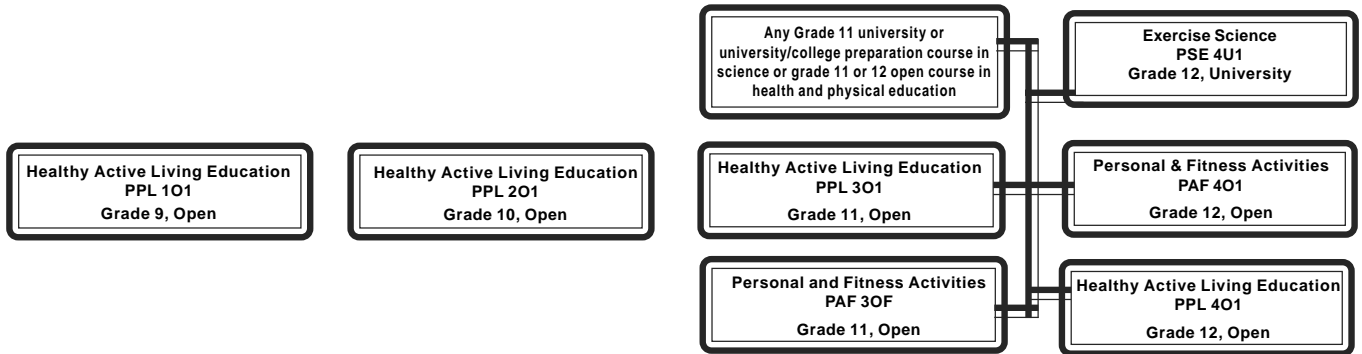
Dual Credits are one example of programming that supports the Learning to 18 mandate of the Ministry of Education. Dual credit programs are intended to assist secondary students in the completion of their OSSD and create a successful transition to college and apprenticeship programs.

HIGH SKILLS MAJOR

A Specialist High Skills Major-Transportation is a Ministry approved specialized program that provides students with a strong foundation for a wide variety of careers in the transportation sector. Pursuing the Specialist High Skills Major-Transportation enables students to select a bundle of 9 required credits focused on transportation specific knowledge and skills. Students pursuing this program will take 4 transportation major credits, 2 co-op credits, and 3 compulsory credits. They will also receive transportation recognized certifications and “reach ahead” experiences connected with the student’s postsecondary pathway. Students interested in this program should contact the Guidance Department.



HEALTH AND PHYSICAL EDUCATION



HEALTHY ACTIVE LIVING EDUCATION Grade 9 - Open

PPL 101

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

HEALTHY ACTIVE LIVING EDUCATION Grade 10 - Open

PPL 201

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.

Prerequisite: None

HEALTHY ACTIVE LIVING EDUCATION Grade 11 - Open

PPL 301

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills, and will be given opportunities to practice goal-setting, decision-making, coping, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.

Prerequisite: None

PERSONAL AND FITNESS ACTIVITIES Grade 11 - Open

PAF30F

This course follows the curriculum expectations of PPL301 (see above) but is geared toward the female student who has an interest in personal fitness. The goals of the program are to reinforce personal health and fitness, to develop a positive self concept and to establish fitness habits that can be continued throughout life. Activities and areas of study include: aerobics, cycling, walking, running, weights, nutrition, self image and fitness for life.

Prerequisite: None





HEALTH AND PHYSICAL EDUCATION

HEALTHY ACTIVE LIVING EDUCATION

Grade 12 - Open

PPL 401

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a new view to enhancing their mental health and their relationships with others.

Prerequisite: None (\$65 Activity Fee)

PERSONAL AND FITNESS ACTIVITIES

Grade 12 - Open

PAF 401

This course follows the curriculum expectations of PPL401 (see above) but is geared toward regular participation in a variety of enjoyable fitness activities that promote life-long healthy active living. Student learning will include the application of movement principles to refine their skills, participation in a variety of fitness activities with a focus on weight training and cardio exercises that enhance personal competence, health, and examination of issues related to healthy living.

Prerequisite: None

PERSONAL AND FITNESS ACTIVITIES - HOCKEY CANADA SKILLS ACADEMY (HCSA)

Grade 10 - Open

PAL 201

Grade 12 - Open

PAL 401

St. Paul Hockey Canada Skills Academy allows students in grades nine through twelve to take part in hockey drills, scrimmages and activities designed by Hockey Canada. The HCSA is an inclusive program that allows all students regardless of skill or age to enter the program. HCSA will:

- increase training time per year.
- enhance individual technical and tactical skill development.
- enhance academic achievement.
- establish a balance between academics and athletics.
- focus on health related topics including nutrition, stress management, sports psychology, business and the history of hockey.

A \$150 fee is applied to the course for ice time and uniform.

Prerequisite: None

EXERCISE SCIENCE

Grade 12 - University Preparation

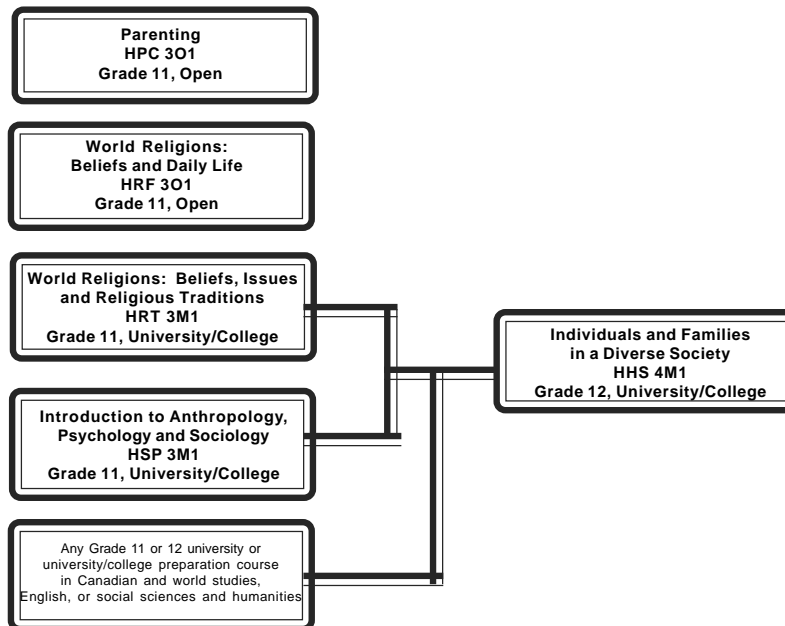
PSE 4U1

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.

Prerequisite: Any Grade 11 U or M course in science, or any Grade 11 or 12 open course in health and physical education.



HUMANITIES AND SOCIAL SCIENCES



PARENTING Grade 11 - Open

HPC 301

This course focuses on the skills and knowledge needed to promote the positive and healthy nurturing of children, with particular emphasis on the early years of human development. Students will learn how to meet the developmental needs of young 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.

Prerequisite: None

INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY, AND SOCIOLOGY Grade 11 - University/College Preparation

HSP 3M1

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.

Prerequisite: None

INDIVIDUALS AND FAMILIES IN A DIVERSE SOCIETY Grade 12 - University/College Preparation

HHS 4M1

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.

Prerequisite: Any U or M course in Canadian and world studies, English, or social sciences and humanities.

The following Humanities courses are also offered as part of the Religion program:

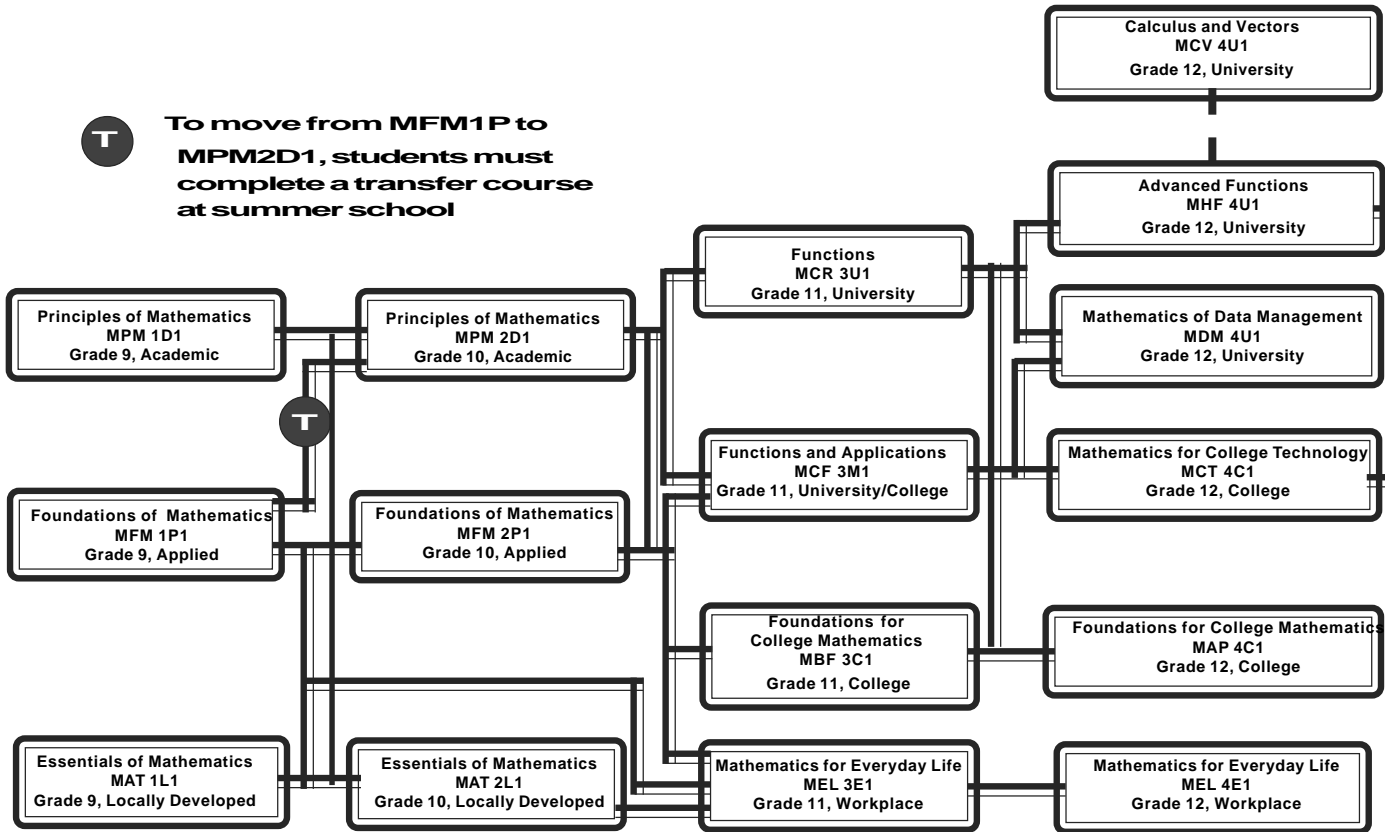
WORLD RELIGIONS: BELIEFS, ISSUES, AND RELIGIOUS TRADITIONS Grade 11 - University/College or Open HRT 3M1, HRF 301

Course descriptions and prerequisites can be found in the Religion section of the course offerings.



MATHEMATICS

T To move from MFM1P to MPM2D1, students must complete a transfer course at summer school



Scholarship, Discipleship, Stewardship

PRINCIPLES OF MATHEMATICS Grade 9 - Academic

MPM 1D1

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 multistep problems.

FOUNDATIONS OF MATHEMATICS Grade 9 - Applied

MFM 1P1

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.

ESSENTIALS OF MATHEMATICS Grade 9 - Locally Developed

MAT 1L1

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



MATHEMATICS

PRINCIPLES OF MATHEMATICS

Grade 10 - Academic

MPM 2D1

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigations, 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 multistep problems and communicate their thinking.

Prerequisite: MPM 1D1

FOUNDATIONS OF MATHEMATICS

Grade 10 - Applied

MFM 2P1

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 triangles, the trigonometry of right-angled triangles, and the measurement of three-dimensional objects. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: MPM 1D1 or MFM 1P1

ESSENTIALS OF MATHEMATICS

Grade 10 - Locally Developed

MAT 2L1

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

Prerequisite: MPM 1D1 or MFM 1P1 or MAT 1L1

FUNCTIONS

Grade 11 - University Preparation

MCR 3U1

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.

Prerequisite: MPM 2D1

FUNCTIONS AND APPLICATIONS

Grade 11 - University/College Preparation

MCF 3M1

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

Prerequisite: MPM 2D1 or MFM 2P1





MATHEMATICS

FOUNDATIONS FOR COLLEGE MATHEMATICS

Grade 11 - College Preparation

MBF 3C1

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.

Prerequisite: MFM 2P1

MATHEMATICS FOR WORK AND EVERYDAY LIFE

Grade 11 - Workplace Preparation

MEL 3E1

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

Prerequisite: MPM 2D1 or MFM 2P1 or MAT 2L1

ADVANCED FUNCTIONS

Grade 12, University Preparation

MHF4U1

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.

Prerequisite: MCR 3U1 or MCT 4C1

CALCULUS AND VECTORS

Grade 12 - University Preparation

MCV4U1

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 can be taken concurrently with or can precede Calculus and Vectors.*

Prerequisite or Co-requisite: MHF 4U1



M A T H E M A T I C S

MATHEMATICS OF DATA MANAGEMENT

Grade 12 - University Preparation

MDM 4U1

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

Prerequisite: MCR 3U1 or MCF 3M1

MATHEMATICS FOR COLLEGE TECHNOLOGY

Grade 12 - College Preparation

MCT 4C1

This course equips students with the mathematical knowledge and skills needed for entry into college technology programs. Students will investigate and apply properties of polynomial, exponential and logarithmic functions; solve problems involving inverse proportionality; and explore the properties of reciprocal functions. They will also analyse models of a variety of functions, solve problems involving piecewise-defined functions, solve linear-quadratic systems, and consolidate key manipulation and communication skills.

Prerequisite: MCF 3M1 or MCR 3U1

FOUNDATIONS FOR COLLEGE MATHEMATICS

Grade 12 - College Preparation

MAP 4C1

This course equips students with the mathematical knowledge and skills they will need in many college programs. Students will use statistical methods to analyse problems; solve problems involving the application of principles of geometry and measurement to the design and construction of physical models; solve problems involving trigonometry in triangles; and consolidate their skills in analysing and interpreting mathematical models.

Prerequisite: MBF 3C1 or MCF 3M1 or MCR 3U1

MATHEMATICS FOR WORK AND EVERYDAY LIFE

Grade 12 - Workplace Preparation

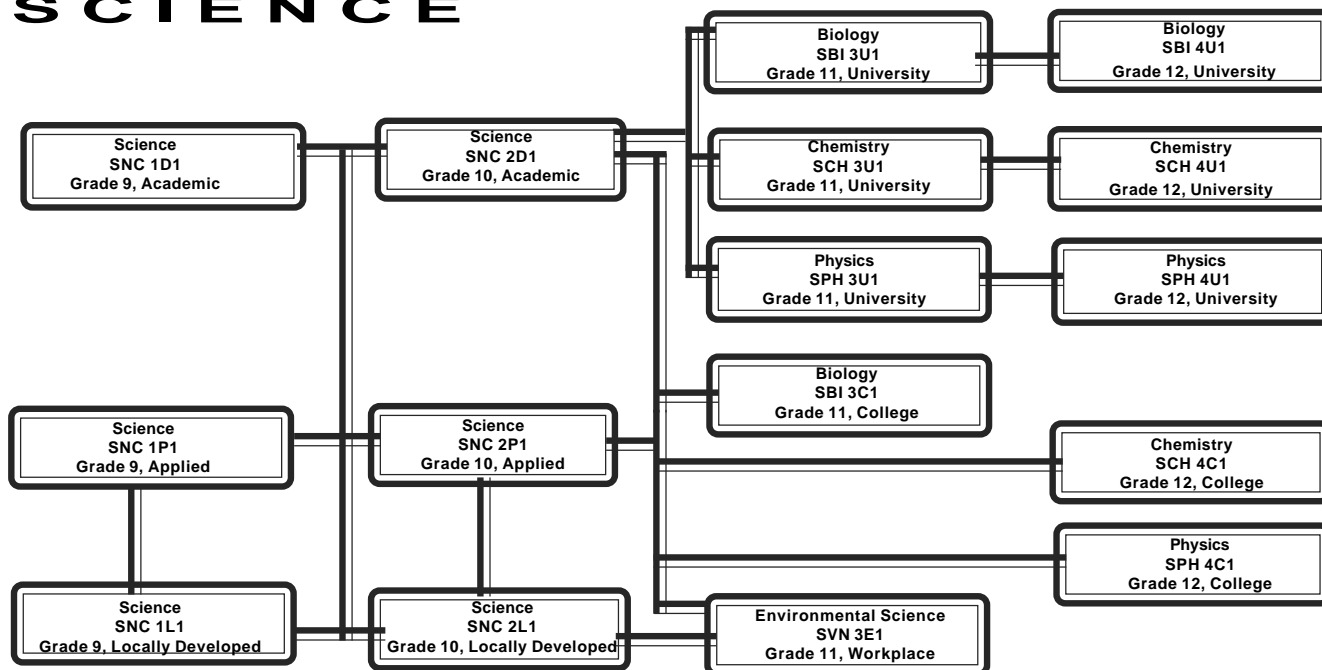
MEL 4E1

This course enables students to broaden their understanding of mathematics as it is applied in important areas of day-to-day living. Students will use statistics in investigating questions of interest and apply principles of probability in familiar situations. They will also investigate accommodation costs and create household budgets; solve problems involving estimation and measurement; and apply concepts of geometry in the creation of designs.

Prerequisite: MEL 3E1



SCIENCE



Scholarship, Discipleship, Stewardship

SCIENCE

Grade 9 - Academic

SNC 1D1

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

SCIENCE

Grade 9 - Applied

SNC 1P1

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

SCIENCE

Grade 9 - Locally Developed

SNC 1L1

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking, and the relationship between science, society, and the environment, to prepare students for success in everyday life, in the workplace, and in the Grade 10 Locally Developed Science course. Students explore a range of topics, including science in daily life, properties of common materials, life-sustaining processes in simple and complex organisms, and electrical circuits. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.

SCIENCE

Grade 10 - Academic

SNC 2D1

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

Prerequisite: SNC 1D1 or SNC 1P1

SCIENCE

SCIENCE

Grade 10 - Applied

SNC 2P1

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

Prerequisite: SNC 1D1 or SNC 1P1

SCIENCE

Grade 10 - Locally Developed

SNC 2L1

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking, and the environmental impact of science and technology, to prepare students for success in everyday life, and in the workplace and in the Science Grade 11 Workplace Preparation course. Students explore a range of topics including science in the media, interactions of common materials, interdependence of organisms in communities, and using electrical energy. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.

Prerequisite: SNC 1D1 or SNC 1P1 or SNC 1L1

ENVIRONMENTAL SCIENCE

Grade 11 - Workplace Preparation

SVN 3E1

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 environment; energy conservation; resource science and management; and safety and 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.

Prerequisite: SNC 1D1 or SNC 1P1 or SNC 1L1 or SNC 2L1

BIOLOGY

Grade 11 - University Preparation

SBI 3U1

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

Prerequisite: SNC 2D1

BIOLOGY

Grade 11 - College Preparation

SBI 3C1

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

Prerequisite: SNC 2D1 or SNC 2P1

CHEMISTRY

Grade 11 - University Preparation

SCH 3U1

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

Prerequisite: SNC 2D1





SCIENCE

PHYSICS

Grade 11 - University Preparation

SPH 3U1

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.

Prerequisite: SNC2D1

BIOLOGY

Grade 12 - University Preparation

SBI 4U1

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

Prerequisite: SBI 3U1

CHEMISTRY

Grade 12 - University Preparation

SCH 4U1

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

Prerequisite: SCH3U1

CHEMISTRY

Grade 12 - College Preparation

SCH 4C1

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

Prerequisite: SNC2D1 or SNC2P1

PHYSICS

Grade 12 - University Preparation

SPH 4U1

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

Prerequisite: SPH 3U1

PHYSICS

Grade 12 - College Preparation

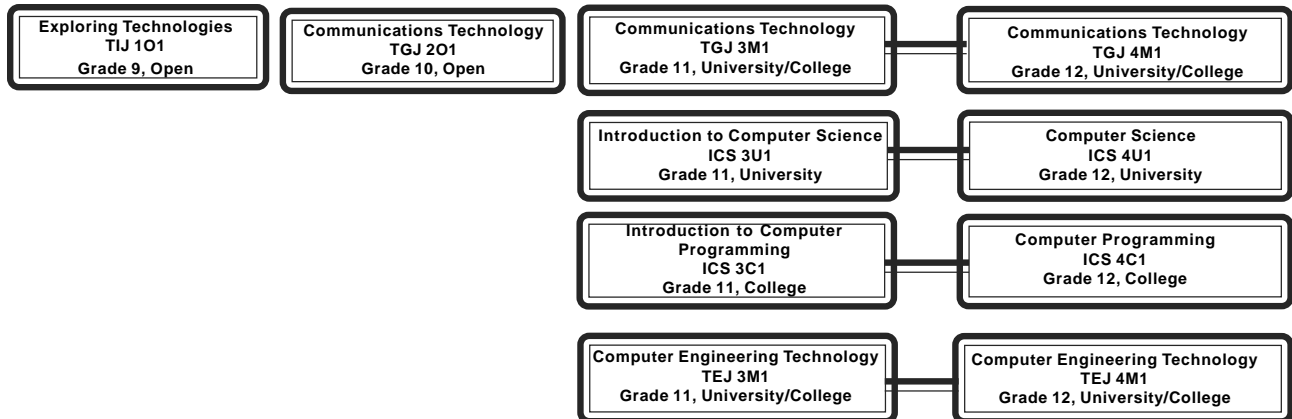
SPH 4C1

This course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, 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.

Prerequisite: SNC2D1 or SNC2P1



TECHNOLOGICAL EDUCATION



EXPLORING TECHNOLOGIES

Grade 9 - Open

TIJ 101

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

COMMUNICATIONS TECHNOLOGY

Grade 10 - Open

TGJ 201

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, developing animations, designing web pages, desktop publishing, digital imaging and new technology. 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 communication technology fields. This broad based course will prepare students for entry to TGJ 3M1 where they can specialize in photo or video.

Prerequisite: None

Course Fee \$25.00

COMMUNICATIONS TECHNOLOGY – PHOTO/VIDEO

Grade 11 - University/College

TGJ 3M1

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. This course will focus on photography and video.

Prerequisite: None (Course Fee \$40.00)





TECHNOLOGICAL EDUCATION

COMMUNICATIONS TECHNOLOGY - PHOTO/VIDEO

Grade 12, University/College

TGJ 4M1

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.

Prerequisite: TGJ 3M1 (Course Fee \$40.00)

COMPUTER ENGINEERING TECHNOLOGY

Grade 11 - University/College

TEJ 3M1

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

Prerequisite: None

This course is offered every other year. It will be offered for the 2011-2012 school year.

COMPUTER ENGINEERING TECHNOLOGY

Grade 12 - University/College

TEJ 4M1

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

Prerequisite: TEJ 3M1

This course is offered every other year. It will be offered for the 2012-2013 school year.

INTRODUCTION TO COMPUTER SCIENCE

Grade 11 - University

ICS 3U1

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 mode. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

Prerequisite: None

This course is offered every other year. It will be offered for the 2012-2013 school year.



TECHNOLOGICAL EDUCATION

COMPUTER SCIENCE

Grade 12 - University

ICS 4U1

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.

Prerequisite: ICS3U1

This course is offered every other year. It will be offered for the 2011-2012 school year.

INTRODUCTION TO COMPUTER PROGRAMMING

Grade 11 - College

ICS 3C1

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

Prerequisite: None

This course is offered every other year. It will be offered for the 2011-2012 school year.

COMPUTER PROGRAMMING

Grade 12 - College

ICS 4C1

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

Prerequisite: ICS3C1

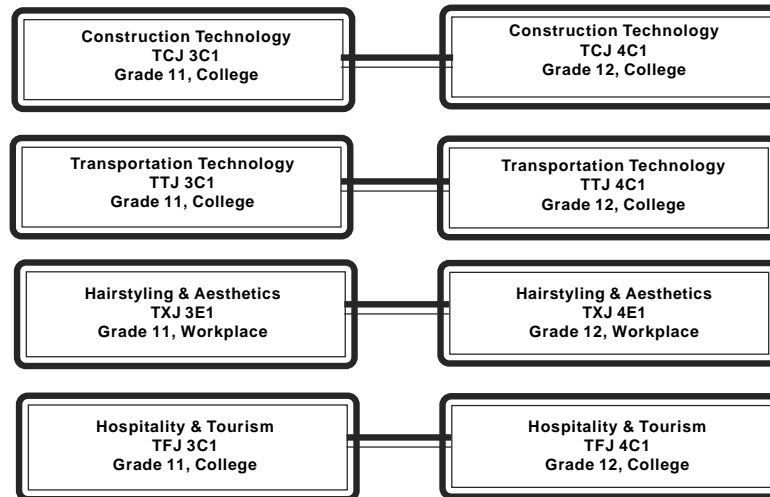
This course is offered every other year. It will be offered for the 2012-2013 school year.





TECHNOLOGICAL EDUCATION

ALGONQUIN & LAKESHORE TECHNOLOGY CENTRE



The following courses are available off-campus at the Algonquin Lakeshore Technology Centre located at Sir James Whitney School in Belleville. Transportation to and from St. Paul is provided. These courses are taken as two-credit packages in one semester. Transportation courses can be taken as part of the Specialist High Skills Major at St. Paul. For more information see page 10 of this calendar or your guidance counselor.

TRANSPORTATION TECHNOLOGY

Grade 11 - College Preparation

TTJ 3C1

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. This is a two credit program.

Prerequisite: None

TRANSPORTATION TECHNOLOGY

Grade 12 - College Preparation

TTJ 4C1

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, 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. This is a 2 credit program.

Prerequisite: TTJ 3C1

CONSTRUCTION ENGINEERING TECHNOLOGY

Grade 11 - College Preparation

TCJ 3C1

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. This is a two credit course.

Prerequisite: None



TECHNOLOGICAL EDUCATION

CONSTRUCTION ENGINEERING TECHNOLOGY **Grade 12 - College Preparation**

TCJ4C1

This course enables students to further develop technical 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. This is a 2 credit program.

Prerequisite: TCJ 3C1

HAIRSTYLING AND AESTHETICS **Grade 11 - Workplace Preparation**

TXJ 3E1

This course enables students to further develop knowledge and skills in cosmetology and offers a variety of applications that will equip students to provide services for a diverse clientele. Students identify trends in the hairstyling and aesthetics industry, learn about related health and safety laws, and expand their communication and interpersonal skills through interactions with peers and clients. Students consider environmental and societal issues related to the industry and acquire a more detailed knowledge of apprenticeships and direct-entry work positions. This is a 2 credit program.

Prerequisite: None

HAIRSTYLING AND AESTHETICS **Grade 12 - Workplace Preparation**

TXJ 4E1

This course enables students to develop increased proficiency in a wide range of hairstyling and aesthetics services. Working in a salon/spa team environment, students strengthen their fundamental cosmetology skills and develop an understanding of common business practices and strategies in the salon/spa industry. Students expand their understanding of environmental and societal issues and their knowledge of postsecondary destinations in the hairstyling and aesthetics industry. This is a 2 credit program.

Prerequisite: TXJ 3E1

HOSPITALITY AND TOURISM **Grade 11 - College Preparation**

TFJ 3C1

Hospitality and tourism is one of the top fields for employment in Canada. Hospitality and tourism courses prepare students to meet diverse challenges in this multifaceted field. Hospitality and tourism education provides both a hands-on and a theoretical approach to learning about the various sectors in the field. Students will have opportunities to develop essential food preparation and presentation skills; will learn about event planning and marketing, customer relations, human resource management, inventory management, and tourism administration and management; and will examine the cultural and economic forces that drive tourism trends. Students will gain experience with equipment and procedures commonly used in their particular sectors of interest, and will comply with health and safety regulations and standards that govern the various sectors in the tourism industry. They will acquire a foundation of skills and knowledge that will prepare them for both postsecondary education and careers in hospitality and tourism.

Prerequisite: None

HOSPITALITY AND TOURISM **Grade 12 - College Preparation**

TFJ 4C1

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.

Prerequisite: TFJ3C1



SUMMARY OF COURSE OFFERINGS

AREA OF STUDY	COURSE NAME	GRADE 9	GRADE 10	GRADE 11	GRADE 12
RELIGION	Religion World Religions Church & Culture	HRE 1O1	HRE 2O1	HRT3M1/HRF3O1	HRE4M/HRE4O1
THE ARTS	Drama Music Media Arts Visual Arts Fashion & Interior Design Digital Art Photography	ADA 1O1 AMU 1O1 AVI 1O1	ADA 2O1 AMU 2O1 AVI 2O1	ADA 3M1 AMU 3M1 ASM 3O1 AVI 3M1 AWI 3M1 (2011) AWQ 3M1 (2012)	ADA 4M1 AMU 4M1 AVI 4M1
BUSINESS STUDIES	Introduction to Business Marketing: Goods, Services, Events Financial Accounting		BBI 2O1	BMI 3C1 BAF 3M1	BAT 4M1 (2011)
CANADIAN AND WORLD STUDIES	Geography of Canada Environment & Resource Management Canadian & World Issues: A Geographic Analysis Regional Geography: Travel & Tourism Physical Geography: Patterns, Processes, and Interactions Civics Canadian History in the 20 th Century World History to the 16 th Century American History World History: The West & the World Canada: History, Identity & Culture Economics Law Canadian & World Politics	CGC 1D1 CGC 1P1	 CHV 2O1 (.5) CHC 2D1 CHC 2P1	 CGG 3O1 CGF 3M1 CHW 3M1(2012) CHA 3U1 (2011) CIE 3M1 CLU 3M1	 CGR 4M1 (2011) CGW 4U1 (2012) CHY 4U1 (2011) CHI 4U1 (2012) CIA 4U1 (2012) CLN 4U1 CPW 4U1
ENGLISH	English (compulsory) Media Studies Communications in Business & Technology Writer's Craft Studies in Literature Ontario Secondary School Literacy Course	ENG 1D1 ENG 1P1 ENG 1L1	ENG 2D1 ENG 2P1 ENG 2L1	ENG 3U1 ENG 3C1 ENG 3E1 EMS 3O1	ENG 4U1 ENG 4C1 ENG 4E1 EBT 4O1 EWC 4U1 (2011) ETS 4U1 (2012) OLC 4O1
FRENCH	Core French Extended French Extended French - Subject Specific	FSF 1D1 FSF 1P1 FEF 1D1 CGC 1DF (2012)	FSF 2D1 FEF 2D1 CHC 2DF(2011)	FSF 3U1 FEF 3U1 HRT 3MF (2012)	FSF 4U1 FEF 4U1

SUMMARY OF COURSE OFFERINGS

AREA OF STUDY	COURSE NAME	GRADE 9	GRADE 10	GRADE 11	GRADE 12
GUIDANCE AND CAREER EDUCATION	Learning Strategies 1 Career Studies Discovering the Workplace Leadership & Peer Support Co-operative Education Navigating the Workplace Leading, Learning & Relating: Peer Mediation & Peer Tutoring	GLS 101	GLC 201 (.5) GLD 201	GPP 301 CO-OP	CO-OP GLN 401 IDC 4U1
HEALTH & PHYS. EDUCATION	Healthy Active Living Personal & Fitness Activities Personal & Fitness Activities-Hockey Exercise Science	PPL 101	PPL 201	PPL 301 PAF 30F	PPL 401 PAF 401 PAL 401 PSE 4U1
HUMANITIES AND SOCIAL SCIENCES	Parenting Introduction to Anthropology, Psychology & Sociology Individuals & Families in a Diverse Society			HPC 301 HSP 3M1	HHS 4M1
MATHEMATICS	Principles of Mathematics Foundations of Mathematics Essentials of Mathematics Functions Functions and Applications Foundations fo College Mathematics Mathematics for Work & Everyday Life Advanced Functions Calculus and Vectors Mathematics of Data Management Mathematics for College Technology	MPM 1D1 MFM 1P1 MAT 1L1	MPM 2D1 MFM 2P1 MAT 2L1	MCR 3U1 MCF 3M1 MBF 3C1 MEL 3E1	MAP 4C1 MEL 4E1 MHF 4U1 MCV 4U1 MDM 4U1 MCT 4C1
SCIENCE	Science Environmental Science Biology Chemistry Physics	SNC 1D1 SNC 1P1 SNC 1L1	SNC 2D1 SNC 2P1 SNC 2L1	SVN 3E1 SBI 3U1 SBI 3C1 SCH 3U1 SPH 3U1	SBI 4U1 SCH 4U1 SCH 4C1 SPH 4U1 SPH 4C1
TECHNOLOGY	Exploring Technologies Communication Technology Computer Science Computer Programming Computer Engineering Technology Construction Technology Hospitality & Tourism Transportation Technology Hairstyling & Aesthetics	TIJ 101	TGJ 201	TGJ 3M1 ICS 3U1 (2012) ICS3C1 (2011) TEJ 3M1 (2011) TCJ 3C1 TFJ 3C1 TTJ 3C1 TXJ 3E1	TGJ 4M1 ICS 4U1 (2011) ICS 4C1 (2012) TEJ 4M1 (2012) TCJ 4C1 TFJ 4C1 TTJ 4C1 TXJ 4E1

BirthRight FreeTheChildren
HabitatForHumanity BirthRight DominicanExperience
MarchForLife FairTradeSale FreeTheChildren
AfricaSchoolBuild MakePovertyHistory FairTradeSale
CardboardCity HalloweenForHunger BeTheChange
ValentineFairTradeChocolate ChaliceInternational
SaveTheChildrenSoapDrive CardboardCity ChristmasSharingBaskets
ThinkfastLooseChangeForChange Spin-A-Thon KivaMicrocredit
HaitiEarthquakeRelief StreetRetreat RelayForLife
DominicanExperience SponsorAChild TerryFoxRun
HabitatForHumanity FreeTheChildren MarchForLife
VowOfSilence LooseChangeForChange
CardboardCity AfricaSchoolBuild MakePovertyHistory
HalloweenForHungerFreeTheChildren FairTradeSale
RelayForLife ValentineFairTradeChocolate