

# HOLY TRINITY CATHOLIC SECONDARY SCHOOL



## 2010-2011 Course Calendar

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# HOLY TRINITY CATHOLIC SECONDARY SCHOOL

## OUR SCHOOL NAME

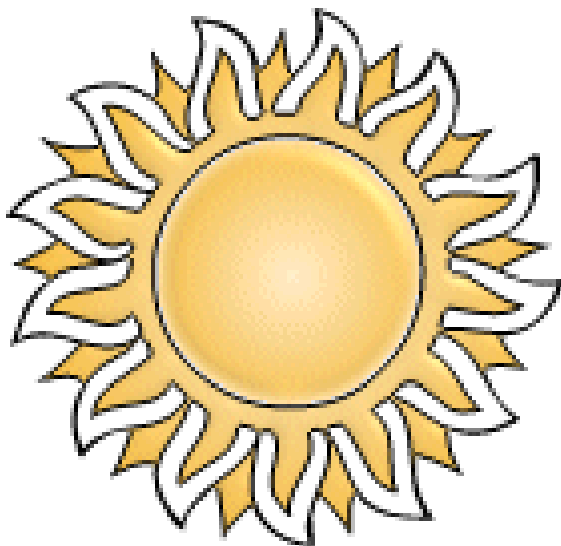
The Holy Trinity is the central mystery of the Christian Faith. In the one true God, there are three distinct persons, Father, Son and Holy Spirit. The best known reference to the Trinity is found in Matthew's gospel. There Jesus tells His disciples:

*"Go then, to all peoples everywhere, and make them My disciples, baptizing them in the name of the Father, the Son and the Holy Spirit."*

**Matthew 28:19**

Some people see the sun as an image of the Trinity. Its light is an image of the Father Who created the world saying, "Let there be light!" Its heat is the image of Jesus Who saved us by the warmth of His love. Its energy is an image of the Holy Spirit, Who energizes us with grace.

And so the rays of one sun bless us in three ways - lighting our planet, heating our earth and energizing our world and this process serves as an image of the Trinity.



## **PRINCIPAL'S MESSAGE**

Welcome to Holy Trinity Catholic Secondary School! With pride, we present our 2010-1011 Course Calendar which outlines the course offerings and learning opportunities available to our students.

At Holy Trinity we strive for personal excellence in all of our endeavours. We encourage positive discipline and promote a Christ-centred and student-focused curriculum. Our students benefit from an exciting co-instructional program that invites them to develop to their talents and skills with others.

We are pleased to be able to offer our students the services, programs and courses outlined in the following pages. Our administrators, curriculum chairs and teaching staff, in alignment with *The Institute For Catholic Education* and committed educators across the Province, offer excellent academic programs designed to support and encourage students towards their fullest potential.

This course calendar is intended to provide a detailed description of all the programs and courses available at our school. Use this course calendar to assist you in planning your course selections and in setting direction for your high school career. Be sure to make your choices where you can realistically find success. Consider prerequisites for desired courses, your particular learning style, as well as, the recommendation of your grade eight teacher or your most recent standing in a similar program or course. Our guidance staff is available to assist you with your selections and to help you determine the best choices for your particular career path.

We wish you every success in our Catholic Learning Community and we hope that you will become involved in the co-curricular opportunities that are available to you.

Rosemary A. Livesey

## **ASSOCIATE SCHOOLS**

### **SCHOOL**

Good Shepherd  
Monsignor Leo Cleary  
Mother Teresa

### **PRINCIPAL**

Ms. D. Ford  
Ms. C. Rosario  
Mr. G. van den Wildenberg

## **CATHOLIC PARISH OF COURTICE**

St. Therese Parish

Fr. Vincente Valles

## **ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS**

The graduates of a Catholic school are described not only in terms of the knowledge and skills necessary to succeed in the world of work or post-secondary education, but also in terms of values, attitudes and actions which reflect the foundations of Catholic curriculum. The expectations of a graduate of Holy Trinity Catholic Secondary School are those delineated by The Institute for Catholic Education and The Peterborough Victoria Northumberland and Clarington Catholic District School Board.

This school exists to provide a Catholic education whereby the graduate is expected to understand, appreciate and strive toward the following lifestyle.

- 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 his/her 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.

## HOLY TRINITY SCHOOL PHILOSOPHY

Holy Trinity Catholic Secondary School is a school based in the traditions of the Catholic Church. It is the mission of the school to co-operate in the education and development of whole persons and it does so in the conviction that spiritual, intellectual, personal, social, moral and physical growth are all interrelated and interdependent. The educational process demands careful attention to all of these areas. In furtherance of this, Holy Trinity Catholic Secondary School seeks to imbue its students with core values that will grow into a firmly established Christian ethic which, as it ripens with age and experience, will serve as an example to others throughout life.

In support of the Gospel message, this community must be one which leads students to the service of the poor and the less privileged of our own society. This faith community must teach the moral values found in the Gospel and in Catholic tradition. It must make wise use of material resources. It must be a privileged place for the celebration of Eucharist and Sacraments and it must be a place of respect, discipline and order.

Holy Trinity Catholic Secondary School embraces the task of developing well educated young men and women with effective work habits, respectful social skills and a religious awareness that will allow them to meet life's challenges and to fashion personal lives which are faithful and fulfilled.

## PASTORAL CARE IN THE SCHOOL COMMUNITY

The Pastoral Care Ministry of Holy Trinity fosters and supports the faith life of our school community. The Pastoral Care Minister/Chaplain, who co-ordinates this service, ministers full-time with the staff and students in order to focus and develop different ministries of Christ as the need arises. In particular, the pastoral care service will provide:

- **Presence** - being present in the school and available for staff and students
- **Witness to Gospel Values** - justice awareness, participation in charitable and caring organizations, response to ethical and moral issues that challenge us
- **Community Worship, Prayer and Reflection** - Prayer, Reconciliation, Eucharistic celebrations
- **Personal Development** - personal confidential counseling, student support groups, spiritual direction, support ministry in times of crisis, home and hospital visits
- **Resource** - support to the religious education programs, administration and other departments of the school.

The Pastoral Care Ministry in a school needs our support. Students are encouraged to volunteer their talents for various activities so that as a community we may practice our shared faith.

## **GUIDANCE AND COOPERATIVE EDUCATION**

In the school, counselors, teachers, administration and other school personnel work as a team in the counseling and guidance process in order to assist students to grow in their Catholic values. It is our goal to help students develop self-esteem, to recognize their abilities and limitations, to evaluate possible alternatives in their actions, and to view themselves positively as they move towards setting realistic goals and achieving the optimum development of their potential. The Guidance and Cooperative Education program provides the students with the following opportunities:

- i. to expand their knowledge and understanding of themselves and develop an appreciation of their individual potential to contribute to society;
- ii. to develop an understanding of effective relationships;
- iii. to develop the knowledge, skills and attitudes needed to make appropriate post-secondary decisions and to cope with the transition from secondary to post-secondary studies and the world of work;
- iv. to explore potential careers in relation to themselves, educational alternatives and their desired lifestyle;
- v. to experience firsthand the world of work in order to gain experience and to assist in career and post-secondary planning.

Students interested in a co-op placement will be invited to submit an application to the Guidance office in mid-February. All students will be reviewed regarding achievement, attendance and punctuality. All applicants are required to have two teacher references that would support their co-op application.

Once applications are received, some students will be invited to an interview at the school level. Students must present themselves as a good representative of the school in order to be given the privilege of a Cooperative Education placement.

For more information, contact the Guidance and Cooperative Education Department.

### ***School Student Success Team***

In Ontario, every school shall have a Student Success Team which must be comprised of the Principal or designate, the Student Success Teacher, the Head of the Guidance Department, and the Head of the Special Education Department. The Student Success Team is responsible for two primary functions:

- To develop school procedures and models for the effective delivery of all student success initiatives
- To track, co-ordinate, and assume responsibility for at-risk students through the Student Success Teacher

### ***Student Success Teacher Role***

The Student Success teacher works with school staff, students, parents, and the community to ensure students earn the credits necessary to graduate. The three elements of this teacher's role are to identify and support struggling students, to provide more options for

learning, and to monitor student progress. In addition to working with secondary school students, the Student Success teacher is also involved with the intermediate students from our family of schools to effect a smooth transition from elementary to secondary schools.

## **SPECIALIST HIGH SKILLS MAJOR PROGRAM**

Student Success is about meeting the individual learning needs of each and every student. Schools are providing students with more opportunities to customize their high school experience and build on their strengths and interests through a variety of new and enhanced learning options. One of those options is the new Specialist High Skills Majors.

### **What is a Specialist High Skills Major (SHSM)?**

- The SHSM is a Ministry approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements for the Ontario Secondary School Diploma (OSSD) and assists in their transition from secondary school to apprenticeship training, college, university, or the workplace.
- An SHSM enables students to gain sector-specific skills and knowledge in the context of engaging, career-related learning environments and helps them focus on graduation and on pursuing their post-secondary goals.
- Every SHSM must include the following five components, which are outlined in detail in individual guides for each sector:
  1. A bundle of 8-10 Grade 11 and Grade 12 credits that includes:
    - 4 major credits that provide sector-specific knowledge and skills
    - 2-4 other required credits from the Ontario curriculum, in which some expectations are met through learning activities contextualized to the sector
    - 2 cooperative education credits that provide authentic learning experiences in a workplace setting, enabling students to refine, extend, and practice sector-specific knowledge and skills
  2. Sector-recognized certifications and/or training courses.
  3. Experiential learning and career exploration activities within the sector.
  4. “Reach Ahead” experiences connected with the student’s chosen post secondary pathway.
  5. Development of Essential Skills and work habits required in the sector, and the use of the Ontario Skills Passport (OSP) for purposes of documentation.

\*No substitutions for any required components are permitted.

### **How does an SHSM benefit students?**

- An SHSM allows students to experience a range of customized learning opportunities in an area that interests them, and helps to engage them in their school program.
- An SHSM program gives students the opportunity to explore, identify, and refine career goals and make informed decisions related to post secondary education or training and next steps towards a career.
- An SHSM helps students gain confidence in their ability to succeed, and see the connections between their studies, the world beyond high school, and their future careers.
- The experiential learning opportunities provided in an SHSM enable students to develop Essential Skills and work habits that are required in the sector, and have their performance of those skills and work habits assessed and documented, using tools connected with the Ontario Skills Passport.

- Through an SHSM, students begin to establish relationships and networks in their chosen field.
- Students who have earned an SHSM can provide evidence of their achievement of the required components (e.g., sector-recognized certifications and training programs) to prospective employers and post-secondary educational or training institutions.

### How is successful completion of an SHSM documented?

- Successful completion of an SHSM is indicated on the student's Ontario Secondary School Diploma by a red seal.
- The student receives an SHSM Record that documents his or her achievement of the required components, including sector-related certifications earned and/or training courses completed.
- Successful completion of an SHSM is indicated on the student's Ontario Student Transcript (OST).

## Transportation Specialist High Skills Major

1. Bundled Nine Credits – one course from each box below.

### Specialist High Skills Major Pathway Chart Transportation

Credits	APPRENTICESHIP PATHWAY		COLLEGE PATHWAY		UNIVERSITY PATHWAY		WORKPLACE PATHWAY	
	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12
Transportation Major: 4 CREDITS	TTJ3C	TTJ4C	TTJ3C	TTJ4C	SPH3U	SPH4U	TTJ3O	TTJ4E
	TCJ3C TDJ3O TGJ3M TTJ3C	SPH4C TDJ4O TGJ4M TTJ4C	TCJ3C TDJ3M TGJ3M TTJ3C	SPH4C TDJ4M TGJ4M TTJ4C	TDJ3M	TTJ4C SPH4U	TCJ3E TDJ3O TTJ3O	TDJ4O TTJ4E
English: 1 CREDIT	ENG3C ENG3E		ENG3C		ENG3U			ENG4E
Math: 1 CREDIT		MAP4C MCT4C MEL4E		MAP4C MCT4C		MCV4U MDM4U MHF4U	MEL3E	
Science/Business Studies: 1 CREDIT	SBI3C SCH4C SPH4C SVN3E BTA30 BAF3M		SBI3C SCH4C SPH4C SVN3M BAF3M BTA30 BBB4M BOH4M		SBI3U SCH3U SPH3U SVN3M BAF3M BBB4M BOH4M		SVN3E BTA30	
Cooperative Education: Probable Links 2 CREDITS	2 Credit Co-op tied to Transportation SHSM Sector		2 Credit Co-op tied to Transportation SHSM Sector		2 Credit Co-op tied to Transportation SHSM Sector		2 Credit Co-op tied to Transportation SHSM Sector	
<b>TOTAL CREDITS</b>	<b>9</b>		<b>9</b>		<b>9</b>		<b>9</b>	

2. Sector-recognized certifications and/or training courses:
  - 4 Compulsory at Holy Trinity: Standard First Aid, Cardio-Pulmonary Resuscitation (CPR), Health and Safety Basic, and Workplace Hazardous Materials Information System (WHMIS)
  - 3 other Certifications/Training Courses/Programs: Customer Service, Drive Clean, Propane Filling and Fuel Tanks Safety, Lift Truck, Fire Extinguishing, Lockout/tagging, Pleasure Craft Operator, Fall Protection, Vehicle Lift Safety Training.
3. Experiential learning and career exploration activities within the sector:  
The purpose of these activities is to allow students to find out about opportunities available to them in connection with the careers that interest them. (ie. Job Shadowing - day long observation, Job Twinning - 1 on 1 observation, and Work Experience - 1-2 week work experience)
4. "Reach Ahead" experiences connected with the student's chosen post secondary pathway. By participating in any of these programs students will gain confidence in their ability to be successful, refine skills and work habits, and make informed choices about future careers & next steps. (ie. Job Shadowing, attending a number of college/university classes, attending a conference or workshop, attending/participating in a science fair or business or tech skills, Level 1 Apprenticeship through OYAP)
5. OSP - Ontario Skills Passport  
The purpose of the OSP is to increase student awareness of, and develop, the Essential Skills and work habits required in the sector - their performance of those skills and habits are assessed and documented.

Students will come away with certifications and experience that will allow them to readily get a job in the Transportation Sector. They will graduate from Holy Trinity with a very impressive Specialist High Skills Major portfolio.

## **SPECIAL EDUCATION PROGRAMS**

The Special Education Department will provide assistance and program differentiation for students referred by the School Resource Team or I.P.R.C. The Department offers remedial activities, learning strategies and resource services to individual students. The Special Education Department is primarily a resource to teachers, assisting in developing programs in the regular class for students with differentiated learning needs. At the grade 9 level in particular, effective work habits and study methods are taught in all courses in order to enhance success for students.

### ***Programs for Enrichment***

At Holy Trinity Catholic Secondary School a variety of challenging opportunities are offered to differentiate the learning experience. For some pupils, a course designed at the academic stream may provide appropriate challenge, and for others, a course planned at the level of difficulty with enriched components may be required. For senior students, co-op and mentorships are other suitable vehicles for differentiated learning. Continuing Education courses may be appropriate for some students who have special curriculum needs. Other arrangements include leadership opportunities, tutoring other students, volunteer work and other endeavours which enhance cognitive and affective skills.

### ***Learning for Living Program***

Students with challenging needs are welcomed fully into the Holy Trinity community and are encouraged to participate in a variety of school related activities which promote spiritual, intellectual, social, emotional and physical well-being. The timetables are individualized in order to develop strengths and meet the needs of students. The curriculum may have the following goals:

- relationship building
- decision-making
- community awareness
- independent living skills
- preparation for the world of work
- career access
- communication skills
- literacy and academic skills

Resource periods, co-op placements and community programs may be used to access specialized facilities.

Where necessary, referrals are made to Board or community support staff such as Social Workers, Psychologists, Speech Pathologists or health services.

At Holy Trinity, developmentally challenged students are usually in a program which is appropriately modified as to kind, breadth, depth and pace so that the learning experience will correspond with the pupil's needs, abilities and interests. This means that, for the students, ***the earning of credits is not a primary goal***. Those students with special needs, whose primary goal is the earning of credits and a high school diploma, are placed in appropriate course levels with necessary accommodations. Upon successful completion of specific requirements these students may be awarded an Ontario Secondary School Certificate or a Holy Trinity Certificate of Accomplishment.

### ***Alternative Enrolment***

"Under the Education Act, a student who has **not been promoted** from elementary school may apply for admission to secondary school. The student will be admitted to secondary school if the principal is satisfied that the student is capable of undertaking the work of the school."

Such students would be candidates for credit-bearing locally developed courses (which could lead to an Ontario Secondary School Diploma or Certificate), or non-credit K-courses depending upon the student's abilities. Other students might be able to take applied courses in conjunction with a resource period. If parents did not agree to the secondary school placement, the student could be denied admission to secondary school.

"The Education Act provides that an applicant who has been denied admission to a secondary school may appeal to the Board, which may, after a hearing, decide whether or not the applicant should be admitted to secondary school."

## **LIBRARY INFORMATION CENTRE**

The Library Information Centre provides an information studies program that supports, develops and integrates curriculum expectations of the Ontario secondary curriculum. The program focuses on helping students to become information literate by developing the "ability to acquire, critically evaluate, select, use, create and communicate information in ways which lead to knowledge and wisdom" (*Information Literacy and Equitable Access (ILEA)*: Draft Document, Ministry of Education and Training, 1995). The Library Information Centre further supports literacy by providing resources that encourage recreational reading.

### ***Instructional Program***

The Teacher-Librarian works collaboratively with subject teachers to plan and teach lessons. This includes direct instruction in the research process and/or using information technology. A broad base of learning resources, both print and electronic, supports the curriculum and the range of student learning needs and styles.

### ***Recreational Reading***

The Library Information Centre provides fiction materials and a variety of newspapers and magazines in order to encourage students to become life-long readers.

### ***Information Technologies***

The Library Information Centre houses computers which provide all students with opportunity and access to the Internet and word processing software.

### ***Student Responsibilities***

Students are expected to make good use of their time, to treat library materials and equipment with care and to respect the rights of others by maintaining the learning atmosphere. In addition to classroom and small group visits, students have access to the library for homework, study, research and reading. Students are expected to be familiar with and abide by the terms of *The Holy Trinity Computer Use Policy*. Policies regarding the loan of library materials are printed in the student agenda book.

## **GENERAL INFORMATION AND CLARIFICATION OF TERMS**

### ***Semester System***

Holy Trinity Catholic Secondary School is a semester school. This means that the school year is divided into two semesters: September to January and February to June. There are four classes a school day, each 72 minutes in length.

### ***Attendance***

Regular attendance is an important component of the educational process at Holy Trinity Catholic Secondary School. Student achievement has a direct relationship to student attendance. If the process of learning is disrupted by irregular attendance, learning experiences are lost that cannot be entirely regained and achievement cannot be fully assessed.

### ***The Credit System***

In order to earn an Ontario Secondary School Diploma (OSSD), a student must earn a specific number of credits (30) as outlined in this calendar. A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours of instructional time.

### ***Evaluation***

Evaluation is an ongoing process which may involve any or all the following: oral and written assignments, work and study habits, homework, care of notebook, punctuality, attendance, quizzes, tests and exams. There are two sets of formal examinations during the year (January and June) in most courses.

### **Annual Education Plan**

Each student will prepare an Annual Education Plan which will include the following:

- student's goals for academic achievement;
- student's program planning;
- a range of possible post-secondary goals.

### **Music Certificates Accepted for Credit**

1. A student who has successfully completed the requirements for one of the following may count a maximum of one non-Grade 12 university/college preparation credit (AMX3M) towards the OSSD in addition to any other non-Grade 12 university/college preparation music credits earned in school:
  - Grade VII Practical and Grade 1 Rudiments of the Royal Conservatory of Music, Toronto
  - Grade VII Practical and Grade III Theory of Conservatory Canada, London
2. A student who has successfully completed the requirements for one of the following may count a maximum of one Grade 12 university/college preparation credit (AMX4M) towards the OSSD in addition to a maximum of one other Grade 12 university/college preparation credit in music earned in the school:
  - Grade VIII Practical and Grade II Rudiments of the Royal Conservatory of Music, Toronto
  - Grade VIII Practical and Grade IV Theory of Conservatory Canada, London

\*Other out-of-province certificates are also accepted by the ministry. Neither of the above credits counts toward the compulsory Arts credit. See a guidance counselor for further clarification.

### **Prior Learning Assessment and Recognition (PLAR)**

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students enrolled in Ontario secondary schools and inspected private schools may have their skills and knowledge evaluated against the expectations outlined in the provincial curriculum policy documents in order to earn credits toward the secondary school diploma. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). PLAR procedures are carried out under the direction of the school principal, who grants credits. Contact the guidance office for more information about this process.

### **The Ontario Student Transcript (OST)**

The Ontario Student Transcript, which is updated yearly, lists courses which the student has successfully completed as well as other graduation requirements. This document will be kept in the Ontario Student Record folder (OSR). Students and parents may request to see the student records through an appointment with the Guidance Department. As of September 1, 1999, full disclosure of all attempts and completion of grade 11 and 12 courses is required on the Ontario Student Transcript.

### **Ontario Student Records (OSR)**

By law and according to the Ministry of Education, Ontario Student Records contain achievement results, credits earned, diploma requirements completed and other information important to the education of students. 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 Freedom of Information legislation.

***Policy for Changing Timetables***

A number of factors limit the school's ability to change a student's timetable after the school year has begun. In light of this, students are encouraged to keep post-secondary plans in mind when they select courses on their Course Selection Sheets in February. Timetable changes in September are rare and are only provided in extenuating circumstances.

***Policy on Credit Substitution***

To meet individual student needs, the principal may replace up to three compulsory courses with courses from the remainder of those that meet the compulsory credit requirements. Students will still be required to complete 30 credits in total. If a parent or adult student requests a substitution, the principal will determine whether or not a substitution should be made. The principal may also initiate a substitution request. Such substitutions will be noted on the Ontario Student Transcript.

***Special Education Advisory Committee (SEAC)***

Special Education plans and instructions for obtaining the Board's Special Education parent guide and Special Education policies and programs are available through Student Support Services.

## **GRADUATION REQUIREMENTS**

### **ONTARIO SECONDARY SCHOOL DIPLOMA (O.S.S.D)**

#### **A. PVNCCDSB: Required Courses**

4 Religious Education and Family Life Credits (one per year)

#### **B. Ministry of Education Requirements: Compulsory Credits**

4 English (one credit per grade)

3 Mathematics (at least one credit in Grade 11 or 12)

2 Science

1 French as a Second Language

1 Canadian Geography

1 Canadian History

1 Arts

1 Health and Physical Education

0.5 Civics

0.5 Career Studies

1 additional credit in English, or French as a second language, or a Native language, or a classical or international language, or Social Sciences and the Humanities, or Canadian and World Studies, or Guidance and Career Education, or Cooperative Education

1 additional credit in Health and Physical Education, or the Arts, or Business Studies, or Cooperative Education

1 additional credit in Computer Studies, or Science (Grade 11/12), or Technological Education, or Cooperative Education

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18 Total Compulsory Credits

#### **C. Optional Credits**

In addition to the 18 compulsory credits and the 4 required religion credits, students must also complete 8 optional credits of their choice selected from the list of courses available in the school. Optional credits will allow students to build an educational program that suits their individual interests and meets the university, college, apprenticeship or work requirements.

Total credit requirement for an OSSD is 30 credits (18 compulsory + 4 religion + 8 optional)

#### **D. Christian Community Involvement - 40 hours**

Students are required to complete 40 hours of community involvement activities. These activities may be completed at any time during their years in the secondary program. The community involvement requirement is designed to encourage students to develop awareness and understanding of civic responsibility. The requirement is to be completed outside students' normal instructional hours. Students will maintain and provide a record of their community involvement activities using the Holy Trinity Catholic Secondary School "Completion of Community Involvement Activities" form. The dates and times of student participation must be confirmed by the organizations or supervising persons.

The principal will decide whether the student has met the requirements for both the ministry and the board for these activities.

E. **High School Reading and Writing Skills Test**

Students must take and pass the Secondary School Literacy Test in Grade 10. The results of this test are recorded on the student's transcript. Students who do not complete the test successfully will receive remedial help to prepare them for retesting. Students who have been eligible to write the Ontario Secondary School Literacy Test at least twice and have been unsuccessful at least once, are eligible to take the Ontario Secondary School Literacy Course: OLC4O. Successful completion of this test or the Literacy Course is a requirement for the Ontario Secondary School Diploma.

***Accommodations, Deferrals and Exemptions***

***Accommodations***

The necessary accommodations will be made to ensure that all students who are receiving Special Education programs or who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the literacy test. The accommodations made will be those that are set out in the student's IEP or that are available to the student in the course of his/her regular school work and forms of evaluation.

***Deferrals***

Students who have not yet acquired the level of proficiency in English required to successfully complete the test might benefit from a deferral of the test. The principal, after consultation with the parent or adult student and appropriate school staff, will determine if a deferral may be granted and for what period of time. A principal may also initiate consideration of a deferral.

***Exemptions***

Students whose IEP indicates that they are not working towards the attainment of a Secondary School Diploma may, with parental consent and approval of the principal be exempted from the test. Students who do not successfully complete the Test of Reading and Writing will not be able to receive a Secondary School Diploma.

***Adjudication***

A student who has not completed the literacy requirement due to the following circumstances may apply to an adjudication panel in order to complete this requirement in an alternative manner:

1. The student was never able to write the test due to illness, injury, or other extenuating circumstances.
2. The student's school did not make the Literacy Course available to the student.
3. The student enrolled in the Literacy Course but was unable to complete it due to illness, injury, or extenuating circumstances.
4. Due to unforeseen circumstances, accommodations required by a student with an I.E.P. were not able to be provided when the test was taken.

## **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, providing that they have earned a minimum of 14 credits distributed as follows:

- 2 English
- 1 of Canadian Geography OR Canadian History
- 1 Mathematics
- 1 Science
- 1 Health and Physical Education
- 1 of Arts OR Technological Education
- 7 Elective credits

## **THE CERTIFICATE OF ACCOMPLISHMENT**

Students who leave school before completing either the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. 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. This 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.



## **CHOOSING APPROPRIATE PROGRAMS**

### **GRADE 9 AND 10 COURSES**

Academic and applied courses identify high expectations for all students. They vary in the balance between essential concepts and additional requirements and the balance between the theory and application.

For Grade 9, students will choose between academic and applied courses in Math, English, Science, Geography and French. Locally developed courses will be available in Math, Science and English.

A student's experience in academic, applied and locally developed courses in Grade 9 will give him/her the information they need to select the type of course in Grade 10 that will best suit their strengths, interests and goals. Students considering a level change at the end of Grade 9 are strongly advised to meet with the Guidance Counselor.

**ACADEMIC COURSES** focus on the essential concepts of the discipline plus additional related concepts. They develop students' knowledge and skills by emphasizing the theoretical and abstract aspects of the subject and incorporate practical application as appropriate. Generally, academic courses in Grade 10 serve as prerequisites for University Preparation courses at the senior level.

**APPLIED COURSES** focus on the core concepts. While course work exposes students to both theories and practical applications, the emphasis is on practical applications. Course work relates to familiar real-life situations and provides students with the opportunity for "hands on" application of the concepts they learn. Generally, Applied courses in Grade 10 serve as prerequisites for College Preparation courses at the senior level.

**OPEN COURSES** have one set of expectations for that subject and are appropriate for all students. These courses are designed to provide students with a broad educational base that will prepare them for their studies in Grades 11 and 12 and help prepare them for their role in society.

**LOCALLY DEVELOPED COURSES** are courses which the school board may seek permission to offer. Such courses are designed to meet the particular needs of students in their schools. These courses are not described in ministry curriculum policy documents. School boards are allowed to develop one course in each of Grades 9 and 10 English and Mathematics, Grade 9 Science and either one course in Grade 10 Science or Grade 10 History. The PVNC Catholic District School Board will offer the Grade 10 History course. Successful completion of these courses prepares students to proceed to Grade 11 Workplace Preparation courses.

### **THE S.O.A.R. (Support for Optimum Academic Results) PROGRAM**

Students who are transferred to high school (or who may need an intensive level of support to be successful) will be required to participate in the SOAR Program. This one year program is designed to focus on foundational literacy, mathematical and study skills which will build student capacity to earn credits in the regular high school classes. The program includes classes in English, Mathematics and Science taught at the locally developed level. Students may be promoted from SOAR to Grade 9 academic or applied courses or to Grade 10 locally developed courses.

**K COURSES** are courses that are designed specifically for exceptional pupils with high needs. The focus is to give these pupils skills that will benefit them throughout their lives. Each student's timetable will be designed to meet their individual needs. Examples of K COURSES include: Numeracy and Numbers, Personal Life Skills and Language and Communication Development.

The student's achievement is not assessed according to the assessment policies in provincial curriculum policy documents but in relation to the expectations of the student's IEP (Individual Education Plan). Credits are **NOT** granted for these courses since they consist of alternative expectations. If your son/daughter would benefit from K COURSE instruction, you will be required to complete the course selection form in conjunction with the Grade 8 teacher, the Grade 8 Special Education Resource Teacher and with the support of the Curriculum Chairperson for Special Education at the secondary school level.

**ADVANCED PLACEMENT PROGRAMS** are programs which allow students who are gifted in particular areas to be supported in accelerated programming which may lead to a first-year university credit or placement. During the 2009/2010 school year, it is hoped that Holy Trinity will offer Advanced Placement opportunities for grade 9, 10, 11 and 12 students in English Literature, for grade 9 in mathematics and for grade 12 students in calculus.

## **GRADE 11 AND 12 COURSES**

In Grades 11 and 12 the following types of courses will be offered to prepare students for their post secondary destinations:

**UNIVERSITY PREPARATION COURSES** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. Teaching and learning will emphasize theoretical aspects of the course content but will also include practical applications. These courses will emphasize the development of both independent research skills and independent learning skills. The most direct route to University Preparation courses is the Grade 9 and 10 Academic level courses. Provision, however, is made for students who change directions during secondary school and who do not have the appropriate prerequisite courses. Such students should enroll in Crossover Courses in order to change direction between Grades 9 and 10, or in mandatory Transfer Courses in order to change direction between Grades 10 and 11 or Grades 11 and 12.

**UNIVERSITY/COLLEGE PREPARATION COURSES** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs. Teaching and learning will emphasize both theoretical aspects and related concrete applications of the course content. These courses will emphasize the development of both independent research skills and independent learning skills. Both Academic and Applied Grade 10 courses serve as prerequisites for University/College Preparation courses.

**COLLEGE PREPARATION COURSES** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. Teaching and learning will emphasize concrete applications of the theoretical material covered in the course and will also emphasize the development of critical thinking and problem solving skills. These courses will emphasize the development of both independent research skills and independent learning skills. The most direct route to College Preparation courses is the Grade 9 and 10 Applied level courses. One exception is that Grade 11 Functions, University/College Preparation, is prerequisite for Grade 12 Mathematics for College Technology, which is needed by students intending to apply to College Technology programs. Provision, however, is made for students who change directions during secondary school and who do not have the appropriate prerequisite courses. Such students should enroll in Crossover Courses in order to change direction between Grades 9 and 10 or in mandatory Transfer Courses in order to change direction between Grades 10 and 11 or Grades 11 and 12.

**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. These courses will emphasize the development of generic employment skills,

as well as independent research and learning skills. Both Academic and Applied level courses in Grades 9 and 10 serve as prerequisites for Workplace Preparation Courses. Students who have completed Grade 10 Locally Developed Courses may also enroll in these courses in Grades 11 and 12.

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

**PREREQUISITE COURSES** In many cases students will be required to successfully complete a specific course in order to be allowed to enroll in a subsequent course. These prerequisites are listed in the information provided with each course description. Before selecting a course, students and parents should consider such requirements so that students are not placed in courses which are inappropriate for them. In some cases, TRANSFER COURSES done over the summer may provide an opportunity to fulfill a prerequisite that the student has not obtained in the previous school year.

## **CROSSOVER AND TRANSFER COURSES**

### ***CROSSOVER COURSES BETWEEN GRADES 9 AND 10***

When a student plans to switch from one course type in Grade 9 to the other in Grade 10 in the same subject, the student will be strongly encouraged to successfully complete additional course work of up to 30 hours, as defined by the Ministry, in order to demonstrate achievement of the learning expectations that are included in the one Grade 9 course but not in the other. This additional course work can be taken at summer school or in a program outside the regular school hours. This type of course is referred to as a crossover course and is not credit based.

### ***TRANSFER COURSE in MATHEMATICS BETWEEN GRADES 9 AND 10 (REQUIRED)***

Since the 2005-2006 school year, there has been significantly greater difference between the Grade 9 Academic and Applied curricula in Mathematics. As a result, students who wish to move from Grade 9 Applied Math to Grade 10 Academic Math will be required to complete a transfer course. This course will be valued at .5 of a credit and it is expected that it will be offered at summer school locations. A transfer course will not be required for students wishing to change from Grade 9 Academic Math to Grade 10 Applied Math but the recommendation for Crossover materials to be done will still be in place.

### ***TRANSFER COURSES BETWEEN GRADES 10 AND 11 and GRADES 11 AND 12 COURSES IN ALL OTHER AREAS***

Transfer courses, available in Grades 10, 11 and 12, offer students a means of transferring from one type of course to another if their interests and goals change during secondary school. Like the other types of courses, transfer courses are credit based and are counted towards the 30 credits required to meet diploma requirements. Transfer courses are not remedial instruction provided to enable students to achieve the curriculum expectations of a course that they have failed to complete successfully; they are designed to adequately prepare students to meet the expectations of a ***different type*** of course. It is anticipated that transfer courses for changing direction between Grades 10 and 11 and between Grades 11 and 12 will be available through summer school.

## EXPLANATION OF COURSE CODES

All Ontario Secondary School Course Codes are composed of Five Characters.

Example 1: ENG1D  
ENG1P

Example 2: AMU1O

- A. The three letters at the beginning of the code identify the subject and are taken from the Ministry of Education's common course codes and represent the discipline, the subject and the course:

ENG = English Discipline  
AMU = Arts Discipline, Music

- B. The fourth character, a number, identifies the year of the course. Grade 9 courses have a 1 in the code, Grade 10 courses have a 2 in the code, Grade 11 courses have a 3 in the code and Grade 12 courses have a 4 in the code.

- C. The fifth character identifies the type of course:

<i>Grades 9 and 10</i>	<i>Grades 11 and 12</i>
O = Open	E = Workplace Preparation
P = Applied	C = College Preparation
D = Academic	M = University/College Preparation
L = Locally Developed compulsory credit	U = University Preparation

Courses with these characters in the fifth position are Transfer courses: H, J, K, L, Q, R, and S.

## COURSE DESCRIPTIONS

The courses offered by this school have been developed according to the requirements of the Ontario Ministry of Education and Training. Courses offered in this calendar are subject to enrollment and teaching staff available. **Not all courses offered will run each year.**

### THE ARTS

**Note: To take any Grade 11 Arts course, a FULL (1.0) credit from the Grade 9 or Grade 10 prerequisites listed is required.**

#### DANCE

##### **ATC101 – Dance – Part 1, Grade 9, Open**

*Prerequisite: None*

*Diploma Area: Arts*

*Credit Value: 0.5*

This course gives students the opportunity to explore their technical and compositional skills by applying the elements of dance and the tools of composition in a variety of performance situations. Students will generate movement through structured and unstructured improvisation, demonstrate an understanding of safe practices with regard to themselves and others in the dance environment, and identify the function and significance of dance within the global community. The culminating activities for this course will include participation in a performance showcase.

##### **ATC201 – Dance – Part 1, Grade 10, Open**

*Prerequisite: None*

*Diploma Area: Arts*

*Credit Value: 0.5*

This course emphasizes the development of students' technique and creative skills relating to the elements of dance and the tools of composition in a variety of performance situations. Students will identify responsible personal and interpersonal practices related to dance processes and production, and will apply technologies and techniques throughout the process of creation to develop artistic scope in the dance arts. The culminating activities for this course will include participation in a performance showcase.

##### **ATC202 – Dance – Part 2, Grade 10, Open**

*Prerequisite: None*

*Diploma Area: Arts*

*Credit Value: 0.5*

*This course is a continuation of ATC201 – Part 1.*

This course emphasizes the development of students' technique and creative skills relating to the elements of dance and the tools of composition in a variety of performance situations. Students will identify responsible personal and interpersonal practices related to dance processes and production, and will apply technologies and techniques throughout the process of creation to develop artistic scope in the dance arts. The culminating activities for this course will include participation in a performance showcase.

##### **ATC30 – Dance, Grade 11, Open**

*Prerequisite: None*

*Diploma Area: Arts*

*Credit Value: 1*

This course emphasizes the development of students' movement vocabulary relating to global dance genres, and of their understanding of the elements of dance and the tools of composition in a variety of performance situations. Students will research and explain how physical, intellectual, and artistic skills developed in dance can be applied in a wide range of careers. They will apply technologies and techniques throughout the process of creation and presentation, and reflect on how studies in the dance arts affect personal identity. The culminating activities for this course will include participation in a performance showcase.

### **ATC3M – Dance, University/College Preparation**

*Prerequisite: Dance, Grade 9 or 10 Open (1.0 Credit)*

*Diploma Area: Arts*

*Credit Value: 1*

This course emphasizes the development of students' artistry, improvisational and compositional skills, and technical proficiency in global dance genres. Students will apply dance elements, techniques, and tools in a variety of ways, including performance situations; describe and model responsible practices related to the dance environment; and reflect on how the study of dance affects personal and artistic development. The culminating activities for this course will include participation in a performance showcase.

### **ATC4M – Dance, University/College Preparation**

*Prerequisite: Dance, Grade 11, University/College Preparation*

*Diploma Area: Arts*

*Credit Value: 1*

This course emphasizes the development of students' technical proficiency, fluency in the language of movement in global dance genres, and understanding of the dance sciences. Students will explain the social, cultural, and historical contexts of dance; apply the creative process through the art of dance in a variety of ways; and exhibit an understanding of the purpose and possibilities of continuing engagement in the arts as a lifelong learner. The culminating activities for this course will include participation in a performance showcase.

### **ATC4E - Dance, Grade 12, Workplace Preparation**

*Prerequisite: Dance, Grade 11, Open*

*Diploma Area: Arts*

*Credit Value: 1*

This course enables students to develop performance and interpersonal skills through the study of dance. Students will apply the elements of dance and the tools of composition to develop a physical vocabulary that can be used to create and communicate through dance. Students will research and explain how physical, intellectual, and artistic skills developed in the dance arts are transferable to a wide range of careers and workplace environments. They will develop an understanding of practices associated with healthy living, the benefits of self-discipline, and the importance of continuing engagement in the arts.

## **DRAMA**

### **ADA1O1 - Drama – Part 1, Grade 9, Open**

*Prerequisite: None*

*Diploma Area: Arts*

*Credit Value: 0.5*

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them. Students considering this course are advised to be aware that it requires self-discipline, an ability to work and get along with others and creativity.

### **ADA2O1 - Drama – Part 1, Grade 10, Open**

*Prerequisite: None*

*Diploma Area: Arts*

*Credit Value: 0.5*

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. Ethical situations will be explored in a Christian environment through dramatic forms.

**ADA2O2 - Drama – Part 2, Grade 10, Open**

*Prerequisite: ADA2O1*

*Diploma Area: Arts*

*Credit Value: 0.5*

*This course is a continuation of ADA2O1 – Part 1.*

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. Ethical situations will be explored in a Christian environment through dramatic forms.

**ADA3M - Drama, Grade 11, University/College Preparation**

*Prerequisite: Drama, Grade 9 or 10, Open (1.0 credit)*

*Diploma Area: Arts*

*Credit Value: 1*

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.

**This course serves as the prerequisite for Drama, Grade 12, University/College Preparation, or Open.**

**ADA3O - Drama, Grade 11, Open**

*Prerequisite: None*

*Diploma Area: Arts*

*Credit Value: 1*

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

**This course serves as the prerequisite for Drama, Grade 12, University/College Preparation, or Open.**

**ADA4M - Drama, Grade 12, University/College Preparation**

*Prerequisite: ADA3M, Drama, Grade 11, University/College Preparation*

*Diploma Area: Arts*

*Credit Value: 1*

This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other text and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school. Students considering taking this course must be capable of working on their own, as a high degree of the course is independent study.

**ADA4E - Drama, Grade 12, Workplace**

*Prerequisite: ADA3M or ADA3O Drama, Grade 11, University/College Preparation or Open*

*Diploma Area: Arts*

*Credit Value: 1*

This course requires students to create and present a variety of dramatic works. Students will present works by Canadian and other playwrights and develop original material based on personal narratives, local community issues, or global concerns. They will have hands-on experiences with various aspects of dramatic arts productions, including performance, set design, lighting, costumes, stage and technical management and marketing. Students will also explore possible careers related to the dramatic arts.

## **INSTRUMENTAL MUSIC**

### **AMU1O1 – Music – Part 1, Grade 9, Open**

*Prerequisite: None*

*Diploma Area: Arts*

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life. Students will study the role of music in Christian celebrations: Mass, Advent, Easter. No previous musical knowledge or experience is required.

### **AMU2O1 – Music – Part 1, Grade 10, Open**

*Prerequisite: None\**

*Diploma Area: Arts*

*Credit Value: 0.5*

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.

Christian music and its influence on composers in the 1600's and 1700's will be studied and performed.

\*It is recommended that students who choose this course will either have completed AMU1O1 or have an equivalent level of knowledge in Music.

### **AMU2O2 – Music – Part 2, Grade 10, Open**

*Prerequisite: AMU2O1*

*Diploma Area: Arts*

*Credit Value: 0.5*

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.

Christian music and its influence on composers in the 1600's and 1700's will be studied and performed.

### **AMU3M - Music, Grade 11, University/College Preparation**

*Prerequisite: Music, Grade 9 or 10, Open (1.0 Credit)*

*Diploma Area: Arts*

*Credit Value: 1*

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

**This course serves as the prerequisite for Music, Grade 12, University/College Preparation.**

### **AMU4M - Music, Grade 12, University/College Preparation**

*Prerequisite: Music, Grade 11, University/College Preparation*

*Diploma Area: Arts*

*Credit Value: 1*

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. The history between music and the Church will also be explored.

## **GUITAR**

### **AMG101 – Guitar Music – Part 1, Grade 9, Open**

*Prerequisite: None*

*Diploma Area: Arts*

*Credit Value: 0.5*

This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity and imagination. The course is designed for beginning guitarists with no previous experience, however players of any experience level are welcome. Reading skills will be taught using tablature, chord symbols and diagrams, and music notation. This course helps students to meet Ontario Catholic Graduation Expectations. **All guitars must be acoustic (no electric guitars). Students must have their own guitar.**

### **AMG201 - Guitar Music – Part 1, Grade 10, Open**

*Prerequisite: None*

*Diploma Area: Arts*

*Credit Value: 0.5*

This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity and imagination. The course is designed for beginning guitarists with no previous experience, however players of any experience level are welcome. Reading skills will be taught using tablature, chord symbols and diagrams, and music notation. This course helps students to meet Ontario Catholic Graduation Expectations. **All guitars must be acoustic (no electric guitars). Students must have their own guitar.**

### **AMG202 – Part 2 - Guitar Music, Grade 10, Open**

*Prerequisite: AMG201*

*Diploma Area: Arts*

*Credit Value: 0.5*

This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity and imagination. The course is designed for guitarists with some previous experience, however players of any experience level are welcome. Reading skills will be taught using tablature, chord symbols and diagrams, and music notation. This course helps students to meet Ontario Catholic Graduation Expectations. **All guitars must be acoustic (no electric guitars). Students must have their own guitar.**

### **AMG3M – Guitar Music, Grade 11, University/College Preparation**

*Prerequisite: Guitar Music, Grade 9 or 10, Open (1.0 Credit)*

*Diploma Area: Arts*

*Credit Value: 1*

This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity and imagination. Reading skills will be taught using tablature, chord symbols and diagrams, and music notation. This course helps students to meet Ontario Catholic Graduation Expectations. This course requires an intermediate level of guitar playing expertise. **All guitars must be acoustic (no electric guitars). Students must have their own guitar.**

### **AMG4M – Guitar Music, Grade 12, University/College Preparation**

*Prerequisite: Guitar Music, Grade 11, University/College Preparation*

*Diploma Area: Arts*

*Credit Value: 1*

This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity and imagination. Reading skills will be taught using tablature, chord symbols and diagrams, and music notation. This course helps students to meet Ontario Catholic Graduation Expectations. This course requires an advanced level of guitar playing expertise. **All guitars must be acoustic (no electric guitars). Students must have their own guitar.**

## **MUSICAL THEATRE**

### **AMT3M - Musical Theatre, Grade 11, University/College Preparation**

*Prerequisite: ADA101, ADA202, ADA202, AMU101, AMU201, AMU202, AMV101, AMV201, AMV202 (totaling 1.0 Credit)*

*Diploma Area: Arts*

*Credit Value: 1*

This course develops students' artistic knowledge and skills through the performance of music and the preparation of music productions. Students will perform appropriate works, particularly works in contemporary popular styles. Independently, and in groups, they will also plan, market, and produce music productions, making use of appropriate technology, and will evaluate the results. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become an effective communicator who uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life. Students selecting Musical Theatre will be subject to an audition.

### **AMT4M - Musical Theatre, Grade 12, University/College Preparation**

*Prerequisite: AMT3M*

*Diploma Area: Arts*

*Credit Value: 1*

This course develops students' artistic knowledge and skills through the performance of music and the preparation of music productions. Students will perform appropriate works, particularly works in contemporary popular styles. Independently, and in groups, they will also plan, market, and produce music productions, making use of appropriate technology, and will evaluate the results. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become an effective communicator who uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life. Students selecting Musical Theatre will be subject to an audition.

## **VOCAL MUSIC**

### **AMV101 - Vocal Music – Part 1, Grade 9, Open**

*Prerequisite: None*

*Diploma Area: Arts*

*Credit Value: 0.5*

*Vocal Music will be used as the medium for completing course expectations.*

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

### **AMV201 - Vocal Music – Part 1, Grade 10, Open**

*Prerequisite: None*

*Diploma Area: Arts*

*Credit Value: 0.5*

*Vocal Music will be used as the medium for completing course expectations.*

This course emphasizes performance of music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in thorough understanding of the language of music, including the elements, terminology and history. Students will use the voice as the performance medium.

### **AMV2O2 - Vocal Music – Part 2, Grade 10, Open**

*Prerequisite: Vocal Music – Part 1, Grade 10, Open*

*Diploma Area: Arts*

*Credit Value: 0.5*

This course emphasizes performance of music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in thorough understanding of the language of music, including the elements, terminology and history. Students will use the voice as the performance medium.

### **AMV3M - Vocal Music, Grade 11, University/College Preparation**

*Prerequisite: Vocal Music – Part 2, Grade 10, Open*

*Diploma Area: Arts*

*Credit Value: 1*

This course develops students' artistic knowledge and skills through the performance of music and the preparation of music productions. Students will perform appropriate works, particularly works in contemporary popular styles. Independently and in groups, they will also plan, market, and produce music productions, making use of appropriate technology, and will evaluate the results. Students will use the voice as the performance medium.

### **AMV4M - Vocal Music, Grade 12, University/College Preparation**

*Prerequisite: Vocal Music, Grade 11, University/College Preparation*

*Diploma Area: Arts*

*Credit Value: 1*

This course emphasizes the appreciation, analysis, and performance of music from the romantic period and the twentieth century, including art music, jazz, popular music, and Canadian and non-Western music. Students will concentrate on developing interpretive skills and the ability to work independently. They will also complete complex creative projects. Students will use the voice as the performance medium.

## **VISUAL ARTS**

### **AVI1O1 - Visual Arts – Part 1, Grade 9, Open**

*Prerequisite: None*

*Diploma Area: Arts*

*Credit Value: 0.5*

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. **This course is recommended for students who plan to take Grade 10 Visual Arts, Open and it serves as a prerequisite for Grade 11 Visual Arts, Open OR University/College Preparation.**

### **AVI2O1 - Visual Arts – Part 1, Grade 10, Open**

*Prerequisite: None*

*Diploma Area: Arts*

*Credit Value: 0.5*

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. Elements of faith will be explored through an in depth study of Early Christian to Renaissance art historical periods. **This course serves as a prerequisite for Grade 11 Visual Arts, Open OR University/College Preparation.**

### **AVI2O2 - Visual Arts – Part 2, Grade 10, Open**

*Prerequisite: AVI2O1*

*Diploma Area: Arts*

*Credit Value: 0.5*

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. Elements of faith will be explored through an in depth study of Early Christian to Renaissance art historical periods. **This course serves as a prerequisite for Grade 11 Visual Arts, Open OR University/College Preparation.**

### **AVI3M - Visual Arts, Grade 11, University/College Preparation**

*Prerequisite: Visual Arts, Grade 9 or 10, Open (1 Credit)*

*Diploma Area: Arts*

*Credit Value: 1*

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). **This course serves as the prerequisite for Visual Arts, Grade 12, University/College Preparation**

### **AVI3O - Visual Arts, Grade 11, Open**

*Prerequisite: None*

*Diploma Area: Arts*

*Credit Value: 1*

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

### **AVI4M - Visual Arts, Grade 12, University/College Preparation**

*Prerequisite: Visual Arts, Grade 11, University/College*

*Credit Value: 1*

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.

## **BUSINESS STUDIES**

### **BTT101 - Introduction to Information Technology in Business, Grade 9, Open**

*Prerequisite: None*

*Diploma Area: Business Studies*

*Credit Value: 0.5*

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills and current issues related to the impact of information and communication technology. **Students who may have already completed BTT20 may not enroll in this course.**

### **BBI201 - Introduction to Business, Grade 10, Open**

*Prerequisite: None*

*Diploma Area: Business Studies*

*Credit Value: 0.5*

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. **Students who may have already completed BBI10 may not enroll in this course.**

### **ACCOUNTING**

#### **BAF3M - Introduction to Financial Accounting, Grade 11, University/College Preparation**

*Prerequisite: None*

*Diploma Area: Business Studies*

*Credit Value: 1*

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. **This course is the prerequisite for Grade 12, Principles of Financial Accounting, University/College preparation.**

#### **BAT4M - Financial Accounting Principles, Grade 12, University/College Preparation**

*Prerequisite: Financial Accounting Fundamentals, Grade 11, University/College Preparation*

*Diploma Area: Business Studies*

*Credit Value: 1*

This course introduces students to advanced accounting principles that will prepare them for post-secondary 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.

### **BUSINESS LEADERSHIP**

#### **BOH4M – Business Leadership: Management Fundamentals**

*Prerequisite: None*

*Diploma Area: Business Studies*

*Credit Value: 1*

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

### **INFORMATION TECHNOLOGY**

#### **BTA30 - Information and Communication Technology: The Digital Environment, Grade 11, Open**

*Prerequisite: None*

*Diploma Area: Business Studies*

*Credit Value: 1*

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

### **BTX4C - Information and Communication Technology: Multimedia Solutions , Grade 12, College Preparation**

*Prerequisite:* Information and Communication Technology: The Digital Environment, Grade 11, Open

*Diploma Area:* Business Studies

*Credit Value:* 1

This course provides students with the opportunity to apply their information and communication technology skills while working in a team environment. Through a project-based approach, students will have opportunities to integrate common business software applications and apply multimedia techniques. Students will further develop their understanding of electronic business and e-commerce environments. The skills acquired in this course will prepare students for success in post-secondary studies and in their future careers.

### **BTX4E - Information and Communication Technology in the Workplace, Grade 12, Workplace Preparation**

*Prerequisite:* Information and Communication Technology: The Digital Environment, Grade 11, Open

*Diploma Area:* Business Studies

*Credit Value:* 1

This course provides students with the opportunity to further develop essential workplace skills in information and communication technology while working in a team environment. Using a project-based approach, students will focus on integrating software applications and applying multimedia software features. Students will expand their understanding of e-business and e-commerce environments and workplace ethics. This course will prepare students for a successful transition from secondary school to the workplace.

## **INTERNATIONAL BUSINESS**

### **BBB4M - International Business Fundamentals, Grade 12, University/College Preparation**

*Prerequisite:* None

*Diploma Area:* Business Studies

*Credit Value:* 1

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

## **CANADIAN AND WORLD STUDIES**

This Diploma Area covers the following subjects: Civics, Economics, Geography, History and Law.

### **CIVICS**

#### **CHV20 - Civics, Grade 10, Open**

*Prerequisite:* None

*Diploma Area:* Canadian and World Studies

*Credit Value:* 0.5

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

## **ECONOMICS**

### **CIA4U - Analyzing Current Economic Issues, Grade 12, University Preparation**

*Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or social sciences and humanities*

*Diploma Area: Canadian and World Studies*

*Credit Value: 1*

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 analyze current economic issues, make informed judgments and present their findings.

## **GEOGRAPHY**

### **CGC1D - Geography of Canada, Grade 9, Academic**

*Prerequisite: None*

*Diploma Area: Canadian and World Studies*

*Credit Value: 1*

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 analyze and evaluate geographic issues and present their findings. **This course serves as the prerequisite for further studies in Geography in Grade 11.**

### **CGC1P - Geography of Canada, Grade 9, Applied**

*Prerequisite: None*

*Diploma Area: Canadian and World Studies*

*Credit Value: 1*

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. **This course serves as the prerequisite for further studies in Geography in Grade 11.**

### **CGF3M – Physical Geography: Patterns, Processes, and Interactions, Grade 11, University/College**

*Prerequisite: Geography of Canada, Grade 9, Academic or Applied*

*Diploma Area: Canadian and World Studies*

*Credit Value: 1*

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. **This course serves as the prerequisite for a variety of courses in Grade 12 Canadian and World Studies**

### **CGG3O - Travel and Tourism: A Regional Geographic Perspective, Grade 11, Open**

*Prerequisite: Geography of Canada, Grade 9, Academic or Applied*

*Diploma Area: Canadian and World Studies*

*Credit Value: 1*

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.

## **CGW4U - Canadian and World Issues: A Geographic Analysis, Grade 12, University Preparation**

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

*Diploma Area: Canadian and World Studies*

*Credit Value: 1*

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.

## **HISTORY**

### **CHC2D - Contemporary Canadian History, Grade 10, Academic**

*Prerequisite: None*

*Diploma Area: Canadian and World Studies*

*Credit Value: 1*

This course explores the local, national and global forces that have shaped Canada's national identity from World War I to the present. Students will investigate the challenges presented by economic, social and technological changes and explore the contributions of individuals and groups to Canadian culture and society during this period. Students will use critical-thinking and communication skills to evaluate various interpretations of the issues and events of the period and to present their own points of view. **This course serves as the prerequisite for further studies in History in Grade 11.**

### **CHC2P - Canadian History in the Twentieth Century, Grade 10, Applied**

*Prerequisite: None*

*Diploma Area: Canadian and World Studies*

*Credit Value: 1*

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. **This course serves as the prerequisite for further studies in History in Grade 11.**

### **CHC2L - Canadian History in the Twentieth Century, Grade 10, Locally Developed**

*Prerequisite: None*

*Diploma Area: Canadian and World Studies*

*Credit Value: 1*

This course focuses on the connections between the student and key people, events and themes in Canadian contemporary studies. Students prepare for grade 11 Canadian and World Studies Workplace Preparation courses through the development and extension of historical literacy skills and critical thinking skills. Students explore a variety of topics highlighting individuals and events that have contributed to the story of Canada. The major themes of Canadian identity, internal and external relationships and changes since 1914, are explored through guided investigation. Students have the opportunity to extend analytical skills with a focus on identifying and interpreting events and perspectives and making connections. Students practice reading, writing, visual and oral literacy skills to identify and communicate ideas in a variety of media.

### **CHA3U - American History, Grade 11, University Preparation**

*Prerequisite: Canadian History in the Twentieth Century, Grade 10, Academic or Applied*

*Diploma Area: Canadian and World Studies*

*Credit Value: 1*

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

### **CHW3M - World History to the Sixteenth Century, Grade 11, University/College Preparation**

*Prerequisite: Canadian History in the Twentieth Century, Grade 10, Academic or Applied*

*Diploma Area: Canadian and World Studies*

*Credit Value: 1*

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. **This course is the prerequisite for a variety of courses in Grade 12 Canadian and World Studies.**

### **CHY4U - World History: The West and the World, Grade 12, University Preparation**

*Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or social sciences and humanities*

*Diploma Area: Canadian and World Studies*

*Credit Value: 1*

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.

## **LAW**

### **CLU3M - Understanding Canadian Law, Grade 11, University/College Preparation**

*Prerequisite: Canadian History in the Twentieth Century, Grade 10, Academic or Applied*

*Diploma Area: Canadian and World Studies*

*Credit Value: 1*

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. **This course serves as a prerequisite for a variety of courses in Grade 12 Canadian and World Studies and is excellent preparation for CLN4U.**

### **CLU3E - Understanding Canadian Law, Grade 11, Workplace Preparation**

*Prerequisite: Canadian History in the Twentieth Century, Grade 10, Academic or Applied*

*Diploma Area: Canadian and World Studies*

*Credit Value: 1*

This course gives students practical information about legal issues that directly affect their lives. Students will examine the need for laws in society, the roots of Canada's legal system, the rights and freedoms that people in Canada enjoy and the basic elements of criminal law and dispute resolution. Through experiences such as mock trials, debates and case studies, students will apply inquiry and communication skills to develop and express opinions on legal topics of interest to them.

### **CLN4U - Canadian and International Law, Grade 12, University Preparation**

*Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or social sciences and humanities*

*Diploma Area: Canadian and World Studies*

*Credit Value: 1*

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

## **POLITICS**

### **CPW4U - Canadian and World Politics, Grade 12, University Preparation**

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

*Diploma Area: Canadian and World Studies*

*Credit Value: 1*

This course examines Canadian and world politics from a variety of perspectives. Students will investigate the ways in which individuals, groups, and states work to influence domestic and world events, the role of political ideologies in national and international politics, and the dynamics of international cooperation and conflict resolution. Students will apply critical-thinking and communication skills to develop and support informed opinions about current political conflicts, events, and issues.

## **COMPUTER STUDIES**

### **GRADE 10**

#### **ICS201 - Introduction to Computer Studies, Grade 10, Open**

*Prerequisite: None*

*Diploma Area: Computer Studies*

*Credit Value: 0.5*

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

### **GRADE 11**

#### **ICS3U - Introduction to Computer Science, Grade 11, University Preparation**

*Prerequisite: None*

*Diploma Area: Computer Studies*

*Credit Value: 1*

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields. ***It is recommended that students choosing this course will have successfully completed ICS20 and have strong math and problem solving skills.***

### **ICS3C - Introduction to Computer Programming, Grade 11, College Preparation**

*Prerequisite: None*

*Diploma Area: Computer Studies*

*Credit Value: 1*

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.

## **GRADE 12**

### **ISC4U - Computer Science, Grade 12, University Preparation**

*Prerequisite: Introduction to Computer Science, Grade 11, University Preparation*

*Diploma Area: Computer Studies*

*Credit Value: 1*

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.

### **ICS4C - Computer Programming, Grade 12, College Preparation**

*Prerequisite: Introduction to Computer Programming, Grade 11, College Preparation*

*Diploma Area: Computer Studies*

*Credit Value: 1*

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.

## **COOPERATIVE EDUCATION**

### **COOPERATIVE EDUCATION**

*Prerequisite: Grade 10 Career Studies, Open*

*Diploma Area: Elective*

*Credit Value: 2*

### **THE PROGRAM**

Cooperative Education provides students with first-hand experience in the world of work while allowing the student to gain 2 credits towards the Ontario Secondary School Diploma. A cooperative education course is based on a related course or courses from an Ontario curriculum policy document or on a ministry approved locally developed course in which the student will be enrolled concurrently or which the student has successfully completed. Together, these courses constitute the cooperative education program which is designed to suit the student's strengths, interests and needs and to enhance the student's preparation for the future. This program is a partnership between education, employers, students and parents and reliant upon all parties to ensure success.

### **ELIGIBILITY**

Students apply to take a Cooperative Education course during the course selection process. They must be in Grade 11 or 12 and have parental consent if under the age of 18. Younger students must have the approval of the Principal. Additionally, be aware that enrolment in Cooperative Education may be limited by the transportation budget and/or students may be required to provide their own transportation.

## **SELECTION PROCESS**

Upon selection of Cooperative Education on the option sheet, a counselling and interview process will be conducted in order to determine the applicant's suitability for the program. The student's past performance, attendance, attitude and career interest(s) will be considered in the selection for this program. Following this, students will prepare a resumé and attend a competitive interview in order to secure the placement. Since this program is based on reality, the school can not guarantee that all students will succeed in being hired at the placement of their choice. Once a student has been accepted at a workplace, it is expected that the student will fulfill his/her commitment to the program.

## **PRE - PLACEMENT ORIENTATION**

A 15 - 20 hour in-school Pre-Placement Orientation will be taught at the beginning of the semester prior to students reporting to the workplace. In addition to the knowledge and skills acquired in the prerequisite course, Career Studies, students will be expected to demonstrate self-assessment skills, job-readiness skills and an understanding of the following:

- the school and placement expectations that they are to achieve in the cooperative education course
- placement - specific workplace health and safety considerations
- issues related to confidentiality and the right to privacy as outlined in the Freedom of Information and Protection of Privacy Act
- work ethics and the responsible use of information technology
- the individual's right to function in a climate free from harassment and abuse
- relevant sections of the Employment Standards Act and the Human Rights Act
- the history and role of labour unions
- appropriate ways of dealing with and reporting concerns or problems at the placement

## **INTEGRATION SESSIONS**

Periodically throughout the semester, students will be required to attend integration sessions at Holy Trinity for a total of 14 hours. These sessions are designed to provide the students with an opportunity to

- relate the placement experience to the curriculum expectations of both the related course and the cooperative education course
- reflect on and analyze their placement experiences
- reinforce the job-skills theory acquired in the classroom and the skills, techniques and principles learned at the placement

## **WORK PLACEMENT COMPONENT**

The workplace component of the Cooperative Education program provides students with challenging responsibilities and on - the - job experiences. This component of a 2 credit program must be 186 - 191 hours in length providing a total of 220 hours for the Cooperative Education course. Cooperative Education teachers will monitor the student's placement on an ongoing basis.

## **PERSONALIZED PLACEMENT LEARNING PLAN**

In collaboration with students, subject teachers and placement supervisors, cooperative education teachers prepare personalized placement learning plans that include a description of the curricular knowledge and skills and the employability skills that students will demonstrate at their placements in order to succeed.

## **ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)**

This program allows Ontario secondary school students to fast track into the trade of their choice. Two types of OYAP Programs exist.

1. The first program consists of a unique combination of community college trades training and a high school Cooperative Education program. Students are registered as apprentices and attend the college one to three days a week to earn their Basic Part 1 of their trade qualifications. The remainder of the week is spent at a work placement with an employer earning three to four high school credits while accumulating hours toward their apprenticeship requirements. This full day program usually takes place during the second semester.

Positions in this program are only available to students who are in their Grade 12 year and eligible to graduate. Candidates demonstrating success in the required Math, Science, English and Technological

Studies will be interviewed by a panel from both education and industry to gain entrance into the program.

Successful candidates will require registration in a four credit Cooperative Education program during second semester. A related Cooperative Education placement, during grade 11, is highly recommended. A transportation allowance will be available to subsidize the cost of attending the College Program. The cost of College training is absorbed by the Ministry of Training, Colleges and Universities.

Trades offered in this program during 2010-2011 may potentially include: General Machinist, Automotive Service Technician, General Carpenter, Commercial Vehicle Service Technician, Electrician, Cook/Chef, Early Childhood Education, Hairstylist, Horticulturalist, Information Technology, Small Engines, Turf Equipment, Marine Mechanic and Construction Craft Worker.

2. A second form of OYAP participation is also available to any student, in a Cooperative Education placement in an Apprenticeship trade, that is at least 16 years of age and has 16 credits. These OYAP students will not complete their trade's Basic Part 1 course at a Community College. The student will have a Learning Plan developed which is based on the training standards for the trade. Students can be registered as apprentices and the competencies achieved through the Coop placement are recognized toward their apprenticeship. The student will potentially earn between two and four secondary credits. An OYAP student in this program can participate in any of more than 140 recognized trades.

Contact your Guidance, Tech or Cooperative Education teacher for more information.

## CANADIAN FORCES RESERVES COOPERATIVE EDUCATION PROGRAM

Students interested in exploring careers in law enforcement, security or military service can apply for a 4 credit co-op education course in this unique program with the Ontario Regiment (R.C.A.C.) in Oshawa. Students must first be accepted for employment by the Canadian Forces in order to participate. The program will be offered in **SEMESTER ONE ONLY** in 2010-2011 *pending funding approval in April 2010*. The course includes basic military training, first-aid, orienteering, field craft, career awareness, communication, self defense and training in the operation of military equipment used by an Armoured Corps. Responsibility, discipline, leadership and team work are concepts mastered by graduates of this course.



Application to this program requires that students apply for employment with the Canadian Forces. Applicants must be 16 years of age *at time of application*, a Canadian citizen, have parental approval if under 18 years of age and have successfully completed Grade 10 (minimum of 16 credits) before the course begins in September 2010. **Students become full time employed members of the Canadian Forces Reserves for the duration of this program and must be prepared to commit fully to the demands of military training.**

**How to Apply:** Students must first apply to the Cooperative Education program and **attend a mandatory information session with their parents/guardians**, given by Canadian Forces Recruiting personnel (usually scheduled in mid-February). Students may then choose to proceed with the multi-stage process to apply for employment in the Canadian Forces. The final selection of candidates is made by the Canadian Forces Recruiting Centre and the Ontario Regiment. Upon acceptance into the Canadian Forces, students are sworn in and begin their Basic Military training as Canadian Forces Reservists with Ontario Regiment instructors at the Col. R. S. McLaughlin Armoury in Oshawa. Students attend the program daily Monday to Friday, with some training taking place overnight for up to five days at a time and weekends, away from Oshawa, at various Canadian Forces Bases. Students must be aware that daily hours of training may vary greatly and that *total commitment* to meeting the demands of this program is expected. Students must arrange their own transportation to/from the Oshawa Armoury daily, but all other transportation is provided during the program.

## ENGLISH

### GRADE 9

#### **ENG1D - English, Grade 9, Academic**

*Prerequisite: None*

*Diploma Area: English*

*Credit Value: 1*

This course emphasizes analytic 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 plays, short stories 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. **This course serves as the prerequisite for English, Grade 10, Academic. It is strongly recommended that students who decide to proceed to the Grade 10 Applied Program complete a Crossover Course during the summer.**

#### **ENG1P - English, Grade 9, Applied**

*Prerequisite: None*

*Diploma Area: English*

*Credit Value: 1*

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.

**This course serves as the prerequisite for English, Grade 10, Applied. It is strongly recommended that students who decide to proceed to the Grade 10 Academic Program complete a Crossover Course during the summer.**

#### **ENG1L - English, Grade 9, Locally Developed Compulsory Credit Course**

*Prerequisite: None*

*Diploma Area: English*

*Credit Value: 1*

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.

**This course leads to Grade 10 Locally Developed English or Grade 9 Applied English.**

### GRADE 10

#### **ENG2DA - Pre-Advanced Placement English - Literature and Composition, Grade 10, Academic**

*Prerequisites: ENG1DA or recommendation by ENG1D teacher.*

*Diploma Area: English*

*Credit Value: 1*

An Advanced Placement course in Literature and Composition is a course of study emphasizing the development of skills in critical reading of imaginative and discursive literature and in writing about literature and related ideas. Designed for students capable of doing university level work in English while they are in Secondary school, it demands the energy necessary to complete a course more rigorous and demanding than other high school English courses. Students will study texts in light of the values of the Christian story and will demonstrate sensitivity to others in their compositions.

### **ENG2D - English, Grade 10, Academic**

*Prerequisite: English, Grade 9, Academic or Applied (It is strongly recommended that students who have done the Grade 9 Applied course also complete a Crossover Course during the summer)*

*Diploma Area: English*

*Credit Value: 1*

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. **This course serves as the prerequisite for Grade 11 English, University Preparation. Students who intend to proceed to Grade 11 College Preparation must complete a Transfer Course for credit during the summer.**

### **ENG2P - English, Grade 10, Applied**

*Prerequisite: English, Grade 9, Academic or Applied (It is strongly recommended that students who have done the Grade 9 Academic course also complete a Crossover Course during the summer)*

*Diploma Area: English*

*Credit Value: 1*

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. **This course serves as the prerequisite for Grade 11 English, College Preparation and Workplace Preparation. Students who intend to proceed to Grade 11 University Preparation must complete a Transfer Course for credit during the summer.**

### **ENG2L – English, Grade 10, Locally Developed Compulsory Credit Course**

*Prerequisite: Grade 9 English, Locally Developed OR Applied OR Academic*

*Diploma Area: English (Non compulsory credit)*

*Credit Value: 1*

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. **This course leads to Grade 11 English, Workplace Preparation.**

### **ELS201 – Literacy Skills: Reading and Writing, Grade 10, Open**

*Prerequisite: English, Grade 9, Academic or Applied, or a Grade 9 English LDCC (locally developed compulsory credit) course*

*Credit Value: 0.5*

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. The course will also help students develop core learning strategies.

## GRADE 11

### **ENG3UA - Pre-Advanced Placement English - Literature and Composition, Grade 11, University**

*Prerequisites: ENG2DA or recommendation by ENG2D teacher.*

*Diploma Area: English*

*Credit Value: 1*

An Advanced Placement course in Literature and Composition is a course of study emphasizing the development of skills in critical reading of imaginative and discursive literature and in writing about literature and related ideas. Designed for students capable of doing university level work in English while they are in Secondary school, it demands the energy necessary to complete a course more rigorous and demanding than other high school English courses. Students will study texts in light of the values of the Christian story and will demonstrate sensitivity to others in their compositions.

### **ENG3U - English, Grade 11, University Preparation**

*Prerequisite: English, Grade 10, Academic (Students who have completed the Grade 10 Applied course must also complete a Transfer Course for credit during the summer.)*

*Diploma Area: English*

*Credit Value: 1*

This course emphasizes the development of literacy, critical thinking and communication skills. Students will analyze challenging texts from various periods; 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. **This course serves as the prerequisite for English, Grade 12, University Preparation which is compulsory for students intending to apply to university.**

### **ENG3C - English, Grade 11, College Preparation**

*Prerequisite: English, Grade 10, Applied (Students who have completed the Grade 10 Academic course must also complete a Transfer Course for credit during the summer.)*

*Diploma Area: English*

*Credit Value: 1*

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. **This course serves as the prerequisite for English, Grade 12, College Preparation which is compulsory for students intending to apply to college.**

### **ENG3E - English, Grade 11, Workplace Preparation**

*Prerequisite: English, Grade 10, Applied*

*Diploma Area: English*

*Credit Value: 1*

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. **This course serves as the prerequisite for English, Grade 12, Workplace Preparation. These English courses are compulsory for the Ontario Secondary School Diploma.**

## GRADE 12

### **ENG4UA - Advanced Placement English - Literature and Composition, Grade 12, University**

*Prerequisite: English, Grade 11, University Preparation. It is strongly recommended that students in ENG4UA will have taken the Pre-AP courses in grade 9, 10, and 11.*

*Diploma Area: English*

*Credit Value: 1*

The Advanced Placement course in Literature and Composition is a course of study emphasizing the development of skills in critical reading of imaginative and discursive literature and in writing about literature and related ideas. Designed for students capable of completing university level work in English while they are in Secondary school, it demands the energy necessary to complete a course more rigorous and demanding

than other high school English courses. Students will study texts in light of the values of the Christian story and will demonstrate sensitivity to others in their compositions. **The Advanced Placement (AP) exam will be administered towards the end of the semester. The exam is set by the Advanced College Board and is separate from the ENG4U exam which will also be administered in the regular exam schedule. A fee will be levied for the AP exam (approximately \$100).**

#### **ENG4U - English, Grade 12, University Preparation**

*Prerequisite: English, Grade 11, University Preparation*

*Diploma Area: English*

*Credit Value: 1*

This course emphasizes consolidation of literacy, critical thinking and communication skills. Students will analyze 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 analyze media works. An important focus will be on understanding academic language and using it coherently and confidently in discussion and argument.

#### **ENG4C - English, Grade 12, College Preparation**

*Prerequisite: English, Grade 11, College Preparation*

*Diploma Area: English*

*Credit Value: 1*

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. **This course or the University Preparation course is required for application to college.**

#### **ENG4E - English, Grade 12, Workplace Preparation**

*Prerequisite: English, Grade 11, Workplace Preparation*

*Diploma Area: English*

*Credit Value: 1*

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. **This course does not fulfill the requirements for college entry.**

#### **ETS4U - Studies in Literature, Grade 12, University Preparation (ENROLLMENT PERMITTING)**

*Prerequisite: ENG3U, English, Grade 11, University Preparation*

*Diploma Area: English*

*Credit Value: 1*

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. **This course will not be accepted as a substitute for ENG4U for the purpose of university application but it may serve as one of the six UNIVERSITY or UNIVERSITY/COLLEGE credits which a student must present for eligibility to apply to university.**

### **EWC4U - The Writer's Craft, Grade 12, University Preparation**

*Prerequisite: ENG3U, English, Grade 11, University Preparation*

*Diploma Area: English*

*Credit Value: 1*

This course emphasizes knowledge and skills related to the craft of writing. Students will analyze 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. **This course will not generally be accepted as a substitute for ENG4U for the purpose of university application but it may serve as one of the six UNIVERSITY or UNIVERSITY/COLLEGE credits which a student must present for eligibility to apply to university.**

### **OLC4O - Ontario Secondary School Literacy Course, Grade 12, Open**

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

*Diploma Area: English*

*Credit Value: 1*

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

## **FRENCH AS A SECOND LANGUAGE**

### **FSF1D - French, Grade 9, Academic**

*Prerequisite: Minimum of 600 hours of French instruction or equivalent*

*Diploma Area: French as a Second Language*

*Credit Value: 1*

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 selection of short stories, articles and poems, will serve as stepping stones to oral and written activities.

**This course serves as the prerequisite for French, Grade 10, Academic.**

### **FSF1P - French, Grade 9, Applied**

*Prerequisite: Minimum of 600 hours of French instruction or equivalent*

*Diploma Area: French as a Second Language*

*Credit Value: 1*

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.

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. **This course serves as the prerequisite for French, Grade 10, Applied.**

### **FAF1O - Post-Intensive 3 Core French, Grade 9, Open**

*Prerequisite: Minimum of 700 hours of French instruction or equivalent*

*Diploma Area: French as a Second Language*

*Credit Value: 1*

This Core French course is a continuation of Intensive French and Post-Intensive 1 and 2. This course enables students through literacy approaches to continue the further development of authentic oral communication, reading and writing skills. Students will build and apply their knowledge of French while exploring a variety of

themes such as Extreme Sports, Life in the 20th Century, Magazine for Teenagers Created by Teenagers and Souvenir Class Album. The study of French language helps students become effective communicators; more reflective, critical, and creative thinkers; as well as discerning believers. **This course is specifically designed for students who have successfully completed the Intensive and Post-Intensive French 1 and 2.**

#### **FSF2D - French, Grade 10, Academic**

*Prerequisite: Grade 9 Core, Academic or Applied (It is strongly recommended that students who have done the Grade 9 Applied course also complete a Crossover Course during the summer)*

*Diploma Area: French as a Second Language*

*Credit Value: 1*

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 the analysis and interpretation of texts and in their own writing.

**This course serves as the prerequisite for Grade 11 French, University Preparation.**

#### **FSF3U - French, Grade 11, University Preparation**

*Prerequisite: Core French, Grade 10, Academic*

*Diploma Area: French as a Second Language*

*Credit Value: 1*

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.

**This course serves as the prerequisite for French, Grade 12, University Preparation.**

#### **FSF4U - French, Grade 12, University Preparation**

*Prerequisite: Core French, Grade 11, University Preparation*

*Diploma Area: French as a Second Language*

*Credit Value: 1*

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.

## **GUIDANCE AND CAREER EDUCATION**

#### **GLS101 - Learning Strategies I: Skills for Success in Secondary School, Grade 9, Open**

*Prerequisite: None*

*Diploma Area: Guidance and Career Education, Elective*

*Credit Value: 0.5*

This course explores learning strategies and helps students become better, more independent learners while increasing their personal management skills, both in school and in other contexts. Students will learn how to develop and apply a range of strategies to improve their learning and achievement, particularly their literacy, numeracy, communication and planning skills. This course will increase students' confidence, motivation and ability to learn. This course is not designed for students who have a history of Special Education assistance. It is suitable for any student who wishes to improve skills to facilitate success in other secondary school courses and emphasis will be placed on honing personal management skills, Math and English skills, study skills, learning and thinking skills and inquiry and research skills.

#### **GLE10 - Learning Strategies I: Skills for Success in Secondary School, Grade 9, Open**

*Prerequisite: Recommendation of principal*

*Diploma Area: Guidance and Career Education, Elective*

*Credit Value: 1*

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.

### **GLE20 - Learning Strategies I: Skills for Success in Secondary School, Grade 10, Open**

*Prerequisite: Recommendation of principal*

*Diploma Area: Guidance and Career Education, Elective*

*Credit Value: 1*

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.

### **GLE30- Advanced Learning Strategies: Skills for Success in Secondary School, Grade 11, Open**

*Prerequisite: Recommendation of principal*

*Diploma Area: Guidance and Career Education, Elective*

*Credit Value: 1*

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

### **GLE40- Advanced Learning Strategies: Skills for Success in Secondary School, Grade 12, Open**

*Prerequisite: Recommendation of principal*

*Diploma Area: Guidance and Career Education, Elective*

*Credit Value: 1*

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

### **GLC20 - Career Studies, Grade 10, Open**

*Prerequisite: None*

*Diploma Area: Guidance and Career Education*

*Credit Value: 0.5*

This course teaches students how to develop and achieve personal goals for future learning, work and community involvement. Students will assess their interests, skills and characteristics and investigate current economic and workplace trends, work opportunities and ways to search for work. The course explores post-secondary learning and career options, prepares students for managing work and life transitions and helps students focus on their goals through the development of a career plan. **This course serves as the prerequisite for Grade 11 and 12 courses in Guidance and Career Education and must be completed before a student may enroll in Cooperative Education. This half credit course is compulsory to the Ontario Secondary School Diploma.**

### **GLD201- Discovering the Workplace, Grade 10, Open**

*Prerequisite: None*

*Diploma Area: Guidance and Career Education*

*Credit: 0.5*

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 learning opportunities, such as worksite visits, job shadowing, work experience, simulations, and entrepreneurial projects. This course helps students make plans for continued learning and work.

### **GPP30 – Leadership and Peer Support, Grade 11, Open**

*Prerequisite: None*

*Diploma Area: Guidance and Career Education*

*Credit: 1*

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. **An application and interview will be required of students choosing this course before they may be admitted to the course.**

### **GLN40 - Navigating the Workplace, Grade 12, Open**

*Prerequisite: None*

*Diploma Area: Guidance and Career Education*

*Credit Value: 1*

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 post-secondary destination.

## **HEALTH AND PHYSICAL EDUCATION**

### **Grade 9**

#### **PPL101X OR PPL101Y - Healthy Active Living Education, Grade 9, Open (Female or Male)**

*Prerequisite: None*

*Diploma Area: Health and Physical Education*

*Credit Value: 0.5*

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.

### **Grade 10**

#### **PPL201X OR PPL201Y- Healthy Active Living Education – Indoor, Grade 10, Open (Female or Male)**

*Prerequisite: None*

*Diploma Area: Health and Physical Education*

*Credit Value: 0.5*

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. This course will take place during term two of semester one or term one of semester two and the activities will primarily take place indoors.

## **PPL202X OR PPL202Y- Healthy Active Living Education – Outdoor, Grade 10, Open (Female or Male)**

*Prerequisite: None*

*Diploma Area: Health and Physical Education*

*Credit Value: 0.5*

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. This course will take place during term one of semester one or term two of semester two and the activities will primarily take place outdoors (weather permitting).

## **Grade 11**

### **PPL30 - Healthy Active Living Education, Grade 11, Open (Co-ed)**

*Prerequisite: None*

*Diploma Area: Health and Physical Education*

*Credit Value: 1*

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. Some of the alternative activities introduced in this course include tennis, rock climbing, going to the driving range, swimming, and visiting a local fitness center. 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, social, and interpersonal skills. Students will study the components of healthy relationships, reproductive health, mental health, and personal safety. There may be a fee for the alternative activities in this course. **This course leads to Healthy Active Living Education, Grade 12, Open, and serves as a prerequisite for Grade 12 Exercise Science, University Preparation.**

### **PAF30 or PAF30X - Personal and Fitness Activities, Grade 11, Open (Co-ed and Female)**

*Prerequisite: None*

*Diploma Area: Health and Physical Education*

*Credit Value: 1*

This focus course helps students develop a personalized approach to healthy living. Students will examine the factors that affect their own health by emphasizing strength training activities as well as developing cardiorespiratory fitness, endurance, flexibility, body composition and motor skills improvement. This vitality approach to healthy living will allow students to initiate an active lifestyle and develop a positive self image. The health topics to be studied include healthy relationships, reproductive health, mental health and personal safety.

**This course leads to Healthy Active Living Education, Grade 12, Open and serves as a prerequisite for both Grade 12 Exercise Science, University Preparation and Grade 12 Recreation and Fitness Leadership, College Preparation.**

## **Grade 12**

### **PAF40 or PAF40X - Personal and Fitness Activities, Grade 12, Open (Co-ed or Female)**

*Prerequisite: None*

*Diploma Area: Health and Physical Education*

*Credit Value: 1*

This focus course helps students develop a personalized approach to healthy living. Students will examine the factors that affect their own health by emphasizing strength training activities as well as developing cardiorespiratory fitness, endurance, flexibility, body composition and motor skills improvement. This vitality approach to healthy living will allow students to initiate an active lifestyle and develop a positive self image. The health topics to be studied include healthy relationships, reproductive health, mental health and personal safety.

**PLF4C – Recreation and Fitness Leadership, Grade 12, College Preparation**

*Prerequisite: Any Grade 11 or 12 open course in health and physical education*

*Diploma Area: Health and Physical Education*

*Credit Value: 1*

This course focuses on the development of leadership and coordination skills related to recreational activities. Students will acquire the knowledge and skills required to plan, organize, and implement recreational events. They will also learn how to promote the value of physical fitness, personal well-being, and personal safety to others through mentoring. The course will prepare students for college programs in recreational, leisure, and fitness leadership. Students will be working on a daily basis with autistic and other special needs students.

**PPL4O - Healthy Active Living Education, Grade 12, Open (Co-ed)**

*Prerequisite: None*

*Diploma Area: Health and Physical Education*

*Credit Value: 1*

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 view to enhancing their mental health and their relationships with others.

**PSE4U - Exercise Science, Grade 12, University Preparation**

*Prerequisite: Any Grade 11 university or university/college preparation course in Science or any Grade 11 or 12 open course in Health and Physical Education*

*Diploma Area: Health and Physical Education*

*Credit Value: 1*

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. **Note: This course is primarily in-class instruction. The activity portion of the course is limited. The difficulty level resembles any senior science course.**

## **INTERDISCIPLINARY STUDIES**

These courses 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.

**IDC4UA - Interdisciplinary Studies, AP Calculus, Grade 12, University Preparation**

*Prerequisite: MCV4U*

*Diploma Area: None*

*Credit Value: 1*

This course will prepare student to write the College Board Advanced Placement (AP) Calculus AB exam. Students will study the concepts and applications of limits, derivatives and integrals. AP Calculus is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results and problems being expressed graphically, numerically, analytically and verbally. To this end, writing and speaking mathematically using proper notation and terminology in such a manner that solutions can be read and understood by others is paramount. This course follows on from MCV4U and MHF4U – Calculus and Vectors, and Advanced Functions, with some extensions made to ideas presented in those courses.

## **IDC4UL - Interdisciplinary Studies, Leadership, Grade 12, University Preparation**

*Prerequisite: any university or university/college preparation course*

*Diploma Area: None*

*Credit Value: 1*

This course provides an intensive, independent, project-based learning experience for senior students who identify with the Catholic vocations of development and peace. Students will focus study on a global issue that demands a response that is consistent with the Gospel values of love and service. This course gives students the opportunity to develop the self-directed learning and effective communication skills essential to success beyond secondary school. Through independent study, students will become more reflective, creative and holistic thinkers and will develop into more responsible citizens not only of the Canadian democracy, but also of Christ's Universal Church.

**Note: This course is intended for those students who have already completed GPP30 or who are in Grade 12 and have been selected or elected to a leadership role in the school community. Consultation with Administration, Guidance and/or the course instructor is highly recommended prior to being admitted to this course without having met these criteria. An interview may be required for admission to the course.**

## **INTERNATIONAL LANGUAGES**

### **LWSAO Spanish, Level 1, Open**

*Prerequisite: None*

*Diploma Area: International Language*

*Credit Value: 1*

This course introduces students to language elements they will need to begin to communicate with native Spanish speakers. Students will participate in practical activities in which they can apply their knowledge and skills, and will begin to explore careers that require knowledge of Spanish. They will explore aspects of the culture of countries where Spanish is spoken, including social customs, music, and food, by participating in cultural events and activities involving both print and technological resources.

## **MATHEMATICS**

### **GRADE 9**

#### **MPM1DA - Pre-Advanced Placement Math - Principles of Mathematics**

*Prerequisite: Recommendation from Grade 8 teacher*

*Diploma Area: Mathematics*

*Credit Value: 1*

A Pre-Advanced Placement course in Math is a course of study emphasizing the development of skills in algebra, analytic geometry, and measurement and geometry. Designed for students capable of doing university level work in Math while they are in Secondary school, it demands the energy necessary to complete a course more rigorous and demanding than other high school Math courses. Through the effective use of technology, and abstract reasoning students will explore relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes.

#### **MPM1D - Principles of Mathematics, Grade 9, Academic**

*Prerequisite: None*

*Diploma Area: Mathematics*

*Credit Value: 1*

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 linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

**This course serves as the prerequisite for Mathematics, Grade 10, Academic. It is strongly recommended that students who decide to proceed to the Grade 10 Applied Program complete a Crossover Course during the summer.**

### **MFM1P - Foundations of Mathematics, Grade 9, Applied**

*Prerequisite: None*

*Diploma Area: Mathematics*

*Credit Value: 1*

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 relations and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. **This course serves as the prerequisite for Mathematics, Grade 10, Applied. It is now required that students who decide to proceed to the Grade 10 Academic Program must complete a Transfer Course during the summer.**

### **MAT1L - Mathematics, Grade 9, Locally Developed Compulsory Credit Course**

*Prerequisite: None*

*Diploma Area: Mathematics*

*Credit Value: 1*

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 LDCC course and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. The course is organized by three strands related to money sense, measurement and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing and oral language through relevant and practical math activities. **This course leads to Grade 10 Locally Developed Mathematics or Grade 9 Applied Mathematics.**

## **GRADE 10**

### **MPM2DA - Pre-Advanced Placement Math - Principles of Mathematics**

*Prerequisite: MPM1DA or recommendation from MPM1D teacher*

*Diploma Area: Mathematics*

*Credit Value: 1*

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems. **A mark of 80% or higher in MPM1DA is recommended.**

### **MPM2D - Principles of Mathematics, Grade 10, Academic**

*Prerequisite: Grade 9 Mathematics, Academic or Applied (It is required that students who have done the Grade 9 Applied course must complete a Transfer Course during the summer)*

*Diploma Area: Mathematics*

*Credit Value: 1*

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems. **A mark of 70% or higher in MPM1D is recommended.**

**This course serves as the prerequisite for Functions, Grade 11, University Preparation AND Functions and Applications, Grade 11, University/College preparation.**

### **MFM2P - Foundations of Mathematics, Grade 10, Applied**

*Prerequisite: Grade 9 Mathematics, Academic or Applied (It is strongly recommended that students who have done the Grade 9 Academic course also complete a Crossover Course during the summer)*

*Diploma Area: Mathematics*

*Credit Value: 1*

This course enables students to consolidate their understanding of relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles and the measurement of three-dimensional objects. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. **This course serves as the prerequisite for Foundations for College Mathematics Grade 11, College Preparation.**

### **MAT2L - Mathematics, Grade 10, Locally Developed Course**

*Prerequisite: Grade 9 Mathematics credit*

*Diploma Area: Mathematics (Non compulsory credit)*

*Credit Value: 1*

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.

## **GRADE 11**

### **MCR3U - Functions, Grade 11, University Preparation**

*Prerequisite: Principles of Mathematics, Grade 10, Academic*

*Diploma Area: Mathematics*

*Credit Value: 1*

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. **A mark of 70% or higher in MPM2D is recommended.**

### **MCF3M - Functions and Applications, Grade 11, University/College Preparation**

*Prerequisite: Principles of Mathematics, Grade 10, Academic, or Foundations of Mathematics, Grade 10, Applied*

*Diploma Area: Mathematics*

*Credit Value: 1*

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. **A mark of 60% or higher in MPM2D, or a mark of 75% or higher in MFM2P is recommended.**

### **MBF3C - Foundations for College Mathematics, Grade 11, College Preparation**

*Prerequisite: Foundations of Mathematics, Grade 10, Applied*

*Diploma Area: Mathematics*

*Credit Value: 1*

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, analyzing and evaluating data involving one and two variables. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

### **MEL3E – Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation**

*Prerequisite: Principles of Mathematics, Grade 9, Academic or Foundations of Mathematics, Grade 9, Applied, or a ministry-approved locally developed Grade 10 mathematics course.*

*Diploma Area: Mathematics*

*Credit Value: 1*

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. ***This course serves as the prerequisite for Math for Work and Everyday Life, MEL4E.***

## **GRADE 12**

### **MCV4U – Calculus and Vectors, Grade 12, University Preparation**

*Prerequisite: MCR3U, Functions, and MHF4U, Advanced Functions (see note)*

*Diploma Area: Mathematics*

*Credit Value: 1*

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

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. **A mark of 70% or higher in MCR3U is recommended.**

### **MHF4U - Advanced Functions, Grade 12, University Preparation**

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

*Diploma Area: Mathematics*

*Credit Value: 1*

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. **A mark of 70% or higher in MCR3U is recommended.**

### **MDM4U - Mathematics of Data Management, Grade 12, University Preparation**

*Prerequisite: Functions and Applications, Grade 11, University/College Preparation, or Functions, Grade 11, University Preparation*

*Diploma Area: Mathematics*

*Credit Value: 1*

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. **A mark of 60% or higher in MCR3U, or a mark of 70% or higher in MCF3M is recommended.**

#### **MCT4C - Mathematics for College Technology, Grade 12, College Preparation**

Prerequisite: Functions and Applications, Grade 11, University/College Preparation

*Diploma Area: Mathematics*

*Credit Value: 1*

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

#### **MAP4C - Foundations for College Mathematics, Grade 12, College Preparation**

Prerequisite: Foundations for College Mathematics, Grade 11, College Preparation

*Diploma Area: Mathematics*

*Credit Value: 1*

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

#### **MEL4E - Mathematics for Work and Everyday Life, Grade 12, Workplace Preparation**

Prerequisite: Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation

*Diploma Area: Mathematics*

*Credit Value: 1*

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

## **NATIVE STUDIES**

#### **NDA3M – Current Aboriginal Issues in Canada, Grade 11, University/College Preparation**

Prerequisite: Aboriginal Peoples in Canada, Grade 10, Open or Canadian History in the Twentieth Century, Grade 10, Academic or Applied

*Credit Value: 1*

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

## **RELIGIOUS EDUCATION**

All students at Holy Trinity Catholic Secondary School must include a course in Religious Education each year in their program.

### **GRADE 9**

#### **HRE10 – Religious Education, Grade 9, Open**

*Prerequisite: None*

*Credit Value: 1*

This course invites students to a deeper understanding of both the joy and the demands of following in the way of Christ and living the call to discipleship as it is described in the Scriptures. Using the Beatitudes as a touchstone, students examine the attitudes and the actions that characterize the Christian life. In the Family Life Education strand, students explore a variety of topics related to the themes of personhood, interpersonal relationships and sexuality. They are encouraged to understand and nurture within themselves the virtues which will enable them to deepen their relationship with God and through Christ in the context of a Spirit-filled community.

**All students attending Holy Trinity are required to enroll in Religion.**

### **GRADE 10**

#### **HRE20 – Christ and Culture, Grade 10, Open**

*Prerequisite: None*

*Credit Value: 1*

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

### **GRADE 11**

#### **HRT3M –World Religions: Beliefs, Issues and Traditions, Grade 11, University/College Preparation**

*Prerequisite: None*

*Diploma Area: Social Sciences and Humanities*

*Credit Value: 1*

This course enables students to discover what others believe and how they live and to appreciate their own unique heritage. Students will learn about the teachings and traditions of a variety of religions, the connections between religion and the development of civilizations, the place and function of religion in human experience and the influence of a broad range of religions on contemporary society. This course also introduces students to skills used in researching and investigating world religions. Our Grade 11 Family Life Education strand focuses on Social Justice, with the purpose of teaching our students to appreciate and begin to act upon our responsibility to people in need...to research and be knowledgeable about areas of need in our society and in the global world. **This course leads to a variety of Grade 12 courses in the Social Sciences and Humanities. All students who attend Holy Trinity are required to take Religion.**

#### **HRF30 –World Religions: Beliefs and Daily Life, Grade 11, Open**

*Prerequisite: None*

*Diploma Area: Social Sciences and Humanities*

*Credit Value: 1*

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. Through this discovery, students develop their awareness of the place of

religion in the lives of their neighbours as well as a more authentic understanding and a deeper commitment to their own faith tradition. This course helps break down misconceptions and prejudices regarding other religious traditions. Students develop skills used in researching and investigating topics related to world religions. This course fulfills expectations from both Social Sciences and Humanities and from Catholic Education documents. This open course is designed to broaden students' knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. **All students who attend Holy Trinity are required to take Religion.**

## **GRADE 12**

### **HRE4M –In Search of the Good, Grade 12, University/College Preparation**

*Prerequisite: Any Grade 11 University or University/College Preparation course only*

*Diploma Area: Elective*

*Credit Value: 1*

This course is intended for students who plan on applying to university. This course is directed toward the clear identification of Catholic ethics and the concrete application of these principles in the lives of students. The course proceeds from foundational beliefs rooted in Philosophy and Revelation. Notions of happiness and freedom are explored. Further issues in social justice, ecology, mercy, marriage, family and politics are addressed. This course is intended to prepare the senior student for the lifelong task of living a good life in dialogue with the larger culture. In the Christian Service component, students will have an opportunity to reflect on a portion of the 40 hours of required community involvement. **All students who attend Holy Trinity are required to take Religion.**

### **HRE4O – Religion: Creating a Christian Lifestyle, Grade 12, Open**

*Prerequisite: None*

*Diploma Area: Elective*

*Credit Value: 1*

This course is designed to aid students in facing the challenges of young adulthood so that they can shape a future that is hopeful, healthy and full. The belief that underlies this course is, quite properly, that a Christian lifestyle is the optimal way to grow and be fully alive. A portion of the program focuses on specific lifestyle paths, namely, the single life, marriage, religious life and the priesthood. Most of the program is devoted to themes which are common to all paths, such as Suffering and Healing, Communication, Money and Possessions, Love, Identity and Autonomy. Students review their own personal identity and moral value system and examine a variety of moral decision-making models. They study a wide variety of ethical issues within our society and examine ways to respond as faith-filled adults. Some of these topics include medical technology, euthanasia, abortion, violence, abuse and a variety of social justice issues. In this course, many opportunities are provided for students to put their faith into action in their lives, in our school and in our community and to become knowledgeable of injustices occurring worldwide. **All Grade 12 students who attend Holy Trinity are required to take Religion.**

## SCIENCE

### GRADE 9

#### **SNC1D - Science, Grade 9, Academic**

*Prerequisite: None*

*Diploma Area: Science*

*Credit Value: 1*

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. Strong reading, writing and math skills are recommended. **This course serves as the prerequisite for Grade 10 Science, Academic. It is strongly recommended that students who decide to proceed to the Grade 10 Applied Program complete a Crossover Course during the summer.**

#### **SNC1P - Science, Grade 9, Applied**

*Prerequisite: None*

*Diploma Area: Science*

*Credit Value: 1*

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. A more hands-on approach to learning will be taken in this course. **This course serves as the prerequisite for Grade 10 Science, Applied. It is strongly recommended that students who decide to proceed to the Grade 10 Academic Program complete a Crossover Course during the summer.**

#### **SNC1L - Science, Grade 9, Locally Developed Compulsory Credit Course**

*Prerequisite: None*

*Diploma Area: Science*

*Credit Value: 1*

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

**This course leads to Grade 11 Workplace Science OR Grade 9 Applied Science.**

### GRADE 10

#### **SNC2D - Science, Grade 10, Academic**

*Prerequisite: Grade 9 Science, Academic or Applied (It is strongly recommended that students who have done the Grade 9 Applied course also complete a Crossover Course during the summer.)*

*Diploma Area: Science*

*Credit Value: 1*

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.

Students electing to take this course should have achieved 65% or higher in the prerequisite, SNC1D. **This course serves as the prerequisite for the following courses Grade 11 University Preparation Biology, Chemistry and Physics, Grade 11 College Preparation Biology, Grade 11 University/College Preparation Environmental Science, Grade 12 College Preparation Chemistry and Physics and Grade 12 University Preparation Earth and Space Science.**

### **SNC2P - Science, Grade 10, Applied**

*Prerequisite: Grade 9 Science, Academic or Applied (It is strongly recommended that students who have done the Grade 9 Academic course also complete a Crossover Course during the summer)*

*Diploma Area: Science*

*Credit Value: 1*

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. **This course serves as the prerequisite for Grade 11 College Preparation Biology, Grade 12 College Preparation Chemistry, Grade 12 College Preparation Physics and Grade 11 University/College Preparation Environmental Science.**

## **GRADE 11**

### **SBI3U - Biology, Grade 11 University Preparation**

*Prerequisite: Science, Grade 10, Academic*

*Diploma Area: Science*

*Credit Value: 1*

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. Dissection is a required element of this course. Students electing to take this course should have achieved 70% or higher in the prerequisite, SNC2D.

**This course serves as the prerequisite for Biology, Grade 12, University Preparation.**

### **SBI3C - Biology, Grade 11, College Preparation**

*Prerequisite: Science, Grade 10, Academic or Applied*

*Diploma Area: Science*

*Credit Value: 1*

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. Dissection is a required element of this course.

### **SCH3U - Chemistry, Grade 11, University Preparation**

*Prerequisite: Science, Grade 10, Academic*

*Diploma Area: Science*

*Credit Value: 1*

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. Strong mathematical skills are recommended to be successful in this course. Students electing to take this course should have achieved 70% or higher in the prerequisite, SNC2D.

**This course serves as the prerequisite for Chemistry, Grade 12, University Preparation.**

### **SVN3M - Environmental Science, Grade 11, College/University Preparation**

*Prerequisite: Science, Grade 10, Academic or Applied*

*Diploma Area: Science*

*Credit Value: 1*

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

**This course serves as the prerequisite for Science, Grade 12, University/College Preparation.**

### **SVN3E - Environmental Science, Grade 11, Workplace Preparation**

*Prerequisite: Science, Grade 9, Academic or Applied or Locally Developed*

*Diploma Area: Science*

*Credit Value: 1*

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. This course is recognized as a compulsory Science credit.

**This course serves as the prerequisite for Science, Grade 12, Workplace Preparation.**

### **SPH3U - Physics, Grade 11, University Preparation**

*Prerequisite: Science, Grade 10, Academic*

*Diploma Area: Science*

*Credit Value: 1*

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. Students need strong mathematical skills to be successful in this course. A mark of 70% or higher in SNC2D is recommended. **This course serves as the prerequisite for Physics, Grade 12, University Preparation.**

## **GRADE 12**

### **SBI4U - Biology, Grade 12, University Preparation**

*Prerequisite: Biology, Grade 11, University Preparation*

*Diploma Area: Science*

*Credit Value: 1*

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. This course is intended for those who plan on taking biology at the university level. A mark of 70% or higher in both SBI3U and SCH3U is strongly recommended.

**SCH4U - Chemistry, Grade 12, University Preparation**

*Prerequisite: Chemistry, Grade 11, University Preparation*

*Diploma Area: Science*

*Credit Value: 1*

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. This course is intended for students who plan to take chemistry at the university level. A mark of 70% or higher in SCH3U is strongly recommended.

**SCH4C - Chemistry, Grade 12, College Preparation**

*Prerequisite: Science, Grade 10, Academic or Applied*

*Diploma Area: Science*

*Credit Value: 1*

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.

**SPH4U - Physics, Grade 12, University Preparation**

*Prerequisite: Physics, Grade 11, University Preparation*

*Diploma Area: Science*

*Credit Value: 1*

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data relating to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment. Strong math skills are required. This course is intended for students who plan to take physics at the university level. Students who choose this course should have achieved 70% or higher in SPH3U.

**SPH4C - Physics, Grade 12, College Preparation**

*Prerequisite: Science, Grade 10, Academic or Applied*

*Diploma Area: Science*

*Credit Value: 1*

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.

**SNC4E - Science, Grade 12, Workplace Preparation**

*Prerequisite: Science, Grade 11, Workplace Preparation*

*Diploma Area: Science*

*Credit Value: 1*

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

## **SOCIAL SCIENCES AND HUMANITIES**

### **GRADE 9**

#### **HFN1O1 - Food and Nutrition, Grade 9, Open**

*Prerequisite: None*

*Diploma Area: Social Sciences and the Humanities*

*Credit Value: 0.5*

This course explores the factors that affect attitudes and decisions about food and examines current issues of body image and food marketing. Students will learn how to make wise food choices and to prepare foods and will investigate our Canadian food heritage and food industries, as well as global food issues. The course also introduces students to research skills related to food and nutrition.

### **GRADE 10**

#### **HFN2O1 - Food and Nutrition, Grade 10, Open**

*Prerequisite: None*

*Diploma Area: Social Sciences and the Humanities*

*Credit Value: 0.5*

This course explores the factors that affect attitudes and decisions about food and examines current issues of body image and food marketing. Students will learn how to make wise food choices and to prepare foods and will investigate our Canadian food heritage and food industries, as well as global food issues. The course also introduces students to research skills related to food and nutrition.

#### **HIF2O1 - Individual and Family Living, Grade 10, Open**

*Prerequisite: None*

*Diploma Area: Social Sciences and Humanities*

*Credit Value: 0.5*

This course explores the challenges faced by all people: how to meet basic needs, how to relate to others, how to manage resources and how to become responsible members of society. Students will study the functioning of families and the diversity found among families and within society.

### **GRADE 11**

#### **HNC3O - Fashion and Creative Expression, Grade 11, Open**

*Prerequisite: None*

*Diploma Area: Social Sciences and Humanities*

*Credit Value: 1*

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

#### **HPC3O - Parenting, Grade 11, Open**

*Prerequisite: None*

*Diploma Area: Social Sciences and Humanities*

*Credit Value: 1*

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

### **HSP3M - Introduction to Anthropology, Psychology and Sociology, Grade 11, University/College Preparation**

*Prerequisite: None*

*Diploma Area: Social Sciences and Humanities*

*Credit Value: 1*

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.

**This course leads to a variety of Grade 12 courses in the Social Sciences and Humanities.**

## **GRADE 12**

### **HSB4M - Challenge and Change in Society, Grade 12, University/College Preparation**

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

*Diploma Area: Social Sciences and Humanities*

*Credit Value: 1*

This course examines the theories and methodologies used in anthropology, psychology, and sociology to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will analyse cultural, social, and biological patterns in human societies, looking at the ways in which those patterns change over time. Students will also explore the ideas of classical and contemporary social theorists, and will apply those ideas to the analysis of contemporary trends.

### **HZT4U - Philosophy: Questions and Theories, Grade 12, University Preparation**

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

*Diploma Area: Social Sciences and Humanities*

*Credit Value: 1*

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

### **HNB4O - The Fashion Industry, Grade 12, Open**

*Prerequisite: None*

*Diploma Area: Social Sciences and Humanities*

*Credit Value: 1*

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

### **HFA4M - Food and Nutrition Sciences, Grade 12, University/College Preparation**

*Prerequisite: Any University, University/College, or College Preparation course in Social Sciences and Humanities, English, or Canadian and World Studies*

*Diploma Area: Social Sciences and Humanities*

*Credit Value: 1*

This course examines various nutritional, psychological, social, cultural and global factors that influence people's food choices and customs. Students will learn about current Canadian and worldwide issues related to food, frameworks for making appropriate dietary choices and food-preparation techniques. This course also refines students' skills in researching and investigating issues related to food and nutrition.

## **SPECIAL EDUCATION**

### **RESOURCE - Resource Period, Grades 9, 10, 11, 12, Open**

*Prerequisite: None*

*Diploma Area: None*

*Credit Value: 0*

During the Resource Period, students are assisted with course work completion, test preparation and organization. They have access to a small computer lab that features assistive technology such as Kurzweil, Word Q, and Inspiration. Students are taught to develop time management and self-advocacy skills. The Resource Periods are each led by a Resource teacher, however, because a curriculum is not taught, a credit is not granted. Students may choose a Resource Period in their schedules in one or both semesters.

### **K COURSES**

The majority of students who enroll in "K" courses are not working towards a secondary school diploma. They may work towards a Certificate of Education or a Certificate of Accomplishment. These pupils have a background of program and evaluation modification. Generally such students find school academically challenging and they may experience difficulty in other areas. Basic life and study skills are reviewed in these classes. Many students in these courses also have outside agency support through the local Association for Community Living.(A.C.L.)

"K" course are non-credit bearing. The topics may change slightly to meet the needs of those enrolled in the course. Each student in these courses has an Individual Education Plan.(I.E.P.)

### **KENAN - Language and Communication Development, Grade 9, Open**

### **KENBN - Language and Communication Development, Grade 10, Open**

### **KENCN - Language and Communication Development, Grade 11, Open**

*Prerequisite: None*

*Diploma Area: None*

*Credit Value: 0*

This course will include specifically designed tasks intended to build existing literacy skills. Goals will include developing comprehension, vocabulary, word analysis and study skills. Students will be presented with a variety of factual and fictional selections. They will analyze writing and respond to "W5" questions. Students will be encouraged to express opinions based on their reading eventually responding in sentences and paragraphs. Students will engage in collaborative reading exercises in the form of play scripts and will be required to model various forms of writing. Dealing with topics in the news, students will develop independent work skills and a sense of personal responsibility. Students will also be introduced to various types of personal writing tasks such as journals, letter writing, resumes and requests. The majority of the students enrolled in this course will be exempted from the Ontario Secondary School Literacy Test (O.S.S.L.T.) as they are not working towards a diploma. Some students may be deferred from the O.S.S.L.T. until they build enough skills to prepare them for this task.

### **KGLAN - Personal Life Skills, Grade 9, Open**

### **KGLBN - Personal Life Skills, Grade 10, Open**

### **KGLCN - Personal Life Skills, Grade 11, Open**

*Prerequisite: None*

*Diploma Area: None*

*Credit Value: 0*

The purpose of this course is to introduce the students to various skills that are necessary for personal success. Independence in various life situations is key to the transition between adolescence and adulthood. Confidence building as well as skill development assist with this goal. The core units to this course include:

- Food and Nutrition: kitchen safety, safe food handling, making healthy choices, following recipes
- Following Directions: skill steps, hazardous products, laundry fun, household products
- Traveling Around: reading maps, reading bus & train schedules, going places in Durham region
- To Infinity and Beyond: exploring jobs, finding job openings, resumes & cover letters, interviews
- Planning a Budget :savings & chequing accounts, expenses, planning a budget
- Health, Wellness and Physical Fitness: exercise & fitness, diseases, substance abuse, dealing with stress, community resources, safety and first aid

**KMMAN - Numeracy and Numbers, Grade 9, Open**  
**KMMBN - Numeracy and Numbers, Grade 10, Open**  
**KMMCN - Numeracy and Numbers, Grade 11, Open**

*Prerequisite: None*

*Diploma Area: None*

*Credit Value: 0*

This course will include specifically designed tasks intended to build on existing numeracy skills and enhance basic computation skills. Students will gain practice in reading and recognizing numbers. Emphasis will be placed on interpreting word problems and looking for key math language such as 'sum, difference and each.' Students will be encouraged to use estimation skills and to assess various merchandising offers to decide if it is good deal for the consumer. Practice will be gained on the use of calculators as well as adding machines as math tools.

**NOTE:** Students in Special Education are advised to also consider **GLE10, Learning Strategies I: Skills for Success in Secondary School** and **GLN40, Navigating the Workplace, Grade 12, Open<sub>1</sub>** listed in the Guidance and Career Education section of this calendar.

## **TECHNOLOGICAL EDUCATION**

### **GRADE 9**

#### **TCJ101 – Exploring Construction Technology, Grade 9, Open**

*Prerequisite: None*

*Diploma Area: Technological Education*

*Credit Value: 0.5*

This exploratory course introduces students to concepts and skills in construction technology, which encompasses plumbing, electrical wiring, masonry, heating/cooling, carpentry, and woodworking. Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and postsecondary pathways leading to careers in the field. Since safety is critical in a construction course, students wishing to enroll in this course must display an appropriate level of understanding of the importance of safety in a classroom setting and be willing to respect the safety of themselves and others.

#### **TGJ101 - Exploring Communications Technology**

*Prerequisite: None*

*Diploma Area: Technological Education*

*Credit Value: 0.5*

This exploratory course introduces students to concepts and skills in communications technology, which encompasses television/video and movie production, radio and audio production, print and graphic communications, photography, and animation. Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and postsecondary pathways leading to careers in the field.

#### **TXJ101 - Exploring Hairstyling and Aesthetics, Grade 9, Open**

*Prerequisite: None*

*Diploma Area: Technological Education*

*Credit Value: 0.5*

This exploratory course introduces students to concepts and skills related to hairstyling and aesthetics, including hair, nail, and skin care applications. Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and postsecondary pathways leading to careers in the field.

#### **TTJ101 – Exploring Transportation Technology, Grade 9, Open**

*Prerequisite: None*

*Diploma Area: Technological Education*

*Credit Value: 0.5*

This exploratory course introduces students to concepts and skills related to transportation technology, which encompasses the maintenance, servicing, and repair of various types of vehicles, aircraft, and/or watercraft. Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and postsecondary pathways leading to careers in the field.

## **GRADE 10**

### **TCJ201 - Construction Technology, Grade 10, Open**

*Prerequisite: None*

*Diploma Area: Technological Education*

*Credit Value: 0.5*

This course introduces students to building materials and processes through opportunities to design and build various construction projects. Students will learn to create and read working drawings; become familiar with common construction materials, components, and processes; and perform a variety of fabrication, assembly, and finishing operations. They will use a variety of hand and power tools and apply knowledge of imperial and metric systems of measurement, as appropriate. Students will develop an awareness of environmental and societal issues related to construction technology, and will explore secondary and postsecondary pathways leading to careers in the industry. Since safety is critical in a construction course, students wishing to enroll in this course must display an appropriate level of understanding of the importance of safety in a classroom setting and be willing to respect the safety of themselves and others.

**This course leads to Grade 11 courses in Construction Technology. It is recommended that the Grade 10 course be successfully completed before either Grade 11 course is attempted. It is recommended that each student purchases their own approved safety glasses for their personal use in this course.**

### **TEJ201 - Computer Technology, Grade 10, Open**

*Prerequisite: None*

*Diploma Area: Technological Education*

*Credit Value: 0.5*

This course introduces students to computer systems, networking, and interfacing, as well as electronics and robotics. Students will assemble, repair, and configure computers with various types of operating systems and application software. Students will build small electronic circuits and write computer programs to control simple peripheral devices or robots. Students will also develop an awareness of environmental and societal issues related to the use of computers, and learn about secondary and postsecondary pathways to careers in computer technology.

### **TGJ201 - Communications Technology, Grade 10, Open**

*Prerequisite: None*

*Diploma Area: Technological Education*

*Credit Value: 0.5*

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

**This course leads to Grade 11 Communications Technology. It is recommended that the Grade 10 course be successfully completed before the Grade 11 course is attempted.**

### **TTJ201 - Transportation Technology, Grade 10, Open**

*Prerequisite: None*

*Diploma Area: Technological Education*

*Credit Value: 0.5*

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

**It is recommended that each student purchases their own approved safety glasses for their personal use in this course.**

### **TXJ2O1 – Hairstyling and Aesthetics, Grade 10, Open**

*Prerequisite: None*

*Diploma Area: Technological Education*

*Credit Value: 0.5*

This course presents hairstyling, make-up, and nail care techniques from a salon/spa perspective. Through a variety of school and community-based activities, students learn fundamental skills in hairstyling, giving manicures and facials and providing hair/scalp analyses, and treatments. Students also consider related environmental and societal issues and explore secondary and postsecondary pathways leading to careers in the field of hairstyling and aesthetics.

## **GRADE 11**

### **TGJ3M - Communications Technology, Grade 11, University/College Preparation**

*Prerequisite: None*

*Recommendation: TGJ2O*

*Diploma Area: Technological Education*

*Credit Value: 1*

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. It is recommended that students choosing this course will have successfully completed TGJ2O and have strong technical reading skills. Students are expected to own a pair of headphones for this course. **This course serves as the prerequisite for Communications Technology, Grade 12, University/College Preparation.**

### **TGJ3O - Communications Technology: Broadcast and Print Production (Yearbook Course), Grade 11, Open**

*Prerequisite: None*

*Diploma Area: Technological Education*

*Credit Value: 1*

This course enables students to develop knowledge and skills in the areas of graphic communication, printing and publishing, audio and video production, and broadcast journalism. Students will work both independently and as part of a production team to design and produce media products in a project-driven environment. Practical projects may include the making of signs, yearbooks, video and/or audio productions, newscasts, and documentaries. Students will also develop an awareness of related environmental and societal issues and explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields. The course emphasizes the creation of the Holy Trinity Yearbook. Students will be required to use the programs of Photoshop and InDesign throughout this course. Students will also be required to make use of the school's digital camera during lunch hours and at after-school events. **An application will be required of students who indicate an interest.**

### **TEJ3E - Computer Technology, Grade 11, Workplace Preparation**

*Prerequisite: None*

*Diploma Area: Technological Education*

*Credit Value: 1*

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

### **TEJ3M - Computer Engineering Technology, Grade 11, University/College Preparation**

*Prerequisite: None*

*Diploma Area: Technological Education*

*Credit Value: 1*

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.

### **TCJ3C - Construction Engineering Technology, Grade 11, College Preparation**

*Prerequisite: None*

*Recommendation: TCJ20 or TCJ10*

*Diploma Area: Technological Education*

*Credit Value: 1*

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. It is important to be aware that students interested in technology courses will be required to possess a high level of mathematical, problem solving and communication skills in order to ensure success. Students will also develop an awareness of environmental and societal issues related to construction technology, and explore career opportunities in the field. In addition, safety is paramount in a construction course and students wishing to enroll in this course must display a commitment to ensure the safety of all members of the program. **This course serves as the prerequisite for Construction Technology, Grade 12, College Preparation. It is recommended that each student purchases their own approved safety glasses for their personal use in this course.**

### **TCJ3E - Construction Technology, Grade 11, Workplace Preparation**

*Prerequisite: None*

*Recommendation: TCJ20 or TCJ10*

*Diploma Area: Technological Education*

*Credit Value: 1*

This course enables students to develop technical knowledge and skills related to carpentry, masonry, electrical systems, heating and cooling, and plumbing for residential construction. Students will gain hands on experience using a variety of materials, processes, tools, and equipment to design, lay out, and build projects. They will create and read technical drawings, learn construction terminology, interpret building codes and regulations, and apply mathematical skills as they develop construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and explore postsecondary and career opportunities in the field. It is important to be aware that students interested in technology courses will be required to possess a good level of mathematical, problem solving and communication skills in order to ensure success. In addition, safety is paramount in a construction course and students wishing to enroll in this course must display a commitment to ensure the safety of all members of the program. **This course serves as the prerequisite for Construction Technology, Grade 12, Workplace Preparation. It is recommended that each student purchases their own approved safety glasses for their personal use in this course.**

### **TXJ3E - Hairstyling and Aesthetics, Grade 11, Workplace Preparation**

*Prerequisite: None*

*Diploma Area: Technological Education*

*Credit Value: 1*

This course enables students to develop knowledge and skills in cosmetology and offers a variety of applications that will equip students to provide services for a diverse clientele. Students identify trends in the hairstyling and aesthetics industry, learn about related health and safety laws, and expand their communication and interpersonal skills through interactions with peers and clients. Students consider environmental and societal issues related to the industry and acquire a more detailed knowledge of apprenticeships and direct-entry work positions. **There will be a course fee of \$25 per student to cover the cost of course materials.**

### **TDJ3M - Technological Design, Grade 11, University/College Preparation**

*Prerequisite: None*

*Diploma Area: Technological Education*

*Credit Value: 1*

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

### **TDJ3O - Technological Design & the Environment, Grade 11, Open**

*Prerequisite: None*

*Diploma Area: Technological Education*

*Credit Value: 1*

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

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

*Prerequisite: None*

*Recommendation: TTJ2O*

*Diploma Area: Technological Education*

*Credit Value: 1*

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 course serves as the prerequisite for Transportation Technology, Grade 12, College Preparation. It is recommended that each student purchases their own approved safety glasses for their personal use in this course.**

### **TTJ3O - Transportation Technology: Vehicle Ownership, Grade 11, Open**

*Prerequisite: None*

*Diploma Area: Technological Education*

*Credit Value: 1*

This general interest course enables students to become familiar with the options and features of various vehicles, issues of registration, and the legal requirements affecting vehicle owners. Students will also learn about vehicle financing and insurance, vehicle maintenance, emergency procedures, and the responsibilities of being a vehicle owner. Students will develop an awareness of environmental and societal issues related to vehicle ownership and use, and will explore career opportunities in the transportation industry.

## **GRADE 12**

### **TGJ4M - Communications Technology, Grade 12, University/College Preparation**

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

*Diploma Area: Technological Education*

*Credit Value: 1*

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. Students are expected to wear a pair of headphones for this course.

### **TGJ4O - Communications Technology: Digital Imagery and Web Design, Grade 12, Open**

*Prerequisite: None*

*Diploma Area: Technological Education*

*Credit Value: 1*

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

### **TEJ4E - Computer Technology, Grade 12, Workplace Preparation**

*Prerequisite: Computer Technology, Grade 11, Workplace Preparation*

*Diploma Area: Technological Education*

*Credit Value: 1*

This course enables students to further develop their practical understanding of computer hardware, software, networks, and operating systems. Students will use utility and application software, and will follow proper procedures for installing, maintaining, and troubleshooting computer systems and networks. In addition to demonstrating an understanding of the ethical use and environmental effects of computers, students will develop marketable skills and assess career opportunities in the field.

### **TEJ4M - Computer Engineering Technology, Grade 12, University/College Preparation**

*Prerequisite: Computer Engineering Technology, Grade 11, University/College Preparation*

*Diploma Area: Technological Education*

*Credit Value: 1*

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.

### **TCJ4C – Construction Engineering Technology, Grade 12, College Preparation**

*Prerequisite: Construction Engineering Technology, Grade 11, College Preparation*

*Diploma Area: Technological Education*

*Credit Value: 1*

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

### **TCJ4E - Construction Technology, Grade 12, Workplace Preparation**

*Prerequisite: Construction Technology, Grade 11, Workplace Preparation*

*Diploma Area: Technological Education*

*Credit Value: 1*

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

### **TXJ4E - Hairstyling and Aesthetics, Grade 12, Workplace Preparation**

*Prerequisite: Hairstyling and Aesthetics, Grade 11, Workplace Preparation*

*Diploma Area: Technological Education*

*Credit Value: 1*

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. **There will be a course fee of \$25 per student to cover the cost of course materials.**

### **TDJ4M - Technological Design, Grade 12, University/College Preparation**

*Prerequisite: Technological Design, Grade 11, University/College Preparation*

*Diploma Area: Technological Education*

*Credit Value: 1*

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

### **TDJ4O - Technological Design in the 21<sup>st</sup> Century, Grade 12, Open**

*Prerequisite: None*

*Diploma Area: Technological Education*

*Credit Value: 1*

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

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

*Prerequisite: Transportation Technology, College Preparation, Grade 11*

*Diploma Area: Technological Education*

*Credit Value: 1*

This course enables students to further develop technical knowledge and skills as they study, test, service, and repair engine management systems; power trains; steering/control, suspension, brake, and body systems on vehicles, aircraft, and/or watercraft; and/or small-engine products. Students will refine communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will expand their awareness of environmental and societal issues related to transportation and their knowledge of apprenticeship and college programs leading to careers in the transportation industry.

**It is recommended that each student purchases their own approved safety glasses for their personal use in this course.**

### **TTJ4E - Transportation Technology: Vehicle Maintenance, Grade 12, Workplace**

*Prerequisite: None*

*Diploma Area: Technological Education*

*Credit Value: 1*

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

**It is recommended that each student purchases their own approved safety glasses for their personal use in this course.**

## **COURSE SELECTION**

The courses offered by Holy Trinity Catholic Secondary School have been developed according to the requirements of the Ontario Ministry of Education and the Institute for Catholic Education.

Detailed courses of study for each course listed in this planner are available for perusal. Requests to examine a course of study should be directed to the principal.

To choose courses wisely, it is advisable to keep in mind your specific goals. The personnel and facilities of the Guidance Department are available to assist with planning.

**All students at Holy Trinity Catholic Secondary School must take 8 full credit courses each year (from grade 9 to grade 11 inclusive) until 24 credits have been successfully completed. Once 24 credits have been achieved, students are required to carry a course load of at least 7 courses. The total credit requirement for an OSSD (Ontario Secondary School Diploma) is 30 credits (18 compulsory + 4 religion + 8 optional).**

**Students must select a ½ credit Arts and a ½ credit Health & Physical Education course in Grade 9, and complete their full credit compulsory requirement for Arts and Health & Physical Education by the end of grade 10.**

When choosing courses, students should ask themselves the following questions:

- a. Have I selected my courses in the proper stream?
- b. Have I included all the courses that are compulsory at my grade level?
- c. Have I included any compulsory credits that must be repeated?
- d. Do I have the necessary prerequisite?
- e. Are my choices realistic? Do they reflect my level of achievement? Do they reflect my potential?

During the month of February students will be selecting their courses. The school master timetable will be constructed based upon these selections.

## **COLLEGE ADMISSION GUIDELINES**

The following general information is intended to assist prospective college students in secondary school course selection and college preparation and planning. For more specific information, students should refer to the college calendars available in the Guidance office. Each college establishes program eligibility on a program-by-program basis and requirements may vary from college to college. **Students are advised to ensure that the majority of their senior academic credits and, in particular, all academic prerequisite courses be taken at the College Preparation level OR the College/University Preparation level OR the University Preparation level.**

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

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

Please refer to individual college calendars for information on prerequisite courses. No university preparation course can be required for admission to a college program, with one exception: collaborative college-university programs governed by joint agreements such as nursing baccalaureate programs, where these requirements are specifically stated in the agreement. Programs that provide a diploma exit as well as linkage to a university program must continue to be accessible to applicants without university preparation courses. Although university preparation courses may not be required for college entrance, students who have taken such courses will not be disadvantaged in admissions processes.

Community College liaison representatives are invited to speak to students at Holy Trinity and we arrange for students to attend the College Information Program where students can consult with representatives from all of Ontario's Colleges of Applied Arts and Technology.

The Ontario College Guide is available on-line at [www.ontariocolleges.ca](http://www.ontariocolleges.ca). It is a comprehensive list of all college programs available in Ontario and the admission requirements.

## **UNIVERSITY ADMISSION GUIDELINES**

The Ontario Universities' Application Centre (OUAC) has developed guidelines based on assessment of the Ontario Secondary School (OSS) program and curriculum, although individual universities make the final decisions about admission requirements. The INFO publication, which lists all university programs available in Ontario and admission requirements, may be accessed online at [www.electronicinfo.ca](http://www.electronicinfo.ca). Each year, university applicants are provided with their own copy of this publication and many copies are available in Guidance for all students to use in planning their futures. In addition, all of Ontario's universities are invited to send representatives to Holy Trinity each fall to conduct hour long presentations for students.

- **The completion of the OSS Ontario Secondary School Diploma**, or equivalent, will be required for admission to an Ontario university.
- **A minimum overall average of 60% in six Grade 12 University (U) or University/College (M) courses** will be necessary for consideration for admission to an Ontario university. Most universities and/or programs will have higher admission averages. Of the 6 courses presented, it is advisable that no more than two be M type courses.
- Some programs at some universities could require as many as six Grade 12 U prerequisite courses for admission.
- Where Grade 12 University Preparation English is required or recommended this refers to ENG4U (Neither EWC4U nor ETS4U may be substituted for this).
- The universities encourage students to maintain breadth in their secondary school course choices and to keep their options open. Students are advised not to concentrate in one subject area. Some universities state that no more than 2 of the credits presented may be in one subject area such as English.
- Cooperative Education credits are not eligible for university entrance purposes although they do count towards total credits earned for diploma purposes.
- Students are advised to check individual university guidebooks carefully since requirements vary from university to university and from program to program.

