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Holy Cross Catholic Secondary School

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School Directory

Administration

Principal Paul A. Walsh
Vice-Principal Lucy Teves
Vice-Principal Terri Daniel

Student Services

Guidance – Department Head Ana Cantarutti
Guidance Counsellors Gloria Vella-Bowry/
Catherine Hill/Kim Hulton
Cooperative Education Noella Johnston/
Patsy Hawkins-Hogan/Mark Kallevig

Youth Worker Terrie Hoey
Special Education – Department Head Marie Gavan-Knox
Teacher/Librarian Mario Cortis/Mary Pryal
Pastoral Services Father LaBelle, Chaplain
Chris Forster, Lay Chaplain

Department Heads

Arts
English and Modern Languages Ann O'Brien
Mathematics Deirdre Pelow
Religious Education Chris Corcoran
Science Jennie Melo-Jordan
Social Sciences Tim Pendergast
Technology Jonathan Drumm
John Esford

Algonquin and Lakeshore Catholic District School Board

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Mission Statement

To live in Christ – such is the basis of our Faith. Indeed, it is the foundation of the Holy Cross Community. Rooted in the Word of God, Holy Cross recognizes that it is only in cooperating with the Spirit’s challenge to a deepened conversion that individual potentials can be realized. This conversion enables the formation of a community increasingly committed to the difficult task of advancing God’s Kingdom in a culture that is often unwelcoming: moreover, Holy Cross acknowledges its relationship and responsibilities toward the total human community. Our message to each other is simple and clear: God loves us and Christ is alive in us. This is a compelling reality. It allows us to celebrate, as a Church, the gift that is Creation and to declare, as a Church, that God is Love

GENERAL INFORMATION

Introduction

The purpose of the Grades 9-12 Course Calendar is to provide specific information regarding courses and diploma requirements which will assist students and parents in making appropriate selections.

The philosophy of the school is that all students should have the opportunity to develop, as completely as possible, in the direction of their individual needs and talents.

The courses offered by this school have been developed according to the requirements of the Ontario Ministry of Education. Detailed courses of study are available at the school for parent or student perusal.

It is the policy of Holy Cross Catholic Secondary School that gender role stereotyping of courses and programs is to be avoided. Some courses, i.e., Physical Education, may be segregated, but students of either gender are free to participate in courses in all available subjects.

Helping students to learn and to develop as mature and contributing citizens is a responsibility that is shared by the home, the school and the Church. We look forward to working co-operatively to enable each student to develop toward her/his full potential.

The Semester System

The school year is divided into two semesters:

SEMESTER I: September - January

SEMESTER II: February - June

In the first three years, students are required to carry a full course load (4 credits per semester) to ensure favourable progress in accumulating specified requirements for their Ontario Secondary School Diploma.

Assessment of Student Achievement

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflect how well students are achieving the curriculum expectations. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement.

Evaluation is the process of judging the quality of a student's work on the basis of established achievement criteria and assigning a value to represent that quality. Evaluation is based on the level of achievement the student demonstrates in the skills and knowledge covered in a course. 70% of the evaluation is based on classroom work and may be determined through a variety of methods such as ongoing class demonstrations, presentations, essays, performances and classroom tests and quizzes. 30% of the evaluation is based on a final summative evaluation that may be determined through a variety of methods in the latter portion of the course. These could include a portfolio, essay, examination and/or demonstration. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in the secondary curriculum policy documents.

Evaluation and Reporting

Culminating evaluations will be held toward the end of each semester. Alternative forms of evaluation, including an examination, will be used. Progress will be reported to students and parents as follows:

Reporting Periods			
Semester	Early Report	Midterm Report	Final Report
I	Mid-October	November	February
II	Mid-March	April	July

Scheduled parent-teacher interviews will be arranged following distribution of Early Reports in each semester (October and March).

Achievement Levels

Levels of achievement of the curriculum expectations are described in detail in the achievement charts in the Secondary Curriculum policy documents. The charts are organized into broad categories of knowledge and skills and provide detailed descriptions of each level of achievement. While they are broad in scope and general in nature, the achievement levels serve as a guide for gathering assessment information and a framework within which to assess and evaluate each student's achievement. As such, they enable teachers to make consistent judgments about the quality of students' work and to provide clear and specific information about their achievement to students and their parents.

The levels of achievement are associated with percentage grades, and are defined as follows:

- * 80–100% – Level 4: A very high to outstanding level of achievement. Achievement is above the provincial standard.
- * 70–79% – Level 3: A high level of achievement. Achievement is at the provincial standard.
- * 60–69% – Level 2: A moderate level of achievement. Achievement is below, but approaching, the provincial standard.
- * 50–59% – Level 1: A passable level of achievement. Achievement is below the provincial standard.
- * Below 50%: Insufficient achievement of the curriculum expectations. The student will not receive a credit for the course.

Procedures for Communicating Student Achievement

The information on student achievement should be communicated to students and parents at regular intervals and in a variety of informal and formal ways. Informal communication of student achievement includes ongoing feedback to students throughout the course, as well as feedback to parents during parent-teacher conferences and at other appropriate times. The Provincial Report Card, Grades 9–12, is the formal instrument used to communicate student achievement to parents. Parents are encouraged to contact teachers or Guidance Counsellors regarding concerns about student achievement.

The Provincial Report Card, Grades 9–12

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

Full Disclosure for Grades 11 and 12

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

The Ontario Student Transcript

The Ontario Student Transcript (OST) provides a comprehensive record of a student's overall achievement in high school.

The credits that a secondary school student has earned towards fulfillment of the requirements for the graduation diploma will be recorded on the OST. In accordance with Ministry of Education Policy, the transcript will include the following information:

- * credits granted
- * a list of all Grade 11 and 12 courses taken or attempted by the student, with the percentage grades earned and the credits granted. Full disclosure does not apply to grades 9 and 10
- * students repeating a course for which they have already earned a credit will earn only one credit for the completion of that course
- * identification of any course that has been substituted
- * confirmation that the student has completed the community involvement requirement
- * the student's successful completion of the Ontario Secondary School Literacy Test.

** The OST will also be used to record the achievement of exceptional students who have alternative learning expectations in an individualized, non-credit program.

The Ontario Student Record

The Ontario Student Record (OSR) is the official school record for a student. Every Ontario school keeps a OSR for each student enrolled at that school. The OSR contains achievement results, credits earned and diploma requirements completed, and other information important to the education of the student. Students and their parents (if the student is under 18) may examine the contents of the OSR. These records are protected by the Education Act and the Freedom of Information legislation.

Annual Education Plan (AEP)

As a student proceeds through secondary school, course selections will be made which reflect changing personal interests as well as career aspirations. Each student is encouraged to use, and to regularly update, an Annual Educational Plan which causes one to systematically reflect upon those interests and to plan courses and their prerequisites such that they can be fulfilled. Course planning charts are available in Student Services to help students in planning their pathways.

GENERAL COURSE INFORMATION

Course Descriptions

All courses of study are on file at the school. Upon request to the principal, students and parents may examine course outlines at the school. The courses offered by this school have been developed according to the requirements of the Ontario Ministry of Education. Religion courses are Board approved.

Definitions of Types of Courses

GRADES 9 AND 10: Three types of courses are offered in grade 9 and 10:

- **Academic** courses emphasize theory and abstract problems
- **Applied** courses focus on practical applications and concrete examples
- **Open** courses are appropriate for all students and are designed to prepare students for further study in certain subjects and to enrich their education generally
- **Approved Locally Developed Compulsory Courses**
These courses are designed only for students not ready to work at the applied level in grade 9 or are working towards a certificate. Students will be recommended by grade 8 teachers, in consultation with parents, and on going consultation with the Special Education Department.

GRADES 11 AND 12: there are four destination-related types of courses:

- **university preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirement for university programs
- **university/college preparation courses** include content that is relevant for both university and college programs
- **college preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs
- **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
- **open courses** are also available in grades 11 and 12. Open courses are appropriate for all students and are not linked to any specific postsecondary destination.

Transfer Courses are available to students wishing to change course types (University, College, University/College, Workplace) between Grade 10 and 11 and/or Grade 11 and 12. Transfer courses will be partial credit courses.

A transfer course is a partial-credit course that bridges the gap between courses of two different types in the same subject and grade. Students who revise their educational and career goals and who wish to change from one destination-related stream to another in a particular subject may often do so by taking a transfer course. For example, the prerequisite for the Grade 11 university preparation course in English is the Grade 10 academic course in English. A student who is taking the applied English course in Grade 10 but who decides to enter the university preparation course in Grade 11 may do so by taking a transfer course. Transfer courses will be offered for students who wish to change from one course type to another in the same subject between Grade 10 and Grade 11 or between Grade 11 and Grade 12. A transfer course can be taken as an independent-study or through Summer School. For additional information, students should see their Guidance Counsellor.

Explanation of Course Coding System

Subjects in Grades 9 and 10 are separated into *academic*, *applied*, and *open* level. Grade 11 and 12 courses are separated into categories based on post secondary destination: *university prep*, *university/college prep*, *college prep*, *work place prep* and *open*.

ENG	1	D	0
<i>Subject Code</i>	<i>Grade</i>	<i>Course Type</i>	<i>School Use</i>
English	1 – grade 9	D – Academic	
	2 – grade 10	P – Applied	
	3 – grade 11	O – Open	
	4 – grade 12	L– Locally designed compulsory	
		U – University	
		M – University / College	
		C – College	
		E - Workplace	

Prerequisites /Recommended Preparation

In course descriptions, any course specifying “Prerequisite” must be successfully completed before the student may register in that course. Exceptions should be referred to the Department Head concerned. Any course including “Recommended Prerequisite” should be successfully completed before the student may register in that course.

Course

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

Credit

A credit is granted in recognition of the successful completion of a course for which a minimum of 110 hours has been scheduled.

Course Selection

In each year, students are advised to select courses with their educational and career goals in mind. A program should be built to include the required subjects and be chosen at the most appropriate level of difficulty. Students are encouraged to take more than the minimum number of credit courses required for diploma purposes. All Grade 9, 10 and 11 students are required to take 4 courses per semester.

Course Changes

Course changes are dependent upon availability in appropriate classes, and upon it being feasible to timetable the change. Transfers require parental and administrative approval. Course changes should be made within the first two weeks of each semester.

Course Withdrawals

Withdrawal 5 days after the designated date for report card distribution from any Grade 11 or 12 courses will be recorded on the OST.

Course / Material Fees

Fees may be charged for some courses for consumable items and/or transportation. No fees will be assessed to a student for texts, however, students are expected to provide all other learning materials.

Procedures for Students Who Fail or Who Do Not Complete Courses

Where a student has completed a course but has not been successful, the principal and teaching staff, in consultation with the parents and the students, should determine what procedure or type of program would best enable the student to meet the expectations and earn credit for the course. Arrangements should be made so that one or more of the following options is available to the student:

The students will be directed to choose Credit Recovery, Summer School, an individualized remediation program, or repeat the entire course.

STUDENT SERVICES

Guidance Services

Guidance Services are an integral part of the educational system at Holy Cross.

The aims of the Guidance program are derived from the goals outlined by the Ministry of Education. The program is designed to help students

- * understand concepts related to lifelong learning, interpersonal relationships (including responsible citizenship) and career planning;
- * develop learning skills, social skills, a sense of social responsibility, and the ability to formulate and pursue educational and career goals
- * apply this learning to their lives and their work in the school and the community.

The department provides these opportunities in a caring and Christian atmosphere. The program enables students to

1. develop and maintain a plan of progress towards education and career goals
2. have access to accurate and current information which is necessary for life planning
3. have access to personal counselling.

Youth Worker

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

Special Education Services

Special Education teachers provide support to students with learning needs. Assistance is given in the Resource Room, as required by the student, as well as in a structured classroom setting through the delivery of Learning Strategies courses. Each student, accessing assistance through the Special Education Department, has an Individual Education Plan (IEP) where the necessary and appropriate accommodations/modifications for success in learning are clearly identified. Students with learning needs may be formally identified by the Identification Placement and Review Committee IPRC that meets with parents once a year to review the placement and progress of these students. Placement may vary according to need and include:

- All academic needs met in the regular classroom setting
- Most academic needs met in the regular classroom setting with withdrawal assistance as required by the student
- Alternate Programme in a self contained classroom (Bridges Developmental Centers, Alternative Programme at Progress Avenue)

Accommodations available through resource assistance may include the following:

- Access to a computer with software such as: Inspiration (for planning), text-to-speech (Kurzweil), speech-to-text (Dragon Naturally Speaking), and Co-writer (to facilitate spelling)
- Alternate location for studying and assessment activities
- Additional time for project and assessment activities
- Support with literacy and numeracy for the EQAO assessment
- Additional explanation of curriculum concepts and assignment instructions
- Support with organizational/time management skills
- Advocacy on behalf of students and support with self-advocacy

a) **Exceptional Students**

Students may be identified as exceptional learners requiring an enriched or modified evaluation/program. The Identification, Placement and Review Committee meets with parents once per year to review the placement and progress of these students.

Students served in this way are often considered exceptional learners, but their needs can be met by the regular subject teacher(s) working in partnership with the Special Education teacher. Students may receive assistance in a number of ways:

1. regular program within the classroom
2. in the Special Education Resource room
3. through programming assistance provided to the subject teacher by the Special Education Teacher.

All of these approaches are based on close co-operation between the subject teacher and the Special Education teacher. Input from parents is welcomed and appreciated. Parents can obtain the Board's Special Education Parent Guide and Policies and Program through the school's Special Education Department or through Student Services at the Board office, Napanee.

b) Individual Education Plan (IEP)

An Individual Education Plan (IEP) is developed for every student who has been identified as exceptional by an Identification, Placement, and Review Committee (IPRC). The student's learning expectations are described in the plan. If you are a parent/guardian of an identified exceptional learner, you will receive a copy of the current Individual Educational Plan for your son/daughter by mail. Students who have not been formally identified as exceptional but who have special needs and are receiving special education services may also have an IEP.

c) Accommodations and Modifications of Courses

Exceptional students, as well as other students who are not identified as exceptional but who have an IEP and are receiving special education programs and services, should be given every opportunity to achieve the curriculum expectations set out in the provincial curriculum policy documents. For most students with an IEP, the curriculum expectations for a course will be the same as or similar to the course expectations outlined in the appropriate provincial curriculum policy document, except that accommodations such as specialized supports or services will be provided to help the student achieve the expectations. The student's achievement of the curriculum expectations will be assessed in accordance with the discipline-specific assessment policies given in the provincial curriculum policy documents. For some students with an IEP, curriculum expectations for a course will be *selected* from the appropriate provincial curriculum policy document and *modified* to meet the student's needs (these modifications can include changes to the grade level of the expectations).

In addition, specialized services or other accommodations may be provided to help the student achieve the expectations. The student's achievement of the modified learning expectations will be assessed in accordance with the discipline specific assessment policies given in the provincial curriculum policy documents. The principal will determine whether achievement of the modified expectations will indicate successful completion of the course, and will decide whether the student will be eligible to receive a credit for the course. The principal will communicate his or her decision to the parents and the student.

d) Transition Plan (for exceptional students)

A transition plan is the school's written plan to assist the student in making a successful transition from school to work, further education and community living. This plan is prepared as part of the "Individual Education Plan", for students identified as exceptional. The Special Education staff and Guidance staff are directly involved in formulating this plan.

e) Alternative (Non-credit) Courses

A small number of exceptional students may require alternative curriculum expectations that **are not** derived from the expectations in the provincial curriculum policy documents. A Student's achievement of these expectations will not be assessed according to the assessment policies in the provincial curriculum policy documents, but in relation to the expectations set out in the student's IEP. The student will not be granted a credit for the successful completion of a course that consists of alternative expectations.

f) Special Education Advisory Council (SEAC)

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

Information regarding SEAC and its nomination process can be obtained through the Principal or the Board's Student Services Department.

SPECIAL PROGRAMS

Student Success

Student Success Teams work with school staff, parents and the wider community to ensure that, together, we help more students earn the credits necessary to graduate. A new addition to secondary school is the Student Success Teacher who advocates and mentors students, monitors students, and develops interventions for struggling students. Such interventions may include credit rescue, credit recovery, and other opportunities.

Credit Recovery Program

The CRP provides a student who has been unsuccessful in achieving a credit by not demonstrating evidence of the required skills and knowledge a second opportunity to meet grade level expectations to achieve the same credit.

Eligibility of a student to participate in the CRP will be determined by the factors which impacted on the student's lack of success the first time through the credit, the student's program pathway, students overall academic performance and the principal's discretion.

Specialist High Skills Major – Information and Communications Technology

The Specialist High Skills Major (SHSM) in Information and Communications Technology (ICT) provides students with a strong foundation for a wide variety of careers in the Communications Technology sector. There are five components in the SHSM. Students study a bundle of Com Tech courses, receive six industry recognized certifications (i.e. CPR) take a Co-operative education course, complete the Ontario Skills Passport, and participate in reach ahead workplace, college, and university experiences. This program is advantageous, if a student wishes to pursue a career in animation, audio production, graphic design, photography, video production or web design.

Alternative Program

Holy Cross offers an off-site alternative program for students at risk. Referrals to this program are made by Administration.

Alternative programs have been developed to help students who have experienced difficulty in the traditional secondary school setting through absenteeism and/or insufficient credit accumulation. Two programs are now in operation: one is for students under 16 years of age, and the other is for the students over 16 years of age.

The Alternative Program for students under 16 years of age is structured to allow students to achieve credits at their own pace. They work on independent learning courses and are supported by a teacher and an EA.

The Alternative Program for over 16 year old students allows students to complete their graduation diploma requirements while practicing positive employment skills. Academic credits are earned through a one day in-school component and a four day monitored co-op linked placement. Successful completion of all requirements allows students to earn a minimum of four credits each semester. The positive aspects of this program are the practical work experience for the student's successful entry into the workplace.

Both programs operate in a building on Progress Avenue, which allows the student a more informal setting with a routine structured to meet individual needs, goals, and career aspirations.

Staff members and administration will refer students to this program. Acceptance into the program will occur only after a successful interview process. For more information, please see your Guidance Counsellor.

Pathways for Success – (Designed for At Risk Students)

This involves the designing of programs to meet the needs of students at risk for not completing the requirements for the Ontario Secondary School Diploma (OSSD). The “Pathways for Success” resource document provides examples of program models that would serve to assist students in designing a program that would direct them towards meeting diploma requirements. Sample timetables are available on the Ministry website (<http://www.edu.gov.on.ca>). Guidance Counsellors will assist the students in planning this program.

Cooperative Education

Co-operative Education is an exciting concept that allows students to combine in-school instruction with on-the-job experience as an alternative way of earning senior credits towards a Secondary School Diploma. It provides students with the opportunity to discover their skills and career interests in the workplace while still attending school. The credits are tied to an in-school subject the student has already taken or is taking concurrently. For instance, if a student were taking cooperative education at an ‘accounting’ work placement, the cooperative education credits would be tied to the student’s senior level accounting course. Similarly, ‘veterinary’ work placements are tied to the senior level biology or chemistry course.

Students attend this placement for half of the school day, a.m. or p.m., and take regular in-school subjects the remaining two periods in one semester.

Many college and university programs are looking for volunteer experience in a field related to the program for which they are applying. Cooperative education is an excellent way to meet this expectation. *Co-op is not a College or University level course.*

Co-op courses generally are two credit courses and are offered only in Grades 11 & 12. Co-operative Education transportation is currently under review. Due to the increasing number of placements and rising cost of transportation, students may be required to provide their own transportation to and from co-op placements.

Ontario Youth Apprenticeship Program: A Challenging and Rewarding Alternative

- Earn credits towards a Secondary School Diploma while training as a registered apprentice.
- Apprenticeships are available in construction, motive power, industrial and service trades.
- Grade 11 and 12 students take a package of in-school subjects to prepare them for practical work experience in a trade.
- As a part of the Ontario Youth Apprenticeship Program, students are placed with an employer who may take the student on as an apprentice after a trial period.
- Once indentured or registered as an apprentice, the hours worked are logged towards the number of hours required for journey person status in the chosen trade.
- Students continue the apprenticeship after earning a Secondary School Diploma.

For further information see Page 71.

Apprenticeship Subject Pathways

Students interested in an apprenticeship should consult the “Apprenticeship Subject Pathways”, a resource for students, parents and educators to make informed choices about preparation for fifty-six of Ontario’s apprenticeable skilled trades. The following charts are only a suggestion to

assist students in planning their courses in order to meet their apprenticeship program requirements. Students should consult with their Counsellor in selecting the most appropriate courses for an apprenticeship destination.

Pathways to Careers (Related Courses) – Contact Guidance Counsellor for details on courses (minimum levels required)

Electrician –

- Grade 9 Mathematics / Science / English / Exploring Technologies
- Grade 10 Mathematics / Science / English / Computer Engineering / Construction Technology / Technological Design
- Grade 11 Mathematics / English / Computer Engineering / Construction Technology / Technological Design / Cooperative Education
- Grade 12 Mathematics / Computer Engineering / Construction Technology / Technological Design / Cooperative Education (full day)

Plumber –

- Grade 9 Mathematics / Science / English / Exploring Technologies
- Grade 10 Mathematics / Science / English / Construction Technology / Technological Design
- Grade 11 Mathematics / English / Construction Technology / Cooperative Education
- Grade 12 Mathematics / Computer Engineering / Construction Technology / Cooperative Education (full day)

Automotive Technician –

- Grade 9 Mathematics / Science / English / Exploring Technologies
- Grade 10 Mathematics / Science / English / Computer Science
- Grade 11 Mathematics / English / Transportation Technology / Computer Science / Cooperative Education
- Grade 12 Mathematics / English / Transportation Technology / Computer Science / Cooperative Education (full day)

Construction Worker/Carpenter –

- Grade 9 Mathematics / Science / English / Exploring Technologies
- Grade 10 Mathematics / Science / English / Construction Technology / Technological Design
- Grade 11 Mathematics / English / Construction Technology / Cooperative Education
- Grade 12 Mathematics / Computer Engineering / Construction Technology / Cooperative Education (full day)

Copies of the Apprenticeship Subject Pathways documents are available electronically through District School Board OYAP (Ontario Youth Apprenticeship Program) coordinators. It may also be downloaded through the following websites:

- www.edu.gov.on.ca/skillsite;
- <http://osca.ouac.on.ca> Ontario School Counsellors' Association (OSCA)
- <http://www.ocea.on.ca> Ontario Cooperative Education Association (OCEA)
- www.octe.on.ca Ontario Council of Technological Educator (OCTE)

Bridges Developmental Program

The Bridges program provides a learning environment where students with developmental delays are individually encouraged towards greater independence and self-sufficiency. The program incorporates the following major areas:

a) School Integration

Students in the Bridges Program are integrated whenever possible in appropriate subject areas. Classroom teachers provide curriculum accommodations and modifications as required in accordance with individual education plans. The students participate in Student Council and TAP activities and other Holy Cross events including monthly liturgies. Students from the Bridges Program are an integral part of the Holy Cross School Community.

b) Community Integration

Students are encouraged to make use of local services and facilities such as restaurants and grocery stores on a regular basis and attend community events.

c) Bridges to Employment

Gainful employment is a goal for the students of the Bridges Program. They have opportunity to explore career options and gain work experience. Appropriate behaviour and good work habits are stressed. Credits may be earned in Co-operative Education

d) Life Skills

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

Bridges to Community Life Skills Program

The purpose of the “Bridges to Community” program is to provide our senior secondary students with developmental disabilities the opportunity to participate in a planned and successful transition from school life to post secondary life in their adult community. Each participant’s Individual Education Plan will promote independence in the area of life skills, social skills, vocational and leisure skills in community-based settings. Functional literacy and numeracy skills will be applied in “real Life” situations.

Life Skills

- Cooking
- Cleaning
- Shopping
- Grooming
- Money skills
- Banking
- Computer skills
- Safety and community awareness

Social Skills

- Self-esteem
- Communication skills
- Getting along with others

Vocational Skills

- Organizational skills
- Transportation
- Work placement
- Money management
- Fundraising

Leisure Skills

- Fitness
- Hobbies
- Sports
- Community events (Mass, concerts, etc.)
- Art/music/drama
- Libraries
- Movies, bowling, etc.

English Second Language (ESL)

If your son/daughter is in the early stages of English as a second language (ESL) they may need program adaptations in some of their subject courses in order to be successful. If your son/daughter is enrolled in an ESL Program, the appropriate box on the report card will be marked for every course that is affected by the program.

Ministry Approved Programs for Credits Towards the Ontario Secondary School Diploma

The majority of secondary school students will earn their credits towards the Ontario Secondary School Diploma by enrolling in the courses offered in their secondary school. Alternative ways of earning the required credits available to students include

a) Summer school

The Algonquin and Lakeshore C.D.S.B. and Limestone D.S.B. offer summer school during the month of July. The location alternates each summer between Regiopolis, Bayridge Secondary and Holy Cross. Course and registration information are available through Student Services in May.

b) Continuing Education

Courses are offered by correspondence through the evenings for current grade 12 students through the Limestone D.S.B. Students may take one correspondence course at a time and attend Wednesday evening for instructional support. Students must see their Guidance Counsellor in order to register.

c) Home/Hospital Instruction

This type of instruction is available for referred students only and must meet specific criteria outlined by the Board.

d) Credit for External Credentials

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

e) E-Learning

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

Online learning provides a different learning experience for students.

Online learning:

- allows students to learn in a more independent environment
- enables students to learn in a more flexible learning environment
- supports inquiry and project based learning
- increases their technology skill set for future learning
- assists students in developing the skills needed for the 21st Century

The Algonquin and Lakeshore Catholic District School Board has access to an expanded selection of eLearning courses available. Students take these courses as part of their regular schedule. They remain at their home school and access eLearning at a time most convenient to them and their learning style. See Guidance Counsellor for more details.

- f) **PASS**
PASS/Dual Credit program is a School/College/Work Initiative that is offered by 3 Eastern Ontario colleges in partnership with nine area school boards. Students participate in apprenticeship training and postsecondary courses, earning dual credits that count towards both their high school diploma and their postsecondary diploma, degree or apprenticeship certification
- g) **Dual Credit Programs**
Dual Credit programs are currently being offered through the School College Work Initiative (SCWI). Dual credit programs are intended to assist secondary students in the completion of the OSSD and create a successful transition to college and apprenticeship programs. All Dual Credit delivery models are approved and funded by the Ministry of Education and Ministry of Training, Colleges, Universities through School/Colleg/Work Initiative (SCWI). A dual credit enables students to enroll in a course at a local community college as a temporary student while still enrolled as a secondary student. Upon successful completion of the course, the student will receive credit from the community college and will be awarded a dual credit by the school. There is no college tuition fee for the course taken. See your Guidance Counsellor for more details
- h) **Connect to College**
This partnership agreement with St. Lawrence College is a School-to-College initiative that hosts a secondary school alternative classroom at a college campus. This joint venture enables senior secondary students to attend a full-time alternative program for the equivalent of three to four 110 hour credit courses delivered in a post-secondary setting with a secondary teacher to complete secondary school diploma requirements. In addition, students are eligible to earn an additional college credit course per semester towards a college diploma with pre-qualification to college program entrance by way of the Dual Credit Program. Course expectations for secondary school requirements are aligned with the General Education and College Preparatory courses offered. Students from Holy Cross are eligible to attend. Students must apply for and be accepted to the program.
- i) **Triple Play**
Students have the opportunity to register in part-time studies at St. Lawrence College , Kingston campus, for one course beginning in January. Students will take this course as part of their Co-operative Education Semester 2 program. Upon successful completion of the St. Lawrence College course in April, students will be granted a college credit and a secondary school Dual Credit. On the successful completion of the work experience portion of the co-op program in June, students well earn Co-operative Education credits based on the number of hours completed.

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. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma.

Because young people benefit in many ways from the learning experiences offered in secondary school, PLAR has a specific limited function in the Ontario secondary school program. For students who are under the of 18, or who are 18 or over by have never left high school for a year

or more, a maximum of four credits may be granted through the challenge process for Grade 10, 11, and 12 courses, with no more than two in one subject area. Equivalency credits are granted to these students for placement only.

Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario. See your Guidance Counsellor for more details regarding process and eligibility.

Co-Curricular and Extra-Curricular Activities

Students at Holy Cross have the following co-curricular and extra-curricular activities to consider (all are staff-initiated and supervised).

<p>Artistic & Technical Pursuits:</p> <ul style="list-style-type: none"> * Photography Club (grad photos, special events) * HCTV Holy Cross Television & Video broadcasting for school and community); competition in national video contests * Annual Musical or Play * Cabaret Performance * Improv Team * Dramatic Competitions and Special School-Wide Drama Performances * Art Exhibitions * Art Club * Musical Performance of Jr. Concert and Sr. Wind Ensemble, Jazz Ensemble, Symphonic Band * School Band Recording CD * Music Festivals * Choir * Technological Skills Competitions * Specialist High Skills Major Information and Communication Technology * Cogeco “Game of the Week” 	<p>Athletics:</p> <ul style="list-style-type: none"> * Varsity & Jr. Varsity Girls and Boys Basketball, Volleyball, Soccer, Wrestling, and Rugby * Varsity and Jr. Varsity Football * Track and Field and Indoor Track * Cross Country Running * Girls Field Hockey * Cheerleading * Rowing Club * Ski Club * Curling * Swimming * Girls/Boys Ice Hockey * Lacrosse * Badminton * Tennis
<p>Student Leadership:</p> <ul style="list-style-type: none"> * Students’ Council * Athletic Council * Student Assistant Coaching; Student Officiating * Peer Tutors * Crusaders in Community Service (CICS) * Yearbook Production * Best Buddies * HCTV Holy Cross Television 	<p>Academic Endeavours:</p> <ul style="list-style-type: none"> * Math and Science Contests * Reach for the Top * Prose and Poetry Writing Contests * Writers’ Club * Queen’s Mini-courses for Enrichment * Chess Club

Athletic Eligibility

In order to be eligible for extra-curricular athletics at Holy Cross, a student must be in good standing. This means that students will carry a full course load, exhibit positive effort, attitude, work habit and attendance record throughout the entire semester in all the courses for which they are enrolled. Students are expected to be positive role models for their peers and to show respect for the moral and religious values which guide our Catholic school system. Loss of eligibility for not being a student in good standing will be assessed by the Eligibility Committee and confirmed by the Principal. Students may regain their eligibility only after a review by the Eligibility Committee. In the case of a suspension, eligibility is lost for the period of the suspension. A coach or manager may assess further sanctions at their discretion.

Eligibility can be lost due to an insufficient academic program. Students must be taking a minimum of 3 courses per semester in grade 12 and 4 courses per semester in Grades 9, 10 and 11. A student must be taking a minimum of 6 courses over the entire academic year in Grade 12 and 8 courses over the entire academic year in Grades 9, 10, and 11. Students who lose their eligibility while participating in an extra-curricular activity due to insufficient academic program may regain their eligibility at the beginning of the next semester. During the next semester the student must be enrolled in a minimum of 3 courses in Grade 12 and 4 courses in grades 9, 10 and 11. In addition, the student must have passed all their courses in the previous semester in which they held an insufficient academic program. It is the students' responsibility to ensure that they are in compliance with all requirements for participation.

Holy Cross Library/Resource Centre

The Holy Cross Library/Resource Centre offers a full range of resources and services to students and staff.

The Library is equipped with a 39 station PC computer hub, with high-speed Internet as well as full access to school servers and software.

This enables students the challenge and privilege of connecting to information and to users around the globe. Many Library resources formerly held in paper or on CD-ROM are now Web-based, which gives the additional advantage of allowing access from home. With the advent of friendly and transparent search engines, any information required is instantly available to users for printing, saving or e-mailing.

The Library continues to make available traditional resources as well, with its book, reference, and magazine collections. A very important source of information for student projects is the CD-ROM collection. Over one hundred CD-ROMs store full text magazines, newspapers, encyclopedias and multimedia disks. Hundreds of thousands of pages of text are stored on microfiche.

The school's Teacher/Librarian acts as intermediary, teaching students efficient research strategies, whether they are working on the Internet or with other resources. Students must also learn to assess the value and reliability of the information which they retrieve, especially from the Internet, now estimated to consist of 1.3 billion web pages. This learning occurs in individual, small group and/or classroom instruction in the Library.

To summarize, the Holy Cross Library resources/services are of the highest quality, enabling students to obtain information efficiently, to assess what they find and to be critical and analytical citizens, all skills which they need in high school and beyond.

Textbook Distribution

Student cards will be made for every student and will act as your library card as well as your textbook card. In order to receive your textbooks or take out library books you will need to present this card. All students will be required to submit a \$100.00 cheque post-dated for next February prior to receiving any textbooks. The cheque should be made payable to Holy Cross Catholic Secondary School (HCCSS).

This cheque will not be cashed unless tests are not returned or are deemed to have been damaged by the student. Students are responsible for the total replacement cost of their assigned textbooks.

The post-dated cheques will be destroyed at the end of the school year assuming textbooks are returned in good condition. If you wish your cheque returned please make that request in writing.

CODE OF CONDUCT

PRINCIPLES OF THE CODE OF CONDUCT

- * All participants involved in the Catholic school system – students, parents or guardians, volunteers, teachers and other staff members - are included in this Code of Conduct whether they are on school property, on school buses or at school-authorized events or activities. As members of a Catholic school community, we are called to a way of life, which is Christ-like and inspired by the Holy Spirit. It is expected that members will put into daily practice the precepts of the Catholic Church.
- * All members of the school community are to be treated with respect and dignity, especially persons in positions of authority.
- * Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.
- * Members of the school community are expected to use non-violent means to resolve conflict. Physically aggressive behaviour is not a responsible way to interact with others.
- * The possession, use or threatened use of any object to injure another person endangers the safety of oneself and others.
- * Alcohol and illegal drugs are addictive and present a health hazard. Ontario schools will work cooperatively with police, drug and alcohol agencies to promote prevention strategies and, where necessary, respond to school members who are in possession of, or under the influence of, alcohol or illegal drugs.
- * Insults, disrespect, and other hurtful acts disrupt learning and teaching in a school community. Members of the school community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.

ROLES AND RESPONSIBILITIES

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

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

Teachers and school staff, under the leadership of their principals, maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, staff uphold these high standards when they

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

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

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

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

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

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

Standards of Behaviour

Respect, civility and responsible citizenship

All school members must

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

Physical Safety

Holy Cross does not condone violence whether it comes from word or action. Bullying and harassment of students will not be tolerated. Incidents of this nature should be reported to teachers and administrators immediately. Victims will be supported and anonymity will be respected. All violent acts, verbal and physical, will be dealt with. Prohibited and non-prohibited weapons, their replicas or any other instruments or objects which could be used to cause bodily harm (eg. water pistols, laser pointers, fireworks) are not permitted on school property. These items will be seized and police (in the case of prohibited weapons) or parents will be required to pick them up. Students will be suspended.

Holy Cross Administration and teachers work collaboratively with law enforcement agencies in the Kingston area. Informal and formal visits from these agencies are part of this relationship.

Weapons

All school members must

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

Physical Aggression

All school members must

- * **not inflict or encourage others to inflict bodily harm on another person; seek staff assistance, if necessary, to resolve conflict peacefully**

Alcohol and Drugs

All school members must

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

The purpose of the School Board policy on Substance Abuse is to eliminate the use of alcohol and drugs from the total context of school life (including off-campus school sponsored events), and to provide assistance to students with alcohol and/or drug problems.

Students may be searched if drug or weapons offences are suspected (R. v. MRM, Supreme Court of Canada, 1998). Students will be fined by the Health Unit's Tobacco Enforcement

Officer for smoking on school property. Canine searches of lockers and common areas will be part of our proactive approach to substance abuse.

Mandatory Consequences

Police will be involved, as indicated by the police/school protocol, and the student will be immediately suspended and proceed to an expulsion hearing for the following:

- * possession of a weapon, including, but not limited to firearms;
- * trafficking in drugs or weapons;
- * robbery;
- * use of a weapon to cause bodily harm, or to threaten serious harm;
- * physical assault causing bodily harm requiring professional medical treatment;
- * sexual assault;
- * providing alcohol to minors.

Academic Dishonesty Policy

Academic dishonesty and plagiarism run contrary to the gospel messages. As members of the Holy Cross community, we are called to uphold the gospel values in our daily lives. The Catholic Graduate Expectations (1999) developed by the Institute for Catholic Education call upon students to:

- Present information and ideas clearly and honestly with sensitivity to others;
- Achieve excellence, originality, and integrity in one's own work and support these qualities in the work of others
- Act morally and legally as a person formed in Catholic traditions

Holy Cross has adopted the definition provided by Queen's University, Kingston, for academic dishonesty. Queen's University Policy on Academic Dishonesty (1989) states:

Academic dishonesty includes plagiarism as well as any deliberate attempt to gain advantage. Dishonest practices include fabrication of data, cheating, or uttering by a student of false statements relating to academic work.

Plagiarism means presenting work done (in whole or in part) by someone else as if it were one's own.

Plagiarism should be distinguished from co-operation and collaboration. Often, students may be permitted or expected to work on assignments collectively, and to present the results collectively or separately. This is not a problem so long as it is clearly understood whose work is being presented, for example, by way of formal acknowledgement or by foot-noting.

The penalty for academic dishonesty will result in a loss of credit for work. This policy will be incorporated into the Code of Conduct which is distributed to students and posted on the Holy Cross website. It will be part of every course of study and course outline distributed to students. Each teacher will address this policy with students at the start of a course and the policy will be referenced on all formal assignments. The policy will be posted in all classrooms.

Non-smoking policy

Students are not allowed to smoke at any time or any place, on or off school grounds, during the school day. The school and the KFLA Health Unit will offer smoking cessation programs early in the school year. Students will face suspension and a system of progressive discipline for failure to comply with the school's expectation.

Restorative Justice

In some cases where interpersonal conflict is involved or perhaps there has been material damage, the school (and all parties involved) may agree to a Restorative Justice approach. Restorative Justice is a philosophy that supports the idea that when a wrong is committed in a community, the incident needs to be dealt with by those directly affected. This is so harm is acknowledged and all people involved can begin working toward rebuilding relationship and community integrity. Restorative Justice would be at the discretion of the school's administration team. All parties must agree to the process in order for it to proceed.

Safe Schools Team

Every high school in Ontario is mandated to have a Safe Schools Team, comprised of staff members and students. The mandate of the team is to help in educating students about all forms of bullying and promoting healthy social interactions. Research shows that students must be involved in the discussion surrounding bullying and that the best means of promoting positive interactions comes from peer to peer influence.

Cell Phone Policy

The use of cell phones should primarily be used in emergency situations and should not interfere with student learning and individual privacy. According to the Safe Schools Act, photographs can not be taken without the consent of the individual being photographed. Cell phones may not be used and must be powered off (not on silent or vibrate) while a student is in the classroom of during school-sponsored activities during the regular instructional day, such as school Masses, exams, or student assemblies. Students may use their cell phones only in the cafeteria and the student commons before and after school hours and during the lunch hour and student spares. A cell phone that disrupts class or a student assembly will be taken by the teacher, given to the administration and returned at the end of the day. A second violation will result in the phone being taken for the day and returned to the parent the next day. Additional disruptions may result in suspension.

Detentions/Study Hall Room

Detentions are assigned by the Principal and the Vice-principals for infractions of school rules. Detentions will be served during lunchtime from 11:15-11:40 in Room 206. Students who are late for detention, according to school time, will not be allowed in the detention room and will be considered truant from detention and dealt with accordingly. Detentions are given for chronic lateness, dress code violations and major discipline infractions. Teachers may assign their own detentions to be served with that particular teacher.

MP3 Players / P.E.D. Personal Electronic Devices

MP3 players are not to be used in class, unless the student's IEP indicates a need and the teacher deems it to be an appropriate time for its use. If students are noncompliant they will be sent to the office with the device. If confiscation of the device becomes necessary, administration will store it in a central, secure location, until parents are able to retrieve the device. **Students are also advised that the change-rooms are not a good location to leave valuables. Holy Cross cannot be responsible for lost or stolen items.**

Internet Use Policy

All users of the school's internet service are bound by the Board's Appropriate Use Policy, which is available in full in the library. The following are some of the statements from the Algonquin and Lakeshore C.D.S.B. "Student Acceptable Use Agreement":

- My network access is for personal education purposes only, including research, intellectual exchanges, educational projects
- Commercial (for profit) and recreational (game-playing) use of the network is not permitted
- I will not try to obtain system privileges to which I am not entitled
- I will not share my login and password with others, not attempt to learn or use logins and passwords which are not my own
- At any time during my use of the internet I am willing to explain to a supervisor or teacher my activities, and for what purpose I am accessing files
- High priority for internet use is for the purpose of library research and school assignments. E-mail may be used only to send and access research articles from electronic databases.
- Social networking sites such as Facebook, MySpace, Piczo, livejournal, ICQ and MSN Messenger are prohibited at Holy Cross.

Some Interesting Internet Resources

Search engines: the following search engines are excellent for school assignments:

<http://www.google.com> or <http://www.ask.com>

Failure To Maintain Code Of Student Conduct

Failure to maintain the Code of Conduct will result in action by the school staff. The philosophy of our school is to begin with measures of support and encouragement and to resort to corrective measures if these forms of encouragement fail. Some possible courses of action (not in any specific order) are:

Formative Intervention

- * a meeting between the student and staff member
- * contact between the teacher and the student's parents/guardians
- * a referral of the student to the vice-principal and/or principal
- * a conference of the parents/guardians, school (administration, teachers, Counsellors, and school board staff)
- * a referral via parents/guardians to outside agencies
- * a referral following parent/guardian consultation to legal authorities

Corrective Measures

- * all forms of encouragement and counsel (reward systems, incentives)
- * detention
- * study hall
- * withdrawal from class
- * removal of privileges (use of cafeteria, membership in clubs or teams, participation in school trips)
- * imposition of a performance contract upon a student
- * provision of services around the school (e.g. grounds maintenance, cafeteria duty)
- * suspension
- * fines
- * repayment for damaged property
- * criminal charges
- * expulsion

School Uniform

Students are to wear the Holy Cross uniform at all times during the school day, including the lunch hour and during spare periods. Uniforms may be purchased at the school Tuck Shop from our supplier, Halpern's, Tuesday and Thursday from 8:30-2:30.

The uniform provides many advantages to our students, including safety, pride, and equal status. All of our students are dressed identically so that our staff can easily identify any person who does not belong in our building. Our students who wear their uniform proudly definitely experience feelings of belonging to a larger group. Our uniform allows our students to be on equal footing, as family income is not transparent. Our students are more easily able to concentrate on their classroom activities as various attire is not an obstacle to learning.

The fall/winter uniform is in effect from September to June. Acceptable fall/winter items are listed below:

Girls: solid grey Holy Cross dress pants, kilt (hemmed to 2 inches above the knee), white button-down collared or French cut blouses with Holy Cross monogram, black tights to be worn with kilt, black dress shoes.

Boys: solid grey Holy Cross dress pants, school tie, with button-down collared shirt with Holy Cross monogram, black dress shoes.

Unisex: green, school crested vest or sweater pull-over.

Undershirts or T-shirts which are worn under uniform shirts are to be entirely white.

The spring uniform is in effect for May and June only. Acceptable spring uniform items are listed below:

Boys and girls: green school crested golf shirt, tan knee length school crested walking shorts (with no alterations or rolling allowed), deck shoes, running shoes, or sandals with strap. **The items from the spring uniform are not to be mixed with the items from the winter uniform at any time.**

Students must present themselves in good repair at all times during the school day. Ball caps and offensive clothing are not permitted in the school at any time, if found, they will be seized and reissued at the end of the semester. Appropriate attire for shop, gym, drama, and art will be determined by the teacher and worn for that period only.

Students are not to accessorize their uniform. Excessive jewelry, studded arm bands, necklaces and/or belts, or bandanas are not to be worn. One warning will be issued to students who are not in compliance with these rules and on second offense the items will be confiscated from them.

Students who choose to be out of uniform or who dress unsuitably, will receive one warning after which they will read the Holy Cross uniform policy. On second offense students will serve a lunch-hour detention and their parents will be notified. On third offense students will be sent home to change. Persistent violations of the uniform policy will be interpreted as an unwillingness to comply with the policy of the school. Students will be counseled to select a which better meets their needs.

Non-Uniform Day Dress Code: In selected months and as determined by the Principal, non-uniform days will take place on the last Thursday and Friday of the month to allow for dry cleaning. Non-uniform days are contingent upon good behaviour, particularly with respect to wearing the uniform and maintaining an orderly environment in and around the school. There will be no non-uniform days during December, March, May or June. Attire for non-uniform days will be modest. Immodest, revealing clothing and/or clothing with inappropriate design/language promoting drugs/alcohol/sex will not be permitted.

Students are to use the washroom facilities to change their clothing at all times.

Attendance

Regular attendance at school is critical for the student's learning.

Where, in the principal's judgment, a student's frequent absences from school are jeopardizing his or her successful completion of a course, school staff should meet with the student and the parents to explain the potential consequences of the absences, including failure to gain credits, and discuss steps that could be taken to improve attendance.

Students of compulsory school age, whose absence is reported to the school board attendance Counsellor, will have the reason for their absence investigated.

Attendance Procedures

When a student is under 18, parents/guardians are to phone or present notes to the Secretary in the Attendance Office (384-1355) regarding absenteeism or lateness. Students under 18 will not be released from school without parental authorization.

Expectations for students 18 and over are the same as for all students in terms of rules and regulations. Students 18 years and older may provide their own notes detailing suitable reasons. Schools are obliged to conform to The Municipal Freedom of Information and Protection of Privacy Act (1989) which means the school **cannot share** with parents/guardians any aspect of the student's activity including marks, attendance, etc. **without the written consent of the student.**

Parents should encourage students to provide this written consent to the school on the forms provided in Student Services. Prior to a student turning 18 years of age, the school will attempt to contact the parent(s)/guardian(s) to remind them of this requirement.

Students are to report to all classes, whether there is an occasional teacher or an on-call teacher. It is the student's responsibility to complete missed assignments and tests by discussing this with teachers immediately upon the return to school. In the case of examinations, students may be required to provide a doctor's certificate for an absence.

Absences Regarding Vacations

Families are encouraged to take vacations during the scheduled holidays. Time together as a family is to be cherished; however, when you do so during the school year, there is an academic price to pay. In-classroom learning cannot be replicated. The Education Act tells us that students may be absent from school for illness, religious holiday, music instruction, or some other unavoidable cause (such as inclement weather). If a student is absent from school for vacation purposes, it is his or her responsibility to get caught up on the work missed and to make

up any missed assignments. Some forms of evaluation such as labs or group projects may have to be accomplished in some other fashion, at the discretion of the teacher.

Exam Attendance and Procedures

The last five days of the first semester are assigned for exams, with one additional day set aside for the exams being cancelled for inclement weather. In the case of inclement weather and bus cancellations, the exam schedule would be modified with the examinations being “bumped” one day. For example, if buses were cancelled on Thursday, then all exams scheduled for Thursday would be written on Friday, the next day. The remaining part of the exam schedule would be adjusted accordingly. Five days of examinations are scheduled to take place in June, and generally the senior exams take place before the junior exams, as marks need to be tabulated in advance of the graduation ceremony.

Students with examination conflicts will be scheduled to write the two conflicting exams in the same day, but in an isolated location in order not to compromise the integrity of the exams. This generally occurs when a student is taking courses in two different grade levels. Students who are absent from an exam because of an illness must bring a doctor’s note the next day, and arrangements will be made for the student to write the missed exam. Students who miss exams for other reasons must contact administration in order to discuss the circumstances. Generally, students who miss an exam without a doctor’s note may not be allowed to write the missed exam.

Visitors To Holy Cross

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

Students are not permitted to have student guests on the property. Students from other schools will be asked to leave.

Special circumstances may be given consideration, provided a written request is given to Administration 48 hours prior to the visit.

Parking/Traffic

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

Vehicles parked on school property are not to be used as gathering points for students.

Students are not permitted to remain in parked vehicles. Vehicles are not to be used for “joyriding” on school property at any time. Actions of this kind jeopardize the safety of

students, staff and visitors to our property. Failure to comply with these provisions may result in suspension of parking privileges.

Holy Cross Dance Protocol

1. Administration of the school will determine if there will be admission of guests to a dance. If it is determined that guests are permitted, all guests must be signed in on the Thursday or Friday during lunch of the week of the dance. There will be one guest per sponsor and the sponsor must accompany the guest to the dance. A maximum of 100 guests will be permitted. No additional guests after this point may be signed in. No one will be permitted to sign in at the door on the night of the dance.
2. Everyone, including guests, must present a current Student ID card at the door to gain admittance.
3. The doors will be open until 9:00 p.m. unless the capacity of 575 persons has been reached.
4. There will be a mandatory coat check at the main entrance for all students and guests. All coats, jackets, bags, etc. must be left at the coat check. All items will be left at the owner's risk. While making every effort to protect checked items, Students' Council accepts no responsibility for personal property damaged, lost or stolen. Students will submit to a search of their personal belongings before entry to the dance.
5. Dress code will be as for any non-uniform day.
6. Anyone leaving the dance and going outside will not be allowed re-entry.
7. Students' Council and Administration reserve the right to refuse entry or eject any individual whose behaviour is considered disruptive. This includes anyone found in a restricted area of the school.
8. Any individual in the possession of, or under the influence of an illegal substance, will be detained until a parent or guardian arrives, will be subject to a minimum two-day suspension, will attend substance abuse Counselling at the school, will provide a letter of apology to Students' Council and will face legal charges.

Lockers/Personal Property

Lockers are the property of the school. Students are assigned individual lockers. Students may use only approved Masterlock padlocks with keyed backs sold only through Holy Cross. Lockers may be searched by school Administration when necessary. Personal property posted in a locker must be in good taste. Material deemed to be inappropriate by staff members will be removed. Students will be responsible for damages to lockers where they are likely to have prevented it.

Students will not share lockers with other students and should not share locker combinations with anyone.

Student lockers are vulnerable to break-in and theft if lockers and combinations are shared. To ensure that a lock is secure, the owner should spin the dial and tug on the lock. Large sums of money and other valuables such as I-pods, walkmans, gameboys, etc. should never be kept in lockers. These items should be left at home. Theft from a locker or any other area should be reported to the Main Office where students will be asked to complete a report. Rollerblades and skateboards are not permitted anywhere on the school property, inside or out. Cell phones and pagers are not to be operated anywhere within the school.

ONTARIO SECONDARY SCHOOL DIPLOMA REQUIREMENTS

Total Number of Credits - 30

Compulsory Credits

(Total of 18.0 - Ministry Requirement) **PLUS** (4.0 Religion Credits in Grade 9 – 12)

4.0 credits in English (one in each grade)
1.0 credit in French as a Second Language
3.0 credits in Mathematics
(at least 1 credit in Grade 11 or 12)
2.0 credits in Science
1.0 credit in Canadian History
1.0 credit in Canadian Geography
1.0 credit in the Arts (Music, Art, Drama)
1.0 credit in Health and Physical Education
0.5 credit in Civics
0.5 credit in Career Studies

PLUS:

+ 1.0 additional credit in English
or a third Language
or a Social Science (*includes Religion credit*)
or Canadian and World Studies **or** co-op

+ 1.0 additional credit in Health and Physical Education
or Business Studies,
or the Arts (Music, Art, Drama) **or** co-op

+ 1.0 additional credit in Science (Grade 11 or 12)
or Technological Education (Grades 9-12) **or** co-op

+ 1.0 Religion credit (Grade 9)
+ 1.0 Religion credit (Grade 10)
+ 1.0 Religion credit (Grade 11)
+ 1.0 Religion credit (Grade 12)

Optional Credits

A minimum of **12** credits selected from available courses (*required Religion courses could be included in this number*).

The Ontario School diploma will be granted by the Minister of Education to a student who has commenced the first year of a secondary school program on or after September 1, 1999 and who has met the diploma requirements.

Transferring Students

Secondary school students who transfer from one Ontario school to another will have their credits transferred to the new school. Students who do not have Ontario credits will have their records assessed by the principal of the school.

Ontario Secondary School Certificate (OSSC)

Total Number of Credits - 14

Compulsory Credits

(Total of 7.0 – Ministry Requirement) PLUS (2.0 Religion Credits in Grade 9, and 10)

2.0 credits in English
1.0 credit in Canadian Geography
or Canadian History
1.0 credit in Mathematics
1.0 credit in Science
1.0 credit in Health and Physical Education
1.0 credit in the Arts or Technological Education

Substitutions for Compulsory Courses

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the Secondary School Diploma, substitutions may be made for a limited number of compulsory credit courses using courses from the remaining compulsory credits. To meet individual students' needs, principals may replace up to three credits with credits from the remainder of the compulsory credits requirements. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for the Ontario Secondary School Diploma and not less than fourteen for the Ontario Secondary School Certificate. Substitutions should be made to promote and enhance student learning or to meet special needs and interests.

If a parent or an adult student requests a substitution, the principal will determine whether or not a substitution should be made. A principal may also initiate consideration of whether a substitution should be made. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases where the parent or adult student disagrees with the decision of the principal, the parent or adult student may ask the appropriate Supervisory Officer to review the matter.

Each substitution will be noted on the student's Ontario Student Transcript.

Certificate of Accomplishment

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

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

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

The Ontario Secondary School Literacy Test (OSSLT)

All students who entered Grade 9 in the 2000-2001 school year and all students who entered after that must successfully complete the Ontario Secondary School Literacy Test in order to earn a secondary school diploma. Students will normally take this test when they are in Grade 10. The test will be based on the Ontario curriculum expectations for language and communication – particularly reading and writing – up to and including Grade 9.

The test will serve both to determine whether students have acquired the skills considered essential for reading and writing, and to provide confirmation that those students who have completed the test successfully have attained the provincial expectations for reading and writing. The test will identify those students who have not demonstrated the required skills and will identify areas in which these students need remediation. The necessary accommodations will be made to ensure that students who are receiving special education programs and services and who have an Individual Education Plan have a fair and equal opportunity to successfully complete the test. The Principal, in consultation with the parent or adult student and appropriate school staff may request a deferral (for ESL or ELD students) or an exemption only if the IEP indicates that the student is not working towards a Secondary School Diploma. Holy Cross will provide remedial assistance for students who do not complete the test successfully. This assistance will be designed to help students improve their skills so that they are better prepared to retake the test.

Students who have been eligible to write the OSSLT, and have been unsuccessful at least once, are eligible to take the **Ontario Secondary School Literacy Course** to achieve both a Grade 12 credit and their literacy credential for graduation.

Adjudication Process

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

Community Involvement Activities

Effective September 1, 1999, every student who begins secondary school in Ontario will be required to complete 40 hours of community involvement in order to receive a diploma. The purpose of this requirement is to encourage students to develop an understanding of the various roles they can play in their community and to help them develop a greater sense of belonging within the community.

Information on the community involvement diploma requirement is available to students and parents, as well as to the persons and organizations who are asked by students to sponsor a

particular community involvement activity. If further information is required, please contact Student Services.

Students will select one or more Community Involvement Activities in consultation with their parents. Selection of activities take into account the age, maturity, and ability of the student, the location and environment of the proposed activity, the need for any special training, equipment, and preparation. The safety of the student is paramount. Parents/students have the primary responsibility to ensure that this requirement is met. A parent is not required to sign a form or to be consulted if the student is eighteen years of age or older. It should be noted that students will not be paid for performing any community involvement activity.

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RELIGIOUS EDUCATION

All full time students in secondary school shall be enrolled in a prescribed credit course in religious education for each of their four years.

Religious Education credit courses shall be those prescribed by the Ontario Conference of Catholic Bishops in the document by the Institute for Catholic Education: **Ontario Catholic Secondary Curriculum Policy Document: Religious Education (Revised 2006):**

HRE 1O - Grade 9 – Be With Me

HRE 2O - Grade 10 – Christ and Culture

HRT 3M - Grade 11 – World Religions: Beliefs, Issues and Religious Traditions

HRT 3O - Grade 11 – World Religions: Beliefs and Daily Life

HRE 4O - Grade 12 – Church and Culture

HRE 4M - Grade 12 – Church and Culture

**HRE 10 - Be With Me
Open - Grade 9**

This course uses the Beatitudes as a framework to examine the attitudes and actions that characterize the Christian life. Students will derive knowledge and skills from a study of Scripture, Profession of Faith, Christian Moral Development, Prayer, Sacramental Life, and Family Life. Students are encouraged to grow in Gospel values while actively engaging in a variety of challenging educational activities. Students who have submitted all summative assignments including the Culminating Assignment and have achieved a mark of 75% or above, will be considered for an exemption from the final exam

Prerequisite: None

Credit Value: 1.0

**HRE 20 - Christ and Culture
Open - Grade 10**

This course examines the relationship between the person and message of Christ and the dominant attitudes of contemporary culture. Beginning with the Gospel narratives as a 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. Students who have submitted all summative assignments including the Culminating Assignment and have achieved a mark of 75% or above, will be considered for an exemption from the final exam

Prerequisite: None

Credit Value: 1.0

**HRT 3M - World Religions: Beliefs Issues,
and Religious Traditions
University / College Prep - Grade 11**

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 connection between religion and the development of civilizations, the place and function of religion in human experience, and the influence of a broad range of religions on contemporary society. This course also introduces students to skills used in researching and investigating world religions.

Prerequisite: None

Credit Value: 1.0

**HRF 30 - World Religions: Beliefs and
Daily Life
Open - Grade 11**

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

Prerequisite: None

Credit Value: 1.0

RELIGIOUS EDUCATION

HRE 4M - Church and Culture

University / College Prep. - Grade 12

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

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

Credit Value: 1.0

HHS 4M - Individuals and Families in a Diverse Society

University / College Prep. - Grade 12

This course applies current theories and research from the disciplines of anthropology, psychology, and sociology to the study of individual development, family behaviour, intimate and parent-child relationships. Students will learn the interpersonal skills required to contribute to the well-being of families, and the investigative skills required to conduct and evaluate research about individuals and families. Taught from a Catholic perspective, the course will also make extensive use of Pope John Paul II's writings on the Theology of the Body.

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

Credit Value: 1.0

HRE 4O - Church and Culture

Open - Grade 12

This course assists students in their development of the skills and knowledge necessary to live lives of full maturity. Within the Catholic faith tradition, it is believed that this growth towards human maturity is best served when students are able to define themselves authentically towards other people and to their God, to others and to their world. In the Family Life Education strand, students explore a variety of topics related to the theme of personhood, interpersonal relationships and sexuality.

Students will demonstrate acknowledgement of the prophetic tradition in Scripture, become familiar with the social teachings of the Catholic Church, explore contemporary notions of spirituality and prayer, and recognize the importance, power, and potential of the human person in relation to morality and personal choices concerning future life paths.

Prerequisite: None

Credit Value: 1.0

HZT 4U - Philosophy: Questions and Theories

University Prep. - Grade 12

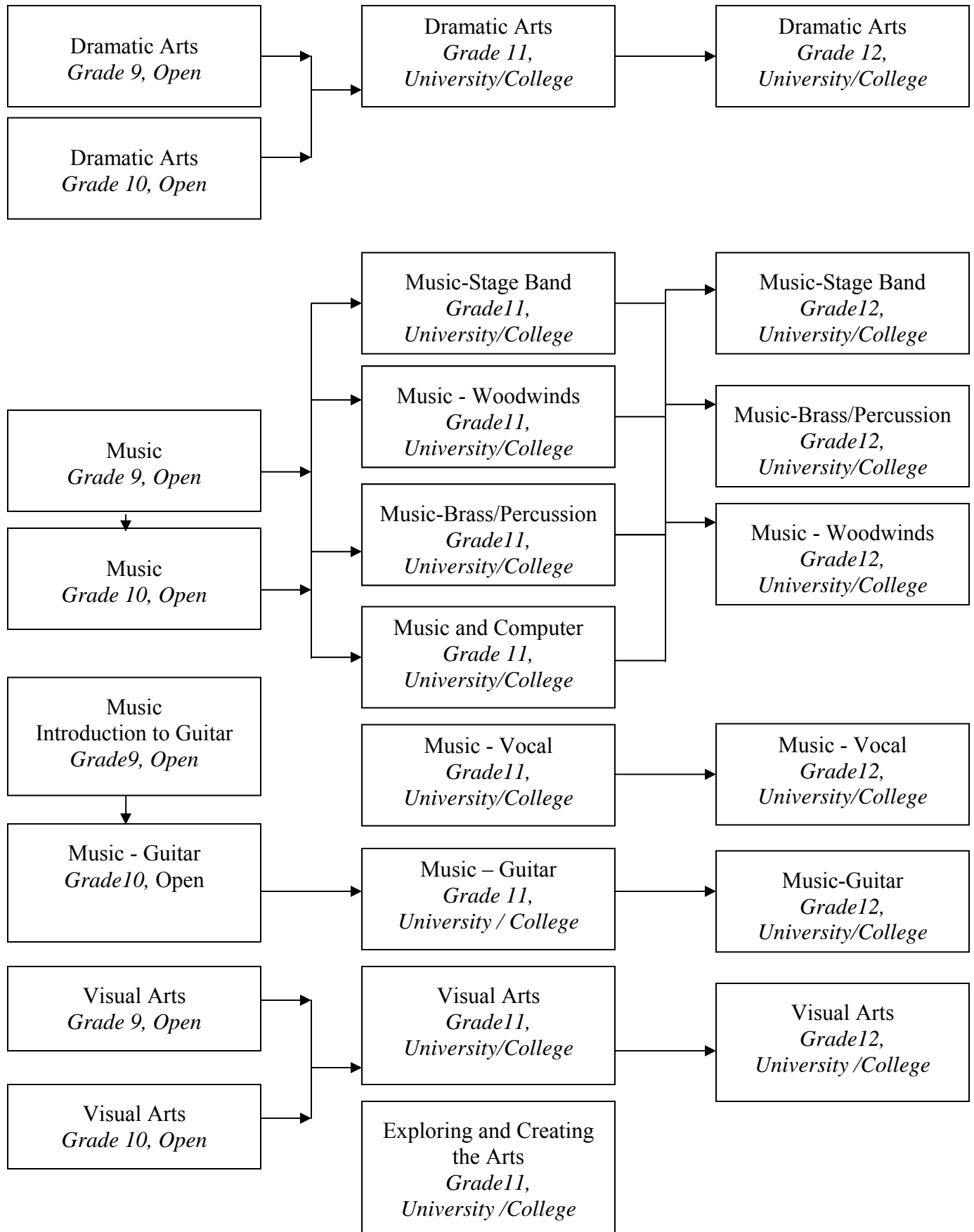
This course addresses three (or more) of the main areas of philosophy: metaphysics, logic, epistemology, ethics, social and political philosophy, and aesthetics. Students will learn critical-thinking skills, the main ideas expressed by philosophers from a variety of the world's traditions, how to develop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

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

Credit Value: 1.0

Prerequisite Chart for the Arts, Grades 9 – 12

This chart maps out all the courses in the discipline and shows the links between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course.



ARTS

ADA 1O - Drama

Open - Grade 9

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 analyze drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

Credit Value: 1.0

ADA 2O - Drama

Open - Grade 10

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 communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.

Prerequisite: None

Credit Value: 1.0

ADA 3M – Drama

University / College Prep. – Grade 11

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

Prerequisite: Grade 9 or 10 Dramatic Arts,

Credit Value: 1.0

ADA 4M - Dramatic Arts

University / College Prep. - Grade 12

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 analyze how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

Prerequisite: Drama Grade 11,

University/College Preparation

Credit Value: 1.0

ARTS

AMG 10 - Introduction to Guitar

This course emphasizes the appreciation, analysis, and performance of various kinds of music, including baroque and classical music, popular music and Canadian and non-Western music. Students will perform technical exercises and appropriate repertoire, complete detailed creative activities, and analyze and evaluate lives and recorded performances. They will continue to increase their understanding of the elements of music while developing their technical and imaginative abilities.

Credit Value: 1.0

Note: Grade 9 Guitar is strongly recommended as a prerequisite for Grade 10 Guitar credit.

AMG 20 - Guitar

Open - Grade 10

AMB 3M - Instrumental Music:

Brass/Percussion – Grade 11

University / College Prep. - Grade 11

AMH 3M - Music Stage Band

University / College Prep. - Grade 11

AMG 3M – Guitar

University / College Prep. - Grade 11

AMW 3M - Music – Woodwinds

University / College Prep. - Grade 11

Prerequisite: Music, Grade 10, Open or Permission of the Instructor

(Guitar AMG3M1 Prerequisite AMG201 or the permission of the Instructor.)

Credit Value: 1.0

AMU 10 - Music

Open - Grade 9

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.

Note: Grade 9 Music is strongly recommended as prerequisite for Grade 10 Music Credit

Credit Value: 1.0

AMU 20 – Music

Open - Grade 10

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

Prerequisite: Grade 9 Music is strongly recommended as prerequisite for Grade 10 Music Credit

Audition is required for students who do not have AMU 10

Credit Value: 1.0

ARTS

AMU3M – Music

University / College Prep. – Grade 11

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 analyzing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.

Prerequisite: Music, Grade 9 or Grade 10 Open

Note: Grade 9 and 10 music are strongly recommended as prerequisite for grade 11 music

Credit Value: 1.0

AMU4M –Music

University / College Preparation – Grade 12

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 analyze how to apply skills developed in music to their life and careers.

Prerequisite: Music, Grade 11, University / College Prep

Credit Value: 1.0

ARTS

AMM 3M – Music and Computers University / College Prep. – Grade 11

This course emphasizes the creation, appreciation, and analysis of various kinds of music using computers. This course is designed to introduce students to MIDI-related software applications.

Students will investigate computer-generated sounds and learn to compose music using both notational and sequencing-based computer programs. Through a variety of creative activities, and the analysis of their own live and recorded performances, students will continue to increase their understanding of the elements of music while developing their technical and imaginative abilities.

Prerequisite: None

Credit Value: 1.0

AMV 3M – Music – Vocal University/College Prep.-Grade 11

This course emphasizes the appreciation, analysis, and performance of various kinds of music. In vocal ensemble, students will focus on skill development to achieve blend, intonation, diction, pitch accuracy, harmony, projection and other aspects of singing. Students will work towards developing self-confidence and creative expression in both solo and group performance. They will increase their understanding of the elements of music while developing their technical and imaginative abilities.

Prerequisite: None

Credit Value: 1.0

AMV 4M – Music-Vocal University/College Prep. –Grade 12

This course furthers the students' vocal techniques and exposes them to quality repertoire that reflects varied styles, genres and historical periods. Students will develop such skills as: improvising melodies and harmonies, reading music, listening to and analyzing music, and evaluating music and music performances. Focus will be on solo performance, vocal technique, interpretive skills and creative expression of music.

Prerequisite: Vocal Music, Grade 11

Credit value: 1.0

AMB 4M - Instrumental Music: Brass/Percussion - Grade 12 University / College Prep. - Grade 12

AMG 4M - Guitar

University / College Prep. - Grade 12

AMH 4M - Music Stage Band

University / College Prep. - Grade 12

AMW 4M - Music – Woodwinds

University / College Prep. - Grade 12

These courses emphasize 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.

Prerequisite: Music, Grade 11,

University/College Preparation

Guitar AMG 4M1

Prerequisite: AMG 3M1

Credit Value: 1.0

ARTS

AVI 10 - Visual Arts

Open - Grade 9

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.

Materials Fee: \$30.00

(includes sketchbook and art kit)

Grade 9 Art is not required as a prerequisite for Grade 10 Art.

Credit Value: 1.0

AVI 20 - Visual Arts

Open - Grade 10

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

Prerequisite: None

Materials Fee: \$30.00

(includes sketchbook and art kit)

Credit Value: 1.0

AEA 30– Exploring and Creating the Arts –

Open - Grade 11

This course offers students the opportunity to explore connections between dance, drama, media arts, music, and/or visual arts. Students will use the creative process individually and/or collaboratively to produce integrated art works and draw on various disciplines, and they will critically analyse art works and determine how interpreting these works affects their own development. Students will develop responsible practices that are transferable beyond the classroom. They will explore solutions to integrated arts challenges and discover that art is everywhere, influencing and reflecting society.

Prerequisite: None

Credit: 1.0

AVI 3M - Visual Arts

University / College Prep. - Grade 11

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 art form (e.g. photography, video, computer graphics, information design.)

Prerequisite: Visual Arts, Grade 9 or 10

Materials Fee: \$40.00

(includes sketchbook and art kit)

Credit Value: 1.0

AVI 4M - Visual Arts

University / College Prep. - Grade 12

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

Prerequisite: Visual Arts, Grade 11,

University/College Preparation or Open

Materials Fee: \$40.00

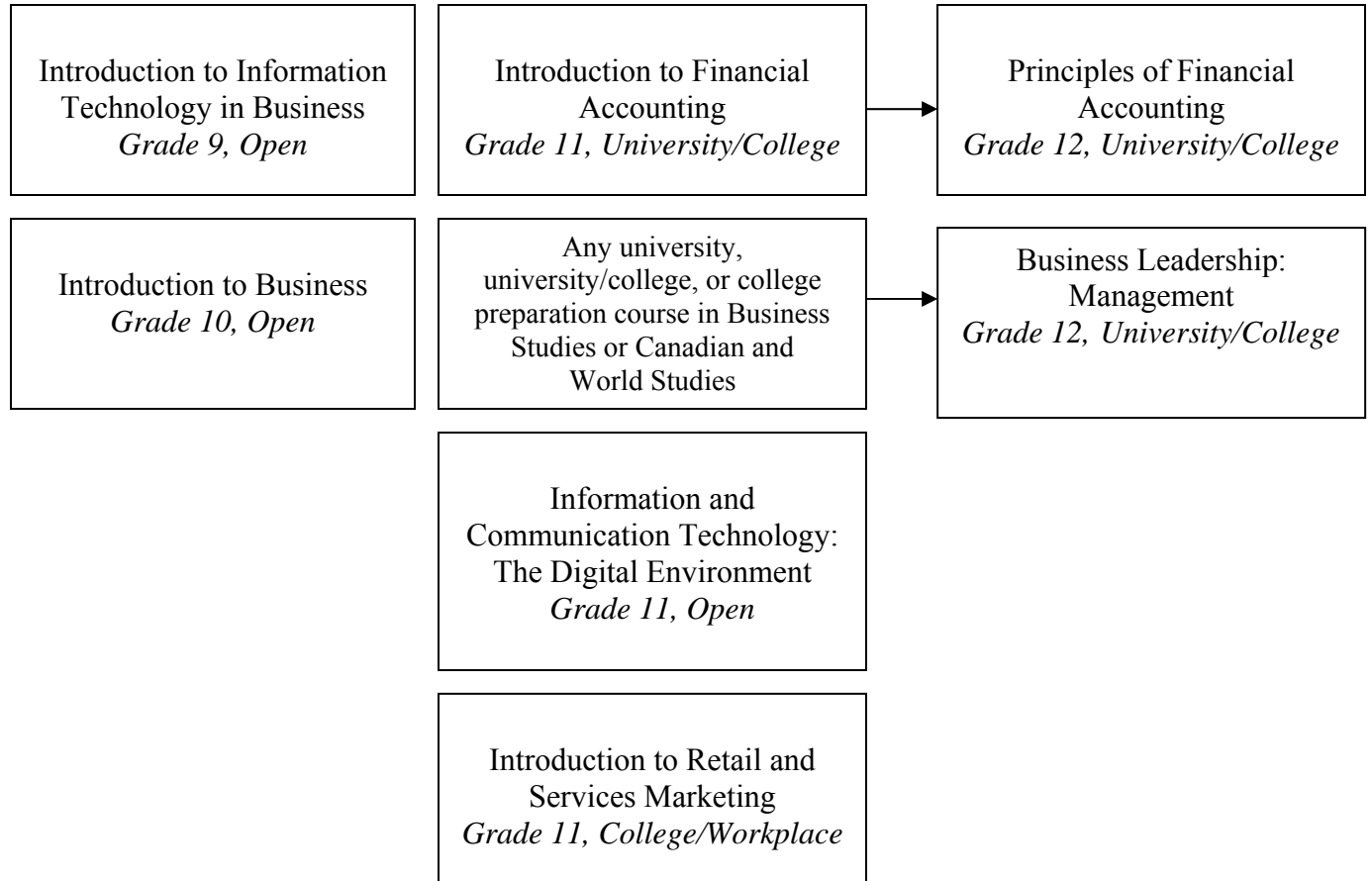
(includes sketchbook and art kit)

Credit Value: 1.0

BUSINESS STUDIES

Prerequisite Chart for Business Studies, Grade 9 – 12

The chart maps out all the course in the discipline and shows the links between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course.



BUSINESS STUDIES

BTT10
Information and Communication
Technology in Business
Open - Grade 9

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 web site 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 will also produce projects that include animation, photography and video production.

Prerequisite: None

Credit Value: 1.0

BBI 20 - Introduction to Business
Open - Grade 10

This course introduces students to the world of business, including the concepts, functions, and skills required for meeting the challenges of operating a business in the twenty-first century on a local, national, and/or international scale. Students will also learn concepts and skills related to personal finance, entrepreneurship, and international business.

Credit Value: 1.0

BAF 3M - Introduction to
Financial Accounting
University / College Prep. - Grade 11

This course introduces students to the fundamental principles and procedures of accounting, with emphasis on accounting procedures used in service and merchandising businesses. Students will develop an understanding of the connections between financial analysis, control, and decision-making in the management of a business, as well as the effects of technology and globalization on accounting procedures and the role of the accountant. Workbook fee is \$22.00.

Prerequisite: None

Credit Value: 1.0

BTA 30 - Information and Communication
Technology: The Digital Environment
Open - Grade 11

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

Prerequisite: None

Credit Value: 1.0

BUSINESS STUDIES

**BMI 3C – Introduction to Marketing
College Prep. – Grade 11**

This course introduces the fundamental concepts of marketing, with an emphasis on in-depth analysis of the influence of changes in the economy and global marketplace, trends and issues, and the impact of technology. Students will analyse the buying patterns of various consumers and the effect of marketing strategies, and will engage in marketing research. Students will also develop and present a marketing plan for a specific product.

Prerequisite: None

Credit Value: 1.0

**BMX 3E - Introduction to Retail
and Services Marketing
Workplace Prep. - Grade 11**

This course focuses on developing knowledge and applying skills in the context of retail and services marketing. Students will learn about the importance of customer service, analyze the methods used to maintain customer loyalty, examine ways in which product presentation influences buyers, and investigate the critical factors in inventory control, including the role of technology.

Prerequisite: None

Credit Value: 1.0

**BTA 30 - Information and Communication
Technology: The Digital Environment
Grade 11 Open**

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

Prerequisite: None

Credit Value: 1.0

**BOH 4M – Business Leadership:
Management**

University/College Prep. – Grade 12

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.

*Prerequisite: Any university,
university/college, or college preparation
course in business studies or Canadian and
world studies*

Credit Value: 1.0

**BAT 4M - Principles of
Financial Accounting**

University/College Prep. - Grade 12

This course emphasizes study of accounting principles related to financial statements. Students will learn about ways in which information in these statements is used in making business decisions, and about the effects on financial statements of using different methods of inventory valuation and adjusting and reversing entries. Students will also study various means of financing a business and ways in which the strength of a corporation can be determined through the reading of its annual report.

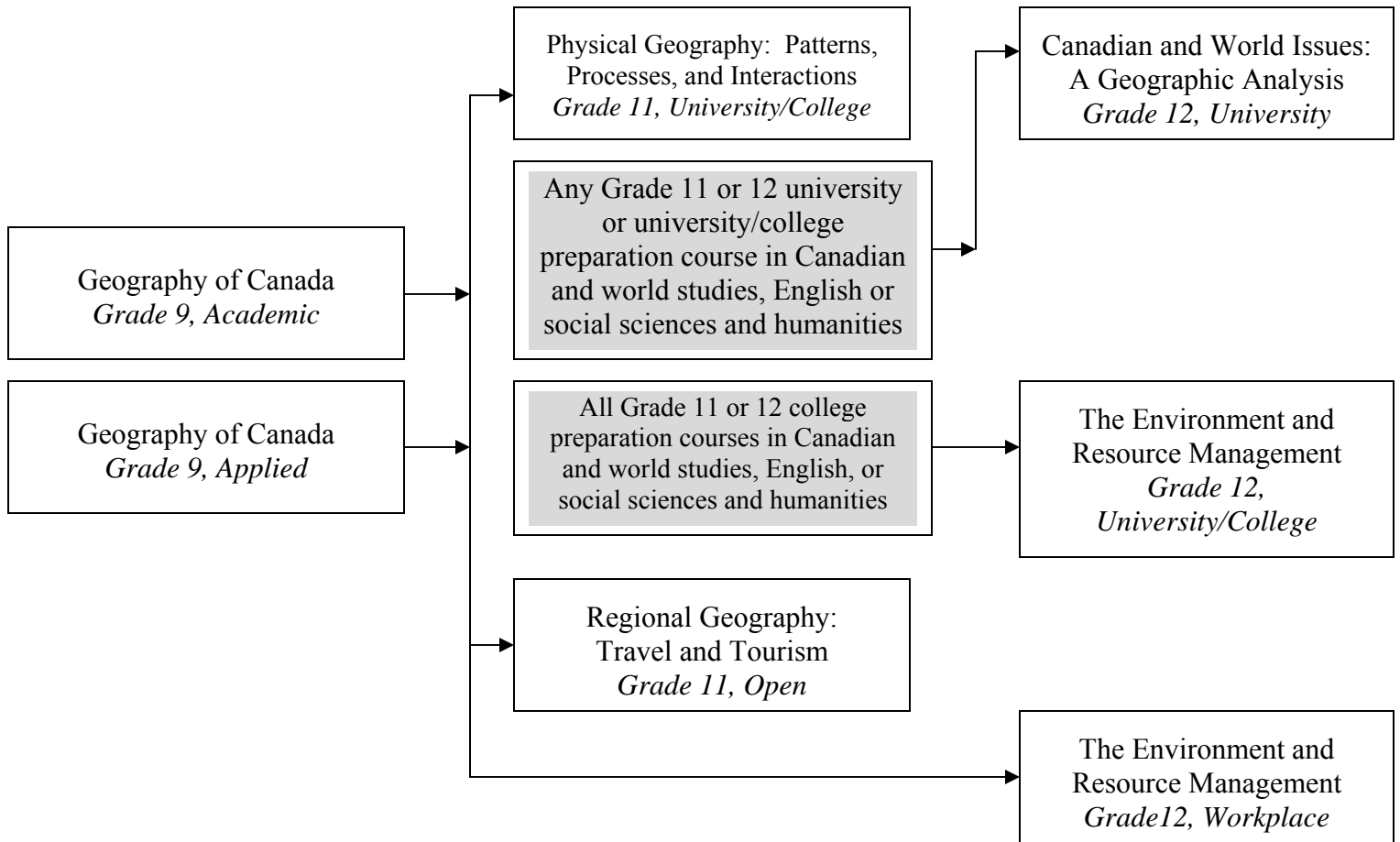
*Prerequisite: Introduction to Financial
Accounting, Grade 11,
University/College Preparation*

Credit Value: 1.0

CANADIAN AND WORLD STUDIES

Prerequisite Chart for Canadian and World Studies, Grades 9 – 12 - Geography

This chart maps out all the courses in the discipline and shows the links between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course.



CANADIAN AND WORLD STUDIES

CGC 1D - Geography of Canada Academic - Grade 9

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.

Credit Value: 1.0

CGC 1P - Geography of Canada Applied - Grade 9

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.

Credit Value: 1.0

CGF 3M - Physical Geography: Patterns, Processes, and Interactions University / College Prep. - Grade 11

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 trends and issues and communicate their findings.

Prerequisite: Geography of Canada, Grade 9

Credit Value: 1.0

CGG 3O – Travel and Tourism: A Regional Geographic Perspective Open - Grade 11

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

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

Credit Value: 1.0

CGW 4U - Canadian and World Issues: A Geographic Analysis University Prep. - Grade 12

This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Students will investigate a range of topics, including cultural, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment.

Students will use geotechnologies and skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Canada and a world that is interdependent and constantly changing.

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

Credit Value: 1.0

CGR 4M - The Environment and Resource Management

University / College Prep. - Grade 12

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

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

Credit Value: 1.0

CGR 4E – The Environment and Resource Management

Workplace Prep. – Grade 12

This course examines the influence of human activities on the natural environment. Students will study ecosystem structures and processes, the ecological impact of human activities, and methods of responsible resource management. Students will apply geo-technologies and geographic inquiry methods to develop and present practical solutions to environmental and resource-management issues. In the process, students' problem-solving and communication skills will be enhanced in preparation for careers and the workplace.

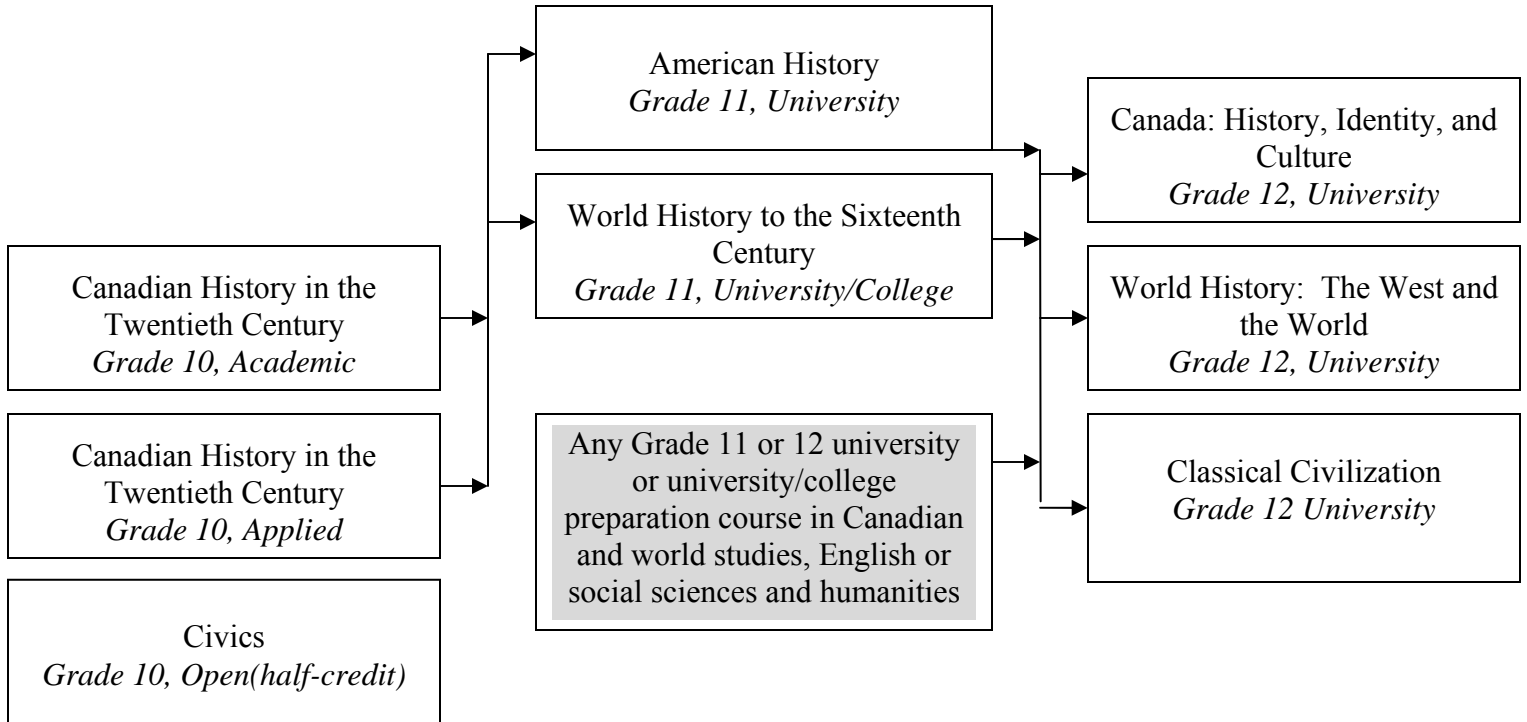
Prerequisite: Geography of Canada, Grade 9 Academic or Applied

Credit Value: 1.0

CANADIAN AND WORLD STUDIES

Prerequisite Chart for Canadian and World Studies, Grades 9 – 12 History (including Civics)

This chart maps out all the courses in the discipline and shows the links between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course.



CHC 2D - Canadian History

Academic - Grade 10

This course explores the local, national and global forces that have shaped Canada's national identity from World War 1 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.

Credit Value: 1.0

CHC 2P - Canadian History

Applied - Grade 10

This course explores some of the events and experiences that have influenced the development of Canada's identity as a nation, from World War 1 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.

Credit Value: 1.0

CHV 2O – Civics

Open - Grade 10

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

Credit Value: 0.5

CHA 3U - American History

University - Grade 11

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.

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

Credit Value: 1.0

CHW 3M - World History to the Sixteenth Century

University / College Prep. - Grade 11

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

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

Credit Value: 1.0

**CHY 4U - World History:
The West and the World**

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

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

Credit Value: 1.0

**CHI 4U - Canadian History:
Identity, and Culture**

University Prep. - Grade 12

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

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

Credit Value: 1.0

**LVV 4U – Classical Civilization
University Prep. – Grade 12**

This course allows students to explore the beliefs and achievements of the classical world which have shaped Western thought and civilization. Students will investigate such aspects of classical culture as its mythology, art, literature, and philosophy, as well as elements of ancient Greek and Latin, through a variety of activities such as dramatizations, audio-visual presentations, and discussions. By reading classical authors in English and examining archaeological evidence students will enhance both their communication skills and their ability to think critically and creatively.

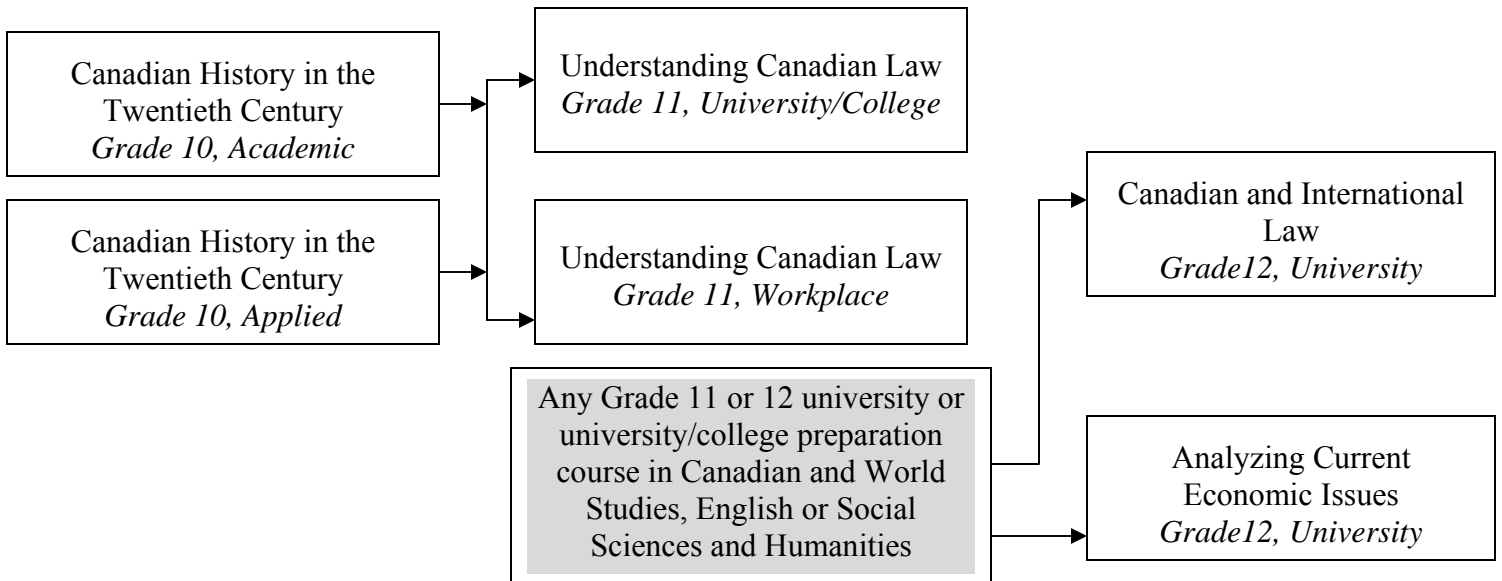
Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

Credit Value: 1.0

CANADIAN AND WORLD STUDIES

Prerequisite Chart for Canadian and World Studies, Grades 9 - 12 Economics Law and Politics

This chart maps out all the courses in the discipline and shows the links between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course.



CANADIAN AND WORLD STUDIES

CLU 3M - Understanding Canadian Law

University / College Prep. - Grade 11

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

Prerequisite: Canadian History in the Twentieth Century, Grade 10

Credit Value: 1.0

CLU 3E - Understanding Canadian Law Workplace Prep. - Grade 11

This course explores elements of Canadian law that are relevant to students as they prepare to enter the labour force. Students will learn to develop informed opinions on legal issues and to express and defend their opinions in a variety of ways. Practical experience and active learning strategies will be emphasized.

Prerequisite: Canadian History in the Twentieth Century

Credit Value: 1.0

CLN4U - Canadian and International Law University Prep. - Grade 12

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.

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

Credit Value: 1.0

CIA 4U - Analyzing Current Economic Issues

University Prep. - Grade 12

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.

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

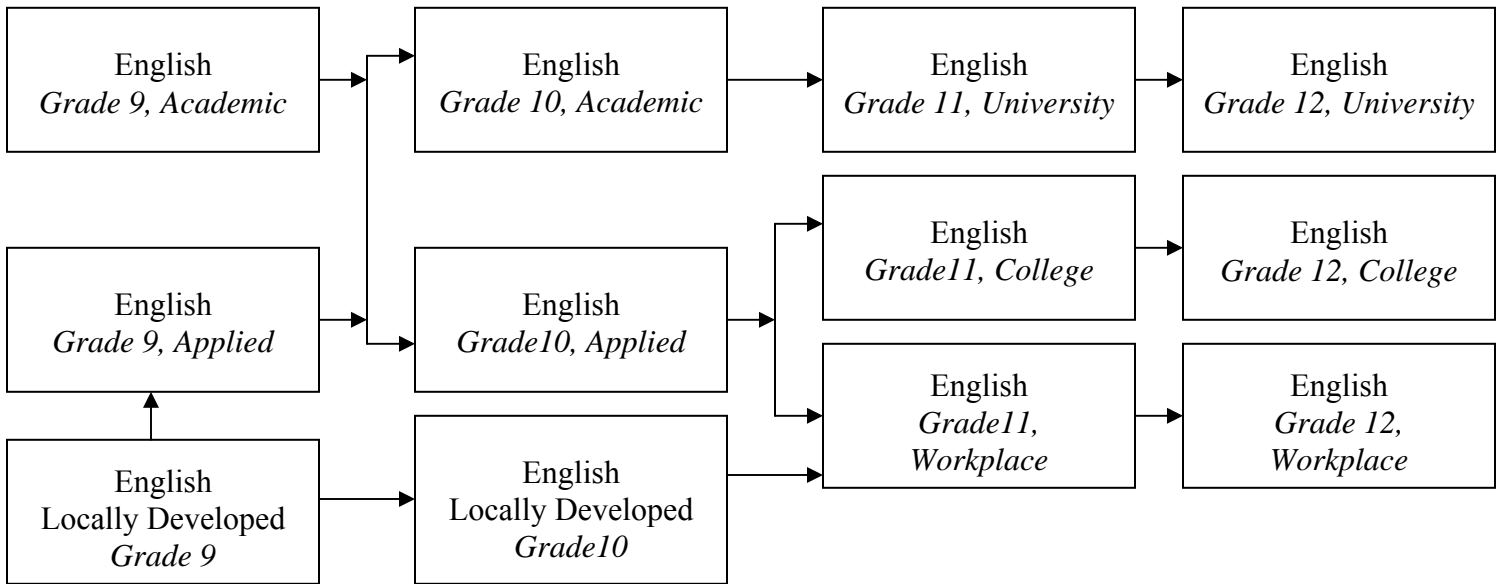
Credit Value: 1.0

ENGLISH

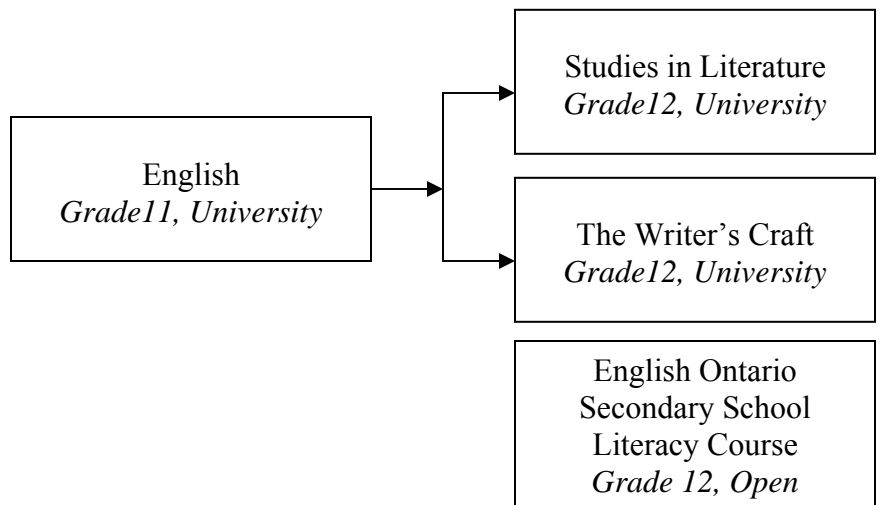
Prerequisite Charts for English, Grade 9 – 12

These charts map out all the courses in the discipline and show the links between courses and the possible prerequisites for them. They do not attempt to depict all possible movements from course to course.

Compulsory Courses



Optional Courses



ENG 1D – English Academic Grade 9

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

Prerequisite: None

Credit value: 1.0

ENG 1P – English Applied Grade 9

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

Prerequisite: None

Credit value: 1.0

ENG 1L - Locally Developed Compulsory English – LDCC

Grade 9 English 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.

Prerequisite: None

Credit Value: 1.0

ENG 2L - Locally Developed Compulsory English – LDCC

Grade 10 English 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.

Prerequisite: A Grade 9 English Credit

Credit Value: 1.0

ENGLISH

ENG 2D – English Academic - Grade 10

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

Prerequisite: English, Grade 9, Academic or Applied. It is highly recommended that students take Grade 9 Academic English. Students must meet with Guidance Counsellor.
Credit Value: 1.0

ENG 2P – English Applied - Grade 10

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

Prerequisite: English, Grade 9, Academic or Applied
Credit Value: 1.0

ENG 3U – English University Prep. - Grade 11

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

Prerequisite: English, Grade 10, Academic
Credit Value: 1.0

ENG 3C – English College Prep. - Grade 11

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

Prerequisite: English, Grade 10 Applied
Credit Value: 1.0

ENGLISH

ENG 3E – English

Workplace Prep. - Grade 11

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

Prerequisite: English, Grade 10

Credit Value

ENGLISH

ENG 4U – English Compulsory University Prep. - Grade 12

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

*Prerequisite: English, Grade 11,
University Preparation*

Credit Value: 1.0

ETS 4U - Studies in Literature Optional University Prep. - Grade 12

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 analyze a range of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete an independent study project.

*Prerequisite: English, Grade 11,
University Preparation*

Credit Value: 1.0

EWC 4U - The Writer's Craft Optional University Prep. - Grade 12

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.

*Prerequisite: English, Grade 11,
University Preparation*

Credit Value: 1.0

ENGLISH

ENG 4C – English Compulsory College Prep. Grade 12

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

*Prerequisite: English, Grade 11,
College Preparation*

Credit Value: 1.0

ENG 4E – English Compulsory Workplace Prep. - Grade 12

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

*Prerequisite: English, Grade 11,
Workplace Preparation*

Credit Value: 1.0

OLC 40 – English Ontario Secondary School Literacy Course

Open – Grade 12

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

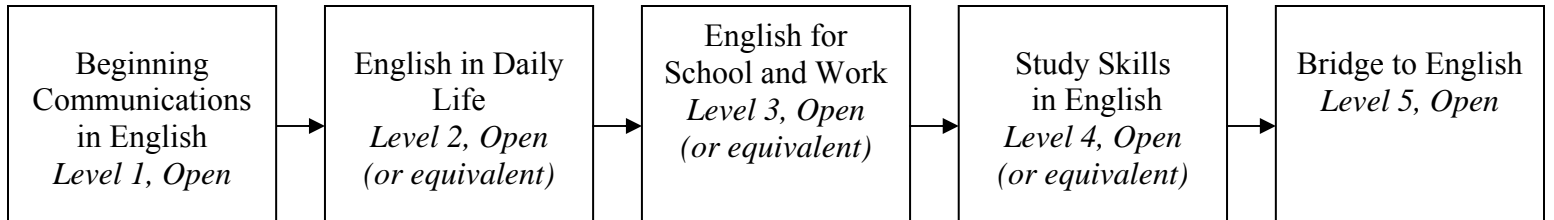
The credit earned for successful completion of this course may be used to meet either the Grade 12 English compulsory credit requirement or the Group 1 additional compulsory credit requirement, or may be used as an elective credit.

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

ENGLISH

Prerequisite Charts for English as a Second Language and English Literacy Development

English as a Second Language



ENGLISH

ESL AO - ESL Level 1, Beginning Communication in English

Open

This course builds on students' previous education and language knowledge to introduce the English language and help students adjust to their new cultural environment. Students will develop the ability to use oral and written English for daily needs, acquire basic conversation skills and vocabulary, and use simple sentence patterns. Students will also acquire basic orientation information related to their needs as newcomers to Canada.

Prerequisite: None

Credit Value: 1.0

ESL BO - ESL Level 2, English in Daily Life

Open

This course expands students' essential English communication skills and cultural knowledge and introduces the language of classroom studies. Students will develop oral classroom skills and reading strategies, expand their vocabulary, and use more complex sentence patterns. Students will also learn how to use some school and community resources.

Prerequisite: ESL A00 or equivalent

Credit Value: 1.0

ESL CO - ESL Level 3, English for School and Work

Open

This course is designed to improve students' accuracy in using English in classroom situations, for personal and career planning, and to understand the changing world around them. Students will study and interpret a range of texts and produce a variety of forms of writing. Activities will also help students to develop their oral presentation skills and acquire study skills (including note-taking and summarizing skills) that will enhance their ability to learn in all subjects.

Prerequisite: ESL B00 or equivalent

Credit Value: 1.0

ESL DO - ESL Level 4, Study Skills in English

Open

This course prepares students to use English with increasing accuracy in most classroom and social situations and to participate in society as informed citizens. Students will develop the reading, writing, and oral presentation skills required for success in all subjects. Students will study and interpret a variety of grade-level texts, develop oral communication skills through participation in informal debates and seminars, and extend their range of research skills.

Prerequisite: ESL C00

Credit Value: 1.0

ESL EO - ESL Level 5, Bridge to English

Open

This course prepares students for secondary school English and other courses at the college and university preparation levels. Students will be encouraged to develop independence in reading literary works and academic texts, in writing essays and narratives, and in applying learning strategies and research skills effectively. Students will also learn to respond critically to print and media works.

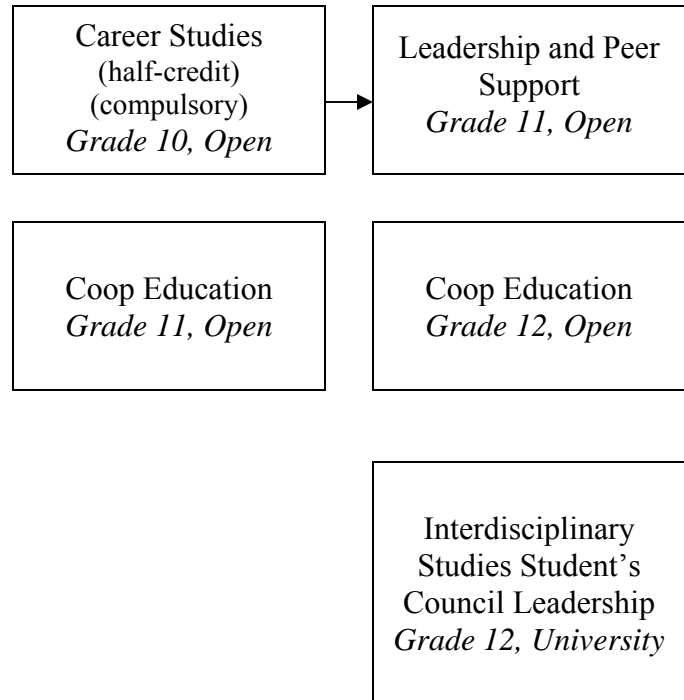
Prerequisite: ESL D00

Credit Value: 1.0

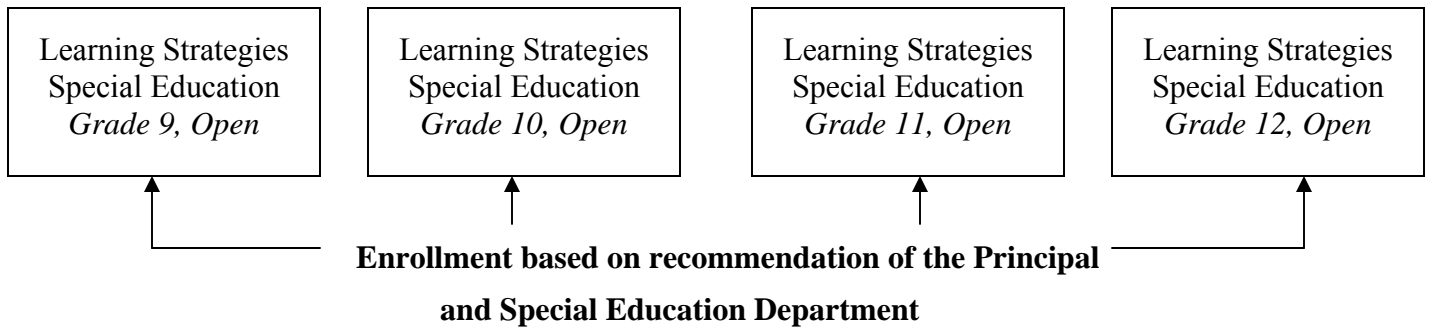
GUIDANCE AND CAREER EDUCATION

Prerequisite Chart for Guidance and Career Education, Grades 9 - 12

This chart maps out all the courses in the discipline and shows the links between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course.



Special Education



GUIDANCE AND CAREER EDUCATION

GLE 10 - Learning Strategies

Special Education

Open

This course introduces students to learning theories and strategies, prepares them to become effective independent learners, and helps them increase their personal management skills, both in school and in other contexts. Students will learn how to use reflective thinking, structured inquiring, active reading, memorization, goal-setting strategies, and time- and stress-management skills to identify and work towards their goals. The course will also help students identify their preferred ways of learning and use this knowledge to increase their confidence, motivation, and ability to learn.

Credit Value: 1.0

GLE 20 - Learning Strategies

Special Education

Open

This course introduces students to learning theories and strategies, prepares them to become effective independent learners, and helps them increase their personal management skills, both in school and in other contexts. Students will learn how to use reflective thinking, structured inquiring, active reading, memorization, goal-setting strategies, and time- and stress-management skills to identify and work towards their goals. The course will also help students identify their preferred ways of learning and use this knowledge to increase their confidence, motivation, and ability to learn.

Credit Value: 1.0

GLE 30 - Advanced Learning Strategies: Skills for Success

After Secondary School

Open - Grade 12

This course improves students' learning skills, preparing them to make successful transitions to work and postsecondary education and become independent, lifelong learners. Students will learn how to assess their learning abilities and use critical reading, time management, and other techniques for promoting effective learning. In addition, they will investigate learning requirements for employment and postsecondary education or training and develop plans for learning after secondary school.

Prerequisite: For GLS40 – Career Studies, Grade 10, Open. For GLE40 and GLE30 – Recommendation of principal

Credit Value: 1.0

GLE 40 - Advanced Learning Strategies: Skills for Success

After Secondary School

Open - Grade 12

This course improves students' learning skills, preparing them to make successful transitions to work and postsecondary education and become independent, lifelong learners. Students will learn how to assess their learning abilities and use critical reading, time management, and other techniques for promoting effective learning. In addition, they will investigate learning requirements for employment and postsecondary education or training and develop plans for learning after secondary school.

Prerequisite: For GLS40 – Career Studies, Grade 10, Open. For GLE40 and GLE30 - Recommendation of principal

Credit Value: 1.0

GUIDANCE AND CAREER EDUCATION

COP30 - Cooperative Education

Open - Grade 11

COP40 - Cooperative Education

Open - Grade 12

Co-operative Education is an exciting concept that allows students to combine in-school instruction with on-the-job experience as an alternative way of earning senior credits towards a Secondary School Diploma. It provides students with the opportunity to discover their skills and career interests in the workplace while still attending school. The credits are tied to an in-school subject the student has already taken or is taking concurrently. For instance, if a student were taking cooperative education at an 'accounting' work placement, the cooperative education credits would be tied to the students senior level accounting course. Similarly, 'veterinary' work placements are tied to the senior level biology or chemistry course. Students attend this placement for half of the school day, a.m. or p.m. and take regular in-school subjects the remaining two periods. Many college and university programs are looking for volunteer or experience in a field related to the program for which they are applying. Cooperative education is an excellent way to meet this expectation.

Credit Value: 2.0

Note: Co-op 30 and 40 are Open Level Courses and are not considered as University or University/College level for entrance requirements to Universities.

GUIDANCE AND CAREER EDUCATION

GLC 20 - Career Studies

Open - Grade 10

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

Credit Value: 0.5

IDC 4US – Student Leadership

University– Grade 12

This course will help students combine the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present finding beyond the scope of a single subject or discipline. Through individual and collaborative inquiry and research, students will analyse the connections among diverse subjects and disciplines; develop information literacy skills in analyzing, selecting, evaluating, and communicating information; and become aware of a variety of resources and view points on contemporary issues. This course will introduce students to basic leadership theories as they pursue leadership roles in the school and community. Students will study and apply theory in developing skills in the areas of self awareness, communication, planning/goal setting, and leadership. Students will develop the skills and knowledge to support them in pursuing a variety of leadership roles.

Prerequisite: None

Anterequisite: IDC 4UP Sports Leadership and IDC 4UY Yearbook

Credit: 1.0

GPP 30 - Leadership and Peer Support (Peer Tutoring)

Open - Grade 11

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.

Note: Students must have an 80% average or higher in the subject in which they are being considered to peer tutor. They must have an excellent attendance record (no more than 10 absences and lates overall in a semester). Also, they must meet with their Guidance Counsellor for an interview regarding their eligibility and an appropriate placement. The peer tutor teacher will place students based on their academic strengths and on the subject areas of most need.

Prerequisite: Career Studies, Grade 10, Open
Credit Value: 1.0

Note: This is formerly the Peer Tutoring Course

GUIDANCE AND CAREER EDUCATION

OYAP (ONTARIO YOUTH APPRENTICESHIP PROGRAM)

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

Criteria for Student Acceptance into OYAP

Students will:

- have successfully completed 16 credits, be enrolled full time and be 16 years of age
- agree to follow an educational plan designed specifically for the apprenticeship destination and to complete the requirements for the OSSD
- demonstrate competencies in Math, English and Technological Studies
- follow the application procedure for co-op

For more information on OYAP visit
www.ontgov.on.ca/apprenticeship

To pursue an OYAP placement in any of the skilled trades, see your Guidance Counsellor or co-op teacher.

Apprenticeship

Apprenticeship is a formal agreement with MTCU between a person who wants to learn a skilled trade and an employer who needs a skilled worker and is able and willing to do the training. Students may register as apprentices and begin their formal apprenticeship training while they earn credits toward the OSSD. The registration of an apprentice is at the discretion of the employer, therefore apprenticeship cannot be guaranteed. Eighty to ninety percent of the training occurs on the job, where the apprentice learns by watching, practicing and performing tasks. Ten to twenty percent is theoretical, in-school training delivered by a college or MTCU approved delivery agent.

During the secondary school, a student may also begin the Level 1 Theory required for an apprenticeship. The Level 1 Theory component for the following apprenticeships may be offered through OYAP in the 2010-2011 school year. The student will complete secondary school cooperative education credits in conjunction with the College or approved Training Centre Level 1 Apprenticeship program.

Level 1 Apprenticeship Theory Programs

Automotive Service Technician -
Loyalist College, Belleville
General Carpenter, Hairstylist, Brick and Stone
Mason, Cook, Early Childhood Educator -
St. Lawrence College, Kingston

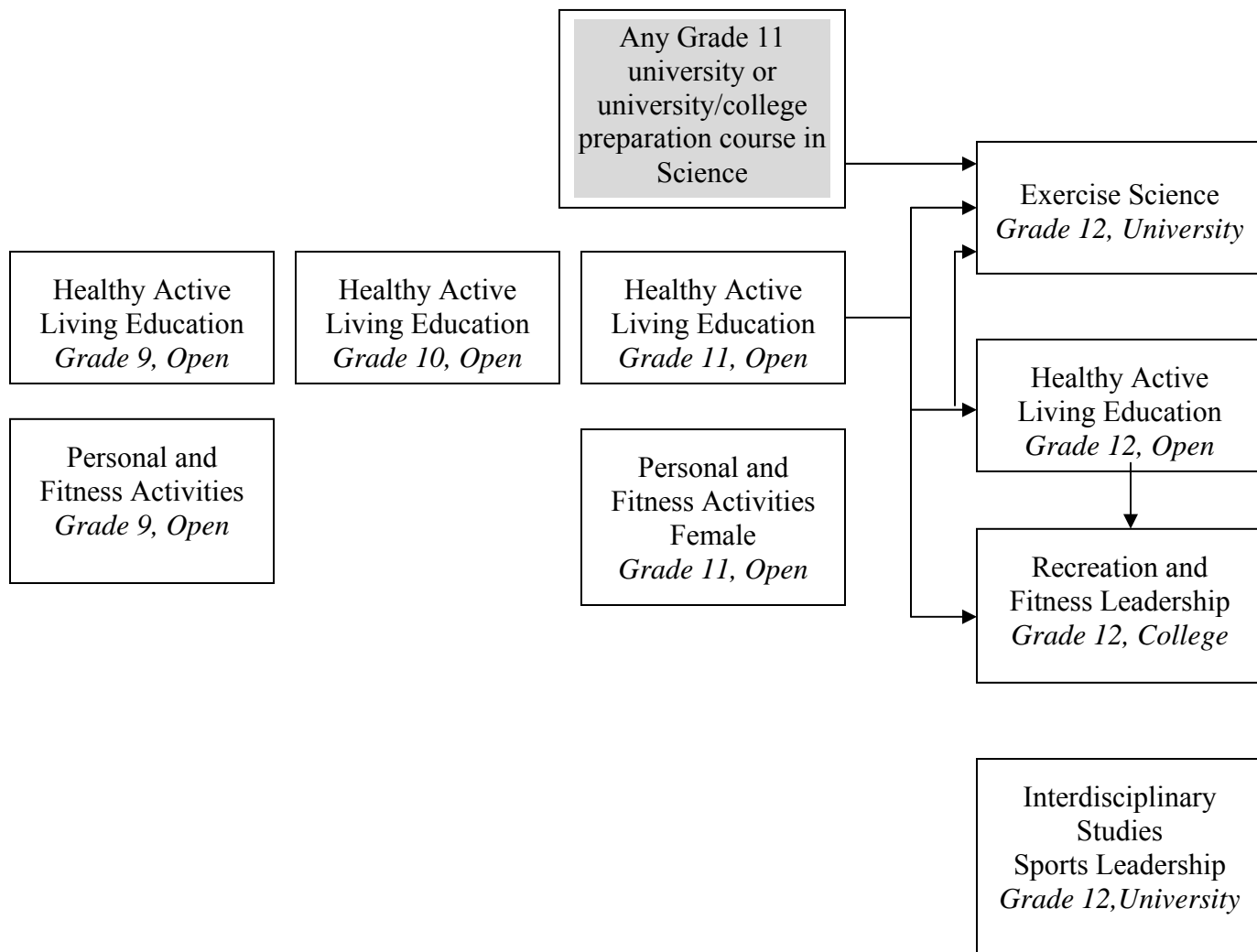
These programs require students to have Semester 2 (Grade 12) dedicated to the combined co-op/theory program (including March Break). To be successful the student will be required to meet the training requirements of MTCU. Although there will be no secondary school credits attached to the theory programs, the schedule allows students to complete three secondary school cooperative education credits in conjunction with Level 1 Apprenticeship.

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

HEALTH AND PHYSICAL EDUCATION

Prerequisite Chart for Health and Physical Education, Grades 9 – 12

This chart maps out all the courses in the discipline and shows the links between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course.



HEALTH AND PHYSICAL EDUCATION

PPL 10F - Healthy Active Living (Female) Open - Grade 9

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.

Course Fee: \$50.00

(to cover out of school trips)

Credit Value: 1.0

PPL 10M - Healthy Active Living (Male) Open - Grade 9

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.

Course Fee: \$50.00

(to cover out of school trips)

Credit Value: 1.0

PAF 10F – Personal and Fitness Activities (Female)

Open - Grade 9

The student will assess their present fitness level and identify personal health related goals. The majority of activities are individual (such as weight training, tennis, badminton) with some group activities. The students will maintain or improve fitness levels by identifying factors and decision making skills to achieve goals related to personal health.

Course Fee: \$65.00 (to cover out of school trips)

Credit Value: 1.0

PAF 10M – Personal and Fitness Activities (Male)

Open - Grade 9

The student will assess their present fitness level and identify personal health related goals. The majority of activities are individual (such as weight training, tennis, badminton) with some group activities. The students will maintain or improve fitness levels by identifying factors and decision making skills to achieve goals related to personal health.

Course Fee: \$65.00 (to cover out of school trips)

Credit Value: 1.0

HEALTH AND PHYSICAL EDUCATION

PPL 2OF - Healthy Active Living Education (Female)

Open - Grade 10

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.

Course Fee: \$50.00

(to cover out of school trips)

Credit Value: 1.0

PPL 2OM - Healthy Active Living Education (Male)

Open - Grade 10

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.

Course Fee: \$50.00

(to cover out of school trips)

Credit Value: 1.0

PPL 3O - Healthy Active Living Education Open - Grade 11

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

Prerequisite: None

Course Cost: \$70.00 (to cover out of school trips)

Credit Value: 1.0

PAF 3OF – Personal and Fitness Activities Open - Grade 11 Female

The student will assess their present fitness level and identify personal health related goals. The majority of activities are individual (such as weight training, tennis, badminton) with some group activities. The students will maintain or improve fitness levels by identifying factors and decision making skills to achieve goals related to personal health.

Course Fee: \$65.00 (to cover out of school trips)

Credit Value: 1.0

HEALTH AND PHYSICAL EDUCATION

PPL 40 – Healthy Active Living Education Open – Grade 12

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.

Prerequisite: None

Course Cost: \$90.00

Credit Value: 1.0

PLF 4C – Recreation and Fitness Leadership

College Prep. – Grade 12

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 assist in the organization of the intramural program being run during the school lunch period.

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

Credit Value: 1.0

PSE 4U - Exercise Science University Prep. - Grade 12

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

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

Fee:

Workbook \$20.00

Anatomy Lab Trip: \$5.00

Credit Value: 1.0

IDC 4UP -Sports Leadership University Prep. – Grade 12

The course analyzes the role of sports and athletics in contemporary culture, history and compares various cultures. Using diverse resources and research methods, students will analyse the depiction of sports and health in media and literature and will examine trends in the business and communication of sports related activities. They will also explore the importance of personal fitness and healthy living, the relationship between amateur and professional sports and local and provincial opportunities and careers in sports, outdoor education and physical activity. The impact of sports on society is examined at both the macro and micro-dimensions.

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

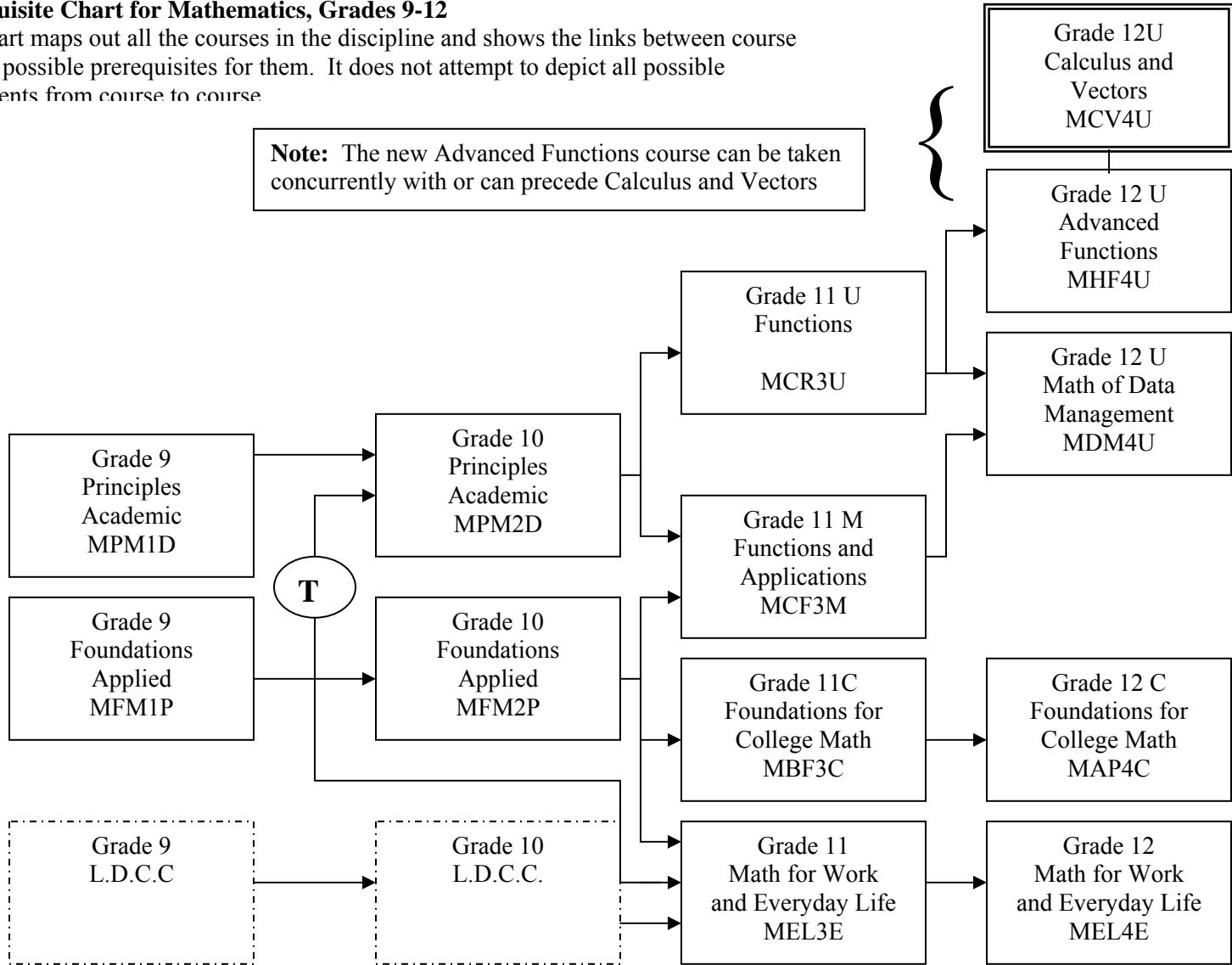
Anterequisite: IDC 4US Student Leadership and IDC 4UY Yearbook

Credit Value: 1.0

Prerequisite Chart for Mathematics, Grades 9-12

This chart maps out all the courses in the discipline and shows the links between course and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course

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



This chart maps out all the courses in the discipline and shows the links between courses and the minimum requirements for them. It does not attempt to depict all possible movements from course to course.

T - Transfer Course
L.D.C.C. – Locally Developed Compulsory Credit Course

MATHEMATICS

MPM 1D - Principles of Mathematics Academic - Grade 9

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

Successful completion of this course prepares students for Principles of Mathematics, Grade 10, Academic (MPM2D) or Foundations of Mathematics, Grade 10, Applied (MFM2P).

Credit Value: 1.0

MFM 1P - Foundations of Mathematics Applied - Grade 9

This course enables students to develop understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real-life examples to develop various representations of linear relationships and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. Successful completion of this course prepares students for Foundations of Mathematics, Grade 10, Applied (MFM2P). (*Note:* Students who wish to take Principles of Mathematics, Grade 10, Academic (MPM2D) after completing this course will need to take a transfer course.) Learning through hands-on activities and the use of concrete examples is an important aspect of this course.

Credit Value: 1.0

MAT 1L - Locally Developed Compulsory Mathematics - LDCC Grade 9 Mathematics 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. Three strands related to money sense measurement, and proportional reasoning organize the course. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

Prerequisite: None

Credit Value: 1.0

MAT 2L - Locally Developed Compulsory Mathematics - LDCC Grade 10 Mathematics 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.

Prerequisite: A Grade 9 Mathematics Credit

Credit Value: 1.0

MATHEMATICS

MPM 2D - Principles of Mathematics Academic - Grade 10

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

Prerequisite: MPM 1D1

Credit Value: 1.0

MFM 2P - Foundations of Mathematics Applied - Grade 10

This course enables students to consolidate their understanding of key mathematical concepts through hands-on activities and to extend their problem-solving experiences in a variety of applications. Students will solve problems involving proportional reasoning and the trigonometry of right triangles; investigate applications of piecewise linear functions; solve and apply systems of linear equations; and solve problems involving quadratic functions. The effective use of technology in learning and in solving problems will be a focus of the course.

Prerequisite: MPM1D0 or MFM 1P0

Credit Value: 1.0

MATHEMATICS

MCR 3U Functions and Relations University Prep. - Grade 11

This course introduces some financial applications of mathematics, extends students' experiences with functions, and introduces second-degree relations. Students will solve problems in personal finance involving applications of sequences and series; investigate properties and applications of trigonometric functions; develop facility in operating with polynomials, rational expressions, and exponential expressions; develop an understanding of inverses and transformations of functions; and develop facility in using function notation and in communicating mathematical reasoning. Students will also investigate loci and the properties and applications of conics.

*Prerequisite: Principles of Mathematics,
Grade 10 Academic*

Credit Value: 1.0

MCF 3M – Functions University / College Prep. - Grade 11

This course introduces some financial applications of mathematics and extends students' experiences with functions. Students will solve problems in personal finance involving applications of sequences and series; investigate properties and applications of trigonometric functions; develop facility in operating with polynomials, rational expressions, and exponential expressions; develop an understanding of inverses and transformations of functions; and develop facility in using function notation and in communicating mathematical reasoning.

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

*Students should have achieved 75% in Grade 10
Applied*

Credit Value: 1.0

MBF 3C - Mathematics of Personal Finance College Prep. - Grade 11

This course enables students to broaden their understanding of exponential growth and of important areas of personal finance. Students will investigate properties of exponential functions and develop skills in manipulating exponential expressions; solve problems and investigate financial applications involving compound interest and annuities; and apply mathematics in making informed decisions about transportation, accommodation, and career choices.

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

Credit Value: 1.0

MEL 3E - Mathematics for Everyday Life Workplace Prep. - Grade 11

This course enables students to broaden their understanding of mathematics as it is applied in important areas of day-to-day living. 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.

*Prerequisite: Mathematics, Grade 9 Academic
or Applied*

Credit Value: 1.0

MATHEMATICS

MHF4U Advanced Functions

University Prep. – Grade 12

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 before proceeding to any one of a variety of university programs.

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

Credit Value: 1.0

MCV 4U Calculus and Vectors

University Prep.- Grade 12

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 skill to the modeling 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.

Prerequisite: Advanced Functions, Grade 12 University Preparation

Credit Value: 1.0

MDM4U Mathematics of Data Management

University Prep. – Grade 12

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

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

MATHEMATICS

MAP 4C Foundations for College Mathematics College Prep – Grade 12

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

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

Credit Value: 1.0

MEL 4E Mathematics for Work and Everyday Life

Workplace Preparation – Grade 12

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

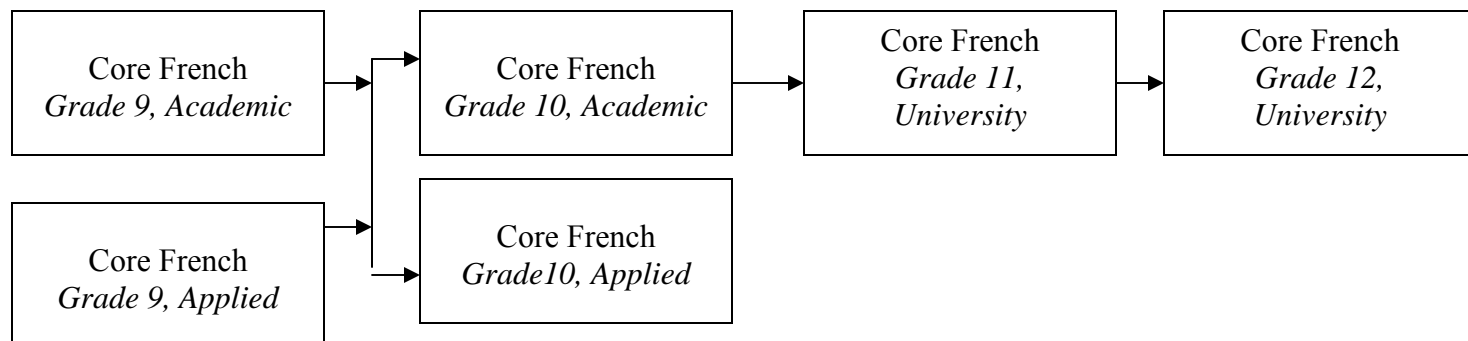
Prerequisite: Mathematics for Work and Everyday Life, Grade 11, Workplace Prep.

Credit Value: 1.0

MODERN LANGUAGES

Prerequisite Chart for French As a Second Language, Grades 9 – 12

This chart maps out all the courses in the discipline and shows the links between courses and the possible prerequisite for them.



Students who have successfully completed elementary Extended French or French Immersion programs and do not wish to pursue further studies in these programs could be considered for advanced placement in the Core French program, if they demonstrate the necessary knowledge and skills. Students need to contact their guidance Counsellor.

MODERN LANGUAGES

FSF 1D - Core French

Academic - Grade 9

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 skills, such as relationships, trends, and careers. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping stones to oral and written activities.

Credit Value: 1.0

FSF 1P - Core French

Applied - Grade 9

This course emphasizes the further development of oral communication skills, using the theme of media. The development of oral communication skills will be integrated with the development of reading and writing skills. Students will expand their ability to understand and speak French through conversations, discussions, and presentations. They will also read media-related short stories, articles, poems, and songs, and write brief descriptions, letters, dialogues, and invitations.

Credit Value: 1.0

FSF 2D - Core French

Academic - Grade 10

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

Prerequisite: FSF 1D1

Credit Value: 1.0

FSF 2P - Core French

Applied - Grade 10

This course emphasizes the further development of oral communication, reading, and writing skills using a broad-based theme such as adolescence. Students will expand their knowledge of French by studying a series of theme-related topics, such as students' rights and responsibilities, relationships with peers and adults, and part-time jobs.

Prerequisite: FSF 1D0 or FSF 1P0

Credit Value: 1.0

FSF 3U - Core French

University Prep. - Grade 11,

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

Prerequisite: Core French, Grade 10, Academic

Credit Value: 1.0

FSF 4U - Core French

University Prep. - Grade 12

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

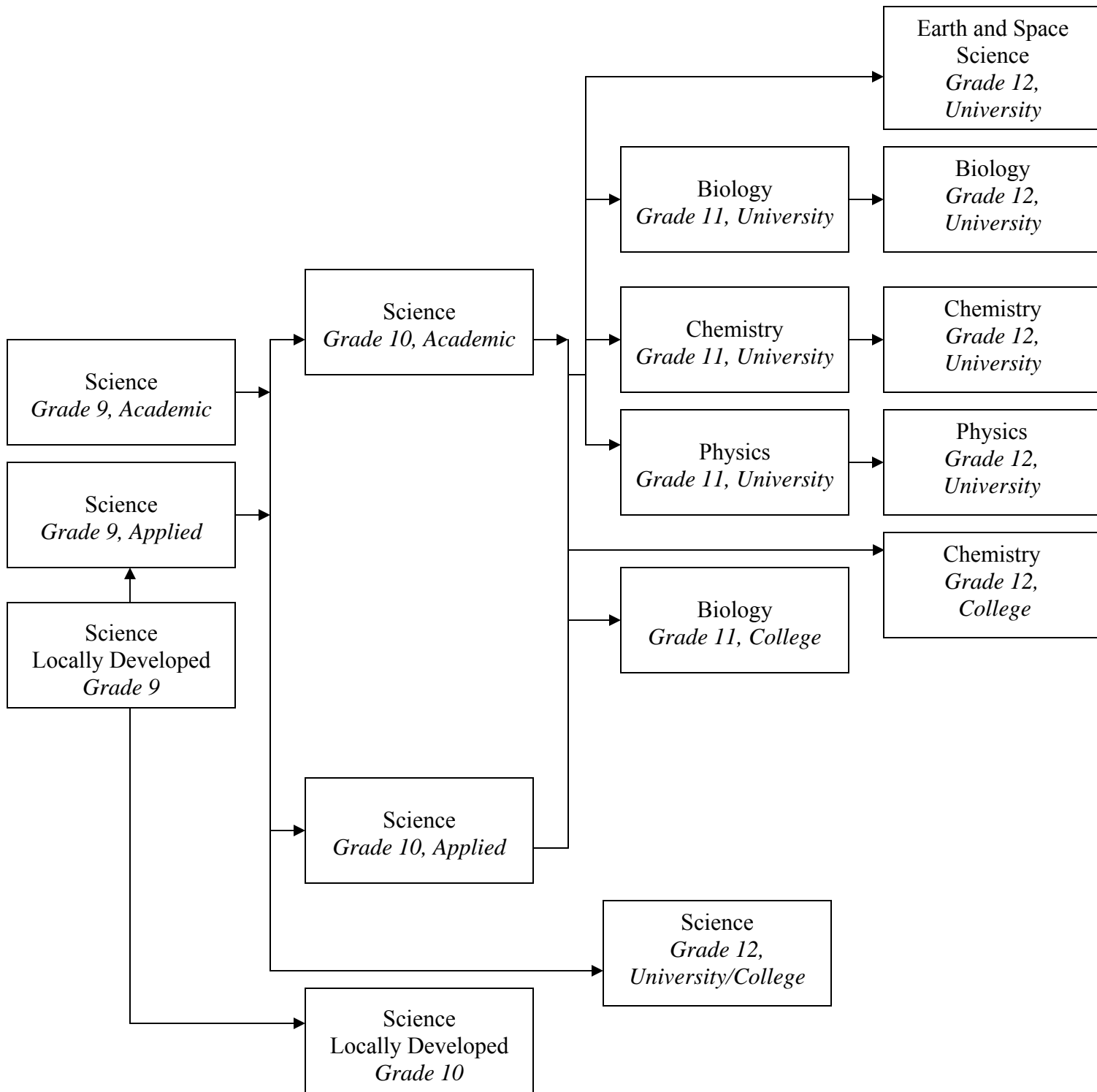
Prerequisite: Core French, Grade 11, University Preparation

Credit Value: 1.0

SCIENCE

Prerequisite Chart for Science, Grade 9 – 12

This chart maps out all the courses in the discipline and shows the links between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course.



SCIENCE

SNC 1D - Science Academic - Grade 9

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.

Prerequisite: None

Credit Value: 1.0

SNC 1P - Science Applied - Grade 9

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.

Prerequisite: None

Credit Value: 1.0

SNC 1L - Locally Developed Compulsory Science

Grade 9 Science 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.

Prerequisite: None

Credit Value: 1.0

SNC 2L - Locally Developed Compulsory Science – LDCC

Grade 10 Science 1

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

Prerequisite: None

Credit Value: 1.0

SCIENCE

SNC 2D – Science

Academic - Grade 10

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

Prerequisite: SNC 1D1 or SNC1P1

It is highly recommended that students take SNC 1D. Students must speak to Guidance Counsellor.

Credit Value: 1.0

SNC 2P – Science

Applied - Grade 10

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

Prerequisite: SNC 1D1 or SNC 1P1

Credit Value: 1.0

SBI 3U – Biology

University Prep. - Grade 11

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

Prerequisite: SNC2D1

Credit Value: 1.0

SBI 3C – Biology

College Prep. - Grade 11

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

Prerequisite: SNC2D1 or SNC2P1

Credit Value: 1.0

SCH 3U – Chemistry

University Prep. - Grade 11

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

Prerequisite: SNC2D1

Credit Value: 1.0

SCIENCE

SPH 3U – Physics Academic - Grade 11

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

Prerequisite: SNC2D1

Credit Value: 1.0

SES 4U - Earth and Space Science University Prep. - Grade 12

This course focuses on the Earth as a planet, and on the basic concepts and theories of Earth science and their relevance to everyday life. Students will examine the Earth's place in the solar system and, after a general introduction to Earth science, will explore in more detail the materials of the Earth, its internal and surficial processes, and its history. The course draws on astronomy, biology, chemistry, mathematics, and physics in its consideration of geological processes that can be observed directly or inferred from other evidence.

Prerequisite: SNC2D1

Credit Value: 1.0

SNC4M - Science, University/College Preparation - Grade 12,

This course enables students, including those pursuing post-secondary programs outside the sciences, to increase their understanding of science and contemporary social and environmental issues in health-related fields. Students will explore a variety of medical technologies, pathogens and disease, nutritional science, public health issues, and biotechnology. The course focuses on the theoretical aspects of the topics under study and helps refine students' scientific investigation skills.

Prerequisite: Science, Grade 10, Academic, or any Grade 11 university, university/college, or college preparation course in science

Credit Value: 1.0

SCIENCE

SBI 4U – Biology

University Prep. - Grade 12

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

Prerequisite: SBI3U1

Credit Value: 1.0

SCH 4U – Chemistry

University Prep. - Grade 12

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

Prerequisite: SCH3U1

Credit Value: 1.0

SCH 4C - Chemistry

College Prep. - Grade 12

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

Prerequisite: SNC2D1 or SNC2P1

Credit Value: 1.0

SPH 4U – Physics

University Prep. - Grade 12

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.

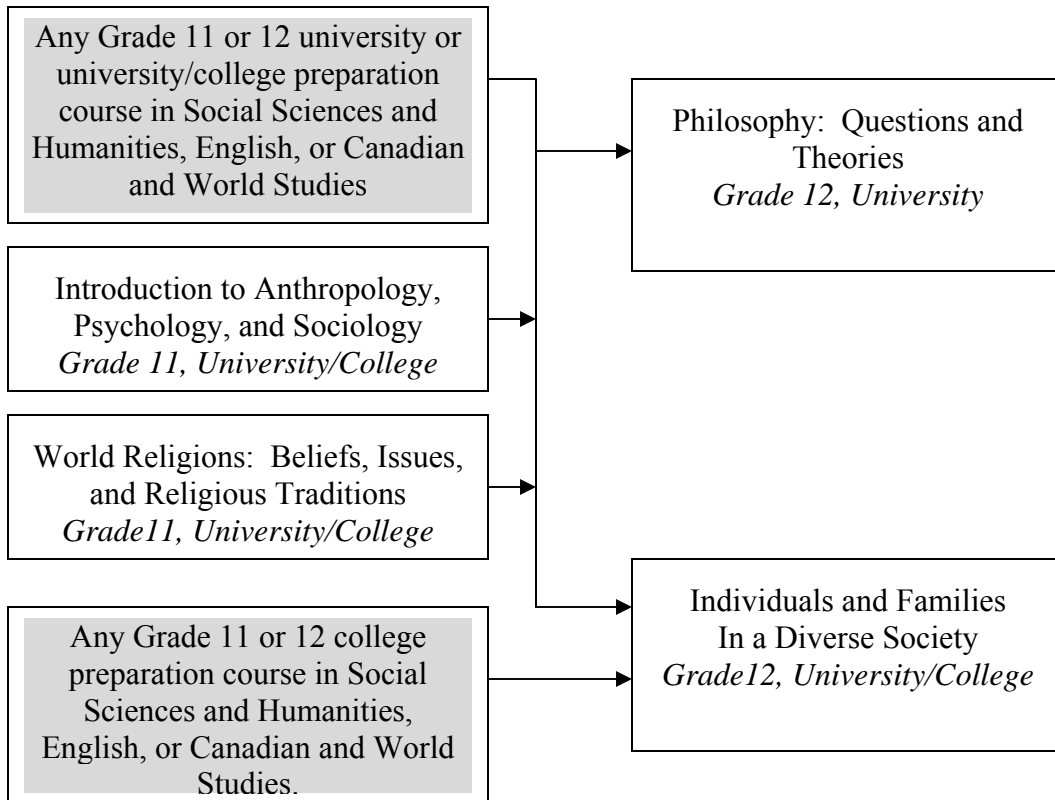
Prerequisite: SPH3U1

Credit Value: 1.0

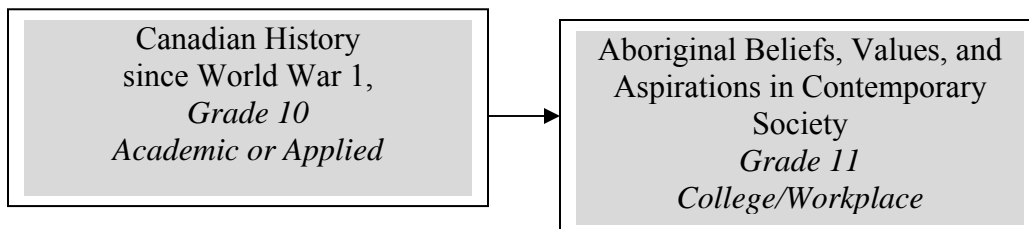
SOCIAL SCIENCES AND HUMANITIES

Prerequisite Chart for Social Sciences and Humanities, Grade 9 - 12

This chart maps out all the courses in the discipline and shows the links between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course.



Native Studies – Aboriginal Beliefs, Values and Aspirations in Contemporary Society



SOCIAL SCIENCES AND HUMANITIES

HSP 3M - Introduction to Anthropology, Psychology, and Sociology University / College Prep. - Grade 11

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

Prerequisite: None

Credit Value: 1.0

Descriptions of the following Social Sciences and Humanities Courses can be found on page 40 and 41 in the Religion subject category:

HRT3M - Faith and Culture

HRF 30 - Faith and Culture

HRE4M - Church and Culture

HRE4O -Church and Culture

**HHS4M - Individuals and Families in a
Diverse Society**

HZT 4U - Philosophy: Questions and Theories

NATIVE STUDIES

NBV3C / NBV3E Aboriginal Beliefs, Values and Aspirations in Contemporary Society College / Workplace – Grade 11

This course focuses on the beliefs, values and aspirations of Aboriginal peoples in Canada. Students will examine world views of Aboriginal peoples and the political, economic, cultural, and social challenges facing individuals and communities. Students will also learn how traditional and contemporary beliefs and values influence the aspirations and actions of Aboriginal peoples

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

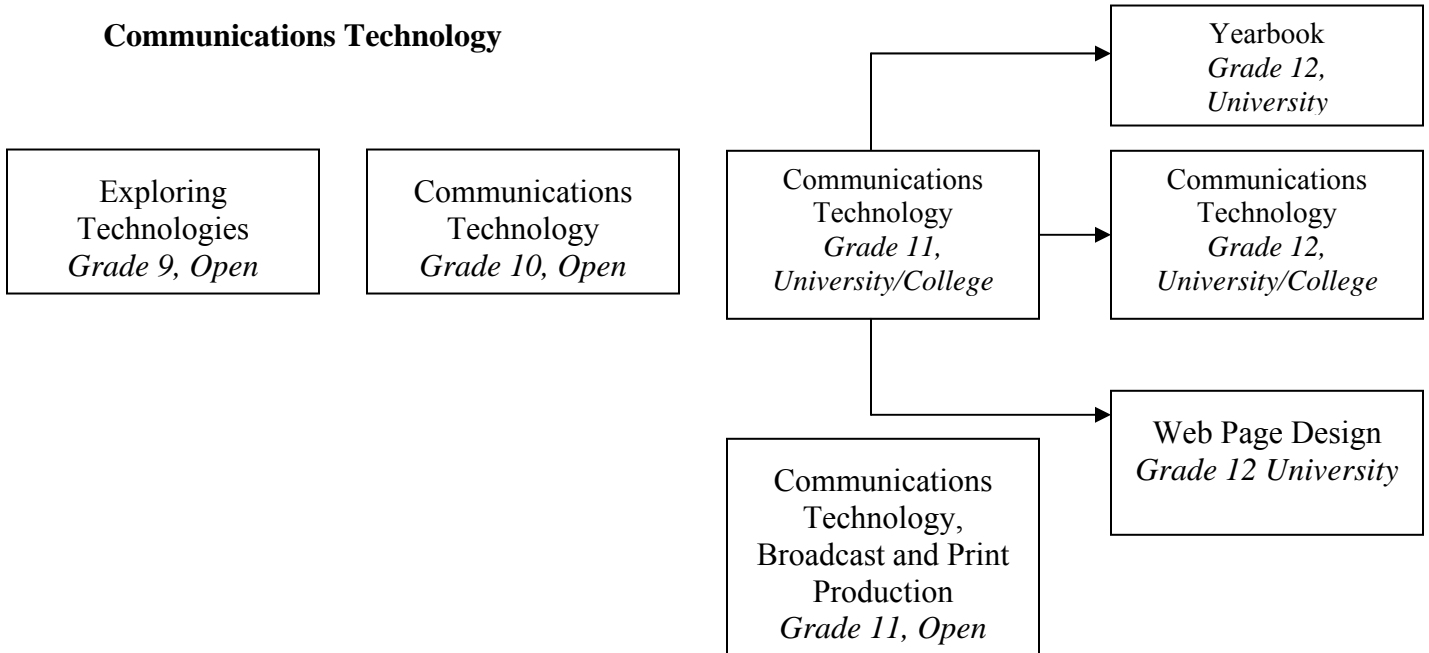
TECHNOLOGIES

Prerequisite Charts for Technological Education, Grade 9 – 12

Part A: Broad-Based Technology

These charts map out all the courses in the discipline and show the links between courses and the possible prerequisites for them. They do not attempt to depict all possible movements from course to course. (Grade 9 Exploring Technologies is strongly recommended for grades 10, 11 & 12 Technological Education Courses.)

Communications Technology



TECHNOLOGIES

TIJ 10 - Exploring Technologies

Open - Grade 9

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

Prerequisite: None, however, TIJ 10 is strongly recommended for grades 10, 11 and 12 Technological Education courses.

Credit Value: 1.0

TGJ 20 – Communication Technology

Open - Grade 10

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.

Prerequisite: None, however, TIJ 10 is strongly recommended

Credit Value: 1.0

TGJ 3M – Communications Technology University/College Prep. – Grade 11

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. *Prerequisite: None, however, TGJ 20 is strongly recommended.*

Credit Value: 1.0

TGJ 30 - Communications Technology, Broadcast and Print Production

Open Prep. - Grade 11

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. This course pays attention to audio production.

Prerequisite: None, however, TGJ 20 is strongly recommended.

Credit Value: 1.0

TECHNOLOGIES

TGJ 4M– Communications Technology University / College Prep. - Grade 12

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

Prerequisite: TGJ 3M

Material Fee: \$40.00

Credit Value: 1.0

1DP 4UW Interdisciplinary Studies – Web Site Design University Prep- Grade 12

This course will allow students to learn how to effectively communicate with people using the internet and related media. The objectives of 1DP 4UW include: exploring and identifying the characteristics that make a web site effective; determining how to gather and present relevant and useful information to a varied audience; learning the technical skills to allow the design and maintenance of a large web site; developing problem solving skills; and, learning how to effectively collaborate with others in group projects. One of the major projects is the maintenance and improvement of the Holy Cross Secondary School web site. Prerequisite: A Computer Science or Communication Technology credit and an interview with the instructor.

Prerequisite: A Computer Science or Communication Technology credit and an interview with the instructor

Credit Value: 1.0

IDC 4UY - Interdisciplinary Studies - Yearbook University Prep. - Grade 12

This course prepares students for further study in graphics, journalism and / or commercial photography. The course integrates digital imaging, studio photography, interviewing, caption and story writing, graphics, desktop publishing and page design. Students will plan, design, and produce yearbook pages for publication. This course examines communications systems and design and production processes in the area of electronic, live, recorded, and graphic communications. Students will create, manage, and distribute complex electronic, graphic, recorded projects independently and in project teams. Students will also study industry standards and regulations and health and safety issues, and will explore careers, the importance of lifelong learning, and the impact of communications technology on society and the environment.

Prerequisite: TGJ 3M and interview with the instructor.

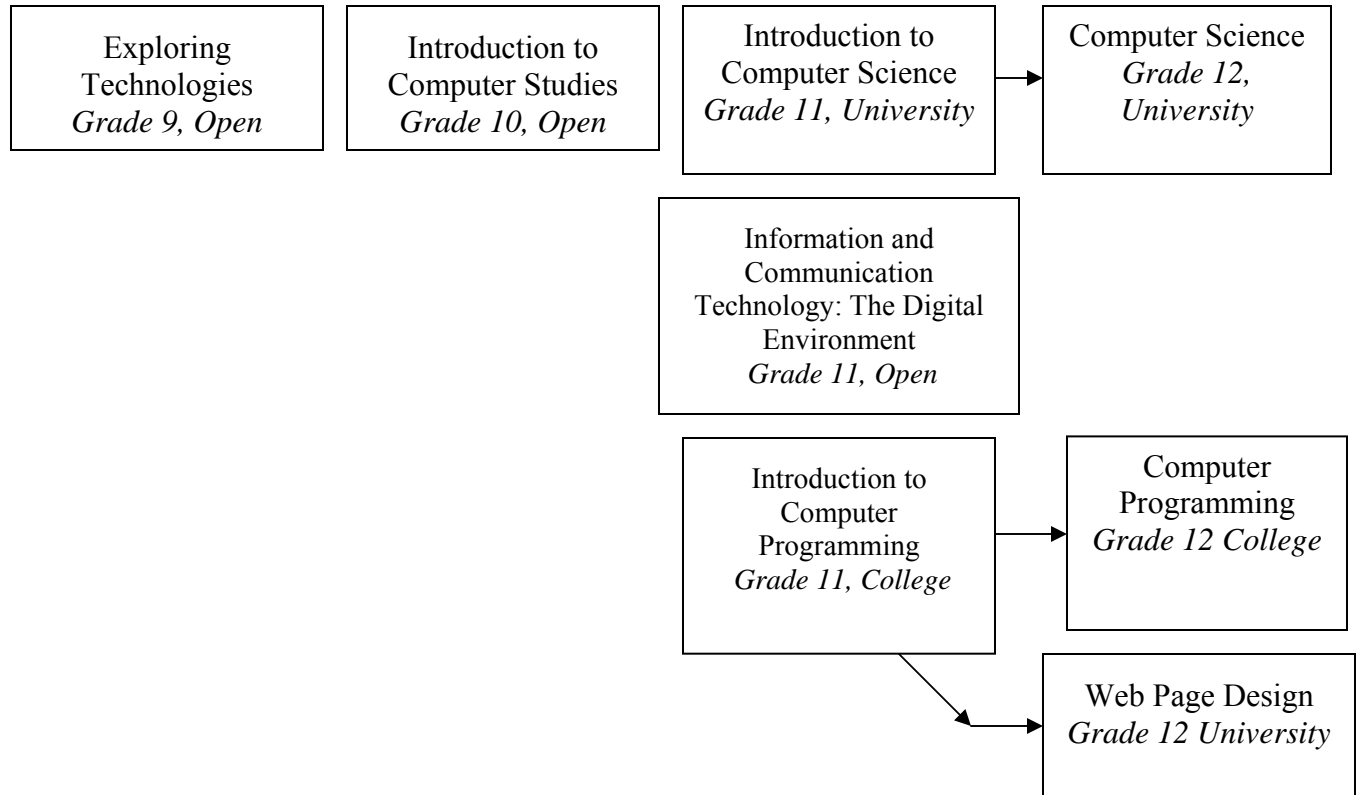
Credit Value: 1.0

TECHNOLOGIES

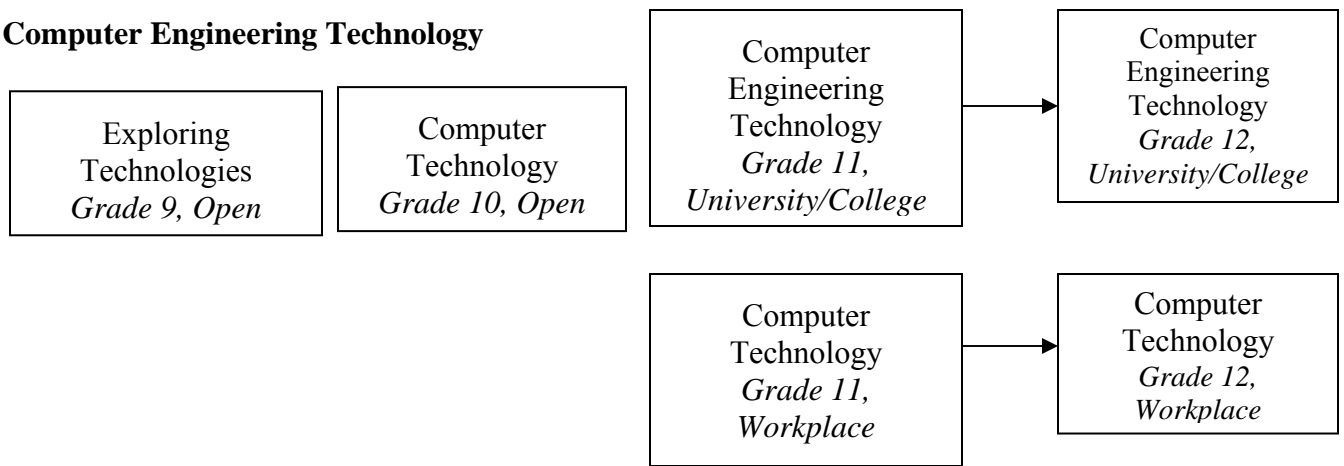
Computer Studies

These charts map out all the courses in the discipline and show the links between courses and the possible prerequisites for them. They do not attempt to depict all possible movements from courses to course.

Computer Studies



Computer Engineering Technology



TECHNOLOGIES

TIJ 10 - Exploring Technologies Open - Grade 9

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

Prerequisite: None, however, TIJ 10 is strongly recommended for grades 10, 11 and 12 Technological Education courses.

Credit Value: 1.0

TEJ 20 - Computer Technology Grade 10 Open

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 related environmental and societal issues, and will learn about secondary and postsecondary pathways and career opportunities in computer technology.

Prerequisite: None, however BTT 10 is strongly recommended.

Credit Value: 1.0

TEJ 3E - Computer Technology Grade 11 Workplace Preparation

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

Prerequisite: None, however TEJ 20 is strongly recommended.

Credit Value: 1.0

TEJ 3M - Computer Engineering Technology

Grade 11 University / College Preparation

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 related environmental and societal issues, and will learn about college and university programs leading to careers in computer technology.

Prerequisite: None, however TEJ 20 is strongly recommended.

Credit Value: 1.0

TECHNOLOGIES

TEJ 4M - Computer Engineering Technology

Grade 12 University / College Preparation

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 related environmental and societal issues, and will explore postsecondary pathways leading to careers in computer technology.

Prerequisite: TEJ 3M

Credit Value: 1.0

TEJ 4E - Computer Technology Grade 12 Workplace Preparation

This course enables students to further develop their practical understanding of computer hardware, software, networks, and operation 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.

Prerequisite: TEJ 3E

Credit Value: 1.0

COMPUTER STUDIES

ICS 20 - Introduction to Computer Studies Grade 10 Open

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. Every student will create and maintain a web-site which will act as a portfolio of the student's work in this course as well as the student's work in future technological courses. Other probable projects include the creation of simple game programs incorporating graphics and the creation of a basic network chat program. Robotics projects.

Prerequisite: None

Credit Value: 1.0

ICS 3C - Introduction to Computer Programming

Grade 11 College Preparation

This course introduces students to computer programming concepts and practices. Students will write and test computer programs, using various problem-solving strategies. They will learn the fundamentals of program design and apply a software development life-cycle model to a software development project. Students will also learn about computer environments and systems, and explore environmental issues related to computers, safe computing practices, emerging technologies, and postsecondary opportunities in computer-related fields. The culminating activity in this course will involve the planning and development of a large, student-initiated program which can incorporate graphics, sound and other advanced programming concepts.

Prerequisite: None

Credit Value: 1.0

ICS 3U - Introduction to Computer Science Grade 11 University Preparation

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use 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. The culminating activity in this course will involve the planning and development of a large, student-initiated program which can incorporate graphics, sound and other advanced programming concepts.

Prerequisite: None

Credit Value: 1.0

COMPUTER STUDIES

ICS4U - Computer Science Grade 12 University Preparation

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

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

Credit Value: 1.0

ICS4C - Computer Programming Grade 12 College Preparation

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

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

Credit Value: 1.0

1DP 4UW Interdisciplinary Studies – Web Site Design University Prep- Grade 12

This course will allow students to learn how to effectively communicate with people using the internet and related media. The objectives of 1DP 4UW include: exploring and identifying the characteristics that make a web site effective; determining how to gather and present relevant and useful information to a varied audience; learning the technical skills to allow the design and maintenance of a large web site; developing problem solving skills; and, learning how to effectively collaborate with others in group projects. One of the major projects is the maintenance and improvement of the Holy Cross Secondary School web site.

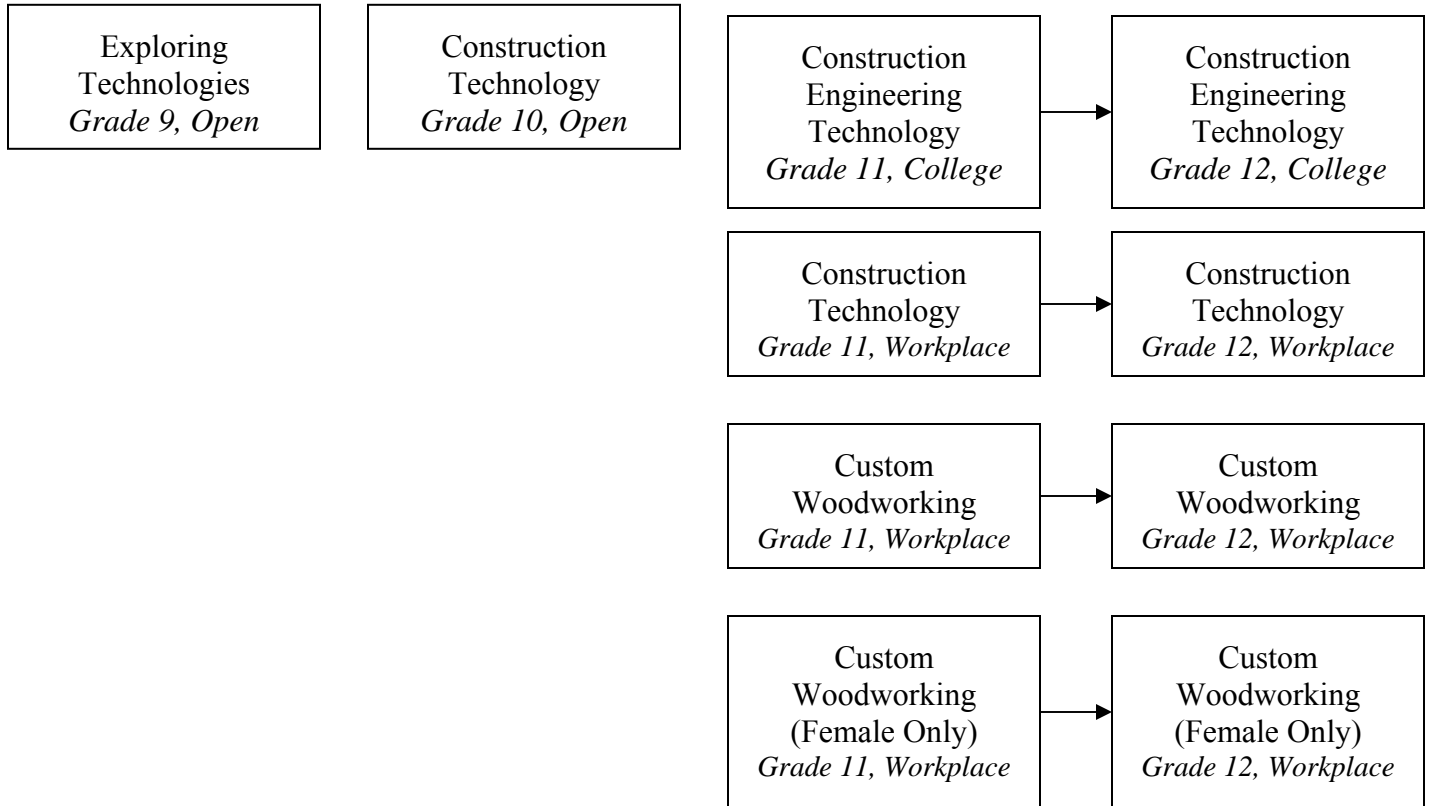
Prerequisite: A Computer Science or Communication Technology credit and an interview with the instructor.

Prerequisite: A Computer Science or Communications Technology credit and an interview with the instructor.

Credit Value: 1.0

TECHNOLOGIES

Construction Technology



TECHNOLOGIES

TIJ10 -Exploring Technologies Grade 9 Open

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

Prerequisite: None, however, TIJ 10 is strongly recommended for grades 10, 11, and 12 Technological Education Courses.

Credit Value: 1.0

TCJ 20 - Construction Technology Open - Grade 10

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.

Prerequisite: None

Credit Value: 1.0

TCJ 3E - Construction Technology Workplace Prep. - Grade 11

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 will explore postsecondary and career opportunities in the field.

Prerequisite: None

Credit Value: 1.0

TCJ 3C - Construction Engineering Technology College Prep. - Grade 11

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

Prerequisite: None

Credit Value: 1.0

TECHNOLOGIES

TWJ 3E – Custom Woodworking

Workplace Prep. – Grade 11

This course enables students to develop knowledge and skills related to cabinet making and furniture making. Students will gain practical experience using a variety of the materials, tools, equipment, and joinery techniques associated with custom woodworking. Students will learn to create and interpret technical drawings and will plan, design, and fabricate projects. They will also develop an awareness of environmental and societal issues related to the woodworking industry, and explore apprenticeships, postsecondary training, and career opportunities in the field that may be pursued directly after graduation.

Prerequisite: None

Credit Value: 1.0

TCJ4C - Construction Engineering Technology

Grade 12 College Preparation

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

Prerequisite: TCJ 3C Construction Engineering Technology, Grade 11, College Preparation

(and / or instructor's permission)

Credit Value: 1.0

TCJ4E - Construction Technology Grade 12 Workplace Preparation

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 will explore entrepreneurship and career opportunities in the industry that may be pursued directly after graduation.

Prerequisite: TCJ 3E Construction

Technology, Grade 11, Workplace Preparation (and / or instructor's permission)

Credit Value: 1.0

TWJ4E -Custom Woodworking Grade 12 Workplace Preparation

This course enables students to further develop knowledge and skills related to the planning, design, and construction for residential and / or commercial cabinets and furniture. Students will gain further experience in the safe use of common woodworking materials, tools, equipment, finishes, and hardware, and will learn about the entrepreneurial skills needed to establish and operate a custom woodworking business. Students will also expand their awareness of health and safety issues and environmental and societal issues related to woodworking, and will explore career opportunities that may be pursued directly after graduation.

Prerequisite: TWJ 3E Custom Woodworking, Grade 11, Workplace Preparation (and / or instructor's permission)

Credit Value: 1.0

TECHNOLOGIES

TWJ 3EF – Custom Woodworking (Female Only)

Grade 11 Workplace Preparation

This course enables students to develop knowledge and skills related to cabinet making and furniture making. Students will gain practical experience using a variety of the materials, tools, equipment, and joinery techniques associated with custom woodworking. Students will learn to create and interpret technical drawings and will plan, design, and fabricate projects. They will also develop an awareness of environmental and societal issues related to the woodworking industry, and explore apprenticeships, postsecondary training, and career opportunities in the field that may be pursued directly after graduation.

This course has been designed for female students interested in woodworking.

Prerequisite: None

Credit Value: 1.0

TWJ 4EF – Custom Woodworking (Female Only)

Grade 12 Workplace Preparation

This course enables students to further develop knowledge and skills related to the planning, design, and construction for residential and / or commercial cabinets and furniture. Students will gain further experience in the safe use of common woodworking materials, tools, equipment, finishes, and hardware, and will learn about the entrepreneurial skills needed to establish and operate a custom woodworking business. Students will also expand their awareness of health and safety issues and environmental and societal issues related to woodworking, and will explore career opportunities that may be pursued directly after graduation.

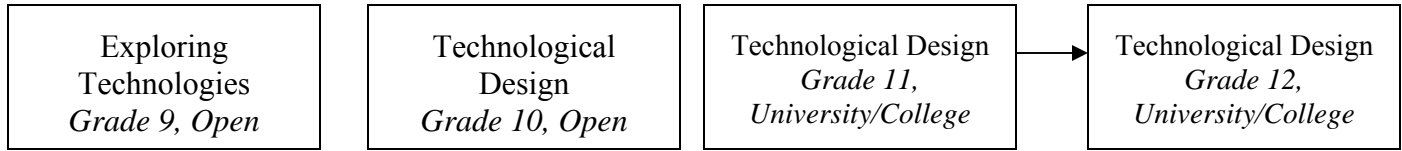
This course has been designed for female students interested in woodworking.

Prerequisite: TWJ 3E and / or instructor's permission.

Credit Value: 1.0

TECHNOLOGIES

Technological Design



TECHNOLOGIES

TIJ 10 -Exploring Technologies

Grade 9 Open

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

Prerequisite: None, however TIJ 10 is strongly recommended for grades 10, 11, and 12 Technological Education courses.

Credit Value: 1.0

TDJ 3M - Technological Design

Grade 11 University / College

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. *Projects may include; Engineering Principles, Units of Measure, Popsicle Stick Bridge, Graphic Design, Architectural Exploration and Animation.*

Prerequisite: None

Credit Value: 1.0

TDJ 20 -Technological Design

Grade 10 Open

This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and / or prototypes, and assess products and / or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design, and learn about secondary and postsecondary education and training leading to careers in the field. *Projects may include; Paper Tower, Graphic Design, Locker Organiser, Career Exploration, Interior Design and Animation.*

Prerequisite: None

Credit Value: 1.0

TDJ 4M - Technological Design

Grade 12 University / College

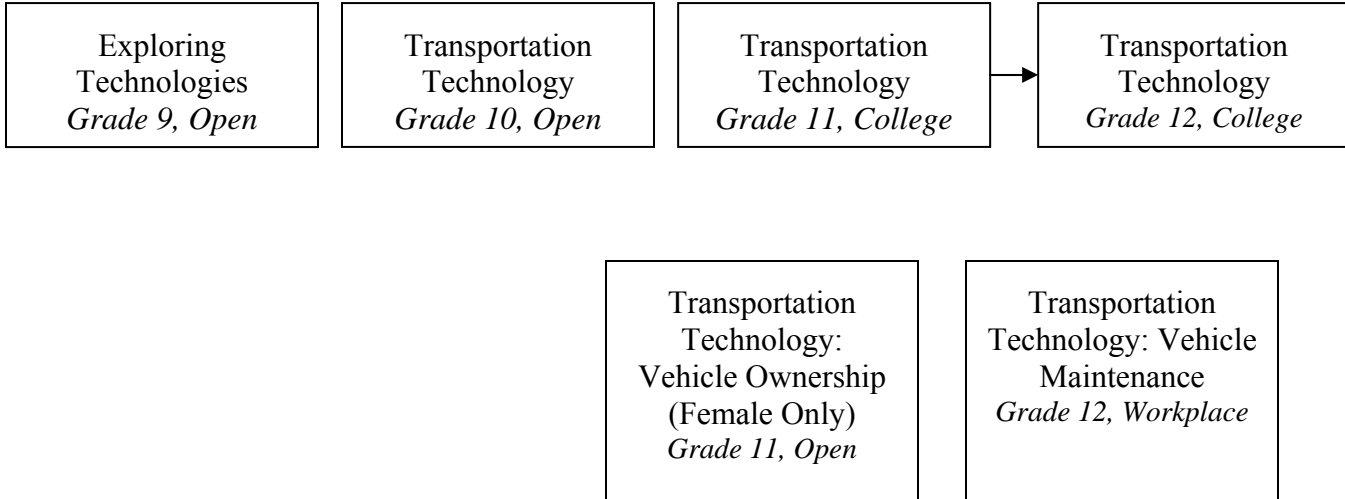
This course introduces students to the fundamentals of design advocacy and marketing, while building on their design skills and their knowledge of professional design practices. Students will apply a systematic design process to research, design, build, and assess solutions that meet specific human needs, using illustrations, presentation drawings, and other communications 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. *Projects may include; Career Search, Units of Measure, Architectural Exploration, Interior Design & Photo Essay and Animation.*

Prerequisite: TD J 3M

Credit Value: 1.0

TECHNOLOGIES

Transportation Technology



TECHNOLOGIES

TIJ 10 -Exploring Technologies Grade 9 Open

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

Prerequisite: None, however TIJ 10 is strongly recommended for grades 10, 11, and 12 Technological Education courses

Credit Value: 1.0

TTJ 20 – Transportation Technology Grade 10, Open

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.

Prerequisite: None, however, TIJ 10 Exploring Technologies is recommended.

Credit Value: 1.0

TTJ 3C - Transportation Technology College Prep. - Grade 11

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 task, 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.

Prerequisite: None

Credit Value: 1.0

TTJ 30- Transportation Technology: Vehicle Ownership (Female Only) Grade 11, Open

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. This course had been designed with the female driver in mind.

Prerequisite: None

Credit Value: 1.0

TECHNOLOGIES

TTJ 4C - Transportation Technology College Prep. - Grade 12

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.

Prerequisite: TTJ 3C

Credit Value: 1.0

TTJ 4E -Transportation Technology: Vehicle Maintenance

Grade 12 Workplace Preparation

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

Prerequisite: None

Credit Value: 1.0