PROGRAM & COURSE
CALENDAR
2024 – 2025

ST. PATRICK
FIDE ET LABORE VALEBO
HIGH SCHOOL

St. Patrick High School
Prayer

Creator God,
we ask for peace, love and wisdom
to guide us through this day.

Grant us your eyes to see the way,
your ears to hear the truth,
your words to speak kindly,
your hands to give willingly,
and your ways to lead us gently to your kingdom.

Through Jesus Christ our Lord and through the prayers of our patron, St. Patrick.

Amen.

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2024-2025
Program Guide – Course Calendar

Principal
Mr. Don Grant

Vice-Principals
Mr. T. Joseph and Mr. F. Ruberto

School Council Chairs
Mr. B. Priscott (Chair) and Mrs. M. Tofinetti (Vice-Chair)

Instructional Leaders
Arts, Business and Computer Studies: Mr. S. Diana
Mathematics: Ms. J. Borgo
Moderns: Ms. M. Cvornjek
Physical Education: Mr. R. Slomke
Religious Education: Mr. D. Myers
Science: Ms. K. DiCasmirro
Social Sciences and the Humanities: Mr. D. Battistel
Student Services: Ms. S. Ozbolt
Technological Studies: Mr. R. Verardo

School Colours
Green and Gold

School Team
Saints

MISSION STATEMENT

Saint Patrick High School is a Christ-centered community which is characterized by respect for the sacredness of each person. The parents, guardians, staff, parishes and community are partners in the education of our students towards the goals of academic excellence and personal growth. Gospel values and the traditions and practices of the Catholic faith are integrated into the total curriculum, enhancing an awareness of God's presence in our lives.

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PRINCIPAL'S MESSAGE

St. Patrick is a Catholic High School that successfully combines Christian values with academic excellence. Parents, Guardians, staff, parishes and community are partners in the education of our students. Our courses are distinct as they integrate gospel values and the traditions and practices of the Catholic faith into the total curriculum and are consistent with the Ontario Ministry of Education Secondary School curriculum requirements.

St. Patrick High School offers a full range of programs at various levels of ability and interest, preparing students for university, college, apprenticeship, and the workplace. Special programs such as Advanced Placement, Cooperative Education, Specialist High Skills Majors in the Business / Aboriginal Youth Entrepreneurship Program (AYEP), Business, Arts & Culture (Media Arts), Construction, Health Care, Hospitality and Tourism, Manufacturing and Transportation. School-College-Work Initiatives and College Now courses also provide our students with unique educational opportunities.

Complementing the academic program is a variety of extracurricular activities led by a dedicated and qualified teaching staff. Students are encouraged to actively participate in the life of the school, in order to make their years at St. Patrick High School fulfilling and memorable ones.

We understand the value and importance of completing a secondary education and our school community is committed to reach every student to help them achieve successful outcomes from their secondary school experience. Decisions made during your four years of secondary education may determine pathways for the rest of your life. Choose courses and programs that are consistent with previous achievements. Making appropriate course selections will lead to future success.

We are pleased to present this comprehensive course calendar as a guideline for students, parents and guardians. We invite you to discuss your program choices with our experienced guidance teachers, classroom teachers, and administrators. We are confident that St. Patrick High School will provide you with the courses, support, and sense of community necessary for an outstanding educational experience. We wish you every success in achieving your goals of academic excellence.

Sincerely,



Don Grant,
Principal

SECTION I - GOALS & SERVICES

INTRODUCTION

The selection of courses and programs in secondary school depends on a partnership between students, parents/guardians, the senior elementary school and the high school.

This course calendar will assist students and parents in making those important course and program selections. It is important to emphasize, however, that the course calendar is not the only source of information. The school's teachers, guidance teachers and administrators can provide valuable assistance in all matters related to course selection, program and career planning. Students and parents/guardians are encouraged to seek advice and assistance from these professionals.

The courses outlined in this course calendar describe the programs that are offered in each curriculum area. Students and parents/guardians should note that course offerings are subject to enrolment.

This course calendar is laid out in three major sections. The first section contains general information about The Thunder Bay Catholic District School Board and St. Patrick High School and their services. The next section is set out according to information and diploma requirements for students who enter secondary school in or after September, 1999, in Ontario as detailed by the Ministry of Education. The *Ontario Schools: Grades K-12 Program and Diploma Requirements 2011*, is available from the Ministry website:

www.edu.gov.on.ca/eng/document/policy/os/index.html

The third section outlines all the courses offered at St. Patrick High School from Grades 9 – 12 and their prerequisites. Ontario Curriculum documents can be accessed at:

www.edu.gov.on.ca/eng/curriculum/secondary/index.html

GOALS OF EDUCATION

A person's education is a valuable life commodity. In a world filled with technology, change and advances, it is more important than ever for students to complete their secondary education. In Ontario, students are legally required to attend an education program until the age of 18. Graduating from high school can open many doors to future academic and employment opportunities. Innovative educational programs support the success of all students in achieving their potential and obtaining their Ontario Secondary School Diploma (OSSD). The courses offered by this school will assist students in developing their individual talents, abilities and goals.

St. Patrick High School functions within the policies, goals and philosophy established by the Thunder Bay Catholic District School Board and the Ontario Ministry of Education. The Ministry of Education has the overall purpose of helping individual learners to achieve their potential in physical, intellectual, emotional, social, cultural, and moral development.

Within such guidelines the staff of St. Patrick High School is committed to helping each student to:

- develop a responsiveness to the dynamic processes of learning
- develop resourcefulness, adaptability and creativity in learning and living
- acquire the basic knowledge and skills needed to comprehend and express ideas through words, numbers, and other symbols
- develop physical fitness and good health
- gain satisfaction from participating and from sharing the participation of others in various forms of artistic expression
- develop a feeling of self-worth
- develop an understanding of the role of the individual within the family and the role of the family within society
- acquire skills that contribute to self-reliance in solving practical problems in everyday life
- develop a sense of personal responsibility in society at the local, national, and international levels
- develop esteem for the customs, cultures, and beliefs of a wide variety of societal groups
- acquire skills and attitudes that will lead to satisfaction and productivity in the world of work
- develop respect for the environment and commitment to the wise use of resources
- develop values related to personal, ethical, and religious beliefs and to the common welfare of society

CATHOLIC SCHOOL OBJECTIVES

Catholic education views human life as an integration of body, mind and spirit. Rooted in this vision, Catholic education fosters the search for knowledge as a lifelong spiritual and academic quest. The expectations of Catholic graduates, therefore, are described not only in terms of knowledge and skills, but in terms of values, attitudes and actions.

Expectations of the Ontario Catholic School Graduate:

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

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

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

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

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

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

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

CHRISTIAN LIVING AND GROWTH

The Christian Formation of Youth

Students are provided with learning experiences within a Christian atmosphere. Instruction is provided in Catholic doctrine as well as the opportunity to worship and live this doctrine. A Chaplain is part of the support staff and is also available for individual counselling. Students are led to develop and to practice a code of behaviour which is in harmony with mature, Christian living and includes habits of concern for the welfare of others.

In order to assist students in the Christian formation, The Thunder Bay Catholic District School Board and St. Patrick High School require students to take a full credit course in Religious Education and Family Life at each grade level.

Chaplaincy

For most young people, the years of adolescence are a time for wondering, searching and questioning. The Church has a special interest in young people because the decisions they are beginning to make will affect the course of their lives. The purpose of the Chaplain is to provide another sign of God's abiding love for all people.

While all staff members strive to develop a Christian atmosphere in our schools, the presence of a Chaplain brings home the interest of the Church in young people in a visible way. Through regular contact with the students the Chaplain can listen to their questions, provide some direction and generally serve as a sounding board for their ideas. During regular class period, the Chaplain may continue the instruction begun by the classroom teacher, discuss a particular topical issue or simply answer questions students may have about the faith or another aspect of life which is of concern to them.

The school Chaplain serves also as liaison between local parish priests and the school community. The Chaplains' role is open to involvement in all aspects of the school's life.

GENDER EQUITY – Equal Educational Opportunity

All students will be provided with equal educational opportunity. No student will be denied access to a course or a program solely on the basis of the student's gender.

COMMUNICATION – School/Home Dialogue

Students need an ongoing support system in order to achieve their maximum academic ability. Continual dialogue between home and school regarding student progress will assure all parties concerned that progress is being monitored.

SAFE SCHOOLS

Actively promoting, supporting, and recognizing appropriate, positive student behaviour and healthy relationships is essential to creating and sustaining a safe learning and teaching environment that will allow all students to reach their full potential. A positive school climate exists when all members of the school community feel safe, comfortable, and accepted.

Code Of Conduct

The Code of Conduct sets clear standards of behaviour that apply not only to students but to all individuals involved in the publicly funded school system – parents, volunteers, teachers, other school staff, community partners, and the police – whether they are on school property, on school buses, at school related events or activities, or in other circumstances where engaging in the activity will have an impact on the school climate. The provincial Code of Conduct promotes respect within the learning environment and teaching environment and sets clear provincial standards for behaviour.

The goal of St. Patrick High School is to provide for the student's growth as a person and as a Christian. As basic to this goal, we respect the sacredness, dignity and uniqueness conferred upon the person by God. Growth in knowledge, skills, values and attitudes will be promoted in an atmosphere of learning and encouragement of academic excellence. In cooperation with the home and with the Church, the school will further the student's growth in goodness and in discipline by fostering the development of his/her moral sense, and ability to love.

Discipline is understood as personal self-development. It is positive, accepting and understanding but firm, demanding and consistent.

Catholic Schools provide the opportunity for students to develop their spiritual, intellectual, emotional, physical and social abilities in a Christ-centered environment. These abilities can best be developed in an atmosphere in which students feel safe, secure, and comfortable. Students share responsibility for the quality of education through full participation, and respect for self and others.

To this end, students at St. Patrick High School have certain rights, which must be safeguarded through the cooperative efforts of the student body, staff, parents and the community. Respect for these rights requires that students accept certain responsibilities associated with each right. The following provides a summary of student rights:

- The Right To An Education In A Catholic Environment
- The Right To Be Treated With Respect
- The Right to Information About School and Community Events
- Failure To Comply
- Disciplinary Action
- Suspension of Students
- The Right To Appeal

The St. Patrick High School Code of Conduct can be accessed in the Student Handbook.

UNIFORM AND SCHOOL DRESS

St. Patrick High School adheres to the School Uniform Policy set out by the Thunder Bay Catholic District School Board. School uniforms develop a sense of belonging and community and contribute to a safer school environment, as non-registered students are readily identified. School uniforms consist of black pants/skirts/walking shorts and authorized crested tops. When a student registers at St. Patrick High School he/she accepts the uniform and compliance with the School Uniform Policy. Details regarding accepted school uniforms can be found in the student handbook.

SCHOOL FACILITIES

St. Patrick High School is a modern educational facility offering students a variety of courses. Students are also provided opportunities to develop interpersonal and leadership skills through involvement in many facets of school life. Opportunities may include student council projects, dramatic productions, school band, team sports, citizenship projects, and student assemblies.

Facility Includes:

Business Studies Room
Change Rooms & Showers
Chapel and Chaplain's Office
Chill Room
Clover Café
Computer Rooms
Cooperative Education Offices
Student Services Offices
Gymnasiums
Indigenous Cultural Room and Student Counsellor Office
Indigenous Grad Coach Centre
Learning Commons
Media/Graphic Computer Lab
Pathways Program Room
Mental Health Nurse Office
Music Room/Practice Rooms
Physical Education Offices
Resource Room
SAC Office
Science Laboratories
Selkirk Auditorium
Social Worker Office
Special Education Offices
Standard Classrooms
Technology Rooms: Automotive, Construction, Drafting, Hairstyling & Aesthetics, Health Care, Hospitality & Tourism, Welding
Track and Field Facility
Transitions/Life Skills Centre

Learning Commons

The Learning Commons at St. Patrick is a Multi-Media facility designed primarily to assist students in completing research assignments in support of the curriculum in the school. A secondary, yet important, goal is the promotion of recreational reading for enjoyment and skill enhancement. The Learning Commons houses computers with printers and is available for individual schoolwork through the day. The software package on each computer is designed to allow for a wide range of subject specific applications. Additional services include AV equipment and a photocopier. The staff includes a full time Teacher Librarian to assist teachers and students with their work. The Learning Commons is open from 8:15 a.m. to 3:15 p.m. daily, with extended hours, if required.

EXTRACURRICULAR ACTIVITIES

Participation in extracurricular activities, sports and clubs are key to fostering student engagement and belonging and can have a significant impact on students' overall success. Extracurricular activities such as sports and the arts are vitally important parts of a student's education. Students who participate in extracurricular activities have greater opportunities to develop character, critical thinking skills, social skills and talents. They learn first-hand the importance of teamwork, responsibility, commitment and hard work.

Secondary Inter-School Sports (SSSAA)

Badminton
Basketball
Competitive Cheerleading
Cross Country Running
Cross Country Skiing
Curling
Cycling
Field Cheerleading
Football
Golf
Soccer
Tennis
Track & Field
Volleyball
Wrestling

Extracurricular Activities

Alpha
Black Student Union
Carnival/Spring Fling
Chess Club
Christmas Cheer
Cultural Lunch & Learn
Debating Club
Dramatic/Musical Productions
Dungeons & Dragons Club
Eco Team
Eucharistic/Liturgical Celebrations
Fundraising for Charity
Graduation Committee
Gender & Sexuality Alliance
Indigenous Cultural Events
Mathematics Competitions
Natural Helpers
Peer Tutoring
Safe Schools Committee
School Band/Vocal Ensemble
Science Fair
Special Events
Student Senate
Students' Council
Technological Competitions
Yearbook

More detailed information available from the school.

GUIDANCE AND CAREER EDUCATION PROGRAM

The guidance and career education program is a vital and integral part of the secondary school program. Through the program, students will acquire the knowledge and skills that they need in order to learn effectively, to live and to work cooperatively and productively with a wide range of people, to set and pursue education and career goals, and to carry out their social responsibilities. The program will be delivered through various means, including classroom instruction, orientation and exit programs, completion of the individual pathways plan, career exploration activities, and individual assistance and short-term counseling.

The goals of the guidance and career education program are outlined in the policy document entitled *Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools, K-12, 2013*. Creating Pathways to Success outlines an inquiry-based conceptual framework and supporting policies and processes to guide schools in developing a comprehensive Kindergarten to Grade 12 education and career/life planning program. The program framework is a four-step inquiry process built on four questions linked to the four areas of learning in education and career/life planning – Knowing Yourself; Exploring Opportunities; Making Decisions and Setting Goals; and Achieving Goals and Making Transitions.

Guidance Teachers are introduced to students in Grade 8 as they facilitate and assist students to make a successful transition to high school. Through a number of transition activities, students become familiar with high school programs and courses and the facility. Throughout their high school career, students can expect the guidance and career education program plan to include strategies to ensure students have access to the information they need in order to make informed decisions and to prepare for further university or college education, apprenticeship programs or the workplace.

Personal crisis counselling is also available to students. Guidance teachers work with school resource personnel, and community based agencies to facilitate appropriate personal and crisis counseling.

INDIGENOUS STUDENT COUNSELLOR

An Indigenous Student Counsellor is available five days a week. The Indigenous Student Counsellor supports our Indigenous students and

families by working with the school's administration and guidance teachers to support students' programming and success. The Indigenous Counsellor also liaises with community and regional organizations, and provides various extra-curricular opportunities to engage Indigenous youth.

INDIGENOUS GRADUATION COACH

The Indigenous Graduation Coach works closely with First Nation, Métis, and Inuit (FNMI) students in Grade 9 to support their transition into the high school environment. The focus of the Grad Coach role is to connect with students, their families, and the community to empower them to feel welcome, included, and to support their success.

SCHOOL SOCIAL WORKER

A school Social Worker is available five days a week to provide in-school, personal counselling to students and staff. The Social Worker works in collaboration with the school's staff and with community agencies to help ensure the personal well-being of students, particularly those in crisis situations. Student referrals can be made through the school's guidance teachers and administrators.

MENTAL HEALTH NURSE (MHAN)

The office of our school board Mental Health Nurse (MHAN) is located in our school. MHAN identifies and responds to student mental health and addictions issues. The MHAN can assist students and their families in accessing appropriate mental health and addiction services, primary health care and emergency services as required. The MHAN works closely with other health care professionals in the circle of care and can play a critical role in transitioning students back to school after extended or unexpected absences. Our goal is to support children and youth to help steer them on the road to a safe, healthy, and happy future.

SPECIAL EDUCATION

Students who have behavioural, communicational, intellectual, physical, or multiple exceptionalities may require special education programs and/or services to benefit fully from their school experience. Such students may be referred to an Identification, Placement, and Review Committee (IPRC) set up by the school board. If identified as exceptional, they must be provided with appropriate special education programs and/or services designed to build on their strengths and meet their needs. In addition, the principal of the students' school must ensure that an Individual Education Plan (IEP) is prepared and maintained for these students. Access to special education programs and services need not be limited to students identified through the IPRC process. Boards may provide special education programs and/or services to meet students' educational needs and prepare an IEP even if the student has not been identified as exceptional.

Programs and Services

A Special Education program is defined in the Education Act as an Educational program that:

- is based on and modified by the results of continuous assessment and evaluation
- Includes a plan (called an Individual Education Plan or IEP) containing specific objectives and an outline of educational services that meets the needs of the exceptional student.

Special Education services are defined in the Education Act as:

- the facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

Special programs and services for students with special needs are accessed through an Identification, Placement and Review Committee (IPRC).

Identification, Placement & Review Committee (IPRC)

An IPRC is a committee composed of at least 3 persons, one of whom must be a Principal or Supervisory Officer of the Board.

The IPRC:

- decides whether or not a child should be identified as exceptional
- identifies the areas of a child's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education and Training
- decides an appropriate placement for a child
- reviews the identification and placement at least once in each school year

Individual Education Plan (IEP)

An Individual Education Plan (IEP) identifies the student's specific learning expectations and outlines how the school will address these expectations through appropriate accommodations, modifications, and/or alternative programs/courses, as well as specific instructional and assessment strategies. The IEP is updated on a regular basis as the student's strengths and needs change.

An IEP must include at least the following:

- a specific outline of the student's strengths and needs and educational expectations
- an outline of the special education programs and services that the student is to receive; and
- a statement of the methods by which the pupil's progress will be reviewed

Accommodations, Modifications and Alternative Expectations

Students with special education needs should be given every opportunity to achieve the curriculum expectations set out in the Ontario curriculum policy documents. This may require that the student be provided with accommodations and/or modifications to the curriculum expectations. For some students, alternative expectations may also be developed.

Accommodations (such as specific teaching strategies and assistive technology) allow a student access to the subject or course without any changes to the knowledge and skills the student is expected to demonstrate. In situations where the student has an IEP, the accommodations required to facilitate the student's learning must be identified.

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

Alternative expectations are developed to help students with special education needs acquire knowledge and skills that are not represented in the Ontario curriculum. Because they are not part of a subject or course outline in the provincial curriculum documents, alternative expectations are considered to constitute alternative programs or alternative courses. At the secondary level, the student will not be granted a credit for the successful completion of a course that consists of alternative expectations.

Planning the Transition to a Postsecondary Setting for Students with Special Education Needs

An IEP for a student fourteen years of age or older must include a plan for transition to assist the student in moving from school to work, further education, and/or community living. Students identified as exceptional solely on the basis of giftedness are not required to have a transition plan as part of their IEP; their Individual Pathways Plan should effectively address their education and career planning needs. The transition plan, could include provisions for helping the student connect with postsecondary educational institutions, community agencies, and/or the workplace, as appropriate.

Transition Plan

In accordance with Policy/Program Memorandum No. 156 a transition plan must be developed for all students who have an IEP, whether or not they have been identified by an Identification, Placement, and Review Committee (IPRC) and including those identified as exceptional solely on the basis of giftedness. The transition plan is developed as part of the IEP.

At the discretion of the board, a transition plan may also be developed for students who receive special education programs and/or services but do not have an IEP and have not been identified as exceptional.

If the student has no particular need of support during transitions, the transition plan should state that no actions are required.

Placement Options

The regulation governing the identification and placement of exceptional pupils directs the IPRC to consider the integration of exceptional pupils into regular classes. Before considering the option of placing a student in a special education class, the committee must first consider whether placement in a regular class, with appropriate special education programs and services, would meet the student's needs and be consistent with the parent's preferences. Where placement in a special education class is deemed most appropriate, the IPRC must provide written reasons for its decision.

For students whose needs cannot be met entirely in the regular classroom, a range of placement options is available. These options include:

- A regular class with indirect support - the student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.
- A regular class with resource assistance - the student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.
- A regular class with withdrawal assistance - the student is placed in a regular class and receives instruction outside the classroom, for less than 50 per cent of the school day, from a qualified special education teacher.
- A special education class with partial integration - the student is placed by the IPRC in a special education class in which the student-teacher ratio conforms to Regulation 298, section 31, for at least 50 per cent of the school day, but is integrated with a regular class for at least one instructional period daily.
- A full-time special education class - the student-teacher ratio conforms to Regulation 298, section 31, for the entire school day.

Special Education Advisory Committee

The Special Education Advisory Committee (SEAC) of the Thunder Bay Catholic District School Board is largely made up of parents, many of whom represent a local association that is concerned with children with special needs. Also serving on SEAC are members of the Board of Trustees and, in an advisory capacity, two members of the School Board's Administration. The purpose of SEAC is to advise the Board of Trustees on all matters related to the provision of special education programs and services to exceptional pupils.

Copies of the Special Education Plan, the Guide for Parents and Students as well as the Policies and Programs are available at the school and Education Centre or from:
www.tbcschools.ca/education/special-education



AWARDS TRUST FUND

A Special Feature of Our Catholic High Schools

What is the AWARDS TRUST FUND?

The Awards Trust Fund is a registered Charitable Organization established by the Thunder Bay Catholic District School Board for the following purposes:

- to acknowledge the hard work and outstanding achievements of our Catholic students;
- to provide financial aid to help our graduates pursue their post-secondary studies;
- to direct awards, on an annual basis, to as many deserving students as possible at both our Catholic high schools;
- to issue to donors official receipts for income tax purposes;

The Awards Trust Fund is managed by the Board-appointed Secondary Awards Committee.

TYPES OF AWARDS

The Awards Trust Fund administers and coordinates the distribution of the following types of awards.

Scholarships:	monetary awards for which there are specific criteria, one of which is high academic achievement
Awards:	monetary and non-monetary awards for which there are specific criteria identified by the sponsors

CONTRIBUTIONS INVITED

We need contributions in order to attach a monetary prize to the awards generated by the AWARDS TRUST FUND. It is only through the generosity of business and industry, Catholic organizations, and local individuals who wish to invest in the future of our community that many deserving young people are acknowledged for their hard work as well as aided financially to pursue their post-secondary studies. Contributors have the opportunity to designate their funds to a particular award that would bear the name of a specific individual or organization, or contributors may wish to simply allow the Awards Trust Fund to direct a general contribution to one of the established awards or bursaries. Contributions are accepted by cheque to the Education Centre or online through the “Make a Donation” button on the Thunder Bay Catholic District School Board’s website: wwwtbcschools.ca

Acknowledgements/Official Receipts

"Patrons" of the Awards Trust Fund

All contributions are acknowledged at Graduation Exercises through a program insert. Of course, all requests for anonymity are respected. Since the AWARDS TRUST FUND is registered as a Charitable Organization, all contributors receive an official receipt for tax purposes.



For further information, please contact:

Mr. John Power, Chairperson,
Awards Trust Fund at:
807-625-1555

SECTION II

MINISTRY OF EDUCATION POLICIES AND PROCEDURES

1. DIPLOMA REQUIREMENTS & RELATED PROCEDURES

Ontario Secondary School Diploma Requirements

The following requirements must be successfully completed in order to obtain an Ontario Secondary School Diploma (O.S.S.D.):

- 30 credits (110 hours each), including 18 compulsory credits and 12 optional credits,+
- 40 hours community involvement activities;
- the provincial literacy requirement

Compulsory Credits

4	credits in English*
3	credits in mathematics
2	credits in science
1	credit in Canadian history
1	credit in Canadian geography
1	credit in the arts
1	credit in health and physical education
1	credit in French as a second language
0.5	credit in career studies
0.5	credit in civics

Plus one credit from each of the following groups:

- **1 additional credit:** in English**,** or French as a second language,** or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies**,** or guidance and career education, or cooperative education***
- **1 additional credit**: in health and physical education**,** or the arts, or business studies**,** or French as a second language,** or cooperative education***
- **1 additional credit:** in science (Grade 11 or 12), or technological education**,** or French as a second language,** or computer studies, or cooperative education***

*A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

**In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.

***A maximum of 2 credits in cooperative education can count as compulsory credits.

+The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

Optional Credits

Students must complete a minimum of 12 optional credits selected from those available and those of specific interest to the student and their individual goals for career and future educational programs. These will be selected with the assistance of parents, guidance teachers, teachers and administrators.

Community Service Hours

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities. These activities may be completed at any time during their years in the secondary school program.

The community service hours requirement is designed to encourage students to develop awareness and understanding of civic responsibility and of the role they can play in supporting and strengthening their communities. The requirement will benefit communities, but its' primary purpose is to contribute to students' development. It will provide opportunities for students to learn about the contributions they can make to the community.

Students, in collaboration with their parents, will decide how they will complete this requirement. Community service placements must be pre-approved by a guidance teacher or school administrator. Students may use their Individual Pathways Plan to identify possible activities to undertake.

Community Service hours activities may take place in a variety of settings, including not-for-profit organizations, public sector institutions (including hospitals), and information settings. Students may not fulfill the requirements through activities that are counted towards a credit (cooperative education and work experience, for example), through paid work, or by assuming duties normally performed by a paid employee.

The requirement is to be completed outside the student's normal instructional hours – that is, the activities are to take place in student's designated lunch hours, after school, on weekends, or during school holidays.

Students will maintain and provide a record of their community service hours activities. Completion of the required 40 hours must be confirmed by the organizations or persons supervising the activities. Documentation attesting to the completion of each activity must be submitted to the principal by the student. This documentation must include, for each activity, the name of the person or organization receiving the service, the activity performed, the dates and hours, the signatures of the student and his or her parents, and a signed acknowledgement by the person (or a representative of the organization) involved. The principal will decide whether the student has met the requirements of both the ministry and the board for these activities. Students and parents can view a copy of the board's document:

"Community Involvement: A Guide for Students, Parents & Community Sponsors", at
https://www.tbcschools.ca/education/secondary-education/community-involvement

Students will share this information with the sponsor of the community involvement activity.

The GUIDE details the following:

- purpose of the community involvement requirement
- responsibilities of the School Board, Principal, Student, Parent, Community Sponsor
- information regarding liability insurance
- the Ministry's list of ineligible activities
- the Board's list of ineligible and eligible activities
- the community involvement form

The Provincial Literacy Requirement

The Ontario Secondary School Literacy Test (OSSLT)

All students must successfully complete the Ontario Secondary School Literacy Test in order to earn a secondary school diploma. 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 is administered to Grade 10 students in early April.

The test will serve both to determine whether students have acquired the reading and writing skills considered essential for literacy, and to provide confirmation that those students who have completed the test successfully have attained the provincial expectations for literacy. The test will identify those students who have not demonstrated the required skills. The school boards will provide remedial assistance for students who do not complete the test successfully. This assistance should be designed to help students improve their skills so that they are better prepared to retake the OSSLT.

Accommodations, Deferrals and Exemptions for the OSSLT

Accommodations

The necessary accommodations must be made to ensure that students who are receiving special education programs and services and who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the OSSLT. Students needing such accommodations may or may not have been formally identified as exceptional by an Identification, Placement, and Review Committee (IPRC). The accommodations made will be the same as those that are set out in the student's IEP and/or that are available to the student in the course of his or her regular school work, including examinations and other forms of evaluation. While accommodations such as alternative forms of print and extra time are acceptable, the actual content of the OSSLT must not be altered.

Special Provisions

Special provisions are adjustments to the setting and/or timing for writing the OSSLT for English language learners. They do not affect the validity or reliability of the test. The principal will decide if special provisions are to be made. Cases are considered on an individual basis prior to the OSSLT, in consultation with parents/guardians (if the student is under age 18) and appropriate staff. Special provisions must be clearly conveyed to the parents or adult student prior to the test, and recorded in the EQAO's data collection for students writing the OSSLT.

Deferrals

Students benefiting from a deferral of the OSSLT may include those who have been identified as exceptional and/or are registered in English Language Learner (ELL) courses. Deferral of the test will allow exceptional and/or ELL students more time and instruction to acquire the level of proficiency in English required for successful completion of the test.

If a parent or an adult student requests a deferral, the principal will determine whether or not a deferral should be granted and, if so, for what period of time. The principal may also initiate consideration of a deferral. 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.

Exemptions

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

The Ontario Secondary School Literacy Course (OSSLC)

In 2003 the Ministry developed the Ontario Secondary School Literacy Course (OSSLC). Policy requirements for taking the OSSLC are contained in the curriculum policy document *The Ontario Curriculum: English, The Ontario Secondary School Literacy Course (OSSLC), Grade 12, 2003.* Students who pass the course are considered to have met the literacy graduation requirement. The reading and writing competencies required by the OSSLT form the instructional and assessment core of the course. The course differs from other courses in that it outlines specific requirements for evaluation in order to ensure alignment with the requirements of the OSSLT.

Students who have been eligible to write the OSSLT as least twice and have been unsuccessful at least once are eligible to fulfill the requirement through the Ontario Secondary School Literacy Course (OSSLC). Principals have the discretion to allow students to enroll in the course before they have a second opportunity to take the test, if the principal determines that it is in the best educational interests of the student (Ministry of Education Policy/Program Memorandum 127).

Accommodations specified in a student's IEP must be available to the student throughout the course. However, because achievement of the expectations in this course represents fulfillment of the literacy requirement for graduation, no modifications of the expectations are permitted.

In addition, once students successfully complete the OSSLC they will earn a credit and the OSSLC also counts towards the compulsory English requirements. It is important to note that although the OSSLC can be used to fulfill a compulsory English requirement, students pursuing college and university pathways require the appropriate prerequisite as deemed by the post-secondary institution.

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 otherwise be eligible to graduate in June but, through no fault of their own, have not been able to take advantage of the normal opportunities to write the OSSLT and/or have not been able to enroll in or complete the OSSLC, owing to unforeseen circumstances. Also eligible for the adjudication process are students who were receiving special education programs or services, and who had an IEP documenting required accommodations but, owing to unforeseen circumstances, did not have access to these accommodations when they were taking the OSSLT.

The Individual Pathways Plan (IPP)

Each student in grades 7-12 will prepare an Individual Pathway Plan (IPP – formerly the Annual Education Plan) with the assistance of their parents, guidance teacher and teachers. Students will track their IPP through the Career Cruising software program. Students will use the plan to engage in completing interest inventories, engage in career exploration, examine post-secondary options and set short and long-term goals. All students will have the opportunity to review and revise the IPP twice a year. The IPP will identify four key areas of reflection:

1. Who am I? (student interest inventories, volunteer opportunities, hobbies)
2. What are my opportunities? (post-secondary options / programs, workplace options)
3. Who do I want to become? (career interests, short and long-term goals)
4 What is my plan? (future course selections, post-secondary finance plans)

Beginning in grade 10, students should consider and research the requirements for continued study at a college or university, private vocational school, apprenticeships, internships or direct entry into the workforce. For students who have an Individual Education Plan (IEP) and who are receiving special education programs and services, the Individual Pathways Plan will complement the IEP.

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 courses offered by the school that meet the requirements for compulsory credits. To meet individual student's needs, principals may replace up to three of these courses (or the equivalent in half courses) with courses from the remainder of these that meet the compulsory credit requirements. Substitutions should be made to promote and enhance student learning or to meet special needs and interest.

The decision to make a substitution for a student should be made only if the student's educational interests are best served by such substitution. 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.

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

Ontario Secondary School Certificate Requirements

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

Compulsory Credits (total of 7)

2 **credits** in English
1 **credit** in mathematics
1 **credit** in science
1 **credit** in Canadian history or Canadian geography
1 **credit** in health and physical education
1 **credit** in the arts, computer studies, or in technological education

Optional Credits (total of 7)

7 **credits** selected by the students from available courses

Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievements 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 or Ontario Secondary School Certificate will be granted when a student has fulfilled the appropriate requirements.

Granting of Diplomas and Certificates

On the recommendation of the principal, the Ministry of Education grants diplomas and certificates at any time during the year to students who have successfully completed the necessary requirements.

Where a student has completed the requirements through private study, evening classes, or summer school, the diploma or certificate will be issued by the principal of the school that possesses the student's Ontario Student Record when the final credit is earned. If the final credit is earned through the Independent Learning Centre, the

student may choose to have the diploma or certificate issued by the Director of the Independent Learning Centre or the principal of the school last attended. The person issuing the diploma or certificate will submit the necessary report to the Ministry of Education.

2. ORGANIZATION OF SECONDARY SCHOOL COURSES

The provision of different types of courses in the secondary school program is designed to provide all students with the essential knowledge and skills they will need in any area of endeavour, as well as the opportunity to specialize in areas that are related to their particular postsecondary goals.

The types of courses offered and their organization provide for a graduated streaming of courses in Grades 9 to 12 that will keep options open for all students in the earlier grades and prepare students in senior grades for their future destinations.

A sufficient number of courses and types of courses are offered to enable students to meet the diploma requirements.

Grade 9 And 10 Courses: Overview

Newly De-streamed Courses

The Grade 9 English course (ENL1W1), fulfills the prerequisite requirements that were previously identified as English, Grade 9, Academic (ENG1D1) and English, Grade 9, Applied (ENG1P1).

The Grade 9 Canadian Geography course (CGC1W1), fulfills the prerequisite requirements that were previously identified as Canadian Geography, Grade 9, Academic (CGC1D1).

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

Academic Courses and Applied Courses

Academic and applied courses set high expectations for all students. *Academic courses* focus on the essential concepts of the discipline and also explore related concepts. Academic courses develop students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts and incorporating practical applications as appropriate. Academic courses are coded with a "D" in the fifth character, for example, Grade 10 Academic History is CHC2D1. *Applied courses* also focus on the essential concepts of the discipline, but develop students' knowledge and skills by emphasizing practical, concrete applications of these concepts and incorporating theoretical applications as appropriate. Academic and applied courses differ in the balance between essential concepts and additional material, and in the balance between theory and application. Applied courses are coded with a "P" in the fifth character, for example, Grade 10 Applied History is CHC2P1. Students who are successful in any de-streamed or academic Grade 9 course will have the opportunity to enter either the academic or applied course in the same subject in Grade 10. However, Grade 10 academic and applied courses will prepare students for specific Grade 11 courses.

A student enrolled in a Grade 10 course that does not meet the prerequisite for a specific destination-related Grade 11 course will be required to take the prerequisite course or a transfer course.

Locally Developed Courses

Locally Developed Compulsory Credit (LDCC) Courses are offered to accommodate the educational and/or career preparation needs of students that are not met by existing provincial curriculum policy documents. These courses meet the needs of students who enter secondary school with knowledge and skills at a level below that required for success in de-streamed and/or academic courses in Grades 9 and 10. LDCC courses use relevant and practical activities to enable students to develop their literacy, numeracy, problem-solving, decision-making, and communications skills. They prepare students for success in everyday life and provide them with opportunities to develop and consolidate their knowledge and skills. In this way, students are better prepared for workplace preparation courses in Grades 11 and 12 in English, mathematics, and science. Locally Developed compulsory credit courses are coded with an "L" in the fifth character, for example, Grade 10 LDCC Science is SNC2L1.

Open Courses in Grades 9 and 10

Open courses in Grades 9 and 10 are offered in all subjects other than those offered as de-streamed and academic. (For example, open courses are offered in Ojibwe, visual arts, music, and health and physical education, but not in English, mathematics, science, French as a second language, history, or geography.) An open course comprises a set of expectations that is suitable for all students at a given grade level. These courses are designed to provide students with a broad educational base that will prepare them for their studies in Grades 11 and 12 and for productive participation in society.

Grade 11 And 12 Courses: Overview

In Grades 11 and 12, students will focus more on their individual interests and identify and prepare for initial postsecondary goals. In these grades there are also more opportunities than in Grades 9 and 10 for learning experiences beyond the school, including cooperative education, work experience, apprenticeship, and school–work transition programs. The four destination-related types of courses are: university preparation courses, university/college preparation courses, college preparation courses, and workplace preparation courses.

University Preparation Courses

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. The range of courses offered and the content of these courses will allow students to prepare for university programs and related careers. Teaching and learning will emphasize theoretical aspects of the course content but will also include concrete applications. All university preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Students will also be required to demonstrate that they have developed these skills. These courses are coded with a "U" in the fifth character, for example, Grade 12 University preparation English is ENG4U1.

University/College Preparation Courses

University/college preparation courses include content that is relevant for both university and college programs. These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs. The range of courses offered and the content of these courses will allow students to prepare for college and university programs and related careers. Teaching and learning will emphasize both theoretical aspects and related concrete applications of the course content. All university/college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Students will also be required to demonstrate that they have developed these skills. These courses are coded with a "M" in the fifth character, for example Grade 12 University/College preparation Accounting BAT4M1

College Preparation Courses

College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. The range of courses offered and the content of these courses will allow students to prepare for most college programs and related careers. Teaching and learning will emphasize concrete applications of the theoretical material covered in the course, and will also emphasize the development of critical-thinking and problem-solving skills. All college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Courses will also require students to demonstrate that they have developed these skills. These courses are coded with a "C" in the fifth character, for example, Grade 12 College preparation English ENG4C1

Workplace Preparation Courses

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. The range and content of the courses offered will allow students to prepare for a variety of jobs, training programs, and careers. Teaching and learning will emphasize workplace applications of the course content, but will also explore the theoretical material that underlies these practical applications. Cooperative education and work experience placements within the community are important components of workplace preparation courses. Workplace preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of generic employment skills, as well as independent research and learning skills. Students will be required to demonstrate that they have developed these skills. Workplace preparation courses in particular should also promote and stress the importance of lifelong learning. These courses are coded with an "E" in the fifth character, for example, Grade 12 workplace preparation is ENG4E1.

Open Courses in Grades 11 and 12

Open courses in Grades 11 and 12 allow students to broaden their knowledge and skills in a particular subject that may or may not be related to their postsecondary goals, but that reflects their interests. These courses are appropriate for all students regardless of postsecondary destination. These courses are designed to provide students with a broad educational base and to equip them for active and rewarding participation in society.

The Semester System

St. Patrick High School operates on a two semester system. This type of organization divides the school year into two equal parts with the student taking one half (four) of the year's courses in each semester. The first semester is scheduled from September to the end of January and the second is from February to the end of June.

Advantages of the Semester System

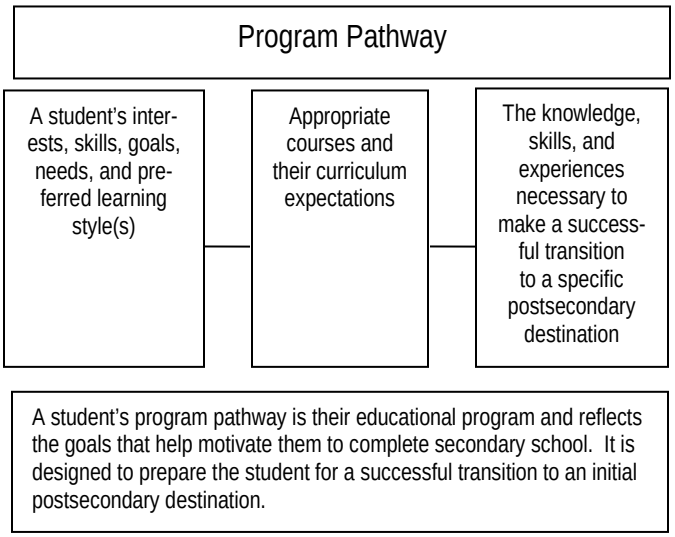
The semester system offers many advantages that enable students to meet their individual needs. The longer period provides for more effective teaching and learning experiences as it:

- provides teachers a better opportunity to get to know students and help each individual with particular learning problems;
- allows students to take a more active role in learning and complete work in subjects such as science, art and healthy active living education in one period;
- allows students to concentrate since fewer subjects are taken at one time;
- improves attendance since students understand the consequences of missing a semestered day;
- reduces the number of breaks between classes as compared to a traditional eight period day and this increases the intensity of the learning process;
- improves social interaction and growth amongst students since they are together for a longer period of time;
- recognizes that students develop, grow and learn at different rates

While the advantages to the semester system are numerous, parents and students must realize that regular attendance coupled with daily preparation and concentration is vital to this type of operation. The longer period allows for an intensive, rapid coverage of course material which is more difficult for students to cover on their own if they are absent or not properly prepared.

Course Selection

The appropriate combination of courses, supports, and experiences is determined by many factors, including a match between students' interests, skills, goals, needs, and preferred learning style(s), the curriculum expectations in specific courses, and the knowledge, skills, and experiences necessary to make successful transitions to specific postsecondary destinations. In addition, some Grade 11 and 12 courses serve as admission requirements, while others are recommended to facilitate the transition to a particular postsecondary destination. In these cases, some courses may have prerequisites in earlier grades that must be included in the program pathway.



Individual students are at different stages of understanding and have different levels of self-knowledge. With the help of their parents and teachers, some Grade 8 students have engaged in considerable reflection and research, and they have given much thought to their current achievement and their future goals. Consequently, they are able to make choices that build on their strengths and position them for success. In other cases, students do not come to this level of understanding and appreciation of their strengths and interests until well into their secondary school experience – perhaps in their final semester before graduation. Still others make choices for their program in the senior grades that are inconsistent with:

- the most recent evidence of their achievement;
- their most immediate needs;
- their interests; and/or
- their preferred learning style(s).

Some of these students may experience moderate or limited success, with some failed courses, and will have to make adjustments to their pathways. These differences help to explain why program pathways are, and must be, flexible enough to allow students to transfer in or out at various points.

When Grade 9 students earn credits rather than experience failure, they build from a foundation of success. This solid foundation enhances confidence and keeps all options open.

Students who select courses that are inconsistent with their interests, evidence of their most recent achievement, strengths, needs, or preferred learning style(s) may be creating a complex and diverse set of obstacles to success (e.g., a combination of academic, social, and/or emotional obstacles leading to disengagement). If this happens in Grades 9 and 10, students may create credit-deficit scenarios that can have devastating effects on their self-esteem, confidence, and sense of hope and optimism. In these cases, students may ultimately be limiting their options in later years. They may have access to programs and supports that provide remediation or allow them to compensate for failed courses, but these are not good substitutes for proactive planning that builds on early success. For these students, the program pathway is disconnected – it is not fluid and cohesive. Direction, focus, and momentum can be lost at various stages.

Students who are undecided about their postsecondary or career goals may find it helpful to look beyond academic and university preparation courses, and create or choose program pathways that enable them to explore and investigate opportunities across a wider range of courses and their related careers. They may also benefit from participation in multiple experiential learning activities such as work experience, cooperative education, career fairs, and industry tours. Building from a foundation of success fosters confidence and engagement in school life. Making the effort to explore and experiment may provide the insight to make more informed decisions at a later date. Various supports for student success make transitions possible and "keep all doors open".

Course Selection Changes

In order to provide students with every opportunity for success course selection changes will be accommodated during the first 10 instructional days of each semester, for the following reasons:

- students who have failed a prerequisite for a course in their current timetable;
- students who need a course to graduate
- students who have made a program pathway change
- extenuating circumstances

Course selection changes are made in consultation with parent(s)/guardian(s) and are subject to space availability in the receiving class.

Following the first 10 instructional days of classes, the only course selection changes permitted are level changes. It is recommended that level changes be made in consultation with the teacher and guidance teacher and can occur no later than the end of October and March. The annual school calendar provides the specific date. It is recommended that students experiencing difficulty and wanting to make a level change do so prior to the aforementioned deadline.

Students and parents/guardians are encouraged to contact their son/daughter's teacher and guidance teacher for information on course selections and changes.

Please note: In every effort to ensure student success class sizes are monitored and balanced. Students can expect Semester II schedules to be altered. These changes will not alter the course the student is taking, only the period within which it is scheduled.

3. ACHIEVEMENT AND ACCREDITATION

The Credit System

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. Credits are granted by a principal on behalf of the Minister of Education for courses that have been developed or approved by the Ministry.

Assessment, Evaluation, and Reporting

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.

Assessment for learning: The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there.

Assessment as learning: Students are actively engaged in this assessment process: that is, they monitor their own learning; use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals. Assessment as learning requires students to have a clear understanding of the learning goals and the success criteria. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning.

Assessment of learning: The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. The information gathered may be used to communicate the student's achievement to parents/guardians, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.

Ontario, like a number of other jurisdictions, has moved from norm-referenced to criterion-referenced assessment and evaluation. This means that teachers assess and evaluate student work with reference to established criteria for four levels of achievement that are standard across the province. These are:

1. Knowledge and Understanding
2. Thinking
3. Communication
4. Application

Criterion-referenced assessment and evaluation ensure that the assessment and evaluation of student learning in schools across the province are based on the application of the same set of well-defined performance standards. The goal of using a criterion-based approach is to make the assessment and evaluation of student achievement as fair, reliable, and transparent as possible.

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

80 - 100% - The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard Level 4

70 – 79% - The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. Level 3

60 – 69% - The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. Level 2

50 – 59% - The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. Level 1

Below 50%: The student has not demonstrated the required knowledge and skills. Extensive remediation is required.

I – Insufficient evidence to assign a percentage mark (for Grade 9 and 10 courses only)

W – The student has withdrawn from the course.

For Grades 9 to 12, a final grade (percentage mark) is recorded for every course. The final grade will be determined as follows:

70% of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course although special consideration should be given to more recent evidence of achievement.

30% of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

A credit is granted and recorded for every course in which the student's final percentage mark is 50% or higher.

At the start of each course in which a student is enrolled, the teacher will provide a course and evaluation outline. Copies are available to parent(s)/guardian(s) upon request.

The Provincial Report Card, Grade 9 – 12, shows a student's achievement at specific points in the school year or semester. The first report reflects student achievement of the overall curriculum expectations during the first reporting period, as well as development of the learning skills and work habits. There is also a tear-off section, to be returned to the student's homeroom teacher, which is to include the student's comments and the parents'/guardians' acknowledgement of receipt of the report card and/or a request to be contacted by the teacher to discuss their child's report. This mid-term report is issued in mid November and April.

The final report reflects achievement of the overall expectations for the course, as well as development of the learning skills and work habits. In the final report, the third page is the "Completion of Requirements for Graduation" page, and information for parents/guardians appears on the fourth page. The final report is issued in February and July.

The development of learning skills and work habits is an integral part of a student's learning. Assessing, evaluation, and reporting on the achievement of curriculum expectations and on the demonstration of learning skills and work habits separately allows teachers to provide information to the parents/guardians and student that is specific to each of the two areas of achievement. The learning skills and work habits include: responsibility, organization, independent work, collaboration, initiative and self-regulation.

The Provincial Report Card is only one of several means by which teachers report student achievement to parents/guardians and students. Communication about student achievement will continue throughout the year and includes, in addition to the report card, parent-teacher or parent-student-teacher conferences, interviews, phone calls, informal reports, and portfolios of student work.

The Ontario Student Transcript (OST)

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. This record will include all the credits gained by the student using any of the means described in section: Alternative Ways of Earning Credits Towards the Ontario Secondary School Diploma.

The transcript, which is part of the Ontario Student Record (OSR), will include the following information:

- the student's achievement in Grades 9 and 10, with percentage grades earned and credits gained for successfully completed credit courses
- a list of all Grade 11 and 12 courses taken or attempted by the student, with the percentage grades earned and the credits gained *(students repeating a course for which they have already earned a credit will earn only one credit for the completion of that course)*
- students in grade 11 and 12 dropping a course must officially withdraw from it five (5) days after the issue of midterm report cards in each semester so that the course does NOT appear on subsequent transcripts. Failure to officially withdraw from a course before the deadline results in "Full Disclosure", a permanent record of the course and current course mark appearing on subsequent transcripts
- identification of any course that has been substituted for one that is a diploma requirement
- confirmation that the student has completed the community involvement requirement
- confirmation that the student has fulfilled the provincial literacy requirement
- confirmation that a student in a Specialist High Skills Major has completed all the requirements

In addition to recording the number of credits earned, schools may indicate on a student's transcript that the student has taken a specialized program.

Ontario Student Record (OSR)

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. The Education Act requires that the principal of a school collect information "for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer and dispose of the record". The act also regulates access to an OSR and states that the OSR is "privileged for the information and use of supervisory officers and the principal and teachers of the school for the improvement of instruction" of the student. Each student and the parent(s)/guardian(s) of a student who is not an adult must be made aware of the purpose and content of, and have access to, all of the information contained in the OSR.

An OSR will consist of the following components:

- an OSR folder
- report cards
- an Ontario Student Transcript, where applicable
- a documentation file, where applicable
- an office index card
- additional information identified as being conducive to the improvement of the instruction of the student

Attendance and Punctuality

Regular attendance on the part of the student is vital to the process of learning. Normally, the plan of a lesson employs a variety of processes, including discussion among the students. A unit of study usually involves the development of a sequence of related understandings. When the processes and content of learning are disrupted by irregular attendance, both cannot be entirely regained. Students who habitually miss class will suffer in the evaluation process because their participation in class is a required component of every course. Students of compulsory school age who do not attend school regularly are reported to the school board attendance counsellor so that the reason for the absence can be determined.

In order to encourage regular attendance and punctuality:

- a student who is absent must bring a note upon return to school
- the student assumes responsibility for completing work or assignments missed during an absence
- parents/guardians are asked to notify the school when a student is legitimately late
- students are excused from class if the school has been notified
- the parents/guardians of students who are frequently absent or late will be notified, and if the problem persists, the student may be held out of the class and an interview requested.

Where attendance has been identified as an essential component of a course and where a student and parents/guardians have been appropriately counseled and provided with support and direction to promote regular attendance in the course and where the student is still unwilling to attend regularly, such a student will not meet course expectations and will be unsuccessful in achieving the credit.

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

Procedures For Students Who Do Not Successfully Complete Courses

Where a student has completed a course within the school year or semester but has not been successful in demonstrating achievement of the curriculum expectations to a passing level, the principal and teaching staff, in consultation with the parents/guardians and the student, will determine what procedure or type of program would best enable the student to meet the expectations and earn credit for the course. One or more of the following options is available to the student:

- the student may choose to achieve these expectations in summer school
- be recommended for credit recovery by teacher, guidance teacher and/or administrator
- the student may decide to repeat the entire course.

With respect to compulsory courses, a student who fails a course or who chooses to withdraw from a course during the school year or the semester (after consultation with parents/guardians and school staff)

will be informed of the consequences for meeting diploma requirements. The program options available to the student to enable him or her to meet the requirements will be outlined, and possible alternative courses identified.

Prior Learning Assessment and Recognition

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

The PLAR process developed by a school board in compliance with ministry policy involves two components: challenge and equivalency. The challenge process refers to the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. Assessment instruments for this process must include formal tests (70% of the final mark) and a variety of other assessment strategies appropriate to the particular course (30% of the final mark). Such strategies may include the evaluation of student work, including written assignments and laboratory work, and observation of student performance. Determining equivalency involves the assessment of credentials from other jurisdictions.

Music Certificates Accepted for Credits

A maximum of two credits may be awarded to students taking music programs outside the school through the following processes combined:

- For music programs completed by students outside the school, the principal of a secondary school may award a maximum of two university preparation credits towards the OSSD. The credits will be awarded upon presentation of the official examination result forms or certificates. Additional music credits earned in school may be counted towards the OSSD. Of these in-school music credits, a maximum of one Grade 12 credit may be awarded as a university preparation credit.

- Students may be awarded a maximum of two Grade 10 to 12 music credits through the PLAR challenge process.

Alternative Ways of Earning Credits Towards The Ontario Secondary School Diploma

The majority of secondary school students will earn their credits towards the OSSD by enrolling in the courses offered in their secondary school. However, a number will wish to consider alternative ways of earning the required credits. Each of these alternative ways of earning credits is discussed below.

Summer School is offered for credit in order to allow students to retake or recover courses they have not successfully completed during the school year or courses in which they wish to improve their achievement. Course offerings are limited.

Credit Recovery programs help students earn the credits they have previously failed to achieve, as they develop the learning skills needed for academic success.
These programs:

- focus on improving learning skills;
- may target particular curriculum expectations students have failed to achieve;
- may include behavioural or other supports;
- may involve the recovery of more than one credit;
- can involve both independent and group learning;
- may be combined with remedial programs; and,
- may accommodate continuous intake.

Specialist High Skills Major: For students who have a career path in mind, this initiative offers an opportunity to customize their learning. Students take "bundles" of eight to ten courses that help them prepare for specific employment sectors. Please see pages 56 – 65 for more information.

Expanded Co-op Credit: Co-op is a great way to learn skills and gain experience form the workplace, and get a "head start" with building a resume.

Dual Credit Program: With the Dual Credit Program, high school students can earn a number of credits by participating in apprenticeship training and postsecondary courses that count towards both their high school diploma and their postsecondary diploma, degree or apprenticeship certification.

Supervised Alternative Learning (SAL): A small number of students are at risk of leaving school early for a wide variety of reasons. If the various retention and engagement strategies that schools and boards have applied are not successful, Supervised Alternative Learning (SAL) may be used to meet the needs of these students. The goal is to help them maintain a connection to learning and to support their continued progress towards graduation or achievement of other educational and personal goals.

A parent/guardian, a student sixteen years of age or over who has withdrawn from parental/guardian control, or a principal may make a request for SAL. While in SAL, students can participate in a variety of learning activities, which can include: taking courses and/or training; counselling; earning certifications; volunteer work; other work; and developing job-search skills and the various Essential Skills, work habits, and life skills that will help them lead productive adult lives.

E-Learning: Some courses may be offered as e-learning courses.

E-learning courses are delivered over the Internet. Students who are registered for a course are able to connect to our Learning Management System, login to their course, and proceed with course work. Online credits count towards the OSSD.

Online learning:

- expands course availability and timetable flexibility (i.e. provides access to courses that might otherwise be unavailable due to timetable conflicts, courses not being offered, or courses having full enrollment);
- provides an engaging, creative and interactive learning environment that may compliment a student's learning style;
- prepares students for college, university and the world of work;
- creates an opportunity for our students to acquire a new set of 21st Century learning skills.

For e-Learning and other independent learning opportunities, students are encouraged to speak to a Guidance Teacher.

Gateway: Gateway is an off-site alternative program designed to meet the needs of students for whom the various retention and engagement school strategies have been unsuccessful. Students have an opportunity to earn credits through independent learning, credit recovery, cooperative education and dual credits.

A request for Gateway can be made by a parent/guardian, student or school administrator. A consultation of appropriateness will be made by the school's Student Success team.

Supporting Student Success

Student Success Team

Every secondary school has a Student Success team and a Student Success Guidance teacher to work in collaboration with school staff to support students who are struggling with their secondary school program and are at risk of not graduating. The Student Success team will include the Student Success Guidance teacher and representation from administration, guidance and special education.

The responsibilities of the Student Success team for students considered to be at risk in secondary school include:

- monitoring and tracking individual students' progress;
- providing direct support and/or instruction to improve their achievement, promote their retention, and support significant transitions;
- supporting them in their education and career pathways planning;
- supporting school-wide efforts to improve outcomes for students struggling with their secondary school program;
- re-engaging early school leavers;
- working with parents/guardians and the community to support student success.

Grade 7, 8, 9 Transitions – Adjusting to High School

Transitions include: A group of orientation programs, strategies and interventions that help students as they move from elementary to secondary school, assisting them to adjust to high school.

Students have the opportunity to receive individual attention and support, and benefit from programming tailored to fit their situation.

English Language Learners (ELLs)

English language learners are students whose first language is a language other than English, or is a variety of English that is significantly different from the variety used for instruction in Ontario schools, and who may require focused educational supports to assist them in attaining proficiency in English.

School boards will implement programs and services that will enable English language learners to continue their education while learning English.



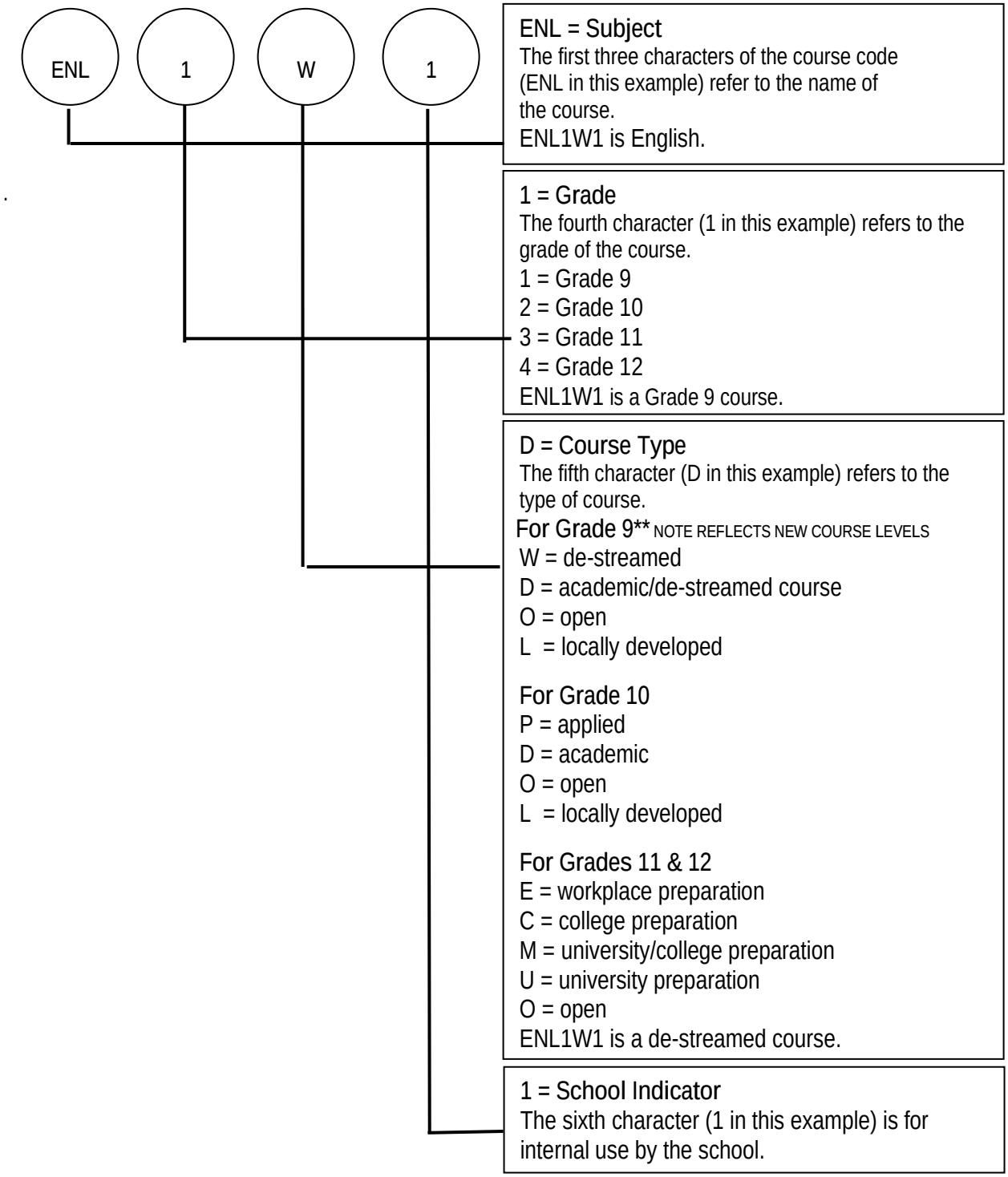


SECTION III: COURSE DESCRIPTIONS

Understanding the Course Codes

The first five characters are based on the Common Course Codes used in all secondary schools in Ontario. The code indicates the subject, grade level and course type. Please see the following example to learn what each letter and number represents.

COURSE CODE: ENL1W1



The courses offered by this school have been developed according to the requirements of the Ontario Ministry of Education. Curriculum guidelines and course outlines are available to parents and students respectively from www.edu.gov.on.ca/eng/curriculum/secondary/index.html and the subject teacher.

THE ADVANCED PLACEMENT PROGRAM

Advanced Placement

The Advanced Placement program provides students with opportunities to pursue university-level studies while still in high school. Students demonstrate their scholastic achievement on international exams, excel in their high school programming, improve their chances of being accepted by the university of their choice and gain exemption from some introductory course work at university.

Value of Advanced Placement

AP courses make substantial academic demands on students. Students are expected to do considerable outside reading and other assignments and to demonstrate the analytical skills and writing abilities expected of first year university students. This experience helps students develop the intellectual skills and self-discipline required in university in addition to providing students with university credits.

History of Advanced Placement

The AP Program has been administered since 1955 by the U.S. College Board. As in other College Board programs, AP procedures are determined by representatives of member institutions (public and independent schools, colleges and universities). AP's operational services are provided by the U.S. Educational Testing Service (ETS).

Currently, 29 AP Examinations in 16 academic disciplines are administered each May. Approximately 11,000 high schools in the United States, Canada, and overseas offer AP courses and the annual AP Examinations. About 2,900 colleges and universities grant credit and/or Advanced Placement to prospective students with AP grades that meet the particular requirements of the various participating universities.

AP Exams consist of two or more sections. Each, with the exception of Studio Art, includes a multiple choice section, and a variety of free response questions based on essays, audio taped responses, the analysis of historical documents, extended problem solving, and case studies management.

Cost of Advanced Placement

AP courses are not publicly funded. Costs associated with AP courses are separate. Students are responsible for purchasing the texts on the Summer Reading List in addition to paying the cost of AP Exams in US funds. AP exams are marked by the U.S. College Board.

AP Grades

The judgments of faculty consultants on the essay and problem solving questions are combined with the results of computer scored multiple-choice questions, and the total scores are converted to AP's 5-point grade scale:

AP Grade Qualification

5 - Extremely Well Qualified, 4 - Well Qualified, 3 - Qualified,
2 - Possibly Qualified, 1 - No Recommendation

Pre-Advanced Placement Program

The Pre-Advanced Placement Program (Pre-AP) at St. Patrick High School gives students an opportunity to experience an enriched and challenging curriculum at the Grade 9, 10 and 11 level. Courses are offered in subject areas in which AP courses are currently taught at the Grade 12 level. In addition to the core Grade 9, 10 and 11 curriculums, Pre-AP courses provide considerable independent work, under teacher guidance, in preparation for Grade 12 AP courses. Students willing to challenge themselves academically should consider Advanced Placement courses.

The following chart outlines the Advanced Placement courses available at St. Patrick High School. Course descriptors are provided within the curriculum areas in the pages that follow.

Advanced Placement Program

Grade 9		
English	Pre-Advanced Placement	ENL1WP
Mathematics	Pre-Advanced Placement	MTH1WP
Grade 10		
Canadian History	Pre-Advanced Placement	CHC2DP
English	Pre-Advanced Placement	ENG2DP
Mathematics	Pre-Advanced Placement	MPM2DP
Science	Pre-Advanced Placement	SNC2DP
Grade 11		
Biology	Pre-Advanced Placement	SBI3UP
Chemistry	Pre-Advanced Placement	SCH3UP
English	AP Language & Composition	ENG3UP
Mathematics	Pre-Advanced Placement	MCR3UP
Physics	Pre-Advanced Placement	SPH3UP
Grade 12		
Advanced Functions	Pre-Advanced Placement	MHF4UP
Calculus & Vectors	AP Calculus	MCV4UP
English	AP Literature & Composition	ENG4UP
New to 2020-2021		
Biology	Advanced Placement	SBI4UP
Chemistry	Advanced Placement	SCH4UP
Physics	Advanced Placement	SPH4UP

Links

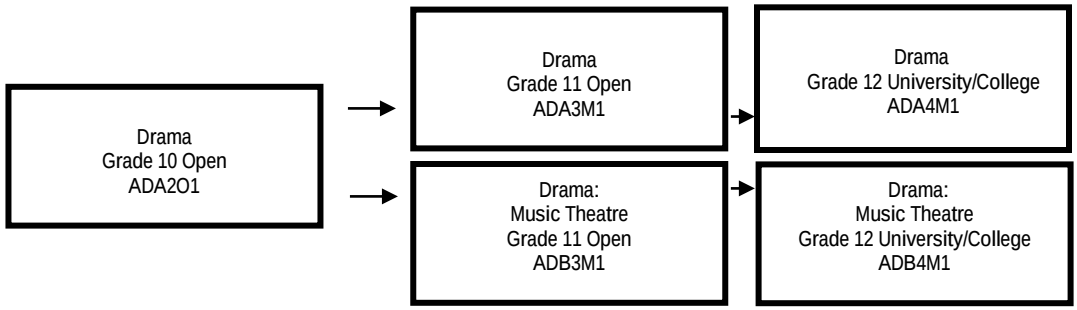
www.tbcschools.ca
www.collegeboard.com (US)
www.ap.ca (Canada)

St. Patrick High School Contacts:

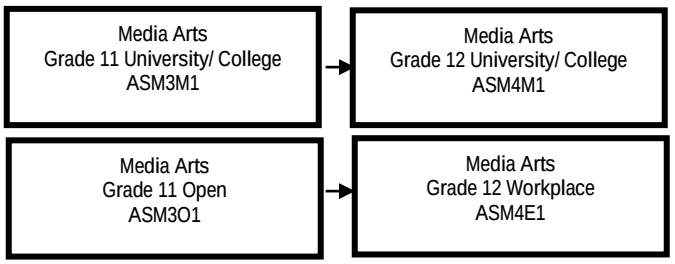
AP Administrator - Mr. D. Grant, Principal
AP Co-ordinator - Mme. T. Tassone, Guidance Teacher

THE ARTS

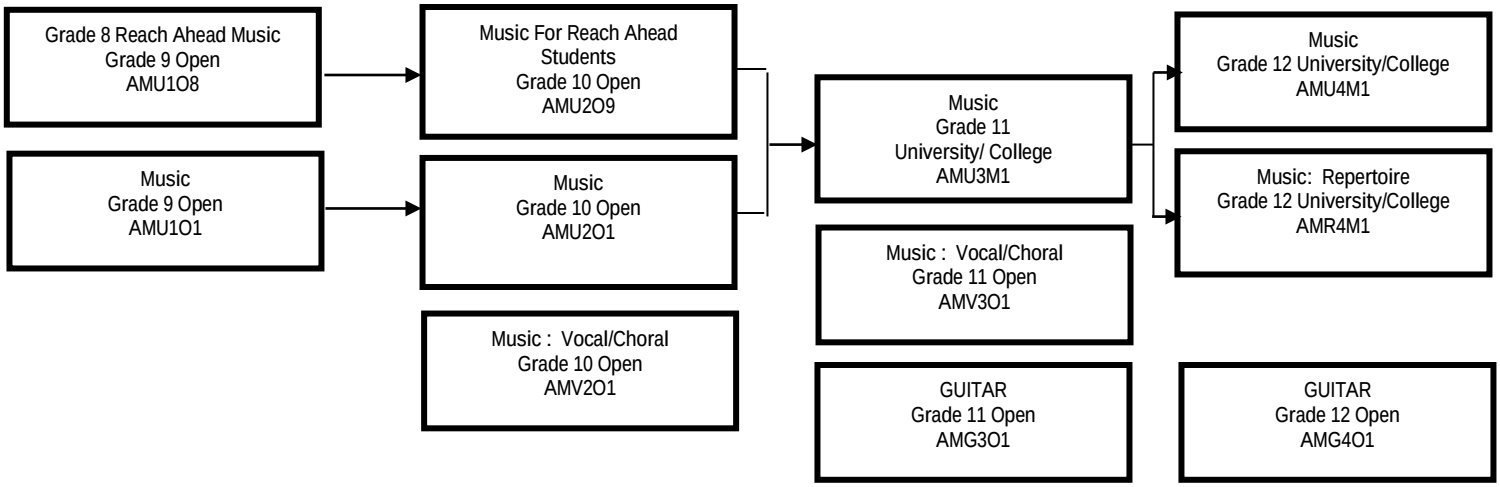
DRAMA



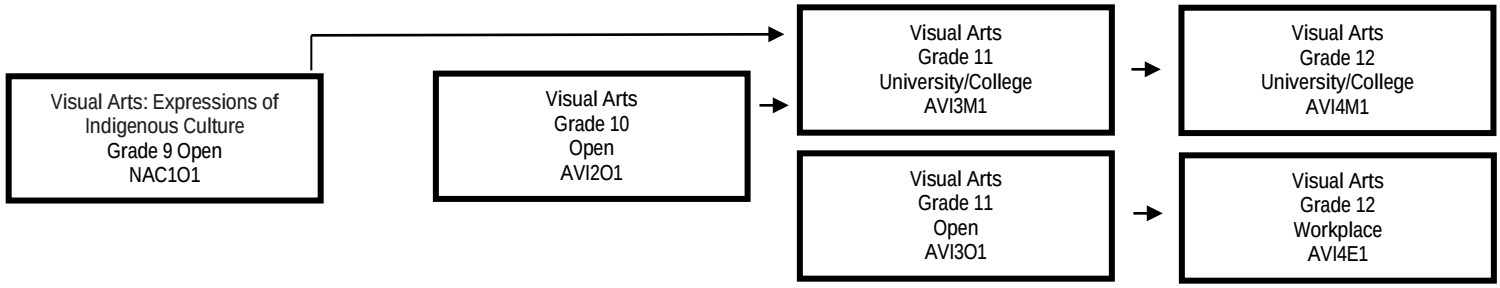
MEDIA ARTS



MUSIC



VISUAL ARTS



THE ARTS

DRAMA

ADA2O1 - Drama, Grade 10, Open
This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.
Prerequisite: None

ADA3M1 - Drama, Grade 11, University/College Prep.
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: Drama, Grade 10, Open

ADB3M1 – Drama: Music Theatre, Grade 11, University/ College Prep.
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. Students enrolled in the music theatre course will become familiar with the musical theatre genre.
Prerequisite: Drama, Grade 10, Open

ADA4M1 - Drama, Grade 12, University/College Prep.
This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other text and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.
Prerequisite: Drama, Grade 11, University/College Preparation

ADB4M1 – Drama: Music Theatre, Grade 12, University/ College Prep.
This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other text and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school. Students will be challenged with more difficult aspects of music theatre and will perform production duties.
Prerequisite: Drama: Music Theatre, Grade 11, University/College Preparation

MEDIA ARTS

ASM3M1 – Media Arts, Grade 11, University/College Prep.
This course focuses on the development of media arts skills through the production of art works involving traditional and emerging technologies, tools, and techniques such as new media, computer animation, and web environments. Students will explore the evolution of media arts as an extension of traditional art forms, use the creative process to produce effective media art works, and critically analyse the unique characteristics of this art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture, and values.
Prerequisite: None

ASM3O1 - Media Arts, Grade 11, Open
This course enables students to create media art works using available and emerging technologies such as computer animation, digital imaging, and video, and a variety of media. Students will explore the elements and principles of media arts, the connections between contemporary media art works and traditional art forms, and the importance of using responsible practices when engaged in the creative process. Students will develop the skills necessary to create and interpret media art works.
Prerequisite: None

ASM4M1 – Media Arts, Grade 12, University/College Prep.
This course emphasizes the refinement of media arts skills through the creation of a thematic body of work by applying traditional and emerging technologies, tools, and techniques such as multimedia, computer animation, installation art, and performance art. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in either career or postsecondary education applications. Students will critically analyse the role of media artists in shaping audience perceptions of identity, culture, and community values.
Prerequisite: Media Arts, Grade 11, University/College Preparation

ASM4E1 - Media Arts, Grade 12, Workplace
This course focuses on a practical approach to a variety of media arts challenges related to the interests of the student and provides students with opportunities to examine media arts in relation to the world of work. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in post - secondary work experiences. Students will critically analyse the role of media artists in shaping audience perceptions of identity, culture, and community values, particularly within the context of the workplace.
Prerequisite: Media Arts, Grade 11, Open



THE ARTS

MUSIC

AMU1O1 - Music, Grade 9, Open
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.
Prerequisite: None

AMU1O8 - Music, Reach Ahead, Grade 9, Open
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.
This course is offered to grade 8 students as a Reach Ahead credit opportunity. Students having completed AMU1O8 proceed to AMU2O9 in their grade 9 year.
Prerequisite: None

AMU2O1 - Music, Grade 10, Open
This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.
Prerequisite: None

AMU2O9 - Music, Grade 10, Open
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: This course is for experienced students who took AMU1O8, Reach Ahead music credit.

AMV2O1 - Music: Vocal/Choral, Grade 10 Open
This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.
Prerequisite: None

AMU3M1 - Music, Grade 11, University/College Prep.
This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.
Prerequisite: Music, Grade 9 or 10, Open

AMV3O1 - Music: Vocal/ Choral, Grade 11 Open
This course develops students' musical literacy through performance and the preparation and presentation of music productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyse music from various genres and periods, and they will develop skills transferable to other aspects of their life and their careers.
Prerequisite: None

AMU4M1 - Music, Grade 12, University/College Prep.
This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers.
Prerequisite: Music, Grade 11, University/College Prep.

AMR4M1 – Music: Repertoire, Grade 12, University/ College Prep.
This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers. This course will allow a student to maintain performance based skills throughout the year through mandatory participation in the school concert band.
Prerequisite: Music, Grade 11, University/College Prep.

MUSIC: GUITAR

AMG3O1 – Music: Guitar, Grade 11, Open
This course develops students' musical literacy through performance and the preparation and presentation of music productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyse music from various

genres and periods, and they will develop skills transferable to other aspects of their life and their careers. The guitar is the instrument of study. Students must provide own instrument.
Prerequisite: None

MUSIC: GUITAR

AMG4O1 – Music: Guitar, Grade 12, Open
This course develops students' musical literacy through performance and the preparation and presentation of music productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyse music from various genres and periods, and they will develop skills transferable to other aspects of their life and their careers. The guitar is the instrument of study. Students must provide own instrument.
Prerequisite: None

VISUAL ARTS

NAC1O1 – Visual Arts: Expressions of Indigenous Culture, Grade 9, Open
This course explores various First Nations, Métis, and Inuit art forms (media arts, music, dance, drama, storytelling, visual art, installation and performance art, clothing design, and architectural design), giving students the opportunity to create, present, and analyse integrated art works infused with First Nations, Métis, and Inuit perspectives. Students will examine relationships between art forms and individual and cultural identities, histories, and values. Students will demonstrate innovation as they learn and apply art-related concepts, styles, and conventions and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges.
Prerequisite: None

AVI2O1 - Visual Arts, Grade 10, Open
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

AVI3M1 - Visual Arts, Grade 11, University/College Prep.
This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emergent technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular artform (e.g. photography, video, computer graphics, information design).
Prerequisite: Visual Arts, Grade 9 or 10, Open

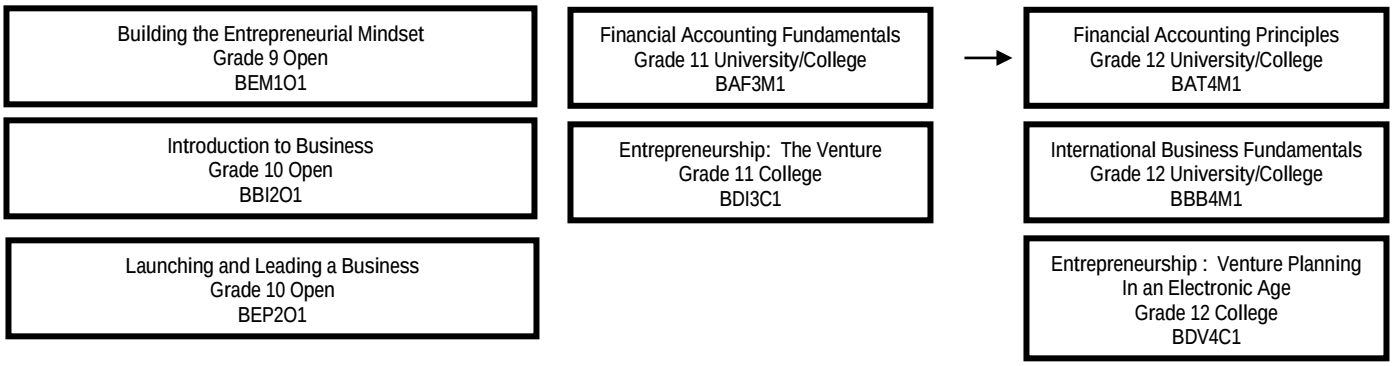
AVI3O1 - Visual Arts, Grade 11, Open
This course focuses on studio activities in one or more of the visual arts, including drawing, painting, sculpture, photography, printmaking, collage, and/or multimedia art. Students will use the creative process to create art works that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context.
Prerequisite: None

AVI4M1 - Visual Arts, Grade 12, University/ College Prep.
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

AVI4E1 - Visual Arts, Grade 12, Workplace
This course focuses on a practical approach to a variety of art and design projects related to the workplace. Students will use the creative process to produce a traditional and/or digital portfolio of their work in a variety of media. Students may focus on various aspects of visual arts, including advertising, ceramics, fashion design, graphic arts, jewellery design, and/or web design.
Prerequisite: Visual Arts, Grade 11, Open



BUSINESS STUDIES



BEM1O1 - Building the Entrepreneurial Mindset, Gr. 9, Open

In this course, students will learn what makes an entrepreneur thrive and the skills required to succeed in today's business environment. Students will begin to develop their own entrepreneurial mindset, and learn why it's important to take initiative, adapt to change, find creative solutions, and understand the financial considerations of entrepreneurship. This hands-on course will use business software and applications to help students plan and develop their entrepreneurial ideas and learn how to present them to a target audience. Throughout the course, students will enhance their communication skills as well as develop and refine their project management skills, including goal setting, time management and networking.

Prerequisite: None

BEP201 - Launching and Leading a Business, Gr. 10, Open

This course introduces students to the world of business and what is required to be successful, ethical, and responsible in today's economy. Students will develop the knowledge and skills needed to be an entrepreneur who knows how to respond to local and global market opportunities. Throughout the course, students will explore and understand the responsibility of managing different functions of a business. This includes accounting, marketing, information and communication technology, financial management, human resources and production.

Prerequisite: None

BAF3M1 - Financial Accounting Fundamentals, Gr. 11, University/College Prep.

This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and current issues and ethics in accounting. **Students who achieve a mark of 70% or better in BAF3M1 and BAT4M1 will receive 1 College Business credit.**

Prerequisite: None

BDI3C1-Entrepreneurship: The Venture, Gr. 11, College Prep

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

Prerequisite: None

BAT4M1 - Financial Accounting Principles, Gr. 12, University/College Prep.

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

Students who achieve a mark of 70% or better in BAF3M1 and BAT4M1 will receive 1 College Business credit.

Prerequisite: Financial Accounting Fundamentals, Gr. 11. University/College Prep

BDV4C1 - Entrepreneurship: Venture Planning in an Electronic Age, Gr. 12, College Prep.

This course provides students with the opportunity to develop and apply entrepreneurial skills through the creation of a venture plan that capitalizes on the potential of e-commerce. Students will research and identify an opportunity for a venture. They will then complete the components of a venture plan that includes a website.

Prerequisite: None

BBB4M1 - International Business Fundamentals, Gr. 12, University/College Prep.

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

Students who achieve a mark of 70% or better in BBB4M1 will receive 1 College Business credit.

Prerequisite: None

Aboriginal Youth Entrepreneurship Program (AYEP) Overview

The two-credit program focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students create business plans for their own ventures. Through hands-on experiences, they will have opportunities to develop the values, characteristics, and skills often associated with successful entrepreneurs.

The goal of AYEP is to help Indigenous youth develop the attitudes and skills necessary to achieve success in secondary school, in the workplace, during post-secondary education or training, and in daily life. The program invites students to develop entrepreneurial opportunities that can lead to business ownership. They gain an introduction to business that will help them prepare for the working world regardless of their choice of career. The program is also designed to improve proficiency in business mathematics, English, accounting, marketing, and information and communications technology, while supporting the acquisition of leadership skills.

The program teaches students about aspects of a business, such as:

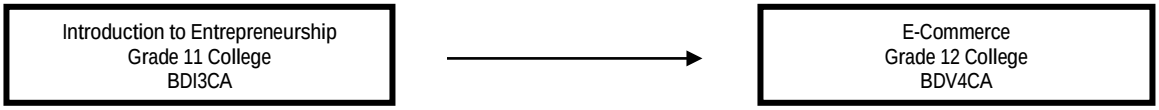
- the way it functions
- its role in Canadian society
- opportunities it generates for individuals and Indigenous communities
- its impact on people's lives
- operating a business in an on-line environment

Entrepreneurial attitudes and skills help students set and achieve educational goals as well as goals outside school. Community involvement, field trips, mentors and guest speakers are all important aspects of the program. During the field trips, students visit businesses in the community to learn firsthand about business management from business owners and managers. They meet with people who can provide resources and/or advice to help them develop and operate their ventures.

The Grade 11 course culminates in a business plan competition where students make a presentation of their venture idea. The Grade 12 course culminates in a Trade Show.

The Martin Family Initiative worked with Nelson Education Ltd. to develop teacher resource materials and student textbooks to support AYEP. These materials are only available to the schools that are offering AYEP. The authors are Indigenous teachers who taught the Grade 11 and 12 programs. These secondary school materials are the first of their kind in Canada.

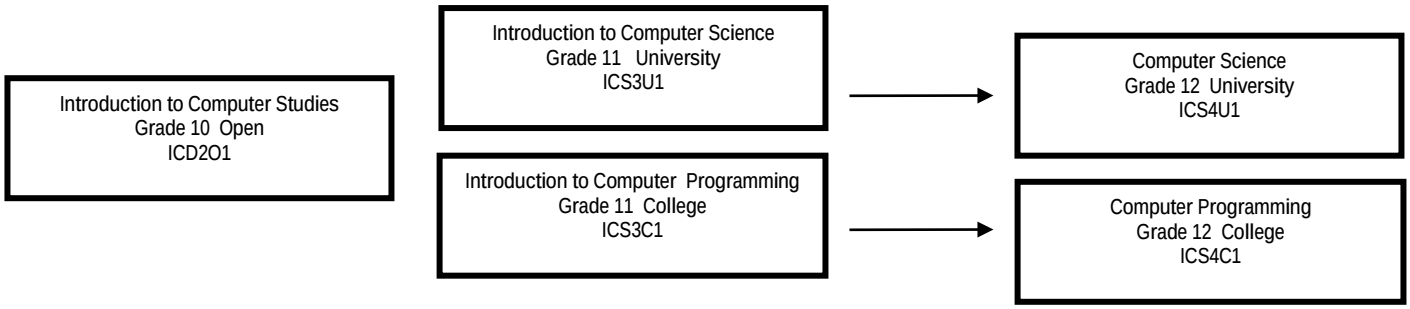
NOTE:
The AYEP courses can also be incorporated in a Specialist High Skills Major where students can earn a Red Seal Diploma in Business. See page 59 for details.



BDI3CA- Introduction to Entrepreneurship, Gr. 11, - College Prep.
This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a student-run business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs.
Prerequisite: None

BDV4CA - E-Commerce, Gr. 12, - College Prep.
This course provides students with the opportunity to develop and apply entrepreneurial skills through the creation of a venture plan that capitalizes on the potential of e-commerce. Students will research and identify an opportunity for a venture. They will then complete the components of a venture plan that includes a website.
Prerequisite: None

COMPUTER STUDIES



ICD2O1 – Digital Technology and Innovations in the Changing World, Grade 10, Open

This course helps students develop cutting-edge digital technology and computer programming skills that will support them in contributing to and leading the global economic, scientific and societal innovations of tomorrow. Students will learn and apply coding concepts and skills to build hands-on projects and investigate artificial intelligence, cybersecurity, and other emerging digital technologies that connect to a wide range of fields and careers. Using critical thinking skills with a focus on digital citizenship, students will investigate the appropriate use and development of the digital technologies that they encounter every day, as well as the benefits and limitations of these technologies.

Prerequisite: None

ICS3U1 - 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.

Prerequisite: None

ICS3C1 - 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.

Prerequisite: None



ICS4U1 - Computer Science, Grade 12, University Preparation

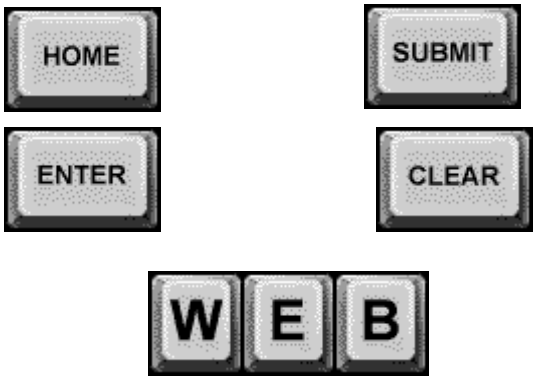
This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through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

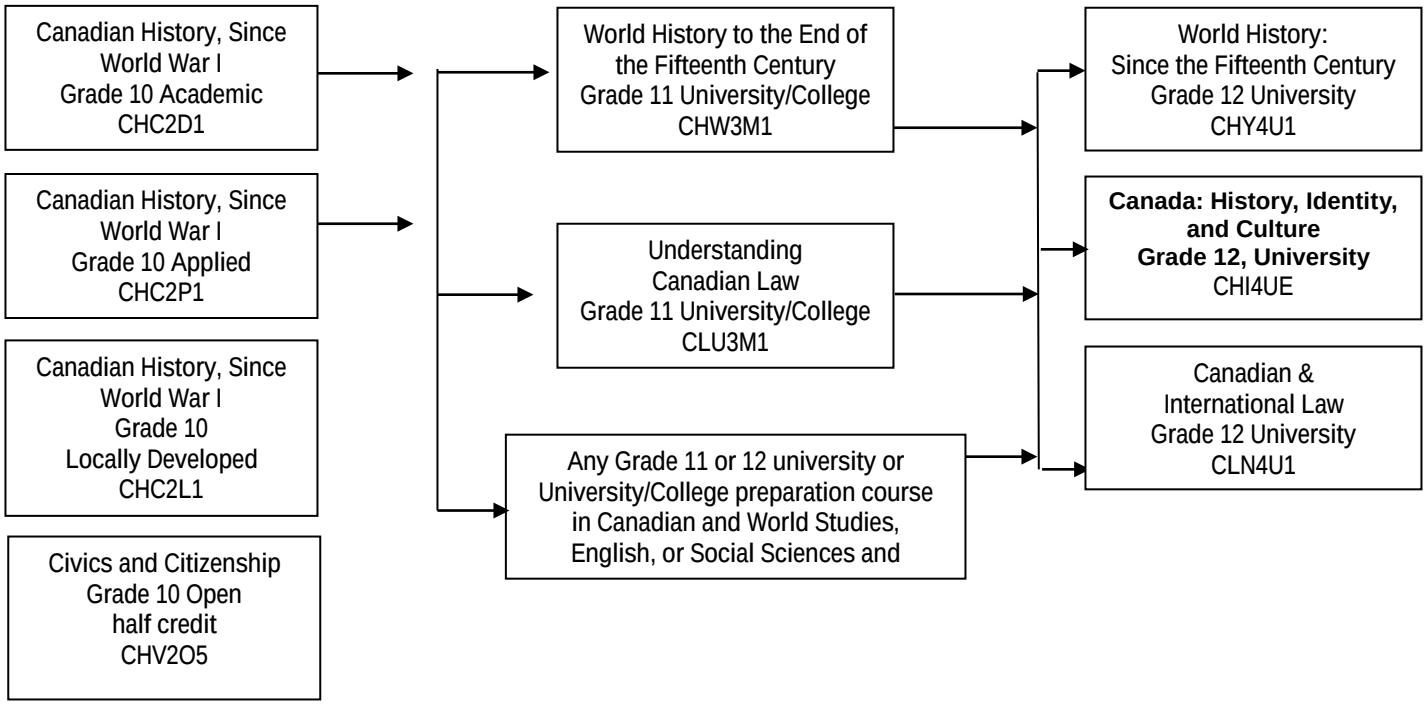
ICS4C1 - Computer Programming, Grade 12, College Preparation

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.

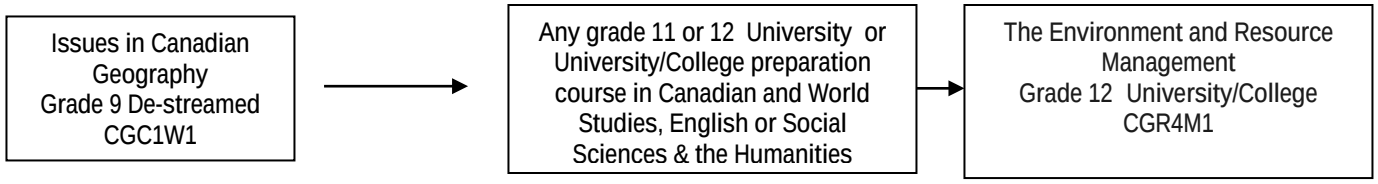
Prerequisite: Introduction to Computer Programming, Grade 11, College Preparation



CANADIAN AND WORLD STUDIES: HISTORY, LAW



CANADIAN AND WORLD STUDIES: GEOGRAPHY



CANADIAN AND WORLD STUDIES

GEOGRAPHY

CGC1W1 - Issues in Canadian Geography, Gr. 9, De-streamed

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.
Prerequisite: None

CGR4M1 - The Environment and Resource Management, Gr. 12, University/College Preparation

This course investigates interactions between natural and human systems, with a particular emphasis on the impacts of human activity on ecosystems and natural processes. Students will use the geographic inquiry process, apply the concepts of geographic thinking, and employ a variety of spatial skills and technologies to analyse these impacts and propose ways of reducing them. In the course of their investigations, they will assess resource management and sustainability practices, as well as related government policies and international accords. They will also consider questions of individual responsibility and environmental stewardship as they explore ways of developing a more sustainable relationship with the environment.
Prerequisite: Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities



HISTORY

CHC2D1 - Canadian History since World War I, Gr. 10, Academic

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.
Prerequisite: None

CHC2P1 - Canadian History since World War I, Gr. 10, Applied

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity. Students will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.
Prerequisite: None

CHC2L1 - Canadian History since World War I, Gr. 10, Locally Developed

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity. Students will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.
Prerequisite: None

CHV2O5 - Civics and Citizenship, Gr. 10, Open

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.
Prerequisite: None

CANADIAN AND WORLD STUDIES

CHW3M1 - World History to the End of the Fifteenth Century, Gr. 11, University/College Prep.
This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.
Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

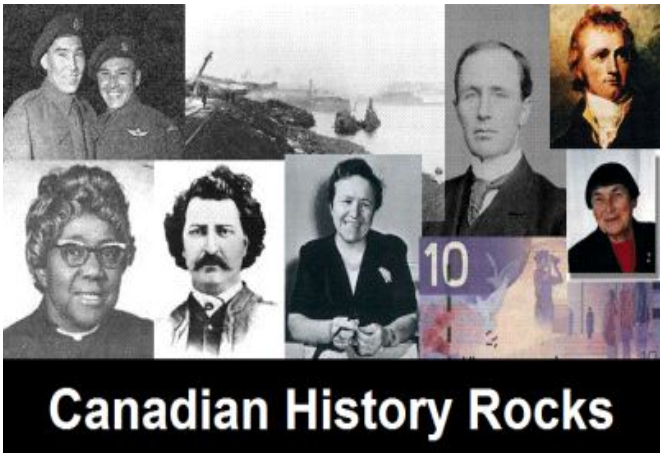
CHY4U1 - World History since the Fifteenth Century, Gr. 12, University Prep.
This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history.
Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

CHI4UE - Canada: History, Identity, and Culture, Gr. 12, University Prep.
This course traces the history of Canada, with a focus on the evolution of our national identity and culture as well as the identity and culture of various groups that make up Canada. Students will explore various developments and events, both national and international, from precontact to the present, and will examine various communities in Canada and how they have contributed to identity and heritage in Canada. Students will investigate the development of culture and identity, including national identity, in Canada and how and why they have changed throughout the country's history. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate the people, events, and forces that have shaped Canada.
Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.
NOTE: THIS COURSE WILL BE OFFERED VIA eLearning

LAW

CLU3M1 – Understanding Canadian Law, Univ./College Prep.
This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.
Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

CLN4U1 - Canadian and International Law, Gr. 12, University Prep.
This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.
Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.





COOPERATIVE EDUCATION AND THE ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)

What Is Cooperative Education?

Cooperative education is a program that allows students to earn secondary school credits while completing work placement(s) in the community.

The cooperative education course consists of a classroom component and placement component(s). The classroom component includes pre-placement instruction, which prepares students for the workplace and includes instruction in areas of key importance such as health and safety, and classroom sessions held at various times during and after the placement, which provide opportunities for students to reflect on and reinforce their learning in the workplace.

Cooperative education allows students to participate in valuable learning experiences that help prepare them for the next stage of their lives, whether in apprenticeship training, college, community living, university, or the workplace.

Co-op placements are arranged for students by their school and must follow Ministry of Education policy and guidelines.

How Does Cooperative Education Benefit Students?

Cooperative education gives students the opportunity to:

- make connections between school and work and to "try out" a career of interest before finalizing plans for postsecondary education, training, or employment;
- see the relevance of their classroom learning in a work setting;
- develop the essential skills and work habits required in the workplace and acquire a direct understanding of employer and workplace expectations;
- gain valuable work experience to help build their resume for postsecondary programs and future employment;
- experience authentic and purposeful learning outside a traditional classroom setting.

How Are Cooperative Education Programs Being Delivered?

Cooperative education placements are available in many kinds of work settings, reflecting the wide range of student interests and abilities. Placements vary in length, depending on the number of credits students are earning through their cooperative program, and may involve work outside the designated hours of the school day, depending on the nature of the program and the placements available in the community.

Access to a cooperative education program is based on student readiness and program availability.

For further information, go to:

http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html

or visit the Student Success website at

http://www.edu.gov.on.ca/eng/teachers/studentsuccess.html

and the website of the Ontario Cooperative Education Association (OCEA) at

http://www.ocea.on.ca.

How Does Cooperative Education Help Students Meet Diploma Requirements?

Cooperative education credits may be used to meet up to two of the 18 compulsory credit requirements for the Ontario Secondary School Diploma (OSSD).

Students must also earn 12 optional credits for the OSSD. There is no limit on the number of optional credits that may be earned through cooperative education courses.

Under the ministry-approved framework for the new Specialist High Skills Major (SHSM) designation within the OSSD, students must earn a minimum of two cooperative education credits as one of the five required components of a SHSM. Cooperative education credits are also a required component of other specialized programs, such as school-to-work and school-to-apprenticeship (OYAP) programs.

How Do I Find Out More About Local Opportunities?

Cooperative Education Teachers and Guidance Teachers
Student Services Department
St. Patrick High School
807-623-5218

COOPERATIVE EDUCATION AND THE ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)

Ontario Youth Apprenticeship Program

The Ontario Youth Apprenticeship Program (OYAP) allows students to attend high school and begin training as a registered apprentice at the same time. This program allows students to get a head start earning hours toward an apprenticeship. Prior to beginning an apprenticeship, students will participate in the Cooperative Education program. The purpose of the Cooperative Education component is to provide both the student and the employer with the opportunity to determine if apprenticeship is a suitable option. Students must be at least 16 years of age and can be in Grade 11 or 12. If the student and the employer are both in agreement, the Apprenticeship Branch of the Ministry of Labour, Immigration, Training and Skills Development is contacted to register the student as an apprentice. As a registered apprentice, the student will earn hours towards his/her apprenticeship and is awarded credits for their graduation diploma (OSSD).

What is an Apprenticeship?

An apprenticeship is an agreement between a person who wants to learn a skilled trade and an employer who needs a skilled worker. It involves a combination of on-the-job training under the supervision of a licensed journeyperson (a person who has mastered the skills of an occupation) and in school training. The Ministry of Labour, Immigration, Training and Skills Development regulates this agreement.

Benefits to youth:

- provide a start in a chosen career along with the flexibility for later career changes;
- ease the transition from school to work;
- increase opportunities for post-secondary training and employment;
- develop both specialized and general employability skills including: problem solving, decision making, teamwork, good work habits, confidence, and self reliance;
- develop an understanding of employer expectations in the work world and the need for lifelong learning;
- receive training and employment opportunities.

COOPERATIVE EDUCATION COURSES

Cooperative Education Linked to a Related Course
COP3X2 - GRADE 11 TWO (2) CREDIT COOP CODE
COP4X2 - GRADE 12 TWO (2) CREDIT COOP CODE
COP4X1 - SINGLE CREDIT IN COOP, CAN BE TAKEN EITHER IN GRADE 11 OR 12

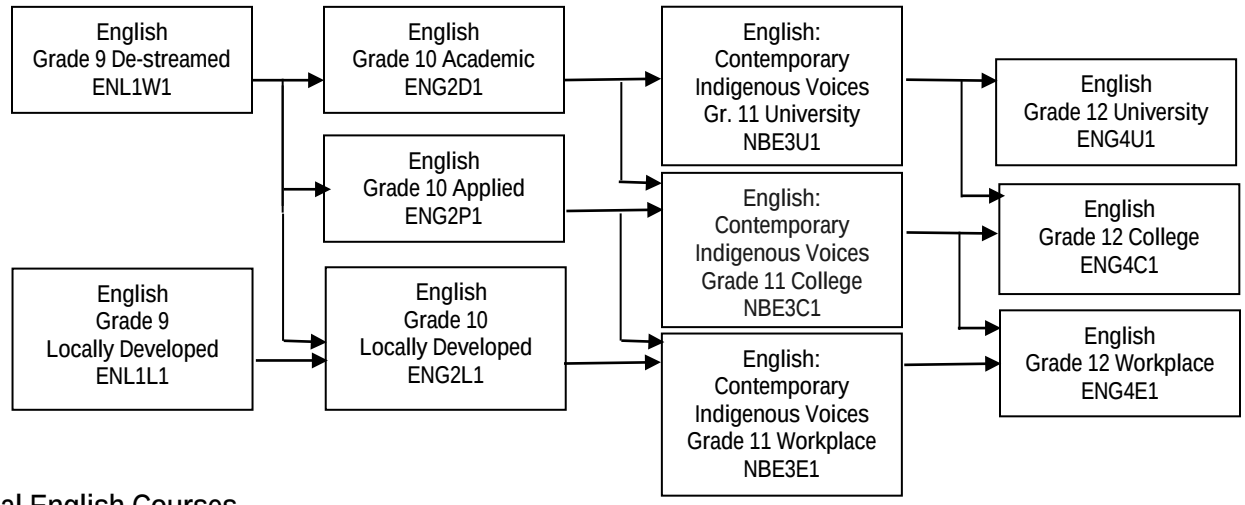
This course consists of a community-connected experience and a cooperative education curriculum that incorporates relevant expectations from the student's related course (or courses). Students will develop skills, knowledge, and habits of mind that will support them in their learning at school and beyond, today and in the future, as well as in their education and career/life planning. Within the context of the community-connected experience, students will apply, extend, and refine skills and knowledge acquired in their related course or courses and will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being. They will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.
Prerequisite: None

COP4XM - Army Reserve Cooperative Education, Gr. 12, Open
This program allows students to earn two Ontario Secondary School credits and to receive remuneration for training. The Army Reserve Co-op includes basic military training with the Canadian Forces working out of the Thunder Bay Armory. Students must be 16 prior to the starting date of the program, a Canadian citizen, have a minimum of 15 credits, and be free of any legal obligations. This course runs in the second semester only. Students must be available to attend the program from 1:00 – 5:30 p.m., Monday to Friday and attend the occasional weekend training session.
Prerequisite: Career Studies, Grade 10 Open

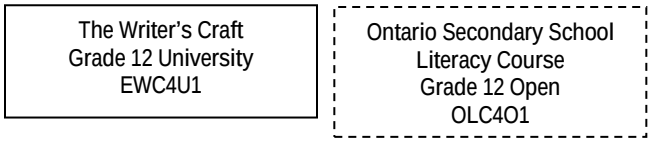
COP4XN - Navy Reserve Cooperative Education, Gr. 12, Open
This program allows students to earn two Ontario Secondary School credits and to receive remuneration for training. The Navy Reserve Co-op includes basic training with the Naval Reserve working out of the HMCS Griffon. Students must be 16 prior to the starting date of the program, a Canadian citizen, have a minimum of 15 credits, and be free of any legal obligations. This course runs in the Summer session only.
Prerequisite: Career Studies, Grade 10 Open

COP4X1 - Cooperative Education, Gr. 12, Open
This one credit course prepares students to make successful transitions to postsecondary education, training or work. Through both direct work experience and classroom instruction, students will refine their employability skills and learn to manage their careers. Exploring the realities and opportunities of modern work places students will begin to implement an action plan for postsecondary success. (Due to the semestered course schedule, it may be difficult to fit in a one period Co-op.)
Prerequisite: Career Studies, Grade 10 Open

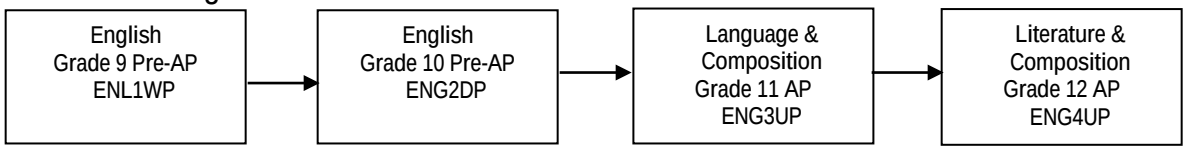
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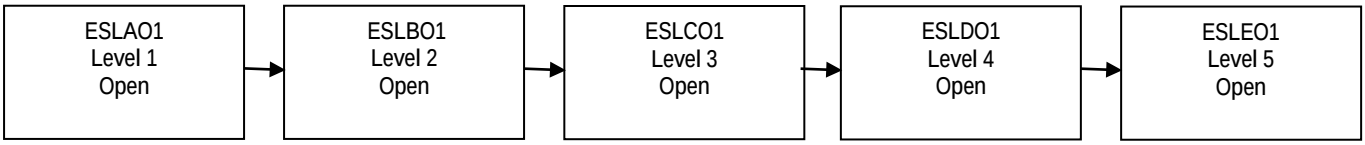
Optional English Courses



Advanced Placement English



English as a Second Language (ESL)



ENL1WP - Pre-AP English, Gr. 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 analyze literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12. Pre-Advanced Placement facilitates the smooth transition into the Grade 10 and 11 AP English Program by offering enriched reading and activities.
Prerequisite: None

ENL1W1 – English, Gr. 9, De-streamed
This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.
Prerequisite: None

ENL1L1 - Locally Developed English, Gr. 9
This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the Grade 10 Locally Developed credit course. The course is organized by strands that develop listening and speaking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students develop strategies and put into practice the processes involved in speaking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.
Prerequisite: None

ENG2DP - Pre-AP English, Gr. 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 analyze literary texts from contemporary and historical

periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.
Pre-Advanced Placement facilitates the smooth transition into the Grade 11 and 12 AP English Program by offering enriched reading and activities.
Prerequisite: English, Pre-Ap or English Grade 9 De-streamed and Department approval.

ENG2D1 – English, Gr. 10, Academic
This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.
Prerequisite: English, Grade 9 De-streamed

ENG2P1 - English, Gr. 10, Applied
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, De-streamed

ENG2L1 - Locally Developed English, Gr. 10
In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace, and in the English Grade 11 Workplace Preparation course. The course is organized by strands that extend listening and speaking skills, reading and viewing skills, and writing skills. In all strands, the focus is on refining foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students build on their strategies and engage in the processes involved in speaking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.
Prerequisite: A Grade 9 English credit

ENG3UP - Advanced Placement, Language and Composition, Gr. 11
This course emphasizes the development of literacy, critical thinking, and communication skills. Students will analyze challenging texts from various periods; conduct research and analyze the information gathered; write persuasive and literary essays; and analyze the relationship among media forms, audiences, and media industry practices. An important focus will be on understanding the development of the English language. Students enrolled in the Advanced Placement Program will be exposed to material which will prepare them for the AP exam held in May of each year. The Grade 11 AP course, Language and Composition, emphasizes the expository, analytical, and argumentative writing that forms the basis of academic communication. This course engages students in becoming skilled readers of prose (non-fiction) written in a variety of periods, disciplines, and rhetorical contexts. As well, the course allows students to write a variety of forms- narrative, expository, argumentative - and on a variety of subjects from personal experiences to public policies, from imaginative literature to popular culture. Ultimately, the purpose of the Grade 11 AP Language and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. A summer reading list will be provided to students.
Prerequisite: English, Grade 10, Pre-Ap or English, Grade 10, Academic and Department approval.

NBE3U1 English: Contemporary Indigenous Voices, Gr. 11, University Prep.
This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Indigenous writers. Through the analysis of literary texts and media works, students will develop an appreciation of the wealth and complexity of Indigenous writing. Students will also conduct research and analyse the information gathered; write persuasive and literary essays; and analyse the relationship between media forms and audiences. An important focus will be the further development of students' understanding of English-language usage and conventions. This course is intended to prepare students for the compulsory Grade 12 English University or College preparation course.
Prerequisite: English, Grade 10, Academic

NBE3C1 - English: Contemporary Indigenous Voices, Gr. 11, College Preparation
This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Indigenous writers. Students will study the content form, and style of informational texts and literary and media works, and will develop an appreciation of the wealth and complexity of Indigenous writing. Students will also write reports, correspondence, and persuasive essays, and analyse the relationship between media forms and audiences. An important focus will be on establishing appropriate voice and using business and technical language with precision and clarity. This course is intended to prepare students for the compulsory Grade 12 English College preparation course.
Prerequisite: English, Grade 10, Academic or Applied

NBE3E1 - English: Contemporary Indigenous Voices, Grade 11, Workplace Preparation
This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Indigenous writers. Students will study the content, form, and style of informational texts and literary and media works, and will develop an appreciation of the wealth and complexity of Indigenous writing. Students will also write explanations, letters, and reports, and will investigate the connections between media forms and audiences. An important focus will be on using language clearly, accurately, and effectively in a variety of contexts. This course is intended to prepare students for the compulsory Grade 12 English Workplace preparation course.
Prerequisite: English, Grade 10, Academic, Applied or Locally Developed

ENG4UP - Advanced Placement Literature, Gr. 12
This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyze a range of challenging texts from various time periods, countries, and cultures; write analytical and argumentative essays and a major paper for an independent literary research project; and apply key concepts to analyze media works. An important focus will be on understanding academic language and using it coherently and confidently in discussion and argument. Students enrolled in the Advanced Placement Program will be exposed to material which will prepare them for the AP exam held in May of each year. The Grade 12 AP course, Literature and Composition, emphasizes the careful reading and critical analysis of imaginative (fiction) literature from various genres, periods, and cultures, concentrating on works of recognized literary merit. This course focuses on both textual detail and historical context to provide a foundation for critical interpretation. Moreover, writing is an integral part of the AP English Literature and Composition course, for the AP Examination is weighted toward students writing about literature. Writing assignments focus on the critical analysis of literature and include creative, expository, analytical, and argumentative essays. Ultimately, the purpose of the Grade 12 Literature and Composition course is to enable students to understand a work's complexity and artistry and to increase students' ability to explain clearly, cogently, even elegantly, how they interpret literary works. A summer reading list will be provided to students.
Prerequisite: English, Grade 11, AP or English, Grade 11, University Preparation and Department approval

ENG4U1 – English, Gr. 12, University Prep
This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.
Prerequisite: English, Grade 11, University Preparation

ENG4C1 – English, Gr. 12, College Prep.
This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.
Prerequisite: **English, Grade 11, College Preparation**

ENG4E1 – English, Gr. 12, Workplace Prep.
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

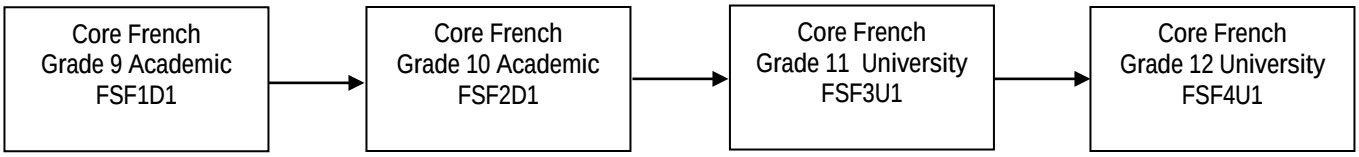
EWC4U1 - The Writer's Craft, Gr. 12, University Prep.
This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.
Prerequisite: English, Grade 11, University Preparation

OLC4O1 – Ontario Secondary School Literacy Course, (OSSLC), Gr.12, Open
This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test **(**OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.
Eligibility requirements: Students who have been eligible to write the OSSLT as least twice and have been unsuccessful at least once are eligible to fulfill the requirement through the Ontario Secondary School Literacy Course (OSSLC). (Principals have the discretion to allow students to enroll in the course before they have a second opportunity to take the test, if the principal determines that it is in the best education interests of the student (Ministry of Education Policy/Program Memorandum 127). Successful completion of the OSSLT or OSSLC is a graduation requirement. The OSSLC fulfills an English compulsory credit requirement. Students planning to attend a post-secondary institution require the appropriate Grade 12 English credit, college or university preparation.

ESL (LEVELS 1 – 5) English As A Second Language
The ESL curriculum is based on the belief that broad proficiency in English is essential to students' success in both their social and academic lives, and to their ability to take their place in society as responsible and productive citizens. The curriculum is designed to provide English language learners with the knowledge and skills they need to achieve these goals. Its aim is to help students become successful English language learners who can: communicate effectively in a variety of social settings, use English to succeed academically in all subject areas, use critical-literacy and critical-thinking skills to interpret the world around them, and participate fully in the social, economic, political, and cultural life of their communities and of Canada.

FRENCH

CORE FRENCH



CORE FRENCH

FSF1D1 – Core French, Gr. 9, Academic
This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.
Prerequisite: Minimum of 600 hours of elementary French instruction, or equivalent

FSF2D1 - Core French, Gr. 10, Academic
This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.
Prerequisite: Core French, Grade 9, Academic

FSF3U1 - Core French, Gr. 11, University Preparation
This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning
Prerequisite: Core French, Grade 10, Academic

FSF4U1 - Core French, Gr. 12, University Preparation
This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.
Prerequisite: Core French, Grade 11, University Preparation

Diplôme d'études en langue française **(DELF)**
At St. Patrick High School, grade 12 FSL students (Core French and French Immersion) have the opportunity to certify their French language skills by challenging the DELF (*Diplôme d'études en langue française*), the official French-language diploma awarded by the French Ministry of National Education. The DELF evaluates language skills in four areas: oral comprehension, oral expression, written comprehension, and written expression. The exam assesses communicative skills in real-life situations using authentic documents. This life-long certification is recognized by educational institutions, employers, and administrative bodies worldwide.

Course Requests Planner

Use this chart to plan your courses to ensure you earn an OSSD and prepare for your post-secondary destination. Current grade 8's should refer to the separate Option Sheet.

Planning for Grade 10

This is the year when you will need to carefully choose course levels. In addition, you will have **six compulsory courses plus 2 electives**.

Planning for Grade 11

For Grade 11, you will take an **English, Math** and a **Religious Education** course, plus **5 other elective credits**. You should be considering your Groups 1, 2, and 3, as well as prerequisites you may be required to take in Grade 12 for Apprenticeship, College or University programs after high school.

Planning for Grade 12

For Grade 12 you are choosing **English**, **Religious Education** and at **least four other courses**. You must ensure you will graduate with a minimum of 30 credits including 18 compulsory credits. If you have attempted the Ontario Secondary School Literacy Test and have been unsuccessful, you should include OLC40 as a course choice.

NOTE:
If you received 50% in a course, you should talk to your subject teacher about the appropriate next step.

Grade 10 **Year 2** **8 Credits**	**Grade 11** **Year 3** **8 Credits**	**Grade 12** **Year 4** **Min. 6 Credits**
English **ENG2DP, ENG2D1, ENG2P1, ENG2L1**	**English** **ENG3UP, NBE3U1, NBE3C1, NBE3E1**	**English** **ENG4UP, ENG4U1, EWC4U1, ENG4C1, ENG4E1, OLC4O1**
Religious Education **HRE2OD, HRE2OP`**	**Religious Education** **HRT3MU, HRT3MC, HRF3OE**	**Religious Education** **HRE4MU, HRE4MC, HRE4OE**
Math **MPM2DP, MPM2D1, MFM2P1, MAT2L1**	**Math** **MCR3UP, MHF4UP, MCR3U1, MCF3M1, MBF3C1, MEL3E1**	**Option**
Science **SNC2DP, SNC2D1, SNC2P1, SNC2L1**	**Option**	**Option**
Canadian History **CHC2D1, CHC2P1, CHC2L1**	**Option**	**Option**
Civics/ Careers **CHV2O5/GLC205**	**Option**	**Option**
Option	**Option**	**Option**
Option	**Option**	**Option**

Refer to page 7 of this publication for the OSSD requirements.

SECTION III - OVERVIEW OF GRADE 9 – 12 COURSES (*DENOTES NEW COURSES)

COURSES	Grade 9	Grade 10	Grade 11	Grade 12
ADVANCED PLACEMENT Refer to Page 18	ENL1WP Pre-AP English MTH1WP Pre-AP Mathematics	CHC2DP Pre-AP Canadian History ENG2DP Pre-AP English MPM2DP Pre-AP Principles of Math SNC2DP Pre-AP Science	ENG3UP AP Language & Composition MCR3UP Pre-AP Functions ┐Take both MHF4UP Pre-AP Adv. Functions ┘ in Gr. 11 SBI3UP Pre-AP Biology SCH3UP Pre-AP Chemistry SPH3UP Pre-AP Physics	ENG4UP AP Literature & Composition MHF4UP Pre-AP Advanced Functions MCV4UP AP Calculus SBI4UP AP Biology SCH4UP AP Chemistry SPH4UP AP Physics
THE ARTS Refer to Pages 19 - 22	AMU1O1 Music (Open) AMU1O8 Music: Reach Ahead for Gr. 8's NAC1O1 Visual Arts: Expressions of Indigenous Culture (Open)	ADA2O1 Drama (Open) AMU2O1 Music (Open) AMU2O9 Music: after earning AMU1O8 AMV2O1 Music: Vocal/Choral (Open) AVI2O1 Visual Arts (Open)	ADA3M1 Drama (U/C) ADB3M1 Music Theatre (U/C) AMG3O1 Guitar AMU3M1 Music: Instrumental (U/C) AMV3O1 Music: Vocal/Choral (Open) ASM3M1 Media Arts (U/C) ASM3O1 Media Arts (Open) AVI3M1 Visual Arts (U/C) AVI3O1 Visual Arts (Open)	ADA4M1 Drama (U/C) ADB4M1 Music Theatre (U/C) AMG4O1 Guitar * AMR4M1 Music: Repertoire (U/C) AMU4M1 Music: Instrumental (U/C) ASM4M1 Media Arts (U/C) ASM4E1 Media Arts (Workplace) AVI4M1 Visual Arts (U/C) AVI4E1 Visual Arts (Workplace)
BUSINESS STUDIES Refer to Pages 23 - 24	BEM1O1 Building the Entrepreneurial Mindset (Open)*	BEP2O1 Launching and Leading a Business (Open)*	BAF3M1 Accounting (U/C) BDI3C1 Entrepreneurship (C) BDI3CA AYEP Program(C)	BAT4M1 Accounting (U/C) BBB4M1 International Business (U/C) BDV4C1 Entrepreneurship (C) BDV4CA AYEP Program (C)
COMPUTER STUDIES Refer to Page 25		ICS2O1 Intro: Computer Studies (Open)	ICS3U1 Intro: Computer Science (U) ICS3C1 Intro: Comp Programming (C)	ICS4U1 Computer Science (U) ICS4C1 Computer Programming(C)
CANADIAN AND WORLD STUDIES Refer to Pages 26 - 28	CGC1W1 Canadian Geog. (De-streamed)	CHC2D1 Canadian History (Academic) CHC2P1 Canadian History (Applied) CHC2L1 Can. History (Locally Developed) CHV2O5 Civics (Open) (.5 credit)	CHW3M1 World History (U/C) CLU3M1 Canadian Law (U/C)	CGR4M1 Environment & Resource Management (U/C) CHI4UE Can. History, Identity & Culture (U) – eLearning CHY4U1 World History (U) CLN4U1 Canadian & International Law (U)
COOPERATIVE EDUCATION AND ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP) Refer to Pages 29-30			COP3X2 Coop Ed (related to one area of study) (Open) (2 credits)	COP4X1 Coop Ed. (Open) (1 credit) COP4X2 Coop Ed. (Open) (2 credits) COP4XN Navy Reserve Coop Ed. (Open) (2 credits) Semester II COP4XM Army Reserve Coop Ed. (Open) (2 credits) Semester II
ENGLISH Refer to Pages 31 - 33	ENL1WP Pre-AP ENL1W1 De-streamed	ENG2DP Pre-AP ENG2D1 Academic ENG2P1 Applied ENG2L1 Locally Developed	ENG3UP AP Language & Composition NBE3U1 (U) ┐ NBE3C1 (C) ├ English: Contemporary NBE3E1 (Workplace) ┘ Indigenous Voices	ENG4UP AP Literature & Composition ENG4U1 University EWC4U1 Writer's Craft (U) ENG4C1 College ENG4E1 Workplace OLC4O1 Literacy Course (Open)
ENGLISH AS A SECOND LANGUAGE (ESL) Refer to Page 33	ESLAO1 – Level 1	ESLBO1 – Level 2	ESLCO1 – Level 3	ESLDO1 – Level 4 ESLEO1 – Level 5
FRENCH Refer to Page 34	FSF1D1 French (Academic)	FSF2D1 French (Academic)	FSF3U1 French (U)	FSF4U1 French (U)
FRENCH IMMERSION Refer to Pages 35 - 36	CGC1WF Canadian Geog. (De-streamed) FIF1DF French (Academic) HRE1OF Religious Education (Academic)	CHC2DF Canadian History (Academic) CHV2OF Civics (Open) (.5 credit) GLC2OF Careers (Open)(.5 credit) FIF2DF French (Academic) HRE2OF Religious Education (Open)	FIF3UF French (U) HRT3MF Religious Education (U/C)	FIF4UF French (U)

SECTION III - OVERVIEW OF GRADE 9 – 12 COURSES (*DENOTES NEW COURSES)

GUIDANCE AND CAREER EDUCATION Refer to Page 37	GLS1OR Empower Reading (Open) GLE1O1 Assistive Technology (Open) (Principal approval required)	GLC2O5 Careers (Open)(.5 credit) GLD2O1 Discovering the Workplace (Open)		GLN4O1 Navigating the Workplace (Open) GLS4O1 Learning Strategies (Open)
HEALTH & PHYSICAL EDUCATION Refer to Page 38 - 39	PPL1OF Phys-Ed Female (Open) PPL1OM Phys-Ed Male (Open)	PPL2OF Phys-Ed Female (Open) PPL2OM Phys-Ed Male (Open)	PPL3O1 Phys-Ed (Open) PAF3O1 Personal Fitness & Training (Open)	PPL4O1 Phys-Ed (Open) PSK4U1 Intro Kinesiology (U) PLF4M1 Recreation Leadership (U/C) PAF4O1 Personal Fitness & Training (Open)
INDIGENOUS LANGUAGES: OJIBWE AND FIRST NATIONS, METIS AND INUIT STUDIES Refer to Page 46	LNOAO1 Ojibwe 1 (Open) NAC1O1 Visual Arts: Expressions of Indigenous Culture (Open)	LNOBO1 Ojibwe 2 (Open)	LNOCO1 Ojibwe 3 (Open) NBV3C1 World Views & Aspirations of NBV3E1 First Nations, Metis & Inuit Peoples in Canada (C) and (Workplace)	LNODO1 Ojibwe 4 (Open)
MATHEMATICS Refer to Pages 40 - 45	GLS1OM Math Success Program MTH1WP Pre-AP MTH1W1 Mathematics De-streamed	MPM2DP Pre-AP MPM2D1 Academic MFM2P1 Applied MAT2L1 Locally Developed	MCR3UP Pre-AP Functions ┐ Take both MHF4UP Pre-AP Adv. Functions ┘ in Gr. 11 MCR3U1 Functions (U) MCF3M1 Functions & App (U/C) MBF3C1 College Foundations (C) MEL3E1 Math: Work/Everyday Life (Workplace)	MCV4UP AP Calculus MCV4U1 Calculus & Vectors (U) MHF4UP Pre-AP Advanced Functions MHF4U1 Advanced Functions (U) MDM4U1 Data Management (U) MCT4C1 College Technology (C) MAP4C1 College Foundations (C) MEL4E1 Math: Work/Everyday Life (Workplace)
RELIGIOUS EDUCATION Refer to Pages 47 - 48	HRE1O1 Open	HRE2O1 Open	HRT3MU University) courses fulfill HRT3MC College) Group 1 HRF3OE Workplace) compulsory	HRE4MU University HRE4MC College HRE4OE Workplace
SCIENCE Refer to Pages 49 - 52	SNC1W1 Science De-streamed SNC1L1 Locally Developed	SNC2DP Pre-AP SNC2D1 Academic SNC2P1 Applied SNC2L1 Locally Developed	SBI3UP Pre-AP Biology SCH3UP Pre-AP Chemistry SPH3UP Pre-AP Physics SBI3U1 Biology (U) SCH3U1 Chemistry (U) SPH3U1 Physics (U) SBI3C1 Biology (C) SVN3E1 Environmental Science (Workplace)	SBI4UP AP Biology SBI4U1 Biology (U) SCH4UP AP Chemistry SCH4U1 Chemistry (U) SPH4UP AP Physics SPH4U1 Physics (U) SCH4C1 Chemistry (C) SPH4C1 Physics (C) SNC4E1 Science (Workplace)
SOCIAL SCIENCES & HUMANITIES Refer to Page 53			HPC3O1 Raising Healthy Children (Open) HSP3U1 Introduction to Anthropology Psychology & Sociology (U) HSP3C1 Introduction to Anthropology Psychology & Sociology (C)	HFA4U1 Nutrition & Health (U) HFA4C1 Nutrition & Health (C) HZT4U1 Philosophy (U)
SCHOOL-COLLEGE-WORK-INITIATIVE (SCWI) Refer to Pages 54 – 55			"Team-Taught Dual Credits" available for: GRADE 11: TCJ3C1, TDJ3M1, TMJ3C1, TTJ3C1 "College Now" programs include: Baking & Pastry Arts (TUE4T1), Building Skills for Success (JEB4T1), Digital Photography & Image Editing I (AFI4T1), Foods of the Americas (TKL4T1), Graphic Design Fundamentals Part I (TBQ4T1), Intro to Psychology (HBB4T1), Intro to Security Practices (LS2601), Intro to Sociology (SY125), Managing Media in the Info Age (TQF4T1), Recreation & Leisure (PLC4T1), Sociology of Community: The Aboriginal Context (NBC4T1), Tastes of Skilled Trades (TAP4T1), Wellness for Life (PP14T1),	

SECTION III - OVERVIEW OF GRADE 9 – 12 COURSES (*DENOTES NEW COURSES)

SPECIALIST HIGH SKILLS MAJOR: ABORIGINAL YOUTH ENTREPRENEURSHIP PROGRAM (AYEP) BUSINESS PROGRAM Refer to Page 58			Refer to the SHSM: ABORIGINAL YOUTH ENTREPRENEURSHIP PROGRAM (AYEP) BUSINESS PROGRAM pathways chart on Page 58 and see a Guidance Teacher for proper course selection to fulfill requirements. BDI3CA, BDV4CA	
SPECIALIST HIGH SKILLS MAJOR: BUSINESS PROGRAM Refer to Page 59			Refer to the SHSM: BUSINESS PROGRAM pathways chart on Page 59 and see a Guidance Teacher for proper course selection to fulfill requirements. BDI3CH, BDV4CH, BAF3MH, BAT4MH	
SPECIALIST HIGH SKILLS MAJOR: ARTS AND CULTURE: MEDIA ARTS Refer to Page 60			Refer to the SHSM: ARTS AND CULTURE: MEDIA ARTS pathways chart on Page 60 and see a Guidance Teacher for proper course selection to fulfill requirements. ASM3OH, ASM3MH, ASM4EH, ASM4MH	
SPECIALIST HIGH SKILLS MAJOR: CONSTRUCTION TECHNOLOGY Refer to Page 61			Refer to the SHSM: CONSTRUCTION PROGRAM pathways chart on Page 61 and see a Guidance Teacher for proper course selection to fulfill requirements. TCJ3EH, TCJ3CH, TCJ4EH, TCJ4CH	
SPECIALIST HIGH SKILLS MAJOR: HEALTH AND WELLNESS Refer to Page 62			Refer to the SHSM: HEALTH AND WELLNESS PROGRAM pathways chart on Page 62 and see a Guidance Teacher for proper course selection to fulfill requirements. TPJ3CH, TPJ3MH, TPJ4EH, TPJ4CH, TPJ4MH	
SPECIALIST HIGH SKILLS MAJOR: HOSPITALITY AND TOURISM Refer to Pages 63			Refer to the SHSM: HOSPITALITY AND TOURISM PROGRAM pathways chart on Page 63 and see a Guidance Teacher for proper course selection to fulfill requirements TFJ3EH, TFJ3CH, TFJ4EH, TFJ4CH	
SPECIALIST HIGH SKILLS MAJOR: MANUFACTURING TECHNOLOGY Refer to Pages 64			Refer to the SHSM: MANUFACTURING PROGRAM pathways chart on Page 64 and see a Guidance Teacher for proper course selection to fulfill requirements. TMJ3EH, TMJ3CH, TMJ3MH, TMJ4EH, TMJ4CH, TMJ4MH	
SPECIALIST HIGH SKILLS MAJOR: TRANSPORTATION TECHNOLOGY Refer to Pages 65			Refer to the SHSM: TRANSPORTATION PROGRAM pathways chart on Page 65 and see a Guidance Teacher for proper course selection to fulfill requirements. TTJ3CH, TTJ4EH, TTJ4CH	
TECHNOLOGICAL EDUCATION Refer to Pages 66 – 71	TIJ1O1 Exploring Technologies (Open) TIJ1O8 Tech: Reach Ahead for Gr. 8's TFJ1O1 Hospital and Tourism (Open) TXJ1O1 Exploring Hairstyling and Aesthetics (Open)	TCJ2O1 Construction Technology (Open) TFJ2O1 Hospitality and Tourism (Open) TMJ2O1 Manufacturing (Open) TTJ2O1 Transportation (Open) TXJ2O1 Hairstyling & Aesthetics (Open)	TCJ3C1 Construction (C) TCJ3E1 Construction (Workplace) TDJ3M1 Tech. Design (U/C) TFJ3C1 Hospitality & Tourism (C) TFJ3E1 Hospitality & Tourism (Workplace) TMJ3M1 Manuf. Engineering (U/C) TMJ3C1 Manufacturing (C) TMJ3E1 Manufacturing (Workplace) TPJ3M1 Health Care (U/C) TPJ3C1 Health Care (C) TTJ3C1 Transportation (C) TXJ3E1 Hairstyling/Aesthetics (Workplace)	TCJ4C1 Construction (C) TCJ4E1 Construction (Workplace) TDJ4M1 Technological Design (U/C) TFJ4C1 Hospitality & Tourism (C) TFJ4E1 Hospitality & Tourism (Workplace) TMJ4M1 Manufacturing Engineering (U/C) TMJ4C1 Manufacturing (C) TMJ4E1 Manufacturing (Workplace) TOJ4C1 Child Development & Gerontology (C) TPJ4M1 Health Care (U/C) TPJ4C1 Health Care (C) TPJ4E1 Health Care (Workplace) TTJ4C1 Transportation (C) TTJ4E1 Vehicle Maintenance (Workplace) TXJ4E1 Hairstyling/Aesthetics (Workplace)

ST. PATRICK HIGH SCHOOL: 2024-2025 COURSE SELECTION

Student Last Name (Legal) _____ First Name (Legal) _____ Middle Name _____

DUE TO PJPII: TUESDAY, FEBRUARY 20, 2024

A Full Program Consists of EIGHT Courses. See Course Calendar for Diploma Requirements.

PART I: Choose a STREAM for each core course. Place an X in the box.

1. RELIGIOUS EDUCATION	Open	☐	HRE1O1
2. ENGLISH	Pre-AP	☐	ENL1WP
	De-streamed	☐	ENL1W1
3. MATHEMATICS	Pre-AP	☐	MTH1WP
	De-streamed	☐	MTH1W1
4. SCIENCE	De-streamed	☐	SNC1W1
5. GEOGRAPHY	De-streamed	☐	CGC1W1
6. FRENCH	Academic	☐	FSF1D1
	OR		
OJIBWE	Open	☐	LNOAO1

x_____

Signature of Student

x_____

Signature of Parent/Guardian

_____

Grade 8 Guidance Teacher Recommendation

☐

☐

x _____

Recommendation by Grade 8 Teacher (Please Initial)

PART II: OPTIONS – select TWO (2) courses. Place an X in the box.

MUSIC - Open		
Beginner	☐	AMU1O1
Gr. 10 For Reach Ahead Students	☐	AMU2O9
ART – Open		
Visual Arts: Expressions of Indigenous Culture	☐	NAC1O1
BUSINESS/COMPUTERS - Open		
Building the Entrepreneurial Mindset	☐	BEM1O1
TECHNOLOGY – Open		
A Exploring Technologies	☐	TIJ1O1
B Exploring Hospitality and Tourism	☐	TFJ1O1
C Exploring Hair Styling and Aesthetics	☐	TXJ1O1
HEALTHY ACTIVE LIVING – Open		
Female	☐	PPL1OF
Male	☐	PPL1OM

LEARNING STRATEGIES (Approval by Principals)

Assistive Technology – Open	☐	GLE1O1
Math Success – Open	☐	GLS1OM
Empower Reading – Open	☐	GLS1OR

_____

ALTERNATE COURSE
(clearly write the course code below)

_____

SPECIAL EDUCATION INFORMATION

YES NO I.P.R.C.: Identification: _____
YES NO I.E.P.
YES NO Student exempt from Gr. 8 French

x_____

Signature of Homeroom Teacher

ST. PATRICK HIGH SCHOOL: 2024-2025 COURSE SELECTION
FRENCH IMMERSION

Student Last Name (Legal) First Name (Legal) Middle Name

DUE TO PJPII: TUESDAY, FEBRUARY 20, 2024

A Full Program Consists of EIGHT Courses. See Course Calendar for Diploma Requirements and Immersion Requirements

PART I: Choose a STREAM for each core course. Place an X in the box.

1. RELIGIOUS EDUCATION	Open	X	HRE1OF
2. GEOGRAPHY	De-streamed	X	CGC1WF
3. FRENCH	Academic		FIF1DF
4. ENGLISH	Pre-AP		ENL1WP
	De-streamed		ENL1W1
5. MATHEMATICS	Pre-AP		MTH1WP
	De-streamed		MTH1W1
6. SCIENCE	Science		SNC1W1

Signature of Student

Signature of Parent/Guardian

Grade 8 Guidance Teacher Recommendation

☐

☐

X_____
Recommendation by Grade 8 Teacher (Please Initial)

PART II: OPTIONS – select TWO (2) courses. Place an X in the box.

MUSIC - Open
- Beginner ☐ AMU1O1
- Gr. 10 for Reach Ahead Students ☐ AMU2O9

ART - Open
- Visual Arts: Expressions of Indigenous Culture ☐ NAC1O1

OJIBWE - Open ☐ LNOAO1

BUSINESS/COMPUTERS - Open
- Building the Entrepreneurial Mindset ☐ BEM1O1

TECHNOLOGY - Open
- **A** Exploring Technologies ☐ TIJ1O1
- **B** Exploring Hospitality and Tourism ☐ TFJ1O1
- **C** Exploring Hair Styling and Aesthetics ☐ TXJ1O1

HEALTHY ACTIVE LIVING - Open
- Female ☐ PPL1OF
- Male ☐ PPL1OM

LEARNING STRATEGIES (Approval by Principals)
- Assistive Technology - Open ☐ GLE1O1
- Math Success ☐ GLS1OM
- Empower Reading – Open ☐ GLS1OR

ALTERNATE COURSE
(clearly write the course code below)

_____

SPECIAL EDUCATION INFORMATION

YES NO I.P.R.C.: Identification: _____

YES NO I.E.P.

Signature of Home Room Teacher

Signature of Resource Teacher (where applicable)

XELLO: WEB-BASED OPTION SHEET INSTRUCTIONS

Refer to the Course Calendar and fill in the planning chart before turning to your computer.

PART 1: How to Access Xello:

Step 1: Log into your tbcschools.ca Google (email) account.

Step 2: Go to the "waffle" at the top right-hand corner, click on it, and scroll down to find the Xello icon. You shouldn't have to log in again - your Google login is all you need.

PART 2: How to Select Courses:

1. **Under "Goals and Plans"**, click on **Course Planner** on the right-hand side of the screen.

2. The courses for the grade you are currently enrolled in should appear. **To the right**, you will see the column for the next year highlighted in blue.

3. You can see how many credits you've earned and how many you need to graduate at the top right. *This information is not always correct, especially if you have changed your timetable since the last data upload.

4. **Pick Your Courses:** You can add compulsory and elective courses by **clicking on the blue "+" sign**. Clicking on a course brings up a description of the course along with the prerequisites that you need before taking that course. You can even see future courses to which the chosen course may lead. All of the courses that we offer are listed in Xello. Under **"Electives,"** all courses appear alphabetically, but you can search by course code, name or keyword as well.

5. Before you click **"Add"** for a course, make sure you are choosing the right level. You **MUST** pay attention to the course codes. Look at the 5th character in a course code to determine the level. In grade 9, DP/WP = Pre-Advanced Placement, W = De-streamed, D = Academic, L = Locally Developed and O = Open to all. In grade 10, DP = Pre- AP, D = Academic, P = Applied, L = Locally Developed and O = Open to all. In grades 11 and 12, U = University Prep, M = University/College Prep, C = College Prep, E = Workplace Prep, O = Open to all, T = College Now. When in doubt, check the Course Calendar. ***Students working towards their French Immersion Certificate should watch for French Immersion (FI) courses.

6. **Click "Add" to add courses.** Use the **arrows at the top of the screen** to move to the next course selection. This will take you through all your compulsory courses, with elective choices being at the end. At any point, you can hit **"done"** to go back to the main Course Planner screen to see what you've selected thus far.

7. Remember you need 8 full credits. **Spares** are only permitted for Grade 12 students and can be added by **selecting "Spare"** the same way you select your other courses.

8. You can select and **remove courses** as many times as you like until you submit your selections. Note: to remove elective courses, you will need to **click on "Show Courses" at the top of the elective course list** for the selected courses to appear so that you can remove them.

9. Pay careful attention to any **information or warning symbols** that may appear after you have selected your courses. Be sure to click on them. Examples of a warning could be: "You do not have the required prerequisite for this course." You would then need to make a different selection or see a guidance teacher.

10. Once you are sure of your course selections, click **SUBMIT.** Note that you cannot edit your selections once you hit submit. In order to change your selections, you will need to see a guidance teacher.

PART 3: **Print** the **Course Request Sign Off Sheet**. Ensure the form is **signed** by you and your parent/guardian. Return to **Student Services** by **TUESDAY, FEBRUARY 20, 2024.**

FRENCH IMMERSION

The Thunder Bay Catholic District School Board offers a comprehensive French Immersion Programme, beginning in Senior Kindergarten. At the end of Grade 8, students have a firm grounding in both the English and the French languages. Graduates of the elementary programme are afforded the opportunity to continue their studies in the French language through selected courses at the secondary level.

A student must take a minimum of 10 French-language credits in high school in order to be eligible to receive the French Immersion Graduation Certificate. These 10 French-language credits are selected from among those credits that all students must take in high school. In this way, students can maintain and enhance the French-language skills that have been acquired in elementary school. They are also able to obtain their high school diploma at the same time.

At the end of secondary school, the graduate of an Immersion Programme should be able to do the following:

- participate easily in conversation and discussion; understand films, radio and television news, and other programmes;
- take courses at the college or university level in which French is the language of instruction (i.e. understand lectures, read references, write papers, and take part in class discussions);
- read magazines, newspapers, and books; request or give information in written French with the occasional help of a dictionary;
- understand the aspirations of French-speaking Canadians;
- understand the culture and institutions of French Canada and the French-speaking world;
- live in a French-speaking world or accept employment in which French is the working language after a short orientation period.

French Immersion: Graduation Certificate
Ten Credits earned in French to receive Certificate

GRADE LEVEL	9	10	11	12	TOTAL
FRENCH	*F	*F	*F	*F	4
RELIGIOUS EDUCATION	*F	*F	*F		3
GEOGRAPHY	*F				1
HISTORY		*F			1
CIVICS (.5 credit)		*F			.5
CAREER STUDIES (.5 credit)		*F			.5
TOTAL NO. OF CREDITS	3	4	2	1	10

FIF1DF - French Immersion, Gr. 9, Academic
This course provides opportunities for students to speak and interact in French independently in a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing, as well their ability to communicate in French with confidence, by using language learning strategies introduced in the elementary French Immersion program. Students will enhance their knowledge of the French language through the study of French Canadian literature. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.
Prerequisite: Minimum of 3800 hours of French instruction, or equivalent

CGC1WF - Issues in Canadian Geography, Gr. 9, De-streamed
This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place to live.
Prerequisite: None

HRE1OF - Religious Education, Gr. 9, Academic
This course invites students to a deeper understanding of both the joy and the demands of following in the way of Christ and living out the call to discipleship as it is described in the Scriptures. Using the Beatitudes as a touchstone, students examine the attitudes and actions that characterize the Christian life. Students will explore a variety of topics related to the themes of personhood, interpersonal relationships and sexuality. They are encouraged to understand and nurture within themselves the virtues which will enable them to deepen their relationship with God in and through Christ in the context of a Spirit-filled community.
Prerequisite: Completed Grade 8 French Immersion Program

CHV2OF - Civics and Citizenship, Gr. 10, Open
This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.
Prerequisite: None
This is a half credit course taken with GLC20F.

GLC2OF - Career Studies, Gr. 10, Open
This course teaches students how to develop and achieve personal goals for future learning, work, and community characteristics and investigate current economic and work-place trends, work opportunities, and ways to search for work.

FRENCH IMMERSION

The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.
Prerequisite: French Immersion, Grade 9, Academic
This is a half credit course taken with CHV20F.

FIF2DF - French Immersion, Gr. 10, Academic
This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will use a variety of language learning strategies in listening, speaking, reading, and writing, and will respond to and interact with print, oral, visual, and electronic texts. Students will develop their knowledge of the French language through the study of contemporary French literature and historically well-known French European literature. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.
Prerequisite: French Immersion, Grade 9, Academic or Applied

HRE2OF - Religious Education, Gr. 10, Academic
This course both invites and challenges the adolescent to personalize the principles that guide Catholics in understanding their role in shaping culture through our discipleship. The exploration of these principles starts with the Scriptural foundations to the questions of what it means to be human and how God has and continues to shape our humanity through culture. The principles are then developed through the Gospel themes that reveal how Jesus' Kingdom of God is expressed in all of our relationships: to ourselves, to others, to our civil society, to our Church, and to our Global community.
Prerequisite: French Immersion, Grade 9, Academic

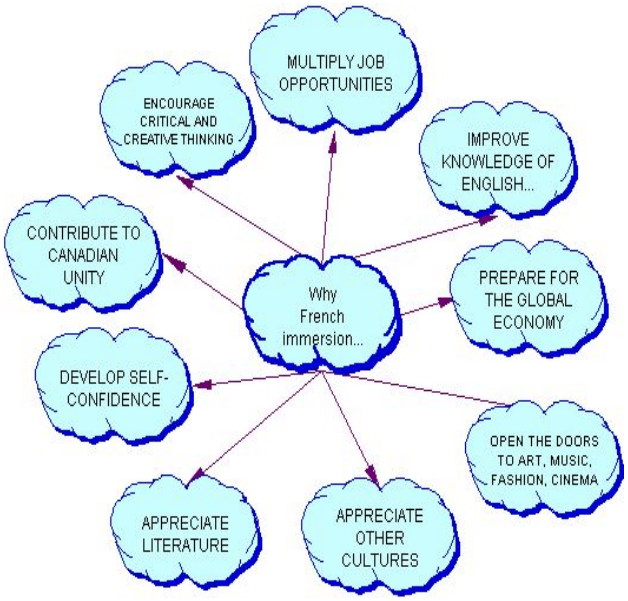
CHC2DF - Canadian History Since World War I, Gr. 10, Academic
This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.
Prerequisite: None

FIF3UF - French Immersion, Gr. 11, University Preparation
This course provides opportunities for students to consolidate the communication skills required to speak and interact with increasing confidence and accuracy in French in a variety of academic and social contexts. Students will use their skills in listening, speaking, reading, and writing and apply language learning strategies while exploring a variety of concrete and abstract topics. Students will increase their knowledge of the French language through the study of French literature from around the world. They will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.
Prerequisite: French Immersion, Grade 10, Academic

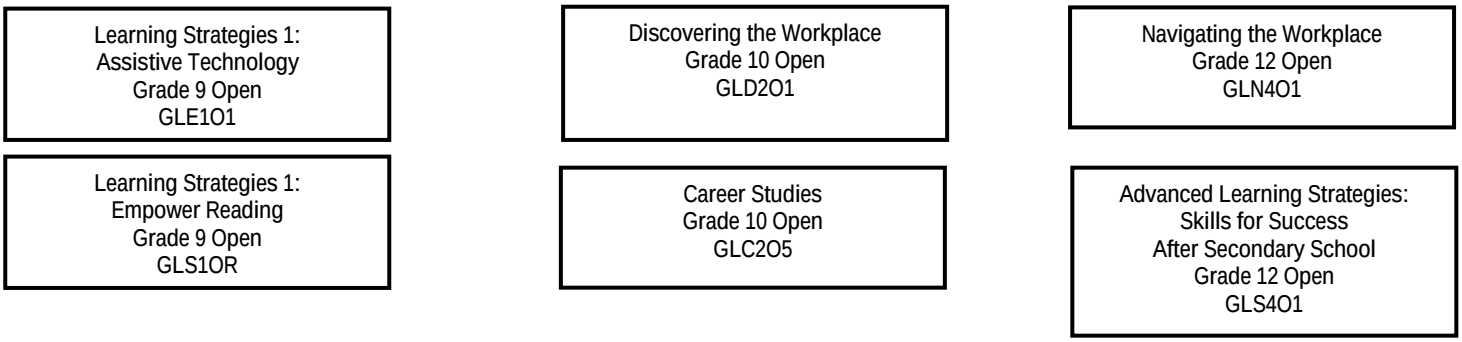
HRT3MF - World Religions and Belief Traditions: Perspectives, Issues, and Challenges, Gr. 11, University/College Preparation
This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human expressions of belief.
Prerequisite: None.

FIF4UF - French Immersion, Gr. 12, University Preparation
This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will consolidate their listening, speaking, reading, and writing skills and apply language learning strategies while communicating about concrete and abstract topics, and will independently respond to and interact with a variety of oral and written texts. Students will study a selection of French literature from the Middle Ages to the present. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.
Prerequisite: **French Immersion, Grade 11, University Preparation**

Diplôme d'études en langue française **(DELF)**
At St. Patrick High School, grade 12 FSL students (Core French and French Immersion) have the opportunity to certify their French language skills by challenging the DELF (*Diplôme d'études en langue française*), the official French-language diploma awarded by the French Ministry of National Education. The DELF evaluates language skills in four areas: oral comprehension, oral expression, written comprehension, and written expression. The exam assesses communicative skills in real-life situations using authentic documents. This life-long certification is recognized by educational institutions, employers, and administrative bodies worldwide.



GUIDANCE AND CAREER EDUCATION



GLE1O1 - Learning Strategies: Assistive Technology, Gr. 9, Open
This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.
Prerequisite: Recommendation of principal

GLS1OR - Learning Strategies: Empower Reading, Gr. 9, Open
The Empower™ Reading: High School Program (GLS1OR) is a literacy program developed at The Hospital for Sick Children. Based on more than 30 years of research, Empower™ Reading High School integrates decoding and spelling and text comprehension strategy instruction and was developed for high school students meeting criteria for significant reading difficulties. The Empower™ Reading High School Program includes all of the instructional, metacognitive, and contextual features identified to be important from previous efficacy studies. The program offers a Decoding and Spelling Track that addresses phonological and orthographic skills, and two comprehension tracks that work in unison called The Text Knowledge and Comprehension Strategy Tracks.
Prerequisite: Recommendation of principal

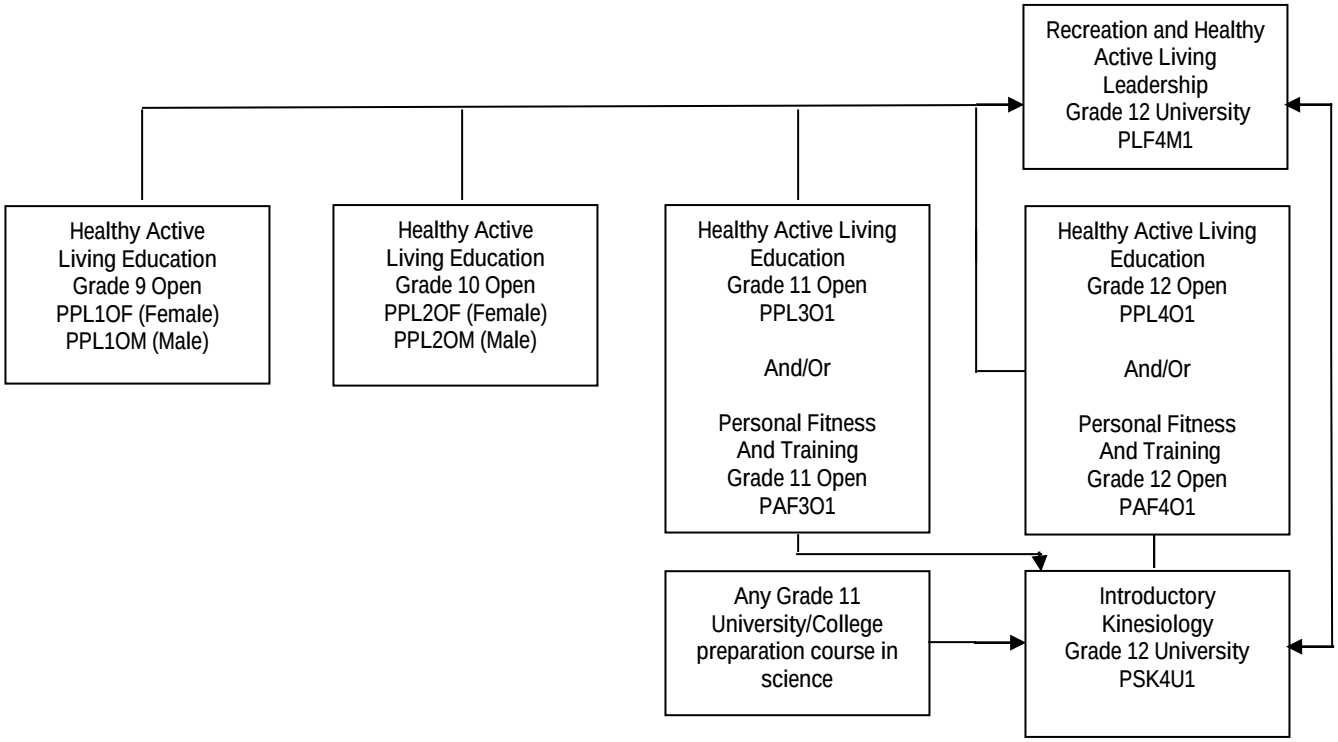
GLC2O5 - Career Studies, Gr. 10, Open
This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.
This half-credit course is taken with CHV2O5.
Prerequisite: None

GLD2O1 - Discovering the Workplace, Gr. 10, Open
This course provides students with opportunities to discover and develop the workplace essential skills and work habits required to be successfully employed. Students will develop an understanding of work through practical hands-on experiences in the school and in the community, using real workplace materials. They investigate occupations of interest through experiential learning opportunities, such as worksite visits, job shadowing, work experience, simulations, and entrepreneurial projects. This course helps students make plans for continued learning and work.
Prerequisite: None

GLN4O1- Navigating the Workplace, Gr. 12, Open
This course provides students with opportunities to develop the workplace skills and work habits required for success in all types of workplaces. Students will explore occupations and careers of interest through participation in real workplace experiences. They will make plans for continued learning and work, work with others to design learning experiences, and investigate the resources and support required to make a smooth transition to their postsecondary destination.
Prerequisite: None

GLS4O1 - Advanced Learning Strategies: Skills for Success After Secondary School, Gr. 12, Open
This course improves students' learning and personal management skills, preparing them to make successful transitions to work, training, and/or postsecondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal management techniques to maximize their learning. Students will investigate trends and resources to support their postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.
(Students who are successful with a 60% or higher will be granted TWO CONFEDERATION COLLEGE ELECTIVE CREDITS upon written request and registrar's approval.) Prerequisite: None

HEALTH AND PHYSICAL EDUCATION



ALL PHYSICAL EDUCATION STUDENTS ARE REQUIRED TO PURCHASE AND WEAR A ST. PAT'S PHYS-ED T-SHIRT FOR ALL ON AND OFF-CAMPUS ACTIVITIES. THE GRADE 11 AND GRADE 12 PHYSICAL EDUCATION PROGRAM PROVIDES THE OPPORTUNITY FOR STUDENTS TO SELECT VARIOUS OFF-CAMPUS ELECTIVES. USER AND TRANSPORTATION FEES MAY APPLY.

PPL1OF - Healthy Active Living Education, Gr. 9, Open (Female)
PPL1OM - Healthy Active Living Education, Gr. 9, Open (Male)
This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.
Prerequisite: None

PPL2OF - Healthy Active Living Education, Gr. 10, Open (Female)
PPL2OM - Healthy Active Living Education, Gr. 10, Open (Male)
This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.
Prerequisite: None

PPL3O1 - Healthy Active Living Education, Gr. 11, Open
This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.
Prerequisite: None

PAF3O1 - Personal Fitness And Training, Gr. 11, Open
This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills, and will be given opportunities to practice goal-setting, decision-making, coping, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, and personal safety. Improved physical fitness through aerobic and weight training is the main objective of this course.
Prerequisite: None

PPL4O1 - Healthy Active Living Education, Gr. 12, Open

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.
Prerequisite: None



PAF4O1 - Personal Fitness And Training, Gr. 12, Open
This course focuses on the development of a healthy lifestyle with an emphasis on physical fitness. Students will develop individual fitness plans to improve or to maintain a high level of fitness. Regular work-outs will include an emphasis on weight training and cardiovascular training. This course will also focus on designing training programs for specific sport development - preseason, season and post-season training. In addition, students will be given opportunities to refine their decision-making, conflict resolution, and interpersonal skills, with a view of enhancing their mental health and their relationships with others.
Prerequisite: None

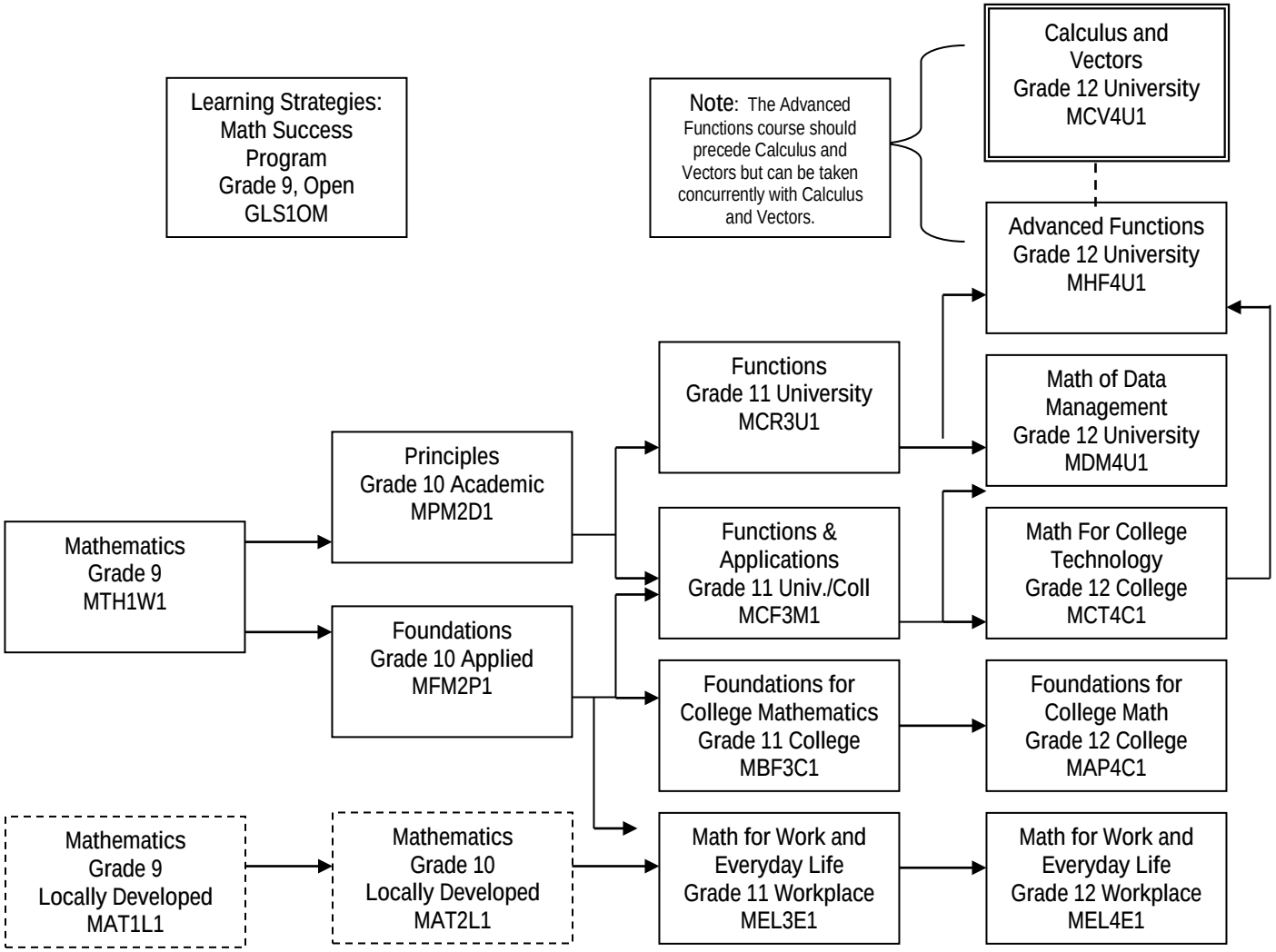


PSK4U1 - Introductory Kinesiology, Gr. 12, University Preparation
This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.
Prerequisite: Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 course in health and physical education



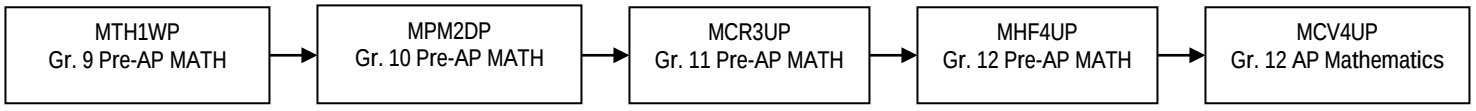
PLF4M1 – Recreation and Healthy Active Living Leadership, Gr. 12, University/College Preparation
This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.
Prerequisite: Any health and physical education course

MATHEMATICS



When making grade 11/12 Mathematics selections, please consult University and College course calendars for program prerequisites.

Advanced Placement Mathematics

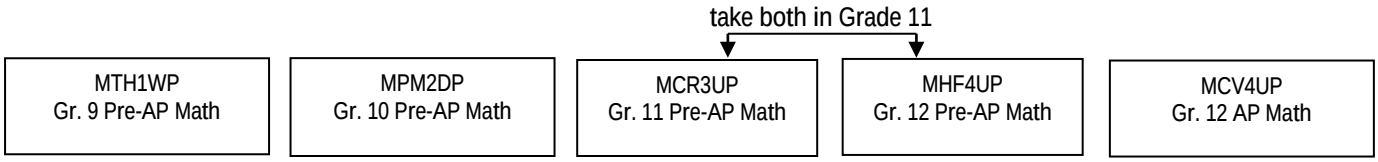


Common Mathematics Pathways

The following are suggested Mathematics pathways to help guide students in the course selection process. These pathways are designed to improve a student's opportunity for success.

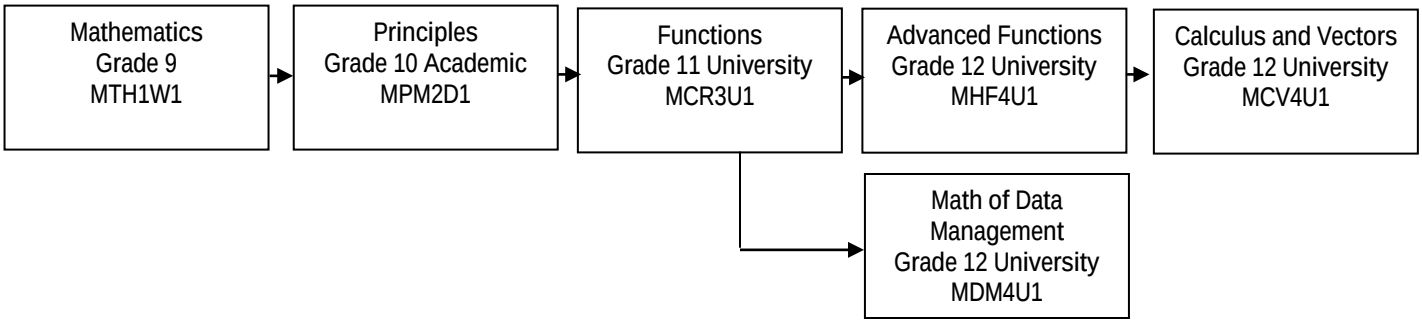
1. **Advanced Placement Mathematics** leads students to programs at the university level.

   The following pathway is for a student who demonstrates:
   - A high level of interest, enjoyment and aptitude in mathematics
   - A willingness to complete independent work
   - A proficiency in adding, subtracting, multiplying and dividing integers and fractions without a calculator



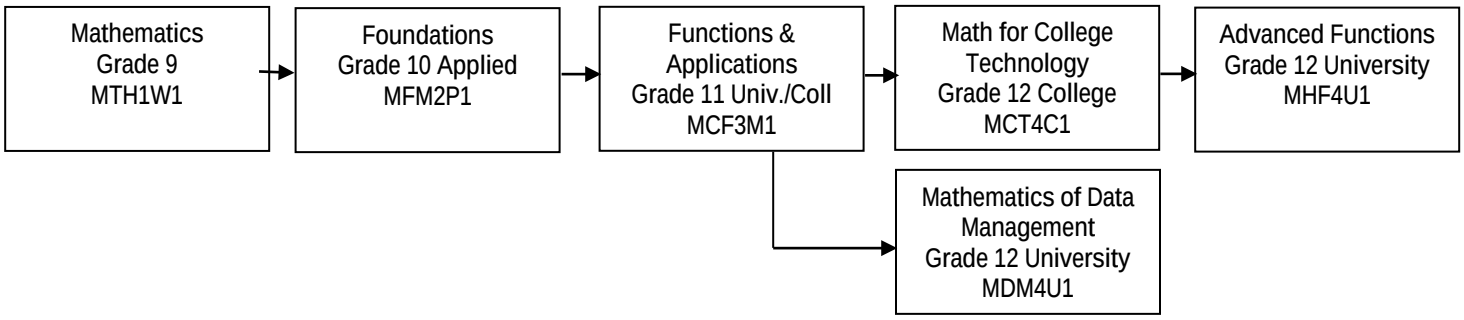
2. **Academic Pathway** leads students to programs at the university level.

   The following pathway is for a student who demonstrates:
   - Motivation
   - Good organization
   - Good competency in mathematics

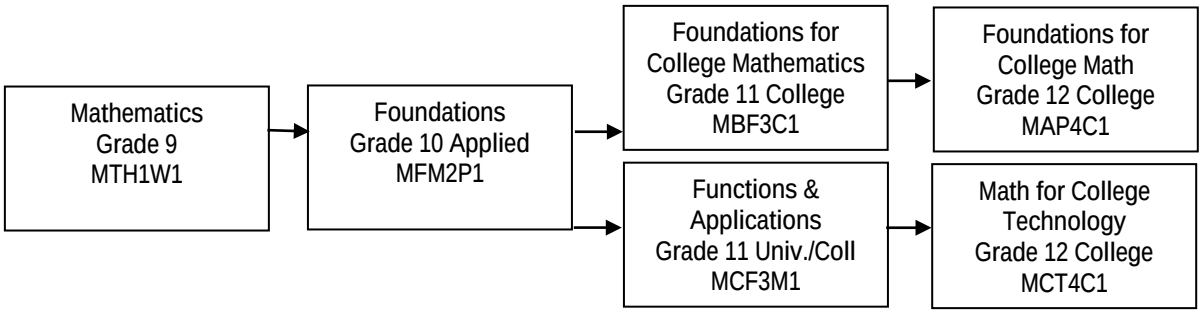


3. **Applied to University Stream Pathway** leads students who began mathematics at the applied level to university stream courses.

   The following pathway is for a student who demonstrates:
   - Some difficulties in understanding mathematics, but may need it for future goals
   - Motivation
   - A willingness to work

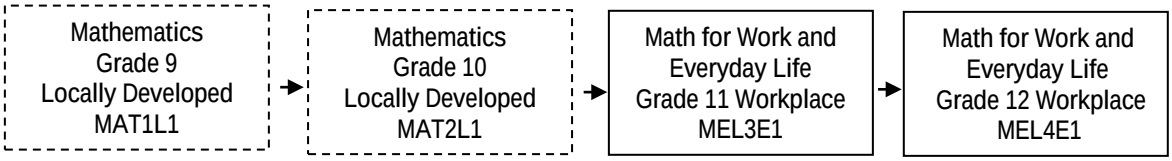


4. <u>Applied Pathway</u> leads students to college programs.



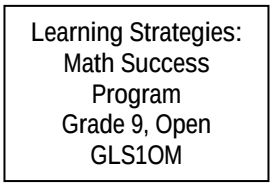
5. <u>Workplace Pathway</u>

The following pathway is for students who currently are on a modified program or who are not finding success in mathematics and need some remediation.



6. <u>Transition Pathway from Grade 8 to Grade 9 Math</u>

The Math Success Program is a comprehensive remediation course that will enable students the opportunity to develop math skills that are integral for success in Grade 9 Math.



MATHEMATICS

GLS1OM – Learning Strategies: Skills for Success in Secondary School, Math Success Program, Gr. 9, Open
This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

The Math Success Program is a comprehensive remediation course that will enable students the opportunity to develop math skills that are integral for success in Grade 9 Math.
Prerequisite: Recommendation from Grade 8 Principal and Math Department approval

MTH1WP - Mathematics, Pre-Advanced Placement, Gr. 9
This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.
Prerequisite: None

MTH1W1 - Mathematics, Gr. 9, De-streamed
This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.
Prerequisite: None

MAT1L1 - Mathematics, Gr. 9, Locally Developed
This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their every- day lives, in the workplace, and in the Grade 10 Locally Developed Credit Course. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.
Prerequisite: None

MPM2DP - Principles of Mathematics, Pre-Advanced Placement, Gr. 10
This course covers the academic level Grade 10 Mathematics curriculum. In addition, students follow an enriched curriculum designed to prepare them for the Grade 12 Advanced Placement Calculus exam.
Prerequisite: Mathematics, Pre-AP, Grade 9, or Mathematics, Grade 9, and department approval

MPM2D1 - Principles of Mathematics, Gr. 10, Academic
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.
Prerequisite: Mathematics, Grade 9, or Mathematics, Pre-AP, Grade 9

MFM2P1 - Foundations of Mathematics, Gr. 10, Applied
This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right-angled triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.
Prerequisite: Mathematics, Grade 9

MAT2L1 - Mathematics, Gr. 10, Locally Developed
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 Grade 11 Mathematics Workplace preparation course. The course is organized in 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: Any Grade 9 Mathematics credit

MCR3UP - Functions, Pre-Advanced Placement, Gr. 11, University Prep.
This course covers the university level grade 11 Mathematics curriculum. In addition, students in this course will follow an enriched curriculum, including topics from MHF4U1 and MCV4U1, designed to prepare them for the Grade 12 Advanced Placement Calculus AB course (MCV4UP) and the Advanced Placement Calculus exam.
Prerequisite: MPM2DP: Principles of Mathematics, Pre-AP, Gr. 10

MATHEMATICS

MCR3U1 - Functions, Gr. 11, University Prep.
This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.
Prerequisite: Principles of Mathematics, Pre-AP, Grade 10 or Principles of Mathematics, Grade 10 Academic

NOTE: In grade 12, the Advanced Functions should precede Calculus and Vectors but can be taken concurrently with Calculus and Vectors. It is in the student's best interest to take grade 12 Advanced Functions before grade 12 Calculus and Vectors. It may be advisable for students to consider taking grade 12 Advanced Functions in their third year of high school after completing MCR3U1.

MCF3M1 - Functions and Applications, Gr. 11, University/ College Prep.
This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modeling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.
Prerequisite: Principles of Mathematics, Grade 10, Academic, or Foundations of Mathematics, Grade 10, Applied

MBF3C1 - Foundations for College Mathematics, Gr. 11, College Prep.
This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analyzing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.
Prerequisite: Foundations of Mathematics, Grade 10, Applied

MEL3E1 - Mathematics for Work and Everyday Life, Gr. 11, Workplace Prep.
This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.
Prerequisite: Mathematics, Gr. 9, or Mathematics, Locally Developed, Gr. 10

MCV4UP - Advanced Placement Calculus, Gr. 12
Advanced Placement Calculus AB is primarily concerned with the student's understanding of the concepts of Calculus, and its methods and applications. The course emphasizes an approach to Calculus where concepts, results and problems are expressed geometrically, numerically, analytically and verbally. Students should understand the meaning of the definite integral, both as a limit of Riemann sums and as the net accumulation of a rate of change and should be able to use the integral to solve problems. Students should understand the relationship between the derivative and the definite integral. The use of a graphing calculator in AP Calculus is considered an integral part of this course.
Prerequisite: MHF4UP: Advanced Functions, Gr. 12, University Pre-AP.

MCV4U1 - Calculus and Vectors, Gr. 12, University Prep.
This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the 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: MHF 4U1: Advanced Functions, Gr. 12, University Preparation or MHF4UP: Advanced Functions, Gr. 12 Pre-AP

Note: The Advanced Functions should precede Calculus and Vectors but can be taken concurrently with Calculus and Vectors. It is in the student's best interest to take grade 12 Advanced Functions before grade 12 Calculus and Vectors. It may be advisable for students to consider taking grade 12 Advanced Functions in their third year of high school after completing MCR3U1.

MHF4UP - Advanced Functions, Pre-Advanced Placement, Gr. 12, University Prep.
This course covers the university level grade 12 Mathematics curriculum. In addition, students in this course will follow an enriched curriculum, including topics from MCV4U1, designed to prepare them for the Grade 12 Advanced Placement Calculus AB course (MCV4UP) and the Advanced Placement Calculus exam.
Prerequisite: MCR3UP: Functions, Gr. 11, Pre-AP

MATHEMATICS

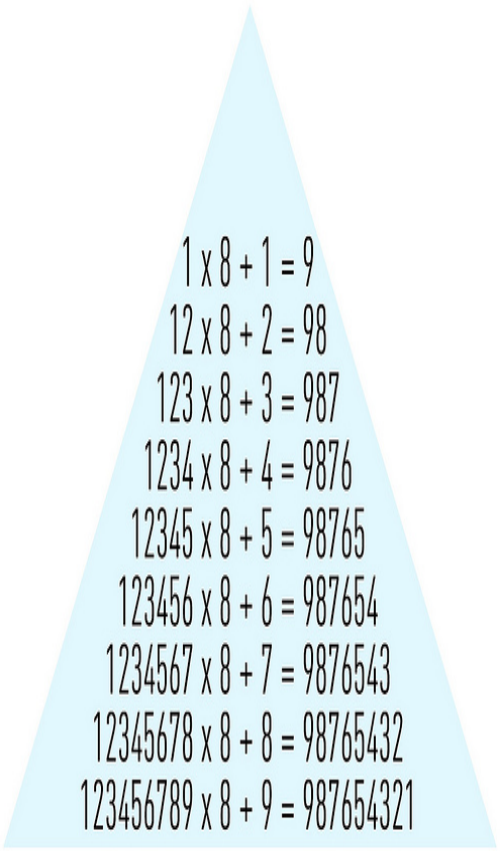
MHF4U1 - Advanced Functions, Gr. 12, University Prep.
This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.
Prerequisite: MCR3U1 - Functions, Gr. 11, University Preparation, or MCR3UP - Functions, Gr. 11, Pre-Advanced Placement or MCT4C1 - Mathematics for College Technology, Gr. 12, College Preparation

MDM4U1 - Mathematics of Data Management, Gr. 12, University Prep.
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: MCF3M1 - Functions and Applications, Gr. 11, University/College Preparation, or MCR 3U1 - Functions, Gr. 11, University Preparation or MCR3UP - Functions, Gr. 11, Pre-Advanced Placement.

MCT4C1 - Mathematics for College Technology, Gr. 12, College Prep.
This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, exponential, and trigonometric functions; continue to represent functions numerically, graphically, and algebraically; develop facility in simplifying expressions and solving equations; and solve problems that address applications of algebra, trigonometry, vectors, and geometry. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for a variety of college technology programs.
Prerequisite: MCF3M1 - Functions and Applications, Gr. 11, University/College Preparation

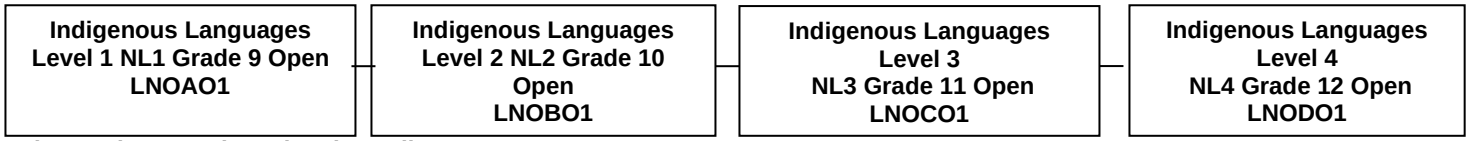
MAP4C1 - Foundations for College Mathematics, Gr. 12, College Prep.
This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyze data using statistical methods; solve problems involving applications of geometry and trigonometry; simplify 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: MBF3C1 - Foundations for College Mathematics, Gr. 11, College Preparation

MEL4E1 - Mathematics for Work and Everyday Life, Gr. 12, Workplace Prep.
This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics; apply the concept of probability to solve problems involving familiar situations; investigate accommodation costs and create household budgets; use proportional reasoning; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.
Prerequisite: MEL3E1 - Mathematics for Work and Everyday Life, Gr. 11, Workplace Preparation

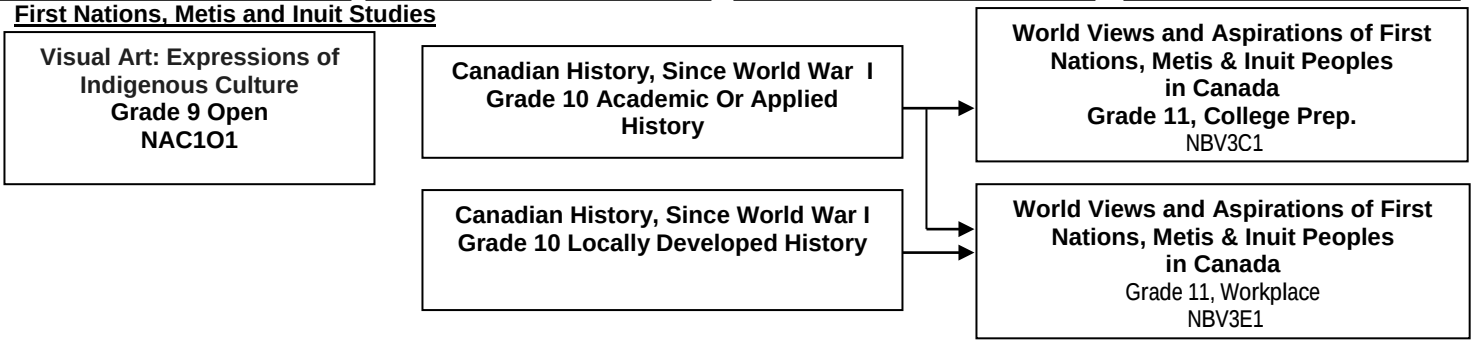


INDIGENOUS LANGUAGES (OJIBWE) AND FIRST NATIONS, MÉTIS AND INUIT STUDIES

Indigenous Languages: Ojibwe



First Nations, Metis and Inuit Studies



INDIGENOUS LANGUAGES: OJIBWE

LNOAO1 - Indigenous Languages, Level 1, NL1, Open

This course is open to the entire student body and will allow students who have no prior Indigenous language experience to develop an appreciation for an Indigenous language and culture, to explore and experience a unique world view, and to learn to speak an Indigenous language. Students will use the language being studied for greetings and daily routines, become familiar with its writing and sound system, and practice basic vocabulary and phrases. Students will also use information technology during course-related activities.

LNOBO1 - Indigenous Languages, Level 2, NL2, Open

This course will enable students to experience the unique respect for life that permeates Indigenous languages and cultures. Students will expand their vocabulary and knowledge of phrases and expressions, using them in simple dialogues, narrative writing, grammatical constructions, and reading, and to exchange information electronically.

Prerequisite: This course is open to any student who has successfully completed at least four years of elementary Indigenous languages study, has successfully completed NL1, or demonstrates the required proficiency.

LNOCO1 - Indigenous Languages, Level 3 NL3, Open

This course will provide students an opportunity to expand their knowledge of an Indigenous language and of Indigenous philosophy, spirituality, and values, and to enhance their identity and self-worth. Students will communicate by using a variety of phrases and expressions, create short conversations, skits, stories, and narratives, use information technology, and develop an awareness of the structural and functional workings of an Indigenous language.

Prerequisite: This course is open to students who have successfully completed NL2 or who can demonstrate the required proficiency.

LNODO1 - Indigenous Languages, Level 4, NL4, Open

This course will provide students with opportunities to further develop their knowledge of an Indigenous language and of Indigenous philosophy, spirituality, and values, and to enhance their sense of identity and self-worth. Students will increase their vocabulary and improve their facility in using idioms, and will use the Indigenous language to analyze literature, discuss various issues that affect the local community, and exchange information electronically.

Prerequisite: Indigenous Languages, Level 3, Open, or demonstrated proficiency

FIRST NATIONS, METIS AND INUIT STUDIES

NAC1O1- Visual Arts: Expressions of Indigenous Culture Gr. 9, Open

This course explores various First Nations, Métis, and Inuit art forms (media arts, music, dance, drama, storytelling, visual art, installation and performance art, clothing design, and architectural design), giving students the opportunity to create, present, and analyse integrated art works infused with First Nations, Métis, and Inuit perspectives. Students will examine relationships between art forms and individual and cultural identities, histories, and values. Students will demonstrate innovation as they learn and apply art-related concepts, styles, and conventions and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges.

Prerequisite: None.

NBV3C1 – World Views and Aspirations of First Nations, Metis & Inuit Peoples in Canada, Gr. 11, College Prep.

This course focuses on the diverse beliefs, values, and aspirations between First Nations, Métis, and Inuit peoples of Canada and the political, economic, cultural and social challenges facing Indigenous individuals and communities from various regions and cultures. By examining their own beliefs, values and assumptions, the worldviews of others and factors that influence world views, students will appreciate how traditional and contemporary beliefs and values influence present and future aspirations of Indigenous peoples.

Prerequisite: Grade 10 Canadian History Since World War I, Academic or Applied

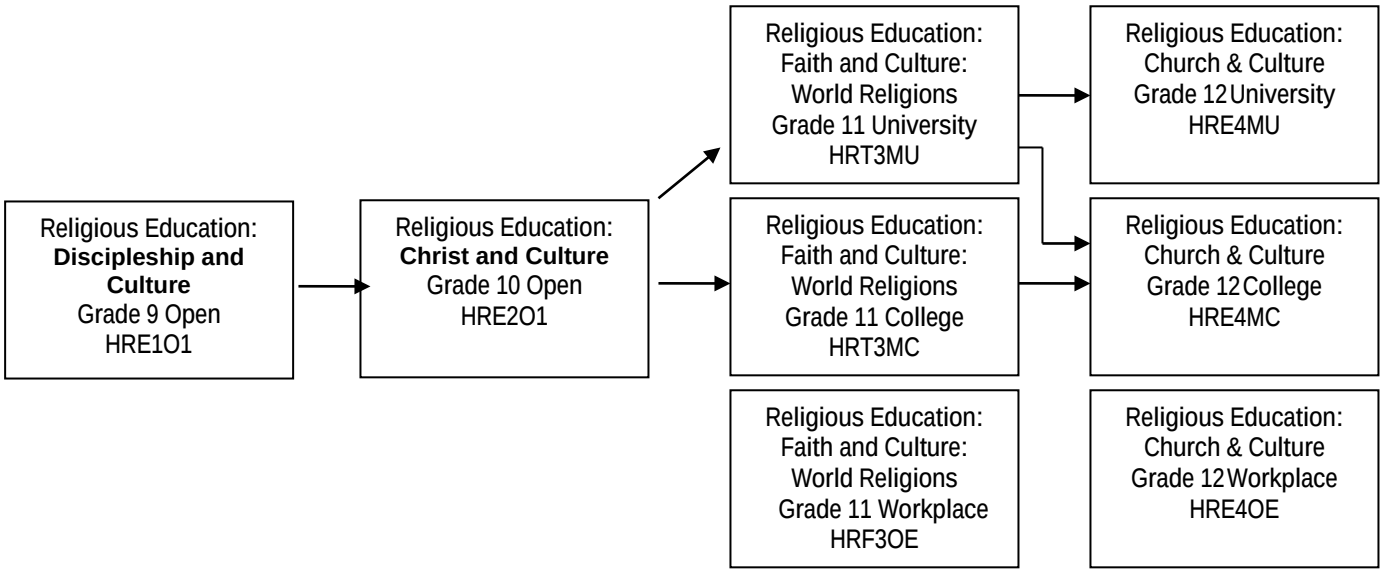
NBV3E1 - World Views and Aspirations of First Nations, Métis & Inuit Peoples in Canada, Gr. 11, Workplace Prep.

This course explores diverse world views and aspirations of First Nations, Métis, and Inuit peoples in Canada. Students will examine issues of identity facing First Nations, Métis, and Inuit individuals and communities with respect to changing relationships with the land, nature, one another, and Canada. Students will explore their own world views, and the factors that shape world views over time, to develop an understanding of how traditional and contemporary values influence the aspirations of First Nations, Métis, and Inuit peoples.

Prerequisite: Grade 10 Canadian History since World War I, Academic, Applied, or Locally Developed Compulsory Credit (LDCC)

RELIGIOUS EDUCATION

The Thunder Bay Catholic District School Board recognizes the necessity of maintaining the Christian vision of our Catholic schools in light of the education reforms. Distinctive expectations have been developed for the graduates of our Catholic high schools. In addition to the Ministry mandated courses, students are required to take a Religious Education/Family Life credit in each of the four years of their high school program. The Religious Education/Family Life credits complement the Christian values already infused into the total curriculum and the very life of our Catholic high schools.



HRE1O1 - Religious Education: **Discipleship and Culture, Gr. 9, Open**

This course engages students in the examination of the Christian narrative as revealed in Sacred Scripture. Students are invited to a deeper understanding of both the joy and the demands of living out the call to discipleship as it is described in the Scriptures. Students explore discipleship as encountered in the Sacred Tradition of the Church (Sacraments, Liturgical Year and Church Teaching and Law), as part of their ongoing personal growth and faith understanding. Students explore Catholic rituals, teaching, practice, morals and values, and virtues to facilitate a healthy and covenantal relationship with self, God and with others. Using theological reflection, they are challenged to explore the connections and disconnections of ethical concepts (euthanasia, abortion, sexuality, etc.) between the Church and contemporary culture. The course focuses on encouraging students to know and love by following in the footsteps of Jesus. As they learn of his words and deeds, they discover the importance of prayerfully serving the community to bring about the Reign of God.

Prerequisite: none

HRE2O1 - Religious Education: **Christ and Culture, Gr. 10, Open**

This course both invites and challenges the adolescent to personalize the Gospel values and social justice principles that guide Catholics in understanding their role in shaping culture as disciples of Jesus. Students will explore such foundational topics as: what it means to be human, created in God's image, what is culture, Christ and culture, living together in solidarity, social justice, prayer and sacrament, friendship and intimacy. Connections between the living Church and contemporary culture are explored in terms of what it means to be a responsible Christian adolescent in a secularized, pluralistic world.

Prerequisite: none

HRT3MU - Religious Education: Faith and Culture: World Religions, Gr. 11, University Preparation

This course engages students in the examination of world religions, particularly Judaism, Christianity, Islam and the First Nations, Métis and Inuit Spiritualities and a locally appropriate religious tradition. This is a survey course that will help students understand the basic similarities and differences between the religious traditions so they can interact with others with acceptance and familiarity. We live in a multi-faith global community. With the knowledge of this course, students ought to be able to understand more clearly the world's religious affairs.

Prerequisite: Grade 10 Religion or Grade 10 Academic English

HRT3MC - Religious Education: Faith and Culture: World Religions, Gr. 11, College Preparation

This course engages students in the examination of world religions, particularly Judaism, Christianity, Islam and the First Nations, Métis and Inuit Spiritualities and a locally appropriate religious tradition. This is a survey course that will help students understand the basic similarities and differences between the religious traditions so they can interact with others with acceptance and familiarity. We live in a multi-faith global community. With the knowledge of this course, students ought to be able to understand more clearly the world's religious affairs.

Prerequisite: Grade 10 Religion or Grade 10 Academic or Applied English

HRF3OE – Religious Education: Faith and Culture: World Religions, Gr.11, Open

This course engages students in the examination of world religions, particularly Judaism, Christianity and Islam, First Nations, Métis and Inuit Spiritualties', and locally appropriate religious tradition(s), if suitable. This is a survey course that

will help students understand the basic similarities and differences between the religious traditions so they can interact with others with acceptance and familiarity. Ontario is a multi-faith global community. Students will deepen their understanding of the various faith traditions in their local community and around the world
Prerequisite: None

HRE4MU - Religious Education: Church and Culture, Gr. 12, University Prep.
This course enables students to deepen their understanding of how the Church engages contemporary culture with faith and reason, in pursuit of love, justice, and the common good. Students will have opportunity to learn how living the Baptismal vocation to a virtuous life, filled with the joy of the Gospel and nurtured by the sacraments, can transform them and society from within, allowing God to reign in human hearts. Students will also refine research and inquiry skills.
Prerequisite: Grade 11 University Religion or Grade 11 University English

HRE4MC - Religious Education: Church and Culture, Gr. 12, College Prep.
This course enables students to deepen their understanding of how the Church engages contemporary culture with faith and reason, in pursuit of love, justice, and the common good. Students will have opportunity to learn how living the Baptismal vocation to a virtuous life, filled with the joy of the Gospel and nurtured by the sacraments, can transform them and society from within, allowing God to reign in human hearts. Students will also refine research and inquiry skills.
Prerequisite: Grade 11 College or University Religion; or Grade 11 College or University English

HRE4OE - Religious Education: Church and Culture, Gr. 12, Workplace Prep.
This course has the aim of assisting students in understanding themselves as moral persons living the way of Christ through an examination of the revelation of sacred Scripture, and the experience and teaching of the Catholic Church. It engages students in critical reflection on significant contemporary moral and ethical issues in light of Scripture, Church teaching, and their own experiences (i.e., Theological Reflection). Social and ecological justice issues are explored along with a study of topics that focus on Christian mercy and forgiveness. The graces and challenges of every day human living, understanding who we are, what we are called to be, and living in relationships, including marriage, and family life are explored from a Catholic perspective. Students are challenged to adopt the Christian stance in the political world.
Prerequisite: None

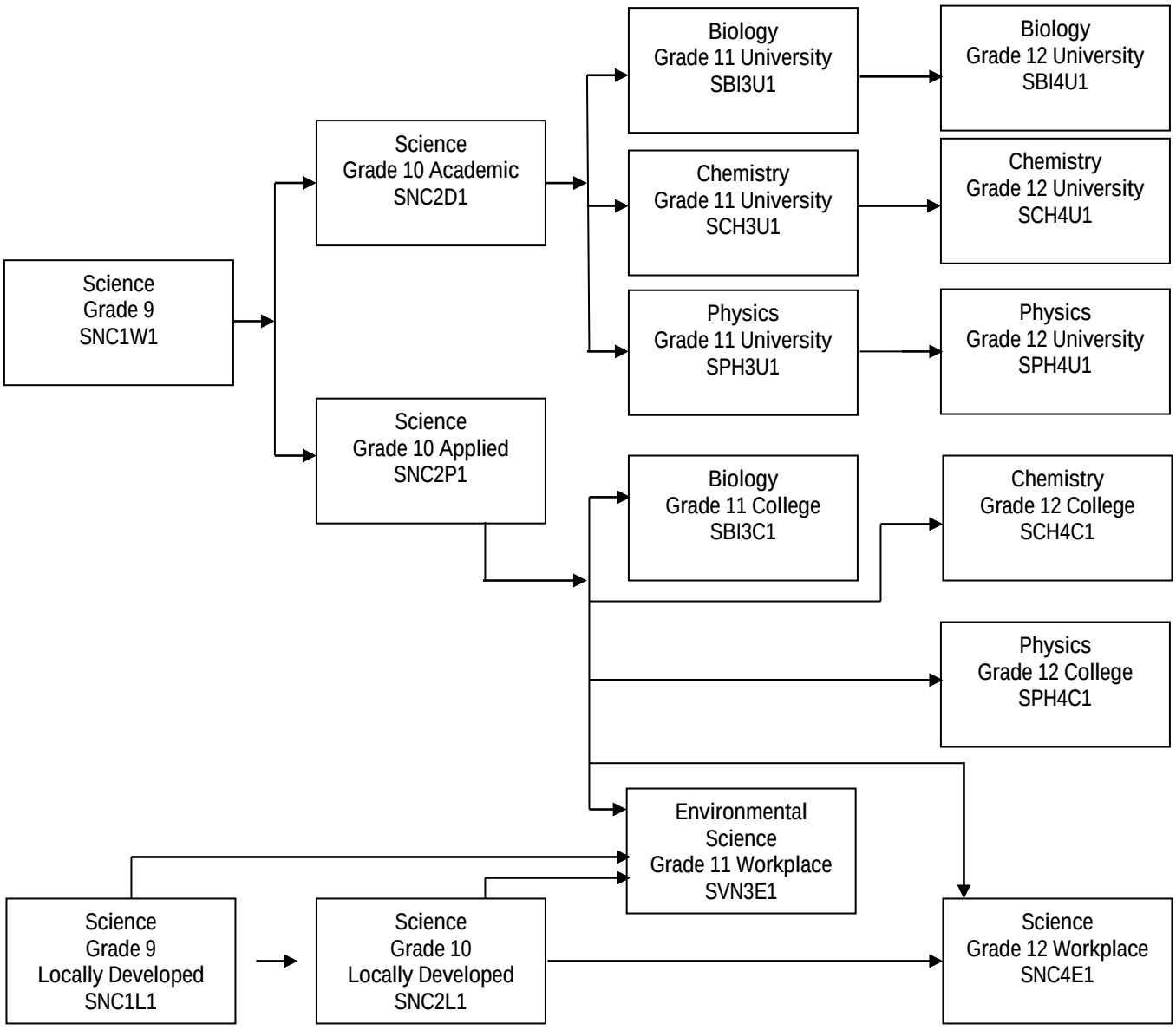
IDEAS UNDERLYING THE RELIGIOUS EDUCATION CURRICULUM

Five Big Ideas

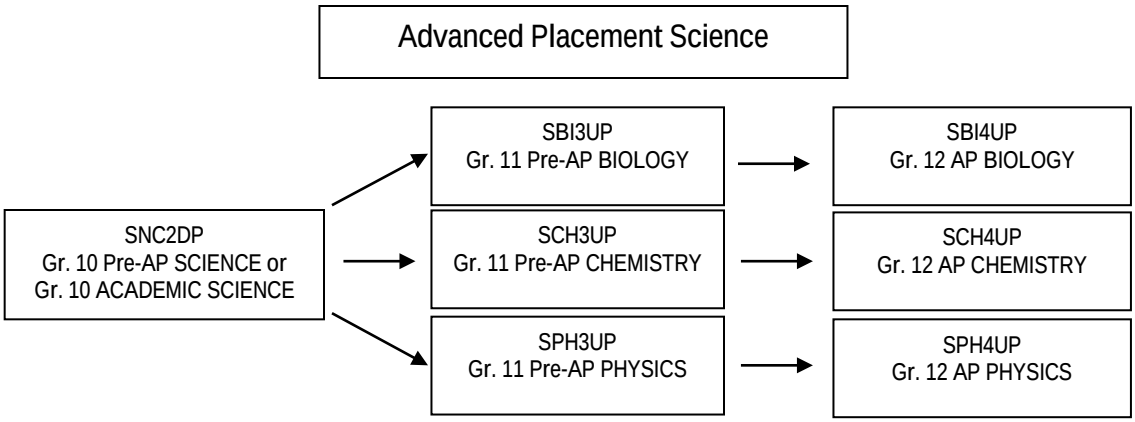
All courses in Religious Education are characterized by the following five big ideas:

- **Religious Knowledge and Literacy includes teaching, understanding and using appropriately the language of the faith and Tradition**
- **Catholic-Christian Anthropology includes the understanding of the Catholic Tradition regarding what it means to be human/a person**
- **Theological Reflection includes the Christian/ Human search for meaning and understanding of life in the context of our relationship with God**
- **Living Moral Lives includes developing one's conscience in order that sound moral choices and judgments in both the personal and social spheres of life can be made**
- **Celebrating in the Faith Community includes the various ways the Church expresses its faith in worship and prayer, primarily to the actions that demonstrate thankful awareness of God's presence in the world**

SCIENCE



Please Note: All grade 10 science courses include the dissection of a frog. All grade 11 biology courses include the dissection of a fetal pig.



SCIENCE

SCIENCE

SNC1W1- Science, Grade 9
This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation and engineering design processes to investigate concerns and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.
Prerequisite: None

SNC1L1 - Science, Grade 9, Locally Developed
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, ecosystems, elements and compounds, space exploration 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

SNC2DP – Science, Grade 10, Pre-Advanced Placement
This course covers the academic level grade 10 Ontario science curriculum. In addition, students in this course may complete enrichment and science fair project components to prepare them for the grade 11 pre-advanced placement courses in biology (SBI3UP), chemistry (SCH3UP) and/or physics (SPH3UP). The grade 11 pre-advanced placement courses will become the prerequisite for the grade 12 advanced placement courses in biology (SBI4UP), chemistry (SCH4UP), and physics (SPH4UP) and the corresponding advanced placement exams. **(NOTE: includes a frog dissection)**
Prerequisite: Science, Grade 9

SNC2D1 - Science, Grade 10, Academic
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. **(NOTE: includes a frog dissection)**
Prerequisite: Science, Grade 9

SNC2P1 - Science, Grade 10, Applied
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. **(NOTE: includes a frog dissection)**
Prerequisite: Science, Grade 9

SNC2L1 - Science, Grade 10, Locally Developed
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, body systems, chemical reactions, climate change and light. 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. **(NOTE: includes a frog dissection)**
Prerequisite: None

BIOLOGY

SBI3UP - Biology, Grade 11, Pre-Advanced Placement
This course covers the university biology level grade 11 Ontario science curriculum. In addition, students in this course may complete enrichment activities to prepare them for the grade 12 advanced placement course in biology (SBI4UP) and the corresponding advanced placement exam. **(NOTE: includes a fetal pig dissection)**
Prerequisite: Science, Grade 10, Pre-AP Science or Academic (recommended 80% average)

SBI3U1 - Biology, Grade 11, University Preparation
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. **(NOTE: includes a fetal pig dissection)**
Prerequisite: Science, Grade 10, Pre-AP Science or Academic

SBI3C1 - Biology, Grade 11, College Preparation
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. **(NOTE: includes a fetal pig dissection)**
Prerequisite: Science, Grade 10, Pre-AP Science or Academic

SBI4UP - Biology, Grade 12, Advanced Placement
Students in this course will follow an enriched curriculum designed to prepare them for the grade 12 advanced placement biology exam. As in SBI4U1, this course is designed to prepare the student for the study of biology or related programs at university. It extends the application of the scientific method to more complex biological concepts and principles. The course begins by examining the biochemical and physiological processes of the cell. A detailed comparison of plant and animal physiology follows with units on genetics, the movement of substances into and out of the cell, cellular respiration, photosynthesis, homeostasis and ecology.
Prerequisite: Biology, Grade 11, Pre-AP or Biology, Grade 11, University Preparation (recommended 80% average) and department approval.

SCIENCE

SBI4U1 - Biology, Grade 12, University Preparation
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: Biology, Grade 11, Pre-AP or Biology, Grade 11, University Preparation

CHEMISTRY

SCH3UP - Chemistry, Grade 11, Pre-Advanced Placement
This course covers the university chemistry level grade 11 Ontario science curriculum. In addition, students in this course may complete enrichment activities to prepare them for the grade 12 advanced placement course in chemistry (SCH4UP) and the corresponding advanced placement exam.
Prerequisite: Science, Grade 10, Pre-AP or Academic (recommended 80% average)

SCH3U1 - Chemistry, Grade 11, University Preparation
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: Science, Grade 10, Pre-AP or Academic

SCH4UP - Chemistry, Grade 12, Advanced Placement
Students in this course will follow an enriched curriculum designed to prepare them for the grade 12 advanced placement chemistry exam. As in SCH4U1, this course develops the students' understanding of the basic principles of physical, inorganic and organic chemistry. Students will explore many topics including stoichiometry, atomic and molecular structure, periodic properties of elements, chemical bonding, molecular geometry, the states of matter, solution chemistry, chemical equilibrium, introductory thermodynamics, electro-chemistry, and rates and mechanisms of chemical reactions. They will develop problem-solving, communication and laboratory skills as they investigate chemical processes. Emphasis will be placed on the importance of chemistry in daily life, and on evaluating the impact of chemical technology on the environment.
Prerequisite: Chemistry, Grade 11, Pre-AP or University Preparation (recommended 80% average) and department approval.

SCH4U1 - Chemistry, Grade 12, University Preparation
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: Chemistry, Grade 11, Pre-AP or University Preparation

SCH4C1 - Chemistry, Grade 12, College Preparation
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: Science, Grade 10, Pre-AP or Academic or Applied

PHYSICS

SPH3UP - Physics, Grade 11, Pre-Advanced Placement
This course covers the university physics level grade 11 Ontario science curriculum. In addition, students in this course may complete enrichment activities to prepare them for the grade 12 advanced placement course in physics (SPH4UP) and the corresponding advanced placement exam.
Prerequisite: Science, Grade 10, Pre-AP or Academic (recommended 80% average)

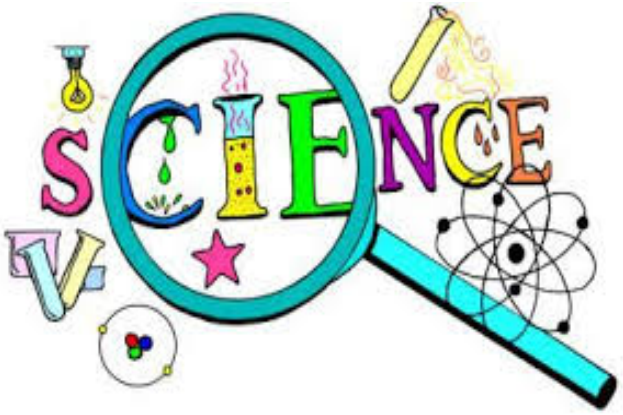
SPH3U1 - Physics, Grade 11, University Preparation
This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity 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: Science, Grade 10, Pre-AP or Academic

SPH4UP - Physics, Grade 12, Advanced Placement
Students in this course will follow an enriched curriculum designed to prepare them for the grade 12 advanced placement physics exam. As in SPH4U1, this course enables students to deepen their understanding of the concepts and theories of physics. Students will explore the laws of dynamics and energy transformations, and will investigate electrical, gravitational and magnetic fields, electromagnetic radiation, and the interface between energy and matter. They will further develop inquiry skills, learning for example how the interpretation of experimental data can provide indirect evidence to support the development of a scientific model. Students will also consider the impact on society and the environment of the technological applications of physics.
Prerequisite: Physics, Grade 11, Pre-AP or University Preparation (recommended 80% average) and department approval.

SPH4U1 - Physics, Grade 12, University Preparation
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,

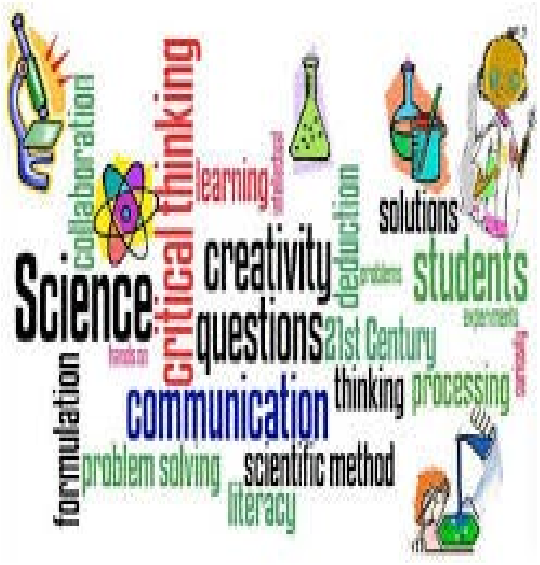
quantum mechanics and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data relating to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.
Prerequisite: Physics, Grade 11, AP or University Preparation

SPH4C1 - Physics, Grade 12, College Preparation
This course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment.
Prerequisite: Science, Grade 10, Academic or Applied



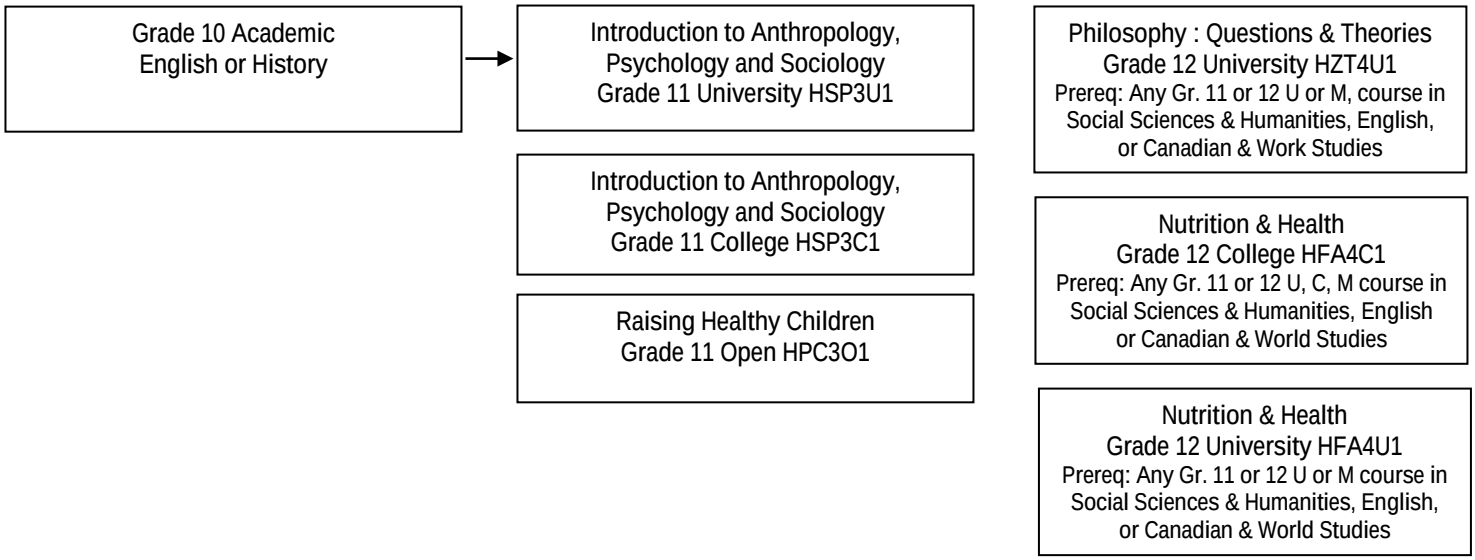
WORKPLACE SCIENCES
SVN3E1 - Environmental Science, Grade 11, Workplace Prep.
This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in work and life after secondary school. Students will explore a range of topics, including the impact of human activities on the environment; human health and the environment; energy conservation; resource science and management; and safety and environmental responsibility in the workplace. Emphasis is placed on relevant, practical applications and current topics in environmental science, with attention to the refinement of students' literacy and mathematical literacy skills as well as the development of their scientific and environmental literacy.
Prerequisite: Science, Grade 9 or Gr. 9 or 10 locally developed compulsory credit (LDCC) course in science

SNC4E1 - Science, Grade 12, Workplace Preparation
This course provides students with fundamental science knowledge and workplace skills needed to prepare them for success beyond secondary school. Students will explore hazards in the workplace, chemicals in consumer products, disease and its prevention, electricity at home and at work, and nutritional science. Emphasis is placed on current topics in science and relevant, practical activities that develop students' literacy and mathematical literacy skills and enhance their scientific literacy.
Prerequisite: Science, Grade 10, Applied/Locally Developed compulsory credit (LDCC) course in science





SOCIAL SCIENCES AND HUMANITIES



HPC3O1 - Raising Healthy Children, Gr. 11, Open
This course focuses on the skills and knowledge parents, guardians, and caregivers need, with particular emphasis on maternal health, pregnancy, birth, and the early years of human development (birth to six years old). Through study and practical experience, students will learn how to meet the developmental needs of young children, communicate with them, and effectively guide their early behaviour. Students will develop their research skills through investigations related to caregiving and child rearing.
Prerequisite: None.

HSP3U1 - Introduction to Anthropology, Psychology, and Sociology, Gr. 11, University Prep.
This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science, and to become familiar with current thinking on a range of issues within the three disciplines.
Prerequisite: The Grade 10 *academic* course in English or the Grade 10 *academic* history course (Canadian and world studies).

HSP3C1 - Introduction to Anthropology, Psychology, and Sociology, Gr. 11, College Prep.
This course introduces students to theories, questions, and issues related to anthropology, psychology, and sociology. Students learn about approaches and research methods used by social scientists. They will be given opportunities to apply theories from a variety of perspectives, to conduct social science research, and to become familiar with current issues within the three disciplines.
Prerequisite: None.

HFA4U1 - Nutrition and Health, Gr. 12, University Prep.
This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health.
Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.

HFA4C1 - Nutrition and Health, Gr. 12, College Prep.
This course focuses on the relationship between nutrition and health at different stages of life and on global issues related to food production. Students will investigate the role of nutrition in health and disease and assess strategies for promoting food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and refine their ability to use social science research and inquiry methods to investigate topics related to nutrition and health.
Prerequisite: Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.

HZT4U1 - Philosophy: Questions and Theories, Gr. 12, University Prep.
This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.
Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.

SCHOOL-COLLEGE-WORK INITIATIVE

Dual Credits are defined as a high school credit and a college credit earned at the same time. Students can take **Dual Credit** courses with an opportunity to earn credits that count toward both a secondary school and college diploma or certificate. **Dual Credits** let students "experience" college courses while still in secondary school. These opportunities have been designed to provide students with a head start to their college education, to allow for a seamless transition to college, to strengthen the partnerships in Northwestern Ontario based on the needs of its youth, to recognize the college as a viable post secondary destination for state-of-the-art education and training and to benefit all students in the region.

TEAM-TAUGHT DUAL CREDITS

Team-Taught Dual Credit courses support secondary school students in completing high school and exploring postsecondary education. These **Dual Credits** provide opportunities to explore career aspirations and helps to support a successful transition to college in the following courses. **Team-Taught Dual Credit** courses are aligned and included in the high school courses listed below.

Grade 11

High School Course		Confederation College Course
Construction Technology TCJ3C	And	Construction Tools and Safety 1 CR125
Manufacturing Technology TMJ3C	And	"T"- Joints WC143

COLLEGE NOW

The **College Now** program supports secondary school students in completing high school and considering postsecondary education. **College Now** provides opportunities to explore career aspirations and helps to support a successful transition to college. **College Now** courses are taken at Confederation College one half day (3 hours) per week during the afternoon. Students must be in grade 12 and in their graduating year. Students will have morning classes at the high school and afternoon classes at the College. Students may take up to two (2) courses in one semester and a maximum of two (2) dual credits can be applied to their OSSD. The courses listed below are potential course options within the SCWI College Now Program. The following courses were previously offered.

Baking and Pastry Arts – CU130 (TUE4T1)
Through this introduction to pastry arts, you will learn basic professional baking techniques and a working knowledge of baking fundamentals for à la carte and banquet settings.

Building Skills for Success – GE113 (JEB4T1)
You will learn to set lifelong learning goals, enhance your communication skills, appreciate diversity, manage time and stress pressures, and improve study and thinking skills.

Digital Photography and Image Editing 1 – MM130 (AFI4T1)
You will learn how to express meaning using visual imagery, and how to develop your own personal photography style and techniques. You'll also practice Adobe Photoshop techniques.

Foods of the Americas - GE080 (TKL4T1)
Students will be provided a basis for understanding the global impact that resulted from the introduction of Indigenous foods from the Americas as well as the cultural impact that colonization had on the lifestyles of the American First Nation peoples.

Graphic Design Fundamentals Part 1 - 1M112 (TBQ4T1)
Students will acquire skills and knowledge to create introductory level graphic projects such as logos, typographic designs, splash pages, and magazine pages. The sketchbook will be used as an integrated part of the design process.

SCHOOL-COLLEGE-WORK INITIATIVE

Intro Psychology - PY199 (HBB4T1)
Students will learn why people do and think the way they do from a variety of perspectives and how psychological principles apply to everyday life situations. This course provides a strong foundation for other courses in psychology.

Intro to Sociology – HSH4T1 (SY125)
Students will study people's lives, their relationship to society as a whole, and how people are affected by the society in which they live. The concepts, theories and methods of the discipline will be introduced and discussed with particular emphasis on the dynamics of Canadian society and Canadian social problems.

Tastes of Skilled Trades – TP155 (TAP4T1)
You will be introduced to a variety of trade skills, spending five weeks each in carpentry, welding, and motive powers.

Wellness for Life – AS220 (PPI4T1)
You will focus on the physical, emotional, social, intellectual, and spiritual dimensions of health while studying the health-related issues including stress, substance abuse, sexuality, fitness, weight management, environmental concerns, and death and dying.

To be eligible for College Now courses students must be:
In grade 12 with a minimum of 15 credits; working toward an OSSD; parental/guardian consent if under 18 years of age; recommended by school staff and approved by the school principal; registered in a minimum of one high school credit at home school.

Course selections vary each semester. Talk to Mr. R. Weatherston, Guidance Teacher for current course offerings and more information about the College Now program.

FOR MORE INFORMATION CONTACT: STUDENT SERVICES
ST. PATRICK HIGH SCHOOL - 807-623-5218

SPECIALIST HIGH SKILLS MAJOR (SHSM)

SPECIALIST HIGH SKILLS MAJOR

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

What Is a Specialist High Skills Major?

- The SHSM is a ministry-approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements for the Ontario Secondary School Diploma (OSSD) and assists in their transition from secondary school to apprenticeship training, college, university, or the workplace.

- A SHSM enables students to gain sector-specific skills and knowledge in the context of engaging, career-related learning environments and helps them focus on graduation and on pursuing their postsecondary goals.

- Every SHSM must include the following five components, which are outlined in detail in individual guides for each sector.

    1. A bundle of 8–10 Grade 11 and Grade 12 credits that include:

        i) 4 major credits that provide sector-specific knowledge and skills;
        ii) 2-4 other required credits from the Ontario curriculum in which some expectations are met through learning activities contextualized to the sector;
        iii) 2 cooperative education credits that provide authentic learning experiences in a workplace setting, enabling students to refine, extend, and practice sector-specific knowledge and skills;

    2. Sector-recognized certifications and training courses

    3. Experiential learning and career exploration activities within the sector

    4. “Reach ahead” experiences connected in the student’s selected postsecondary pathway

    5. Sector - Partnered Contextualized Component

How does an SHSM benefit students?

- A SHSM allows students to experience a range of customized learning opportunities in an area that interests them, and helps to engage them in their school program.

- A SHSM program gives students the opportunity to explore, identify, and refine career goals and make informed decisions related to postsecondary education or training and next steps towards a career.

SPECIALIST HIGH SKILLS MAJOR (SHSM)

- A SHSM helps students gain confidence in their ability to succeed, and see the connections between their studies, the world beyond high school, and their future careers.

- The experiential learning opportunities provided in a SHSM enable students to develop Essential Skills and work habits that are required in the sector, and have their performance of those skills and work habits assessed and documented, using tools connected with the Ontario Skills Passport.

- Through a SHSM, students begin to establish relationships and networks in their chosen field.

- Students who have earned a SHSM can provide evidence of their achievement of the required components (e.g., sector-recognized certifications and training programs) to prospective employers and postsecondary educational or training institutions.

How is successful completion of a SHSM documented?

- Successful completion of a SHSM is indicated on the student's Ontario Secondary School Diploma by a red seal.

- The student receives a SHSM Record that documents his or her achievement of the required components, including sector-related certifications earned and/or training courses completed.

- Successful completion of a SHSM is indicated on the student's Ontario Student Transcript (OST).

Where are SHSM programs being delivered?

- SHSM programs are available in all school boards across the province.

How do I find out more?

- Individual guides for each sector, as well as the SHSM Implementation guide, are available at http://www.edu.gov.on.ca/eng/studentsuccess/pathways/shsm/
- For additional information and an application form contact:

For more information contact:

Mr. R. Verardo, Technological Studies Instructional Leader and SHSM Co-ordinator
St. Patrick High School
807-623-5218

STUDENTS MUST COMPLETE AN APPLICATION PROCESS
TO DETERMINE PROGRAM ELIGIBILITY.





SPECIALIST HIGH SKILLS MAJOR (SHSM)

ABORIGINAL YOUTH ENTREPRENEURSHIP PROGRAM (AYEP)

BUSINESS PROGRAM COMPONENTS

Bundled Credits

- 4 major credits selected from Business and Christian Living courses with a minimum of one (1) in Grade 11 and one (1) in Grade 12
- 2 Cooperative Education credits
- 1 supporting credit in English and 2 supporting credits in Math

Sector Recognized Certifications and Training

- Certification and training courses in First Aid, CPR, WHMIS, Customer Service, Business Etiquette and Personal Inventory

Experiential Learning Opportunities

- A Job Shadowing, Job Twinning or Work Experience
- Field trips to workplace locations to explore potential careers

Reach Ahead Experiences

- College, University and workplace tours.

Sector Partnered Contextualized Component

- Innovation Creativity and Entrepreneurship (ICE) training

SHSM AYEP Business Program Schedule

Course code from current program	Apprenticeship Pathway		College Pathway		Workplace Pathway	
Credits	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12
Major credits	BDI3CA	BDV4CA	BDI3CA	BDV4CA	BDI3CA	BDV4CA
Major credits	HRF3OE or HRT3MC	ICS4C1	BAF3M1 or CLU3M1 or ICS3C1 or HRT3MC	BAT4M1 or BBB4M1 or ICS4C1	BTA3O1 or HRF3OE	HIP4O1
English credit	ENG3C, ENG3E, NBE3C, NBE3E ENG4C or ENG4E		ENG3C, NBE3C or ENG4C		ENG3E, NBE3E or ENG4E	
Math credit	MBF3C, MCF3M or MEL3E	MAP4C, MCT4C or MEL4E	MBF3C or MCF3M	MAP4C or MCT4C	MEL3E	MEL4E
Co-op credits	COP3X2, COP4X2 or DCO3O2		COP3X2, COP4X2 or DCO3O2		COP3X2, COP4X2 or DCO3O2	

OCCUPATIONS IN THE BUSINESS SECTOR

Apprentice	College	Workplace
Building Materials Retailer Parts Technician Special Events Coordinator	Accounting and Related Clerk Administrative Clerk Banking, Insurance or Financial Clerk Bookkeeper Event Planner Insurance Adjustor Legal Secretary and more	Accounting Clerk Customer Service Clerk General Office Clerk Payroll Clerk Mail Clerk Inventory Clerk Real Estate Agent Wholesale Buyer Storekeeper and Parts Clerk and more

SPECIALIST HIGH SKILLS MAJOR (SHSM)
BUSINESS PROGRAM COMPONENTS

Bundled Credits
- 4 major credits selected from Business and Christian Living courses with a minimum of one (1) in Grade 11 and one (1) in Grade 12
- 2 Cooperative Education credits
- 1 supporting credit in English and 2 supporting credits in Math

Sector Recognized Certifications and Training
- Certification and training courses in First Aid, CPR, WHMIS, Customer Service, Business Etiquette and Personal Inventory

Experiential Learning Opportunities
- A Job Shadowing, Job Twinning or Work Experience
- Field trips to workplace locations to explore potential careers

Reach Ahead Experiences
- College, University and workplace tours.

Sector Partnered Contextualized Component
- Innovation Creativity and Entrepreneurship (ICE) training

SHSM BUSINESS PROGRAM SCHEDULE

Course code from current program	Apprenticeship Pathway		College Pathway		University Pathway		Workplace Pathway	
Credits	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12
Major Credits	BDI3C	BDV4C	BDI3C	BDV4C	BAF3M	BAT4M	BDI3C	BDV4C
Major Credits	HRF3OE HRT3MC ASM3O or ICS3C	ICS4C ASM4E or HIP4O	BAF3M HRT3M ICS3C or CLU3M	BAT4M BBB4M ICS4C or ASM4M	CLU3M HRT3M ICS3U or TDJ3M	BBB4M CLN4U ICS4U or CIA4U	HRF3OE HRT3MC ASM3O or ICS3C	ICS4C ASM4E or HIP4O
English Credit	ENG3C, ENG3E, NBE3C, NBE3E, ENG4C or ENG4E		ENG3C, NBE3C or ENG4C		ENG3U, NBE3U or ENG4U		ENG3E or NBE3E	ENG4E
Math Credits	MBF3C MCF3M or MEL3E	MAP4C MCT4C or MEL4E	MBF3C or MCF3M	MAP4C or MCT4C	MCF3M or MCR3U	MDM4U or MHF4U	MEL3E1	
Co-op Credits	COP3X2, COP4X2 or DCO3O2		COP3X2, COP4X2 or DCO3O2		COP3X2, COP4X2 or DCO3O2		COP3X2, COP4X2 or DCO3O2	

OCCUPATIONS IN THE BUSINESS SECTOR

Apprentice	College	University	Workplace
Construction Materials Retailer Hardware, Lumber & Building Materials Retailer Special Events Coordinator and more	Accounting and Finance Administrative Assistance Advertising–Integrated Marketing Business-Insurance, Logistics Bookkeeper Event Planner Fashion Business Insurance Adjustor Human Resources Management and more	Accounting Business & Mathematics Economics & Business Housing & Real Estate Human Resources Internal Business Management/Industrial Relations Sports Administration/Sports Management and more	Accounting & Information Tech. Advertising Design Customer Service Clerk General Office Clerk Human Resources Associate Payroll Clerk Mail Clerk Inventory Clerk Real Estate Agent Wholesale Buyer Storekeeper and Parts Clerk and more

SPECIALIST HIGH SKILLS MAJOR (SHSM)

ARTS AND CULTURE: MEDIA ARTS PROGRAM COMPONENTS

Bundled Credits

- 4 Arts and Culture Major Credits with a minimum of one (1) in Grade 11 and one (1) in Grade 12
- 2 Cooperative Education credits
- 2 supporting credits: One in English, and One from the list of Additional credits or a Coop credit related to the sector, which would be additional to the two cooperative education credits required.

Sector Recognized Certifications and Training

- Certification and training courses in First Aid, CPR, WHMIS, Lighting and Sound Equipment Training, Sector Specific Software 1, Portfolio Development.

Experiential Learning Opportunities

- A Job Shadowing, Job Twinning or Work Experience
- Field trips to workplace locations to explore potential careers

Reach Ahead Experiences

- College, University and workplace tours.

Sector Partnered Contextualized Component

- Innovation Creativity and Entrepreneurship (ICE) training

SHSM Arts and Culture: Media Arts Program Schedule

Course code from current program	Apprenticeship Pathway		College Pathway		University Pathway		Workplace Pathway	
Credits	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12
Major credits	ASM3OH	ASM4EH	ASM3MH	ASM4MH	ASM3MH	ASM4MH	ASM3OH	ASM4EH
Major credits	AVI3O1 ICS3C1	AVI4E1 ICS4C1	AVI3M1 ICS3C1	AVI4M1 ICS4C1	AVI3M1 ICS3U1	AVI4M1 ICS4U1	AVI3O1	AVI4E1
English credit	ENG3C, ENG3E, NBE3C, NBE3E ENG4C or ENG4E		ENG3C, NBE3C or ENG4C		ENG3U, NBE3U or ENG4U		ENG3E, NBE3E or ENG4E	
Additional credit from list or Additional Coop credit	BTA3O,BDV4C, BBB4M, NBE3E, CHW3M, CLU3M, GLS4O, MEL3E, MEL4E, OLC4O or Additional Coop credit		BDI3C, BDV4C, BBB4M, NBE3C, CHW3M, CLU3M, GLS4O, OLC4O or Additional Coop credit		BAF3M, BAT4M, BBB4M, NBE3U, CHW3M, CLU3M, CGR4M,CHI4UE, CHY4U, CIA4U, CLN4U, GLS4O, OLC4O or Additional Coop credit		BTA3O, GLS4O, NBE3E, MEL3E, MEL4E OLC4O or Additional Coop credit	
Co-op credits	COP3X2, COP4X2 or DCO3O2		COP3X2, COP4X2 or DCO3O2		COP3X2, COP4X2 or DCO3O2		COP3X2, COP4X2 or DCO3O2	

OCCUPATIONS IN THE ARTS AND CULTURE: MEDIA ARTS SECTOR

Apprentice	College	University	Workplace
Photographer Tattoo Design Painter Sculptor Interior Design Stained Glass Design Glass Blowing	Media Design Digital Animation Graphic Design TV & Film Sound Video Game Design 3-D Design Web Design Fashion Design Illustrator	Media Design Digital Animation Video Game Design Web Design Art Educator Gallery Curator Art Historian Illustrator	Photographer Tattoo Artist Art Gallery Coordinator Creative Assistant

SPECIALIST HIGH SKILLS MAJOR (SHSM)

CONSTRUCTION TECHNOLOGY PROGRAM COMPONENTS

Bundled Credits

- 4 Construction Technology Credits with a minimum of one (1) in Grade 11 and one (1) in Grade 12
- 2 Cooperative Education credits
- 4 supporting credits in English, Math and Additional credit from list or Additional Coop credit

Sector Recognized Certifications and Training

- Certification and training courses in First Aid, CPR, Health & Safety, WHMIS, Working at Heights, Confined Space Awareness, Hoisting & Rigging and Scaffold Safety

Experiential Learning Opportunities

- A Job Shadowing, Job Twinning or Work Experience
- Field trips to workplace locations to explore potential careers

Reach Ahead Experiences

- Dual credit with Confederation College in Basic Hand Tools and Safety of the Construction Industry (CT121)
- College, University and workplace tours

Sector Partnered Contextualized Component

- Innovation Creativity and Entrepreneurship (ICE) training

SHSM Construction Technology Program Schedule

Course code from current program	Apprenticeship Pathway		College Pathway		University Pathway		Workplace Pathway	
Credits	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12
Major credits	TCJ3CH	TCJ4CH	TCJ3CH	TCJ4CH	TCJ3CM	TCJ4CM	TCJ3EH	TCJ4EH
Major credits	TCJ3CH	TCJ4CH	TCJ3CH	TCJ4CH	SPH3U or TDJ3M or TMJ3M	SPH4U or TDJ4M or TMJ4M	TCJ3EH	TCJ4EH
English credit	ENG3C, ENG3E, NBE3C, NBE3E, ENG4C or ENG4E		ENG3C, NBE3C or ENG4C		ENG3U, NBE3U or ENG4U		ENG3E, NBE3E, ENG4E	
Math credit(s)	MBF3C or MEL3E	MAP4C MCT4C or MEL4E	MBF3C or MCF3M	MAP4C or MCT4C	MCF3M or MCR3U	MCV4U, MDM4U or MHF4U	MEL3E, or MEL4E	
Additional Credit from list or Additional Coop Credit	BAF3M, BAT4M, BBB4M, BDI3C, BTA3O, BDV4C, ICS3C, ICS4C MEL3E, MEL4E, SBI3C, SCH4C, SNC4E, SVN3E, GLS4O, OLC4O or Additional Coop Credit		BAF3M, BAT4M, BBB4M, BDI3C, BDV4C, ICS3C, ICS4C, SBI3C, SCH4C, SPH4C, GLS4O, OLC4O or Additional Coop Credit		BAF3M, BAT4M, BBB4M, ICS3U, ICS4U, SBI3U, SBI4U, SCH3U, SCH4U, SPH3U, SPH4U, GLS4O, OLC4O or Additional Coop Credit		BTA3O, SVN3E, SNC4E MEL3E, MEL4E GLS4O, OLC4O, or Additional Coop credit	
Co-op credits	COP3X2, COP4X2 or DCO3O2		COP3X2, COP4X2 or DCO3O2		COP3X2, COP4X2 or DCO3O2		COP3X2, COP4X2 or DCO3O2	

OCCUPATIONS IN THE CONSTRUCTION SECTOR

Apprentice	College	University	Workplace
Brick & Stone Mason	Architectural Design Tech.	Architect	Carpenter Helper
Carpenter	Civil Engineering Tech.	Electrical Engineer	Concrete Finisher
Construction Millwright	Construction Estimator	Mechanical Engineer	Construction Trades Helper
Electrician	Construction Manager	Structural Engineer	and Labourer
Heating and Air	Construction Tech.		Demolition Worker
Conditioning Contractor	Electrical & Telecommunications		Drywall Installer
Painter and Decorator	Home Inspector		Home Renovator
Plumber	Interior Designer		
Roofer	Res. Home Builder or Renovator		

SPECIALIST HIGH SKILLS MAJOR (SHSM)

HEALTH AND WELLNESS PROGRAM COMPONENTS

Bundled Credits

- 4 major credits selected from Health Care, Parenting, Gerontology and Biology with a minimum of one (1) in Grade 11 and one (1) in Grade 12
- 2 Cooperative Education credits
- 3 supporting credits in English, Math, Additional credit from list, or Additional Coop credit

Sector Recognized Certifications and Training

- Certification and training courses in First Aid, CPR, WHMIS, Infection Control, Automated External Defibrillation (AED), Lab Practices, Safe Food Handling, Customer Service and Sterile Techniques

Experiential Learning Opportunities

- A Job Shadowing, Job Twinning or Work Experience
- Field trips to workplace locations to explore potential careers

Reach Ahead Experiences

- College, University and workplace tours.

Sector Partnered Contextualized Component

- Innovation Creativity and Entrepreneurship (ICE) training

SHSM Health Care Program Schedule

Course code from current program	Apprenticeship Pathway		College Pathway		University Pathway		Workplace Pathway	
Credits	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12
Major credits	TPJ3CH	TPJ4CH or TPJ4EH	TPJ3CH or TPJ3MH	TPJ4CH or TPJ4MH	TPJ3MH	TPJ4MH	TPJ3CH	TPJ4EH
Major credits	HPC3O1	TOJ4C1 or HFA4C1	SBI3C1	TOJ4C1 or HFA4C1	SBI3U1	SBI4U1or PSK4U1	HPC3O1 or PAF3O1 or PPL3O1 or SVN3E1	PAF4O1 or PPL4O1 or TOJ4C1
English credit	ENG3C, ENG3E, NBE3C, NBE3E ENG4C or ENG4E		ENG3C, NBE3C or ENG4C		ENG3U, NBE3U or ENG4U		ENG3E, NBE3E or ENG4E	
Math credit	MBF3C, MEL3E, MAP4C or MCT4C		MBF3C, MCF3M, MAP4C or MCT4C		MCF3M, MCR3U, MCV4U, MDM4U or MHF4U		MEL3E OR MEL4E	
Additional Credit from list or Additional Coop credit	HFA4C, HIP4O, HRF3O, HSP3C, ICS3C, ICS4C, MEL3E, MEL4E, SBI3C, SVN3E, SCH4C, SNC4E, SPH4C, GLS4O,OLC4O or Additional Coop Credit		HFA4C, HPC3O, HRF3O, HRT3M, HSP3C, ICS3C, ICS4C, SBI3C, SCH4C,SPH4C, GLS4O, OLC4O or Additional Coop Credit		HRT3M, HSP3U, HFA4U, HZT4U, ICS3U, ICS4U, SCH3U, SCH4U, SPH3U, SPH4U, GLS4O, OLC4O or Additional Coop Credit		HIP4O, HPC3O, HRF3O, MEL3E, MEL4E, SVN3E, SNC4E, GLS4O, OLC4O or Additional Coop Credit	
Co-op credits	COP3X2, COP4X2 or DCO3O2		COP3X2, COP4X2 or DCO3O2		COP3X2, COP4X2 or DCO3O2		COP3X2, COP4X2 or DCO3O2	

OCCUPATIONS IN THE HEALTH CARE SECTOR

Apprentice	College	University	Workplace
Child and Youth Worker Early Childhood Educator and more	Dental Assisting Dental Hygiene Medical Radiation Technology Nursing (Degree & Diploma) Paramedic Personal Support Worker Pharmacy Technician Practical Nursing Massage Therapist	Chiropractor Dentist Dietician Kinesiologist Medical Microbiologist Optometrist Pharmacist Podiatrist Nurse	Blood Donor Clinic Assistant Certified Personal Trainer Doctor's Office Receptionist Fitness Instructor Hospital Admitting Clerk Hospital Porter Medical Secretary and more

SPECIALIST HIGH SKILLS MAJOR (SHSM)

HOSPITALITY AND TOURISM PROGRAM COMPONENTS

Bundled Credits

- 4 senior credits in: Baking and Pastry Arts, Canadian and World studies, Hairstyling and Aesthetics, Hospitality and Tourism, Sciences or Social Sciences and Humanities with a minimum of one (1) credit in Grade 11 and one (1) credit in Grade 12
- 2 Co-operative Education credits
- 2 supporting credits: grade 11 or 12 Math or Grade 12 English
- 1 supporting credit in either Business Studies, Science or an additional Co-op credit or other specific courses

Sector Recognized Certifications and Training

- 4 compulsory certification and training courses in WHMIS, CPR / AED, First Aid and Customer Service
- 2 elective certification and training courses from those provided within SHSM programs

Experiential Learning Opportunities

- A Job Shadowing, Job Twinning or Work Experience
- Field trips to workplace locations to explore potential careers

Reach Ahead Experiences

- College, University and workplace tours.

Sector Partnered Contextualized Component

- Innovation Creativity and Entrepreneurship (ICE) training

SHSM Hospitality and Tourism Program Schedule

Course code from current program	Apprenticeship Pathway		College Pathway		University Pathway		Workplace Pathway	
Credits	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12
Major credits	TFJ3CH	TFJ4CH	TFJ3CH	TFJ4CH	TFJ3CH	HFA4U	TFJ3EH	TFJ4EH
Major credits	CHW3M, HRT3MC, HSP3C,NBV3C, SBI3C or TXJ3E	CGR4M, HFA4C, PLF4M, PPL4O, SCH4C, TKL4T, TUE4T or TXJ4E	CHW3M, HRT3MC, HSP3C, NBV3C, SBI3C or TXJ3E	CGR4M, HFA4C, PLF4M, SCH4C, TKL4T, TUE4T or TXJ4E	CHW3M, HRT3MU, HSP3U, SBI3U or SCH3U	CGR4M, CHY4U, PLF4M, SBI4U or SCH4U	HRF3OE, PPL3O, NBV3E, SVN3E or TXJ3E	PPL4O, TKL4T, TUE4T or TXJ4E
English credit	ENG3C, ENG3E, NBE3C, NBE3E, ENG4C or ENG4E		ENG3C, NBE3C or ENG4C		ENG3U, NBE3U or ENG4U		ENG3E or NBE3E and ENG4E	
Math credit(s)	MBF3C, MEL3E MAP4C, MCT4C, MEL4E	MBF3C, MEL3E. MAP4C, MCT4C, MEL4E	MBF3C, MCF3M, MAP4C, MCT4C	MBF3C, MCF3M MAP4C, MCT4C	MCF3M, MCR3U MCV4U, MDM4U MHF4U	MCF3M, MCR3U MCV4U, MDM4U MHF4U	MEL3E, MEL4E	
Additional Credit from list or Additional Coop Credit	BAF3M, BAT4M, BBB4M, BDI3C, BTA3O, BDV4C, ICS3C, ICS4C, MEL3E, MEL4E, SBI3C, SCH4C, SNC4E, SVN3E, GLS4O, OLC4O or Additional Coop Credit		BAF3M, BAT4M, BBB4M, BDI3C, BDV4C, ICS3C, ICS4C, SBI3C, SCH4C, SPH4C, GLS4O, OLC4O or Additional Coop Credit		BAF3M, BAT4M, BBB4M, ICS3U, ICS4U, SBI3U, SBI4U, SCH3U, SCH4U, SPH3U, SPH4U, GLS4O, OLC4O or Additional Coop Credit		BTA3O, SVN3E, SNC4E MEL3E, MEL4E GLS4O, OLC4O, or Additional Coop credit	
Co-op credits	COP3X2, COP4X2 or DCO3O2		COP3X2, COP4X2 or DCO3O2		COP3X2, COP4X2 or DCO3O2		COP3X2, COP4X2 or DCO3O2	

OCCUPATIONS IN THE HOSPITALITY AND TOURISM SECTOR

Apprentice	College	University	Workplace
Baker	Chef	Dietician	Executive Housekeeper
Butcher and Meat Cutter	Conference & Event Planner	Food Bacteriologist	Food & Beverage Server
Chief	Hotel/Resort Manager	Nutritionist	Hotel Clerk or Valet
Cook	Travel Agent	Public Health Officer	Purser & Flight Attendant
Special Events Coordinator	Food Service Supervisor	Public Relations	Food Stylist

SPECIALIST HIGH SKILLS MAJOR (SHSM)

MANUFACTURING TECHNOLOGY PROGRAM COMPONENTS

Bundled Credits

- 4 Manufacturing Credits with a minimum of one (1) in Grade 11 and one (1) in Grade 12
- 2 Cooperative Education credits
- 3 supporting credits in English, Math and Additional credit from list or Additional coop credit

Sector Recognized Certifications and Training

- Certification and training courses in WHMIS, CPR, First Aid, Personal Protective Equipment , Lockout /Tag Safety, Working at Heights, Confined Space Awareness, and Propane Safety

Experiential Learning Opportunities

- A Job Shadowing, Job Twinning or Work Experience
- Field trips to workplace locations to explore potential careers

Reach Ahead Experiences

- Dual credit opportunity with Confederation College in "T"- Joints (WC126)
- College, University and workplace tours

Sector Partnered Contextualized Component

- Innovation Creativity and Entrepreneurship (ICE) training

SHSM Manufacturing Program Sample Schedule

Course code from current program	Apprenticeship Pathway		College Pathway		University Pathway		Workplace Pathway	
Credits	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12
Major credits	TMJ3CH	TMJ4CH	TMJ3CH	TMJ4CH	TMJ3MH (2) TMJ3M1 (1) AND	TMJ4MH (2) TMJ4M1 (1) AND	TMJ3EH	TMJ4EH
Major credits	TMJ3CH	TMJ4CH	TMJ3CH	TMJ4CH	ICS3U1 or TDJ3M1	ICS4U1 or TDJ4M1	TMJ3EH	TMJ4EH
English credit(s)	ENG3C, ENG3E, NBE3C, NBE3E ENG4C or ENG4E		ENG3C, NBE3C or ENG4C		ENG3U, NBE3U or ENG4U		ENG3E or NBE3E	ENG4E
Math credit	MBF3C, MCF3M, MAP4C, MCT4C or MEL4E		MBF3C, MCF3M, MAP4C or MCT4C		MCF3M, MCR3U, MCV4U, MDM4U or MHF4U		MEL3E or MEL4E	
Additional Credit from list or Additional Coop credit	ICS3C, ICS4C, MEL3E, MEL4E, SBI3C, SVN3E , SCH4C, SNC4E, SPH4C, GLS4O, OLC4O or Additional Coop Credit		ICS3C, ICS4C, SBI3C, SCH4C, SPH4C, GLS4O, OLC4O or Additional Coop Credit		ICS3U, ICS4U, SBI3U, SBI4U, SCH3U, SCH4U, SPH3U, SPH4U, GLS4O, OLC4O or Additional Coop Credit		SVN3E, SNC4E, MEL3E, MEL4E, GLS4O, OLC4O or Additional Coop Credit (recommended not required)	
Co-op credits	COP3X2, COP4X2 or DCO3O2		COP3X2, COP4X2 or DCO3O2		COP3X2, COP4X2 or DCO3O2		COP3X2, COP4X2 or DCO3O2	

OCCUPATIONS IN THE MANUFACTURING SECTOR

Apprentice	College	University	Workplace
Industrial Millwright Ironworker Machinist Pipe Fitter Precision Fabricator Sheet Metal Worker Tool & Die Maker Welder and more	Civil Engineer Drafting Technician Industrial Designer Instrumentation Eng. Tech. Manufacturing Tech. Mechanical Eng. Tech. Power Engineering Tech. Welder and more	Metallurgical Engineer Mechanical Engineer Process Engineer	Inventory Clerk Machine Operator Labourer

SPECIALIST HIGH SKILLS MAJOR (SHSM)

TRANSPORTATION TECHNOLOGY PROGRAM COMPONENTS

Bundled Credits

- 4 Transportation Technology Credits with a minimum of one (1) in Grade 11 and one (1) in Grade 12
- 2 Cooperative Education credits
- 3 supporting credits in English, Math, Additional credit from list or Additional Coop credit

Sector Recognized Certifications and Training

- Certification and training courses in First Aid, CPR, Health & Safety, WHMIS, Air Brakes, Customer Service, Vehicle Lift Safety and Pleasure Craft Operator

Experiential Learning Opportunities

- A Job Shadowing, Job Twinning or Work Experience
- Field trips to workplace locations to explore potential careers

Reach Ahead Experiences

- Dual credit opportunity with Confederation College in Applied Work Practices (HC121)
- College, University and workplace tours

Sector Partnered Contextualized Component

- Innovation Creativity and Entrepreneurship (ICE) training

SHSM Transportation Technology Program Schedule

Course code from current program	Apprenticeship Pathway		College Pathway		University Pathway		Workplace Pathway	
Credits	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12
Major credits	TTJ3CH	TTJ4CH	TTJ3CH	TTJ4CH	TTJ3CM	TTJ4CM	TTJ3OH	TTJ4EH
Major credits	TTJ3CH	TTJ4CH	TTJ3CH	TTJ4CH	SPH3U1 or TDJ3M1 or TMJ3M1	SPH4U1 or TDJ4M1 or TMJ4M1	TTJ3OH	TTJ4EH
English credit	ENG3C, ENG3E NBE3C, NBE3E ENG4C or ENG4E		ENG3C, NBE3C or ENG4C		ENG3U, NBE3U or ENG4U		ENG3E, NBE3E or ENG4E	
Math credit	MBF3C, MCF3M, MAP4C, MCT4C or MEL4E		MBF3C, MCF3M, MAP4C or MCT4C		MCF3M, MCR3U, MCV4U, MDM4U or MHF4U		MEL3E or MEL4E	
Additional Credit from list or Additional Coop credit	BDI3C, BTA3O, BDV4C, ICS3C, ICS4C, MEL3E, MEL4E, SBI3C, SVN3E, SCH4C, SNC4E, SPH4C, GLS4O, OLC4O or Additional Coop credit		BAF3M, BDI3C, BAT4M, BBB4M, BDV4C, ICS3C, ICS4C, SBI3C, SCH4C, SPH4C, GLS4O, OLC4O or Additional Coop Credit		BAF3M, BAT4M, BBB4M ICS3U, ICS4U, SBI3U, SBI4U, SCH3U, SCH4U, SPH3U, SPH4U, GLS4O, OLC4O or Additional Coop Credit		MEL3E, MEL4E, SVN3E, SNC4E, BTA3O, GLS4O, OLC4O or Additional Coop Credit	
Co-op credits	COP3X2, COP4X2 or DCO3O2		COP3X2, COP4X2 or DCO3O2		COP3X2, COP4X2 or DCO3O2		COP3X2, COP4X2 or DCO3O2	

OCCUPATIONS IN THE TRANSPORTATION SECTOR

Apprentice	College	University	Workplace
Alignment & Brake Tech. Auto Body Repairer Motor Vehicle Repair Automotive Service Tech. Marine Engine Mechanic Motorcycle Technician Parts Technician Small Engine Mechanic Transmission Tech. Truck & Transport Mech	Air Pilot Industrial Designer Industrial Engineering Tech. Marine Engine Technician Mechanical Engineering Tech. Navigation Officer – Water Transport Quality Control – Automotive/ Marine Engines Motor Transport & Other Ground Transit Operators	Aerospace Engineer Automotive Engineer Industrial Designer Urban Planner	Aircraft Assembler Airport Ramp Attendant Automobile Salesperson Automotive Mechanical Installer & Servicer Bus or Transit Operator Car Lot Attendant Delivery/Courier Service Heavy Equipment Operators Railway Track Maintenance Service Station Attendant Tire Repairer

TECHNOLOGICAL EDUCATION

Exploring Technologies
Grade 9 Open
TIJ1O1

Hospitality & Tourism
Grade 9 Open
TFJ1O1

Exploring Hairstyling & Aesthetics
Grade 9 Open
TXJ1O1

CONSTRUCTION TECHNOLOGY

Construction Technology
Grade 10 Open
TCJ2O1

Construction Technology
Grade 11 College
TCJ3C1 → Construction Technology
Grade 12 College
TCJ4C1

Construction Technology
Grade 11 Workplace
TCJ3E1 → Construction Technology
Grade 12 Workplace
TCJ4E1

HAIRSTYLING & AESTHETICS

Hairstyling & Aesthetics
Grade 10 Open
TXJ2O1

Hairstyling & Aesthetics
Grade 11 Workplace
TXJ3E1 → Hairstyling & Aesthetics
Grade 12 Workplace
TXJ4E1

HEALTH CARE

Health Care
Grade 11 University/College
TPJ3M1 → Health Care
Grade 12 University/College
TPJ4M1

Health Care
Grade 11 College
TPJ3C1 → Health Care
Grade 12 College
TPJ4C1

Health Care
Grade 12 Workplace
TPJ4E1

Child Development &
Gerontology
Grade 12 College
TOJ4C1

HOSPITALITY & TOURISM

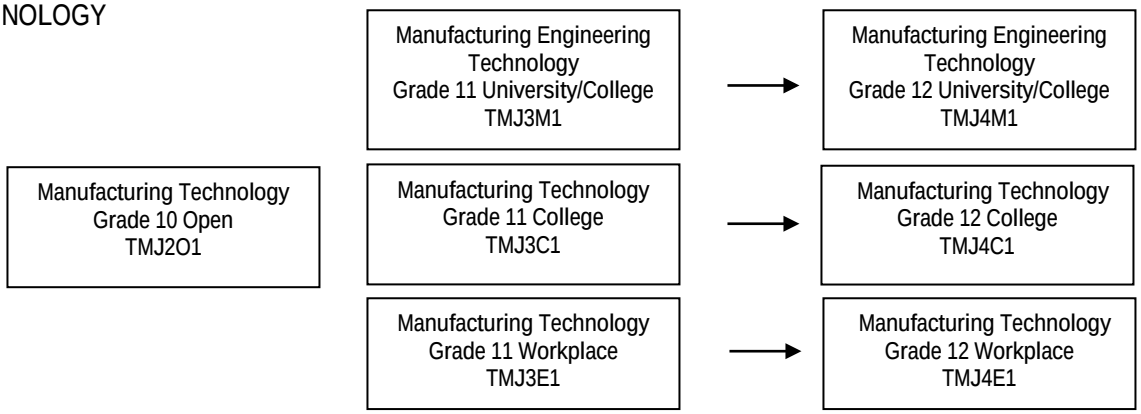
Hospitality & Tourism
Grade 10 Open
TFJ2O1

Hospitality & Tourism
Grade 11 College
TFJ3C1 → Hospitality & Tourism
Grade 12 College
TFJ4C1

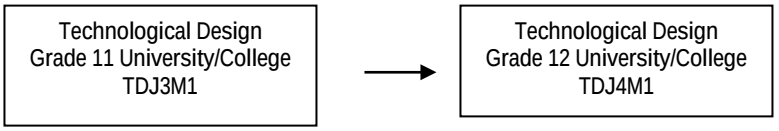
Hospitality & Tourism
Grade 11 Workplace
TFJ3E1 → Hospitality & Tourism
Grade 12 Workplace
TFJ4E1

TECHNOLOGICAL EDUCATION

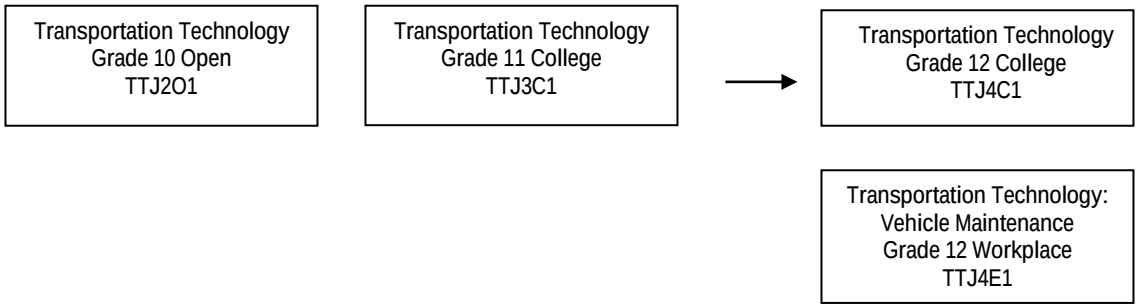
MANUFACTURING TECHNOLOGY



TECHNOLOGICAL DESIGN



TRANSPORTATION TECHNOLOGY



TECHNOLOGY

TIJ1O1 - Exploring Technologies, Gr. 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. Students have the opportunity to explore and develop skills in the following areas of technology: Technological Design, Manufacturing and Carpentry.

Prerequisite: None

TFJ1O1 – Hospitality and Tourism – Grade 9, Open

This exploratory course introduces students to concepts and skills related to hospitality and tourism, focusing on the areas of food service operations, food handling and preparation, the origins of foods, event planning and local tourism. Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and post secondary pathways leading to careers in the field.

TXJ1O1 Exploring Hairstyling and Aesthetics, Gr. 9, Open

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

CONSTRUCTION TECHNOLOGY

TCJ2O1 - Construction Technology, Gr. 10, Open

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

TCJ3C1- Construction Engineering Technology, Gr. 11, College Preparation
This course focuses on the development of knowledge and skills related to residential construction. Students will gain hands-on experience using a variety of construction materials, processes, tools, and equipment; learn about building design and planning construction projects; create and interpret working drawings and sections; and learn how the Ontario Building Code and other regulations and standards apply to construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and will explore career opportunities in the field.
Prerequisite: None

TCJ3E1 - Construction Technology, Gr. 11, Workplace Preparation
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

TCJ4C1 - Construction Engineering Technology, Gr. 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: Construction Engineering Technology, Grade 11, College Preparation

TCJ4E1-Construction Technology, Gr. 12, Workplace Prep.
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: Construction Technology, Grade 11, Workplace Preparation

HAIRSTYLING AND AESTHETICS

TXJ2O1 - Hairstyling and Aesthetics, Gr. 10, Open
This course presents hairstyling, make-up, and nail care techniques from a salon/spa perspective. Using materials, processes, and techniques used in the industry, students learn fundamental skills in hairstyling, giving manicures and facials, and providing hair/scalp analyses and treatments. Students will also consider related environmental and societal issues, and will explore secondary and postsecondary pathways leading to careers in the field of hairstyling and aesthetics.
Prerequisite: None

TXJ3E1- Hairstyling and Aesthetics, Gr. 11, Workplace Prep.
This course enables students to develop knowledge and skills in cosmetology and offers a variety of applications that will equip students to provide services for a diverse clientele. Students identify trends in the hairstyling and aesthetics industry, learn about related health and safety laws, and expand their communication and interpersonal skills through Interactions with peers and clients. Students consider environmental and societal issues related to the industry and acquire a more detailed knowledge of apprenticeships and direct-entry work positions.
Prerequisite: None

TXJ4E1- Hairstyling and Aesthetics, Gr. 12, Workplace Prep.
This course enables students to develop increased proficiency in a wide range of hairstyling and aesthetics services. Working in a salon/spa team environment, students strengthen their fundamental cosmetology skills and develop an understanding of common business practices and strategies in the salon/spa industry. Students expand their understanding of environmental and societal issues and their knowledge of postsecondary destinations in the hairstyling and aesthetics industry.
Prerequisite: Hairstyling and Aesthetics, Grade 11, Workplace Preparation

HEALTH CARE

TPJ3M1 - Health Care, Gr. 11, University/College Prep.
This course enables students to develop their understanding of basic health care procedures, including the safe use of appropriate instruments, equipment, and materials. Students will focus on health care fundamentals, including the anatomical features and physiology of the major body systems and the factors that affect homeostasis in the human body. Students will develop an awareness of health and safety issues in the health care field, analyse environmental and societal issues related to health care, and learn about professional practice standards and career opportunities in the field.
Prerequisite: None

TPJ3C1 - Health Care, Gr. 11, College Prep.
This course enables students to develop their understanding of basic health care procedures, including the safe use of appropriate instruments, equipment, and materials. Students will focus on health care fundamentals, including health care terminology and the anatomical features and physiology of some major body systems. Students will develop an awareness of health and safety issues in the health care field, environmental and societal issues related to health care, professional practice standards, and career opportunities in the field.

Prerequisite: None

68 **TPJ4M1 - Health Care, Grade 12, University/College Preparation**

This course focuses on the development of a range of skills needed to analyse and interpret clinical findings. Students will learn about accepted health care practices and demonstrate an understanding of basic procedures and the use of appropriate instruments and equipment. They will acquire an understanding of basic concepts related to the function of the human immune system and explore the relationship between pathology and disease prevention and treatment. Students will expand their awareness of workers' health and safety issues, analyse environmental and societal issues related to health care, and further explore professional practice standards and postsecondary destinations in the field.

Prerequisite: Health Care, Grade 11, University/College Preparation

TPJ4C1 - Health Care, Grade 12, College Preparation

This course focuses on the development of clinical skills needed to assess general health status. Students will learn about accepted health care practices and demonstrate an understanding of some basic procedures and the use of appropriate instruments and equipment. They will identify the characteristics of the human immune system and learn about pathology and disease prevention and treatment. Students will expand their awareness of workers' health and safety issues, environmental and societal issues related to health care, professional practice standards, and postsecondary destinations in the field.

Prerequisite: Health Care, Grade 11, College Preparation

TPJ4E1 - Health Care: Support Services, Grade 12, Workplace Preparation

This course enables students to develop the basic skills needed for careers in a range of health care support services. Students will practice and apply a variety of clinical procedures and infection control skills as they learn about principles of infection control, service excellence, and the nature of the health care industry. Students will also investigate workers' health and safety issues, environmental and societal issues related to health care, and career opportunities in the field.

Prerequisite: None

TOJ4C1 - Child Development and Gerontology, Gr. 12, College Preparation

This course enables students to examine the stages of child development and the aging process. Students will study the processes of disease and factors contributing to health and well-being in early and later life, and will develop skills required to meet the needs of children and older adults (care skills). Students will also learn about legislation governing the care of children and older adults; evaluate social and recreational activities, programs, and services for improving quality of life; and develop an awareness of health and safety issues, environmental and social issues, and career opportunities related to child care and gerontology.

Prerequisite: None

HOSPITALITY AND TOURISM

TFJ2O1- Hospitality and Tourism, Gr. 10, Open

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

Prerequisite: None

TFJ3C1 - Hospitality and Tourism, Gr. 11, College Prep.

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

Prerequisite: None

TFJ3E1 - Hospitality and Tourism, Gr. 11, Workplace Prep.

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

Prerequisite: None

TFJ4C1 - Hospitality and Tourism, Gr. 12, College Prep.

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

Prerequisite: Hospitality and Tourism, Grade 11, College Preparation

TFJ4E1 - Hospitality and Tourism, Gr. 12, Workplace Prep.

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

Prerequisite: Hospitality and Tourism, Grade 11, Workplace Preparation

TECHNOLOGICAL EDUCATION

MANUFACTURING

TMJ2O1 - Manufacturing Technology, Grade 10, Open
This course introduces students to the manufacturing industry by giving them an opportunity to design and fabricate products using a variety of processes, tools, and equipment. Students will learn about technical drawing, properties and preparation of materials, and manufacturing techniques. Student projects may include a robotic challenge, a design challenge, or a fabrication project involving processes such as machining, welding, vacuum forming, or injection moulding. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about secondary and postsecondary pathways leading to careers in the industry.
Prerequisite: None

TMJ3M1 - Manufacturing Engineering Technology, Gr.11, University/College Preparation.
This course enables students to develop knowledge and skills related to design, process planning, control systems, and quality assurance. Students will use a broad range of tools and equipment and will combine modern manufacturing techniques and processes with computer-aided manufacturing as they develop critical decision-making, problem-solving, and project-management skills. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about pathways leading to careers in the industry.
Prerequisite: None

TMJ3C1 - Manufacturing Technology, Grade 11, College Prep.
This course enables students to develop knowledge and skills through hands-on, project-based learning. Students will acquire design, fabrication, and problem-solving skills while using tools and equipment such as lathes, mills, welders, computer-aided machines, robots, and control systems. Students may have opportunities to obtain industry-standard certification and training. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about pathways leading to careers in the industry.
Prerequisite: None

TMJ3E1 - Manufacturing Technology, Gr. 11, Workplace Prep.
This hands-on, project-based course is designed for students planning to enter an occupation or apprenticeship in manufacturing directly after graduation. Students will work on a variety of manufacturing projects, developing knowledge and skills in design, fabrication, and problem solving and using tools and equipment such as engine lathes, milling machines, and welding machines. In addition, students may have the opportunity to acquire industry-standard certification and training. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about secondary school pathways that lead to careers in the industry.
Prerequisite: None

TMJ4M1 - Manufacturing Engineering Technology, Gr. 12, University/College Preparation.
This course enables students to further develop knowledge and skills related to design, process planning, control systems, project management, quality assurance, and business operations. Students will use a broad range of tools and equipment, enhance their skills in computer-aided design, and collaborate in managing a project. Students will critically analyse and solve complex problems involved in manufacturing products. Students will expand their awareness of environmental and societal issues and of career opportunities in the manufacturing industry.
Prerequisite: Manufacturing Engineering Technology, Gr. 11, University/College Preparation

TMJ4C1 - Manufacturing Technology, Gr. 12, College Prep.
This course enables students to further develop knowledge and skills related to machining, welding, print reading, computer numerical control (CNC), robotics, and design. Students will develop proficiency in using mechanical, pneumatic, electronic, and computer control systems in a project-based learning environment and may have opportunities to obtain industry-standard training and certification. Students will expand their awareness of environmental and societal issues and career opportunities in the manufacturing industry.
Prerequisite: Manufacturing Technology, Gr. 11, College Preparation

TMJ4E1 - Manufacturing Technology, Gr. 12, Workplace
This project-driven, hands-on course builds on students' experiences in manufacturing technology. Students will further develop knowledge and skills related to the use of engine lathes, milling machines, welding machines, and other related tools and equipment as they design and fabricate solutions to a variety of technological challenges in manufacturing. Students may have opportunities to acquire industry-standard training and certification. Students will expand their awareness of environmental and societal issues and of career opportunities in the manufacturing industry.
Prerequisite: Manufacturing Technology, Gr. 11, Workplace Preparation

TECHNOLOGICAL DESIGN

TDJ3M1 - Technological Design, Gr. 11, University/College Preparation
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.
Prerequisite: None

TDJ4M1 - Technological Design, Gr. 12, University/College Preparation
This course introduces students to the fundamentals of design advocacy and marketing, while building on their design skills and their knowledge of professional design practices. Students will apply a systematic design process to research, design, build, and assess solutions that meet specific human needs, using illustrations, presentation drawings, and other communication methods to present their designs. Students will enhance their problem-solving and communication skills, and explore career opportunities and the postsecondary education and training requirements for them.
Prerequisite: Technological Design, Gr. 11, University/College

TECHNOLOGICAL EDUCATION

TRANSPORTATION

TTJ2O1 - Transportation Technology, Gr. 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



TTJ3C1 - Transportation Technology, Gr. 11, College Prep.
This course enables students to develop technical knowledge and skills as they study, test, service, and repair engine, electrical, suspension, brake, and steering systems on vehicles, aircraft, and/or watercraft. Students will develop communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will develop an awareness of environmental and societal issues related to transportation and will learn about apprenticeship and college programs leading to careers in the transportation industry. **Prerequisite: None**



TTJ4C1 - Transportation Technology, Gr. 12, College Prep.
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: Transportation Technology, College Prep., Gr. 11



TTJ4E1 - Transportation Technology: Vehicle Maintenance, Gr. 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





NOTES

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Mrs. M. Tofinetti (Vice-Chair)

Instructional Leaders
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Ms. J. Borgo, Mathematics
Ms. M. Cvornjek, Moderns
Mr. R. Slomke, Physical Education
Mr. D. Myers, Religious Education
Ms. K. DiCasmirro, Science
Mr. D. Battistel, Social Sciences and the Humanities
Ms. S. Ozbolt, Student Services
Mr. R. Verardo, Technological Studies

School Colours
Green and Gold

School Team
Saints

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