St. Ignatius High School

285 Gibson Street
Thunder Bay, ON P7A 2J6
Phone 807-344-8433
Fax 807-345-1237

www.tbcschools.ca/st-ignatius

2026-2027
Program Guide - Course Calendar

Principal
Mr. Khristopher Bragnalo

Vice Principals
Mrs. Patricia Del Paggio and Mr. Michael Savioli

School Council Co-Chairs
Paul Coccimiglio
Lindsay Gaw-Martin

Instructional Leaders
Business, Computer Studies and Arts: Mr. P. Rozon
Canadian and World Studies and Social Science: Ms. L. Nigro
English and Modern Languages: Ms. S. Vidotto
Mathematics: Mrs. C. Martin
Physical Education: Mr. M. Busch
Religious Education and Family Life: Mrs. S. Cullen
Science: Mr. M. Furtado
Student Services: Mr. F. Carpino
Technology: Mr. K. Turcotte

School Population
1070

MISSION STATEMENT

St. Ignatius Catholic High School is a Christ-centered school community which is characterized by respect for the sacredness of each person. The parents, 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.

PRINCIPAL'S MESSAGE

St. Ignatius High School offers a full range of programs including religious, academic, business, vocational and technological, as well as exciting athletic and comprehensive co-curricular programs. These programs are offered at various levels of ability and interest, preparing students for pathways including university, college, apprenticeships and the world of work. Special programs such as Co-operative Education, Advanced Placement, Student Success, E-Learning, French Immersion and Specialist High Skills Major also provide our students with unique educational opportunities.

Complementing the academic program, are the many opportunities that St. Ignatius High School provides for students to participate in 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. Ignatius High School fulfilling and memorable ones.

One constant in the education of all students at St. Ignatius High School is the expectation that they will grow in their relationship with God and in their knowledge of the Catholic-Christian faith. Our students are immersed in a program designed:

- to promote Christian values by helping students to understand how they can make a positive difference in their community,
- to increase student awareness of community needs,
- to encourage civic responsibility and promote community values, and
- to develop a positive self-image and a greater sense of identity in the community.

Decisions made during a student's four years of secondary education may determine pathways for the rest of his/her 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 for the upcoming academic year as a guideline for students and parents. We invite you to discuss your program choices with one of our experienced counsellors who will be pleased to answer any questions. We are confident that St. Ignatius can provide students with the courses, support, and sense of community necessary for an outstanding educational experience.

Sincerely,



K. Bragnalo,
Principal

Table of Content

Section I – Goals And Services **5**

Introduction 5

Goals Of Education 5

Catholic School Objectives 5

Expectations Of The Ontario Catholic School Graduate 5

Christian Living And Growth: The Christian Formation of Youth 6

Chaplaincy 6

Gender Equity – Equal Educational Opportunity 6

Communication – School/Home Dialogue 6

School Facilities 6

Extra-curricular Activities 6

Guidance And Career Education Programs 7

1. Guidance Counsellors 7

2. Indigenous Student Mentor 7

4. Mental Health Worker 7

5. Attendance Counsellor 7

Special Education 8

Code Of Conduct - Ministry of Ontario Policy/Program Memorandum 128 9

A. Students' Rights and Responsibilities 10

B. Academic Honesty Policy 11

C. Computer Related Regulations 11

D. Violence Free School Policy 12

Awards Trust Fund **13**

Section II – Ministry Of Education Policies And Procedures **14**

1. Diploma Requirements And Related Procedures 14

Ontario Secondary School Diploma (OSSD) Requirements 14

A. Compulsory Credits (17) 14

B. Optional (Elective) Credits 14

C. Community Involvement 14

D. The Provincial Literacy Requirement 15

The Ontario Secondary School Literacy Test (OSSLT) 15

Accommodations, Special Provisions, Deferrals and Exceptions 15

Ontario Secondary School Literacy Course (OSSLC) 15

Adjudication Process 16

E. The Provincial Financial Literacy Requirement 16

Ontario Secondary School Certificate Requirements (OSSC) 16

Substitutions for Compulsory Courses 16

Alternative (Non-Credit) Courses 16

Certificate of Accomplishment 17

Granting of Diplomas and Certificates 17

The Individual Pathways Plan (IPP) 17

2. Organization Of Secondary School Courses 17

The Semester System 17

Advantages of the Semester System 17

Credit System 18

Grade 9 and 10 Courses: Overview 18

I. De-Streamed Courses 18

II. Academic Courses 18

III. Applied Courses 18

IV. Locally Developed Courses 18

V. Open Courses 18
Grade 11 and 12 Courses: Overview 18
I. University Preparation Courses 19
II. University/College Preparation Courses 19
III. College Preparation Courses 19
IV. Workplace Preparation Courses 19
V. Open Courses 19
The Importance of Course Selection 20
Course Selection Changes 20
Student Study Periods 20
3. Achievement And Accreditation 21
Assessment and Evaluation 21
Reporting 22
The Ontario Student Transcript (OST) 22
The Ontario Student Record (OSR) 23
Attendance and Punctuality 23
Procedures for Students Who Do Not Successfully Complete Courses 23
Prior Learning Assessment and Recognition (PLAR) 24
Music Certificates Accepted for Credits 24
Alternative Ways of Earning Credits toward the Ontario Secondary School Diploma 24
Supporting Student Success 25
1. Student Success Teams 25
2. Grade 8 to 9 Transitions – Adjusting to High School 25
3. English Language Learners (ELL) 25
4. Links For Exploring Post-secondary Options 25
Section III – Course Descriptions **28**
Understanding the Course Codes 28
The Advanced Placement Program 29
The Arts 30
Business Studies 34
Canadian And World Studies 36
Computer Studies 39
Co-operative Education And The Ontario Youth Apprenticeship Program (OYAP) 41
English 44
French 47
French Immersion Program 48
Guidance And Career Education 51
Health And Physical Education 52
Indigenous Language (Ojibwe) and Indigenous Studies (First Nations, Métis And Inuit) 54
Mathematics 56
Religious Education And Family Life 62
School – College – Work Initiative 64
Science 65
Social Sciences And Humanities 69
Specialist High Skills Major (SHSM) 70
Arts And Culture Program Components 71
Business Program Components 72
Construction Technology Program Components 73
Health And Wellness (Health Care) Program Components 74
Health And Wellness (Fitness) Program Components 75
Hospitality And Tourism Program Components 76
Manufacturing Technology Program Components 77
Transportation Technology Program Components 78
Technological Education 79

Section I – Goals And Services

Introduction

A person's education is a valuable 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.

The selection of courses and programs in secondary school depends on a partnership between students, parents, 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 counsellors and administrators can provide valuable assistance in all matters related to course selection, program and career planning. Students and parents are encouraged to seek advice and assistance from these professionals.

This course outlined in this course calendar describes the programs that are offered in each curriculum area. **Students and parents should note that course offerings are subject to enrolment.**

This course calendar contains three major sections: The first section describes general information about the Thunder Bay Catholic District School Board and St. Ignatius High School and their services. The next section details information and diploma requirements for students in Ontario as mandated by the Ministry of Education. Copies of the Ontario Schools: Kindergarten to Grade 12 – Policy and Program Requirements 2016 are available on the Ministry website at**: http://www.edu.gov.on.ca/eng/document/policy/os/index.html** The third section outlines all the courses offered at St. Ignatius High School from Grades 9-12 and their prerequisites.

Goals Of Education

St. Ignatius 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. Ignatius 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 and 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 from 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 a 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

The overall objective of St. Ignatius High School is to foster academic excellence within a Catholic Christian environment that enables young men and women to develop personal qualities they will need in today's society. These qualities include:

- a sense of personal formation based on Christian ethics
- the confidence to make sound decisions that do not ignore the rights of others
- an understanding that education is a life-long process
- effective communication skills and the ability to work with others
- a feeling of pride and self-worth

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 his/her God-given potential.
- **A collaborative contributor** who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.
- **A caring family member** who attends to family, school, parish and the wider community.
- **A responsible citizen** who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

Christian Living And Growth: The Christian Formation of Youth

All students participate in learning experiences within a Christian atmosphere. Students are provided with instruction in Catholic doctrine, as well as the opportunity to worship and live this doctrine. Students are led to develop and practise a code of behaviour which is in harmony with mature, Christian living and includes habits of concern for the welfare of others and attitudes of responsible use of material goods.

In order to assist students in their Christian formation, the Thunder Bay Catholic District School Board and St. Ignatius High School require that students **must take a full credit course in Religious Education and Family Life at each grade level. All students are also required to positively participate in Eucharistic and liturgical celebrations within the class/school.**

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.

The chaplain is a part of the support staff and is also available for individual counselling. 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. The school chaplain also serves as a liaison between local parish priests and the school community. The 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 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.

School Facilities

St. Ignatius High School is a modern educational facility offering students a variety of courses. Included in the facilities are:

Cafetorium/Auditorium (with stage)
Change Rooms & Showers
Chapel and Chaplain's Office
Communication Technology Room
Computer Rooms
Cultural Room
Guidance Offices
Gym with Stage
Indigenous Mentor's Office
Library
Life Skills Classrooms
Music Room
Nutrition Studies Room
Peer Tutoring Work Area
Physical Education Offices
Science Laboratories
Social Worker's Office
Special Education Resource Room
Technology Rooms
Wellness Room

Extra-curricular Activities

(activities are only provided in accordance with local and provincial health regulations)

Students are provided opportunities to develop interpersonal and leadership skills through involvement in many facets of school life. Opportunities may include Students' Council projects, dramatic productions, school band, team sports, citizenship projects and student assemblies. Sample activities may include:

Secondary Inter-School Sports (SSSAA):

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

Intramural Competition:

Baseball
Basketball
Soccer
Touch Football
Volleyball

Extra-Curricular Activities (check school website for current offerings):

Band (Concert & Stage)
Charity Fundraising Activities
Chess Club
Common Bonds
Dramatic/Musical Productions
Eco (Green) Team
Graduation Committee
GSA
Guest Speaker Assemblies
Liturgical Celebrations
Mathematics Competitions
Octoberfest Activities
Pep Rallies
Robotics Club
School Band (stage / concert)
Science Fair
Semi-Formals
Students' Council
Teacher-Student Fun Competitions
Technological Competitions
Vocal Ensemble
Writers Club
Yearbook

Guidance And Career Education Programs

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.

The Student Services area is also a centre with a wide variety of printed material on educational, career and personal development. Students have access to Xello, which provides information on hundreds of occupations, educational requirements for them, and institutions offering training.

1. Guidance Counsellors

Secondary school counsellors 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, the guidance career and education program teachers and counsellors work with the students to ensure that students have access to the information they need in order to make informed decisions and to prepare for further university, college, apprenticeship or workplace opportunities. Student counselling is part of the school's program to help students gain a better understanding of themselves and the world in which they live. Assistance is provided by the guidance counsellor with educational and career planning, and with personal counselling. In addition, the counsellor is in close contact with teachers, school resource personnel and community and social services to aid students. There are four full-time guidance counsellors who work with students on a daily basis.

2. Indigenous Student Mentor

An Indigenous student mentor is available five days a week. This mentor supports our Indigenous students and families by working with the school's administration and guidance counsellors to support students' programming and success. She also liaises with community and regional organizations, and provides various extra-curricular opportunities to engage First Nations, Metis and Inuit youth.

3. Indigenous Grad Coach

The Indigenous Graduation Coach will provide intensive support to Indigenous learners, whose goals are obtaining an Ontario Secondary School Diploma (OSSD) and successfully transitioning into post-secondary education, training or the labour market. The Indigenous Graduation Coach acts as a mentor and an advisor to students, facilitating access and referrals to academic supports and community resources. The coach has an essential role as an advocate for each learner with teachers, other school staff, and families. Providing students support to improve attendance, well-being and academic success. The Indigenous Graduation Coach identifies barriers and works on strategies to remove them, putting in place the protective factors necessary for students to thrive.

4. Mental Health Worker

A Board-employed mental health worker is available five days a week in collaboration with the school's staff to support the personal well-being of students. This may include counselling, referrals to community resources, and response to crisis crisis situations. Student referrals can be made through the school's guidance department. .

5. Attendance Counsellor

The Thunder Bay Catholic District School Board employs an attendance counsellor to assist any student experiencing attendance issues which negatively impacts his/her academic success. It is the role of the counsellor to help assess the cause of absenteeism and support the student and his or her family in determining possible solutions. In some cases of habitual truancy, the attendance counsellor has the authority to engage the court. All students must remain enrolled in a school program until the age of 18.

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 Ontario Ministry of Education
- 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

if 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 Post-Secondary 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 students 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 received 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 on all matters related to the provision of special education programs and services for exceptional pupils.

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

Code Of Conduct - Ministry of Ontario Policy/Program Memorandum 128

Safe Schools Policy

The Ontario Ministry of Education's Safe Schools Policy can be viewed at https://www.ontario.ca/page/ministry-education

Uniform and School Dress

St. Ignatius 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 plain black pants/skirts/walking shorts and authorized crested tops. When a student registers at St. Ignatius High School, he/she accepts the uniform policy and agrees to

comply with the uniform regulations. Details regarding accepted school uniforms can be found online at:
https://www.tbcschools.ca/st-ignatius/parents/school-uniforms

Code of Student Behaviour

This Code of Behaviour is published in conjunction with the policies and procedures of the Thunder Bay Catholic School Board.
The Board recognizes and accepts the authority of the Magisterium of the Roman Catholic Church in respect of matters of faith and morals, as it is entitled to do under Section 93(1) of the Constitution Act, 1867. The teaching of the Church will be taken into account in the interpretation and application of this Code of Behaviour. Nothing in this Code of Behaviour is intended to compromise the teachings of the Church or the constitutional rights of the school board and the class of persons it represents.

St. Ignatius High School has developed this Code of Behaviour, which is applicable to every situation in which a student can be engaged:

- during the regular school day (in-person or online);
- while being transported to and from school;
- during school sanctioned activities; and while being transported to and from such activities; and
- during excursions

The goal of St. Ignatius High School is to provide for the student's growth as a person and as a Christian. To achieve 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 and consistent.

A. Students' Rights and Responsibilities

Catholic schools provide the opportunity for students to develop their spiritual, intellectual, emotional, physical and social abilities in a Christ-centred 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. Ignatius 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 pages provide a summary of student responsibilities under the headings:

- 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

1. The Right to Education in a Catholic Environment

Students are expected to:

a. share in the responsibility to establish and maintain a high quality educational life at school (whether in-person or online)
b. comply **promptly** with directions given by **any** member of the school staff
c. be cooperative and attentive in class, at religious celebrations, at student assemblies and during daily Opening Exercises
d. give their best effort to complete assigned work
e. come to class prepared (i.e. with books, supplies and equipment)
f. attend school regularly
g. be on time for class
h. observe school procedures when returning from absence or leaving for an appointment
i. respect property of other students, staff and administration
j. take pride in the school; report damage to school property; keep lockers neat and clean
k. utilize spare periods productively by working in the library, courtyard or other designated area(s).

2. The Right to be Treated with Respect

Students are expected to:

a. respect themselves, other students, and all staff members
b. respect the right to privacy (lockers, passwords, and information) of others
c. share in the responsibility for maintaining the well-being of the student body and the school
d. exhibit good manners by being courteous, considerate, respectful and truthful
e. refrain from the use of profane or improper language

f. dress in a manner that is appropriate in a Catholic school; that is, with modesty and without depicting inappropriate language, pictures, or content
g. return, in proper condition, all textbooks and library materials
h. refrain from smoking, the use of any tobacco products or vaping in school buildings or on school property
i. be free from the influence and/or possession of alcohol or illegal drugs at school activities
j. refrain from inappropriate displays of affection in and around school property
k. refrain from conduct injurious to the physical or mental well-being of others such as fighting or verbal/physical harassment
l. display good behaviour while travelling to and from school
m. represent the school favourably in extracurricular activities, such as sports, excursions and dances
n. following school restrictions regarding the use of cellular telephones and internet usage

3. The Right to Information About School and Community Event

Students are expected to:

a. share in the responsibility for effective school communication
b. listen attentively to school announcements
c. deliver school reports and publications promptly to parents/guardians
d. promptly return replies from parents/guardians as requested by the school

A student who has attained the age of eighteen years is, by law, an adult; consequently, all publications and school reports will be shared only with the student. A student 18+ may give consent for the school to share information / reports with the custodial parents.

4. Failure to Comply

The failure of students to maintain the Code of Behaviour will result in action by the school staff. This action may take several forms, determined by the nature and seriousness of each particular situation. Initially, students will be advised as to the importance of respecting rights. If this approach is unsuccessful, other courses of action may include:

a. a meeting between the student and staff member
b. teacher contact with the parents/guardians
c. a referral to the Vice-Principal and/or Principal
d. a discipline notice sent to parents/guardians and the school
e. a conference involving parents/guardians and the school
f. a referral, following parental/guardian consultation (where appropriate) to outside agencies or to legal authorities

5. Disciplinary Action

When necessary, one or more of the following may occur:

a. withdrawal from class (temporary or permanent)
b. removal of privileges (e.g. teams, plays, clubs, school dances, excursions, computer access);
c. signing of behavioural/performance/attendance contract
d. detention(s), which may include work assignments in school or at home
e. restitution
f. provision of services in and around the school (e.g. grounds maintenance, cafeteria duty)
g. suspension (the Superintendent is notified of all suspensions)
h. expulsion; and/or
i. police involvement and, if necessary, criminal charges.

B. Academic Honesty Policy

Academic dishonesty (plagiarism, cheating, copying others' work) is a serious offense and must have significant consequences. Consequences may include a reduction of marks up to 100% depending on the severity of the offense.

Guiding principles:

- Students' understanding of the concept of academic dishonesty depends on their age and stage of development
- Plagiarism is using the work or ideas of another writer as though they were your own. Students must understand the concept of plagiarism and why it is wrong to plagiarize.
- When working on assignments, students' progress and skills should be monitored and directed along the way to ensure the appropriate use of reference materials.

C. Computer Related Regulations

The Thunder Bay Catholic District School Board provides students with access to networked computer resources for the purposes of accessing information, doing school-related assignments, and meeting the requirements for completion of computer-related courses.

The Board also provides access to the Internet in recognition of the educational value related to the Board's philosophy, aims and objectives. The Internet is an electronic information and communication "highway" connecting millions of computers together all over the world. Students, teachers and support staff have access to electronic mail, information and news, public domain and shareware software discussion groups, universities, colleges and libraries.

Precautions:

With access to computers and information across the world comes the availability of material that may not be considered of educational value in terms of the Board's philosophy, aims and objectives. The Thunder Bay Catholic District School Board has taken precautions to restrict access to controversial material within its control. However, on a global network, it is impossible to control all material and users may inadvertently discover inappropriate or controversial information. Therefore, the Board has established guidelines for the use of the Internet and school networks.

Guidelines for Acceptable Use:

- the use of school computer resources is a privilege, not a right
- the right to privacy must be respected and no student shall use another person's password to log onto the system or access any person's files
- use of the Internet to acquire or generate information shall be consistent with the educational philosophy of the Board
- Internet users are required to sign an agreement that outlines their responsibilities

Examples of Unacceptable Use:

- attempting to circumvent local or remote security systems
- developing, using or transmitting material that harasses others
- sending or receiving fraudulent messages, obscene images and/or vulgar language
- transmitting any advertising, solicitation, transaction or promotion for gain
- breaching software and copyright licensing agreements
- placing a virus on a computer
- using another person's password
- trespassing into another person's files, folders or computer
- any games-playing including games on the Internet, games brought into the school from outside, or games from any other source
- games play is specifically prohibited by the Thunder Bay Catholic District School Board in Policy 406, Appendix A, Section 3 (Network Usage)
- improper / prohibited behaviour while engaging in online studies

NOTE: If your password is used by another person, you are responsible for any violations of the rules and consequences will apply to you as well. You must keep your password private – change it often!

Consequences:

Unacceptable use of the school computer network and/or the Internet will result in one or more of the following:

- parent/guardian will be notified (if under 18 years of age)
- a suspension to a maximum of 10 days
- temporary or permanent removal from the computer network which may result in a loss of credit for a computer-related course
- other disciplinary action at the discretion of the school administration
- referral to the appropriate law enforcement agency, if necessary

D. Violence Free School Policy

St. Ignatius High School has a goal of maintaining the school as a violence-free environment. Physical, verbal (oral or written), sexual, or psychological abuse, bullying, or discrimination on the basis of race, culture, religion, gender, language, disability, sexual orientation, or any other attribute is unacceptable. Damage to property in the school environment (including school grounds and buses) is unacceptable. This policy ensures fairness of treatment for all concerned and lists explicit consequences for offenders. For those students aged twelve to seventeen years of age, the Youth Criminal Justice Act will apply. Students who are eighteen years or older are considered adults, and the procedures of the Criminal Code will be followed if these students are charged with a criminal offense

E. Enforcement Relating to Alcohol, Tobacco, Electronic Cigarettes, Recreational Cannabis and Related Products and Illegal Drugs

St.Ignatius High School has a goal of maintaining a smoke and drug free environment. School board local codes of conduct must set out enforcement mechanisms to address the possession, use and provision of tobacco, electronic cigarettes, nicotine products, recreational cannabis, alcohol and illegal drugs. The enforcement complies with the board's obligations under the Education Act and other applicable legislation and provincial policies, including PPM 145 Progressive discipline and promoting positive student behaviour.

F. School Board Policy on Enforcement of Restrictions to Student Personal Mobile Device Use St. Ignatius High School adheres to the School Cell Phone use policy set out by The Ministry of Education and the Thunder Bay Catholic District School Board. Cell phones are banned during instructional time. Students must power devices down and store them out of sight during instructional time except for educational purposes, as directed by the teacher, for health and medical purposes, and to support special education needs.



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 achievement 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;
- to issue official receipts to donors 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

Bursaries: monetary awards, the significant criterion being financial need

Awards: non-monetary prizes such as medals and trophies for which there are specific criteria

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 cheques (mail to the Education Centre) or online through the “Make a Donation” button on the Board’s website: www.tbcschools.ca

Acknowledgements/Official Receipts

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 And Related Procedures

Ontario Secondary School Diploma (OSSD) Requirements

The following requirements that must be successfully completed in order to obtain an Ontario Secondary School Diploma (OSSD):

- 30 credits (110 hours each) including 17 compulsory credits and 13 optional (elective) credits +
- 40 hours of community involvement activities +
- The provincial Literacy requirement
- The provincial Financial Literacy requirement
- Complete 2 Online courses.** **(**Option for Parent or Guardian to Opt-out of this requirement**)**

The requirements are detailed in the Ministry of Education document *Ontario Schools*: *Kindergarten to Grade 12 – Policy and Program Requirements (2016) available at* http://www.edu.gov.on.ca/eng/document/policy/os/index.html

A. Compulsory Credits (17)

4 credits in English * (1 credit per grade)
3 credits in Mathematics
2 credits in Science
1 credit in Canadian History
1 credit in Canadian Geography
1 credit in Gr. 9 or 10 Technology
1 credit in the Arts*
1 credit in Health and Physical Education
1 credit in French as a second language (or Indigenous languages levels 1 or 2)
0.5 credit in Career Studies
0.5 credit in Civics

Plus one credit from the STEM (science, technology, engineering and mathematics) related course groups:

- Business Studies
- Computer studies
- Cooperative Education
- Mathematics (in addition to the 3 compulsory credits currently required)
- Science (in addition to the 2 compulsory credits currently required)
- Technology Education (in addition to the 1 compulsory credit currently required)

***** Gr. 9 Expressions of First Nations, Metis and Inuit Cultures course may be used to meet the Art requirement.

****** Gr. 11 English: Understanding Contemporary First Nations, Metis and Inuit Voices may be used for the Gr. 11 English requirement.

******* 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.

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

********* Students may count a maximum of 4 optional credits towards the OSSD earned through approved college-delivered dual credit programs, if they are not also claiming credit for external (music) credentials.

B. Optional (Elective) Credits

Students must complete a minimum of 13 optional credits selected from those available and those of specific interest to the student and their individual goals for future career and educational programs. These will be selected with the assistance of parents, guidance counsellors, teachers and administrators. The 13 optional credits may include up to 4 credits earned through approved dual credit courses.

C. Community Involvement

The community involvement requirement is designed to encourage students to develop awareness and understanding of civic responsibility and the role they play in supporting and strengthening their communities.

Students must complete a minimum of 40 hours of community involvement over four (4) years to graduate. They may begin accumulating community hours in the summer prior to their entry into grade 9 (after the formal completion of grade 8). The requirement is to be completed outside the student's normal instructional hours – that is, the activities are to take place in designated lunch hours, after school, on weekends or during school holidays.

Students (in collaboration with their parents if they are under the age of 18) will decide how they will complete the requirement and may use the Individual Pathways Plan to help in this planning. Community involvement activities must be approved by the school and may take place in a variety of settings, including not for profit organizations, public sector institutions such as hospitals and community fundraisers. Students may not fulfill the requirements through activities that are counted towards a credit (cooperative education, for example), through paid work, as a result of court ordered community service or by assuming duties normally performed by a paid employee. Ineligible activities may result in hours being denied. Students who are unsure about activities they wish to undertake must obtain principal approval prior to beginning the activity.

Students will maintain and provide a record of their community involvement activities. Completion of activities must be confirmed by the organizations or persons supervising the activities. Documentation attesting to the completion of each activity must be submitted and include: the name of the person/organization receiving the service, the activity performed, the dates and hours, the signatures of the student and his/her parents or guardians 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 can obtain community involvement forms in the Student Services office or on the school's website.

Students and parents/guardians can consult the school's website (www.tbcschools.ca/st-ignatius) or the Ministry of Education's website (https://www.ontario.ca/page/ministry-education) for more information.

D. 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 spring.

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 board will provide remedial assistance for students who do not complete the test successfully. This assistance should be designated to help students improve their skills so that they are better prepared to retake the OSSLT. Once the students have successfully completed the OSSLT, they may not retake it.

Accommodations, Special Provisions, Deferrals and Exceptions

Accommodations

The necessary accommodations must be made to ensure that students who are receiving special education programs and services and who have an Individual Educational 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 in consultation with parents/guardians (if the student is under age 18) and appropriate staff, prior to the OSSLT. They must be clearly conveyed to the parents or adult student prior to the test, and recorded in the EQAO data collection for students writing the OSSLT.

Deferrals

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

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 whose 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 expectations contained in the student's IEP be revised at some point so as to allow the student to work towards the attainment of a secondary school diploma, the student would be expected to successfully complete the OSSLT.

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 at 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 enrol 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). Mature students (18+) may enroll directly in the OSSLC.

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 an adjudication panel 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 stating required accommodations, but, owing to unforeseen circumstances, did not have access to these accommodations when they were taking the OSSLT.

E. The Provincial Financial Literacy Requirement

Starting in September 2025, students will be expected to complete a financial literacy graduation requirement as part of their compulsory Grade 10 mathematics course. Students will need to achieve a mark of 70% or higher to pass this new requirement. Unsuccessful students will have another opportunity to attempt the assessment.

Students and their parents can now access modules on how to manage money and invest wisely. These include videos and exercises that can help families talk about how financial literacy plays a role in everyday activities. (https://www.dcp.edu.gov.on.ca/resources/en/topics/students-parents/financial-literacy-modules-for-students)

Ontario Secondary School Certificate Requirements (OSSC)

The Ontario Secondary School Certificate will be granted upon request to students who leave secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows:

Compulsory Credits (Total of 7)
2 credits in English
1 credit in Canadian Geography or Canadian History
1 credit in Mathematics
1 credit in Science
1 credit in Health and Physical Education
1 credit in Arts, Computer Studies or Technological Education

Optional Credits (Total of 7)
7 credits selected by the student from available courses

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 OSSD or OSSC, the principal may substitute up to three compulsory courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. Substitutions should

be made to promote and enhance student learning or to meet special needs and the best interest of the student. If a parent or adult student requests a substitution, the principal will determine whether or not a substitution should be made, in consultation with the parent or adult student, and appropriate school staff. Substitutions are subject to Ministry policy i.e.: cooperative education credits cannot substitute for compulsory credits. Each substitution will be noted on the student's Ontario Student Transcript.

Alternative (Non-Credit) Courses

Alternative (non-credit) courses are individualized courses, documented in a student's Individual Education Plan (IEP), that comprise alternative expectations. Alternative expectations are developed to help students with special education needs acquire knowledge and skills that are not represented in the Ontario curriculum. These courses are usually designed to prepare students for daily living, including employment (supported or independent) and/or community living. At the secondary level, the student will not be granted a credit for the successful completion of a course that consists of alternative expectations.

Certificate of Accomplishment

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

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 the 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.

The Individual Pathways Plan (IPP)

Each student in grades 7-12 will prepare an Individual Pathways Plan (IPP) with the assistance of their parents, guidance counsellor and teachers. Students will track their IPP through the Xello 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:

- Who am I? (student interest inventories, volunteer opportunities hobbies)
- What are my opportunities? (post-secondary options/programs, workplace options)
- Who do I want to become? (career interests, short and long-term goals)
- 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.

2. Organization Of Secondary School Courses

(Note: at the time of printing, it was anticipated that the school year would return to a regular semester system. Should adjustments need to be made, students and parents / guardians will be advised.)

The Semester System

St. Ignatius High School operates on a two-semester system. This type of organization means that the school year is divided 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 advantages to students to meet their individual needs. The longer period provides for more effective teaching and learning experiences because 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. It allows students to accelerate the program and finish in four years while some may graduate in four and a half, and others in five years.

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.

Credit System

The schools in the Province of Ontario operate on a credit system. This means that a student may be granted a secondary school diploma based upon the successful completion of a certain number of compulsory and elective courses.

Definition of a Credit

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

Under this system, students choose their own program from a list of options. With this choice comes a variety of combinations with courses and students are placed on individual timetables. Promotion is by course (subject) rather than by grade as in the past. Students proceed with the next year's work in those courses in which they have been successful; courses that end in failure must either be repeated or may be replaced by alternate courses which will contribute to the total number of credits needed for a secondary school diploma.

Types of 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 post-secondary goals. The types of courses offered and their organization provide for a graduated streaming of courses in grades 10 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

In these years, students select an appropriate combination of destreamed, academic, applied, locally developed and open courses in order to add to their knowledge and skills base, explore their interests, and determine the type of educational program they are best suited to undertake in grades 11 and 12. Students are not required to make binding decisions about a particular educational and career path.

I. De-Streamed Courses

Core courses in Grade 9 that are offered at a mixed level of academic abilities to all students and promotes an inclusive learning environment for all students. Courses comprise one set of expectations, 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 10.

II. Academic Courses

Academic courses focus on the essential concepts of the discipline plus additional related concepts. Academic courses develop the student's knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts while incorporating practical applications, as appropriate. Available to students going into Grade 10.

III. Applied Courses

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 theory, application and additional material. Available to students going into Grade 10.

IV. Locally Developed Courses

Locally developed courses may be developed by a Board 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 the students who enter secondary school with knowledge and skills at a level below that required for success in applied and/or academic courses in grades 9 and 10. These courses use practical activities to enable students to develop their literacy, numeracy, problem solving, decision making and communication skills. In this way, students are better prepared for the workplace preparation courses in grades 11 and 12.

V. Open Courses

Open courses in grades 9 and 10 are offered in all subjects other than those offered as academic, applied or locally developed. Open courses can be found in subject areas such as visual arts, music, business, healthy active living or technology (but not in core subjects like English, math or science). An open course comprises one set of expectations, 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 increasingly on their individual interests and will identify and prepare for their post-secondary pathways. In these grades there are also increased opportunities for learning experiences beyond the school, including cooperative education, work experience, and specialized programs such as the Ontario Youth Apprenticeship Program, Specialized High Skills Major programs, and school-work transition programs.

I. University Preparation Courses

These courses will be designed to include the knowledge and skills appropriate to meet the entrance requirements for university programs. It is anticipated by the universities that high school (grade 12) exit standards will be maintained. All university preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of independent research and learning skills.

II. 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. They are based on rigorous provincial curriculum expectations and will emphasize the development of independent research and learning skills.

III. College Preparation Courses

These courses will be designated to include the knowledge and skills appropriate to meet the entrance requirements for college programs. Teaching and learning will emphasize concrete applications of the theoretical material covered in the course, and will also emphasize the development of critical thinking, problem solving and independent learning skills. Courses will require students to demonstrate that they have developed these skills.

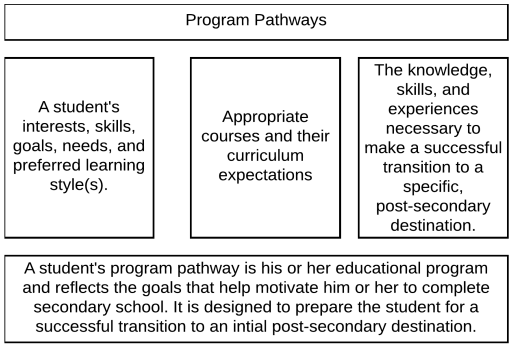
IV. Workplace Preparation Courses

These courses are designed to equip students with the knowledge and skills they need for direct entry into the workplace, into college access programs, or for admission to apprenticeship programs and other training programs offered in the community. The range and content of these courses will allow the students to prepare for a variety of jobs, training programs and careers, and stress the importance of life-long learning. Cooperative education and work experience placements within the community are important components of workplace preparation courses.

V. Open Courses

Open courses in grades 11 and 12 allow students to broaden their knowledge and skills in relation to a particular subject which may or may not be directly related to their post-secondary goals, but which reflect their interests. These courses are appropriate and valuable for all students. They are designed to provide students with a broad educational base and to equip them for active and rewarding participation in society. These courses are not designed with the requirements of university, college or the workplace in mind.

The Importance of Course Selection



The appropriate combination of courses, supports, and experiences is determined by many factors, including a match between students' interests, destinations. In addition, some grade 11 and 12 courses serve as admission requirements, while others are recommended to facilitate the transition to skills, goals, needs and preferred learning style(s), the curriculum expectations in specific courses, and the knowledge, skills, and experience necessary to make a successful transition to specific post-secondary destinations. 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 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 and 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 post-secondary 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

Some students may change their education goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they need. In most cases, a student may enrol in a different type of course in a given subject in grade 10 than the type he or she completed in grade 9, although doing so may require additional preparation, as recommended by the principal. In the case of mathematics, however, the sole prerequisite for the grade 10 academic mathematics course is the grade 9 academic mathematics course.

In grades 10 to 12, a student may change to a different type of course in a given subject, provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he or she may take one of the specified prerequisite courses through summer school, e-learning, or the Independent Learning Centre. If the principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, the principal may waive the prerequisite.

In order to provide students with every opportunity for success, course selection changes will be accommodated during the **first two weeks** (specific deadlines will be advertised to students) 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

A student's teacher preference or proximity to friends is not a valid reason for course changes. Following the change deadline, the only course selection changes permitted are level changes. Course change deadlines are clearly communicated to students and parents by the school.

When a student transfers from one level to another, a portion of his/her mark from the previous level will be carried forward to the new course and be integrated into the final term mark. The transfer policy is available from each subject department.

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

Student Study Periods

In order for students to meet the diploma requirements for an Ontario Secondary School Diploma, students in grade 9, 10 and 11 must take a full complement of courses each year, that is, four full credit courses each semester. Parents and students wishing exemptions to this recommendation should address their concerns to the guidance counsellor and the principal. Please note that only the principal can authorize modification of a student's timetable in this case.

3. Achievement And Accreditation

Assessment and Evaluation

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 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, other teachers, the 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:

- knowledge and understanding
- thinking and inquiry
- communication
- 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 are:

Percentage Grade Range	Achievement Level	Summary Description
80 - 100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard.
70 - 79%	Level 3	A competent level of achievement. Achievement is at the provincial standard.
60 - 69%	Level 2	A moderate level of achievement. Achievement is below but approaching the provincial standard.

50-59%	Level 1	A passable level of achievement. Achievement is below the provincial standard.
Below 50%		Insufficient achievement of curriculum expectations. Extensive remediation required. A credit will not be granted.

Level 3 (70-79%) is the provincial standard. Teachers are parents can be confident that students who are achieving at Level 3 are well prepared for work in the next grade or the next course

It should be noted that an evaluation of achievement in the 80-100% range (level 4) does not suggest that the student is achieving expectations beyond those specified for the course, but rather that he or she demonstrates a greater command of the requisite knowledge and skills than a student achieving in the 70-79% range (level 3). A student whose achievement is below 50% at the end of the course will not obtain a credit for the course.

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. **Medical certificates must be submitted to the principal if a student is sick for a scheduled examination.** 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 "Growing Success: Assessment, Evaluation and Reporting in Ontario Schools" document is available on the Ministry of Education website at www.ontario.ca/page/ministry-education

Reporting

The Provincial Report Card, grades 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 the 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' 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 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 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 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 credits gained by the student using any of the means described in section: *Alternative Ways of Earning Credits toward 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 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).
- grade 11 and 12 courses must be officially withdrawn from, before 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.

The Ontario Student Record (OSR)

The Ontario Student Record (OSR) is the record of a student's education 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, retrain, 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) 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 students is vital to the process of learning. Normally, the plan of a lesson employs a variety of processes, usually involving 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 their absence can be determined.
In order to encourage regular attendance and punctuality:

- a student who is absent must bring a note of explanation 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 secretary between 8:30-9:30 a.m. (or before 1:00 p.m.) when a student is legitimately late;
- students are excused from class only if the school has been notified by a parent or guardian;
- the parents/guardians of students who are frequently absent or late will be notified, and if the problem persists, the student may be detained from class and a parent interview requested.

Where attendance has been identified as an essential component of a course and where a student and parents/guardians have been appropriately counselled and provided with support and direction to promote regular attendance in the course, and where the student is still unwilling to attend regularly, such a student will normally fail to pass the course. 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 and the students, 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
- if available, the student can be enrolled in appropriate remedial and/or recovery programs
- 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 semester (after consultation with parents 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 (PLAR)

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students enrolled in Ontario secondary schools and inspected private schools may have their skills and knowledge evaluated against the expectations outlined in the provincial curriculum policy documents in order to earn credits 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 program 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 Ontario Secondary School Diploma. 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 secondary school graduation diploma. Of these in-school music credits, a maximum of one grade 12 credit may be awarded as a university preparation credit (but **will not** fulfill the compulsory Arts credit requirement).
- Students may be awarded a maximum of two grade 10 or 12 music credits through the PLAR challenge process.

Alternative Ways of Earning Credits toward the Ontario Secondary School Diploma

The majority of secondary school students will earn their credits towards the Ontario Secondary School Diploma by enrolling in the courses offered in their secondary school. 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.

1. **Summer School**

   This allows students to repeat courses they have not successfully completed during the school year or take courses to maintain or improve their overall credit count. Summer school availability is subject to enrolment.

2. **Credit Recovery**

   These programs help students earn the credits they have previously failed to achieve, as they develop the learning skills needed for academic success. Provincial credit-recovery class codes have now been introduced to support greater timetabling flexibility. 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.

3. **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, such as hospitality and tourism, arts and culture and health and wellness, manufacturing, and primary industries. Co-op and certification training are also key components of any SHSM.

4. **Expanded Co-Op Credit Opportunities**

   Co-op is a great way to learn skills and gain experience from the workplace, and get a "head start" with building a resume. Students can now include two co-op credits within the 18 compulsory credits they need to graduate. See page 33.

5. Dual Credit Program

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

6. 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, a student who is sixteen years of age or over who has withdrawn from parental 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.

7. Online Learning (E-Learning) - Graduation Requirement

The Thunder Bay Catholic District School Board provides e-learning opportunities to students through PRISM (a centralized registration, communication, tracking, and reporting platform used by School Boards to manage course registrations for their students as well as students outside their Board). This platform provides greater flexibility and opportunities for students to access the necessary course offerings required for graduation. 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 asynchronously. ***Students are required to earn two Online credits to count towards the Ontario Secondary School Diploma, unless they have opted out of this requirement.***

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 enrolment);
- Provides an engaging, creative and interactive learning environment that may complement 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.

8. Gateway and College Jump Start

These are off-site, alternative programs 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 consultation of appropriateness for this placement will be made by the school's Student Success team.

Supporting Student Success

1. Student Success Teams

Every secondary school has a Student Success team and a Student Success 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 teacher and representation from administration, guidance and school counsellors and special education.

The responsibilities of the secondary Student Success team 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 and the community to support student success.

2. Grade 8 to 9 Transitions – Adjusting to High School

Transition activities 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.

3. English Language Learners (ELL)

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's 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.

4. Links For Exploring Post-secondary Options

The following internet addresses direct parents and students to a world of post-secondary information. Topics range from self-assessment and career planning tests and tools to comprehensive university, college, apprenticeship, trades and workplace information.

Trades
https://www.ontario.ca/page/skilled-trades www.careersintrades.ca

Apprenticeships

https://www.ontario.ca/page/prepare-apprenticeship http://www.confederationc.on.ca/apprenticeship www.oyap.co ttp://www.ontariocolleges.ca/en/programs

Career Exploration: www.xello.world
- Each St. Ignatius student has access to Xello through his/her school g-mail (e-mail) account
- There are career assessment inventories available in this website along with a lot of current career information and post-secondary options information

College programs in Ontario: www.ontariocolleges.ca
- This is a central portal for all publicly-funded colleges in Ontario
- Look under "Colleges" or "Programs"
- If you want a private college, you must go into that school's site separately

College program outside Ontario: you must go into each college site separately

Confederation College: www.confederationc.on.ca
- Look under "Programs and Courses"
- The "Program Brochure" portion of each program (see link on right) will give you an overview of the program, the admission requirements and the actual courses you will take in the program.

Employment Services:
http://www.yesjobsnow.com http://www.northwestworks.ca www.jobbank.gc.ca

Gap Year: www.mygapyear.ca
- Answers questions for students who wish to take a year off after high school
- Offers structured program package options
- There are other gap year programs available online also – just do a search

Lakehead University: www.lakeheadu.ca
- Look under "Future Students"
- If you explore the university site further and find the "Academic Calendar", you can see the actual courses required for the programs.

Military Recruitment: www.forces.ca
- This site will explain various employment and education options

SAT/ACT tests (necessary for schooling in the USA):
www.collegeboard.org
- Click on the "SAT" link
- For "ACT" tests, try www.act.org or www.actstudent.org
- Check and see if your intended institution wants one specific test over another

Transfer programs in Ontario: www.ontransfer.ca
- There are resources for high school students to explore post-secondary options
- This site will also help students learn about transfer opportunities between colleges, between universities, from college to university etc.

University programs in Ontario: www.ontariouniversitiesinfo.ca
- This is a central portal for all publicly-funded universities in Ontario
- Choose from the tab options to find out what you would like to know
- If you want a private university, you must go into that school's site separately
- You can also use www.ouac.on.ca (Ontario Universities' Application Centre" and browse programs on the OUAC 101 application

University programs outside Ontario: you must go into each university site separately

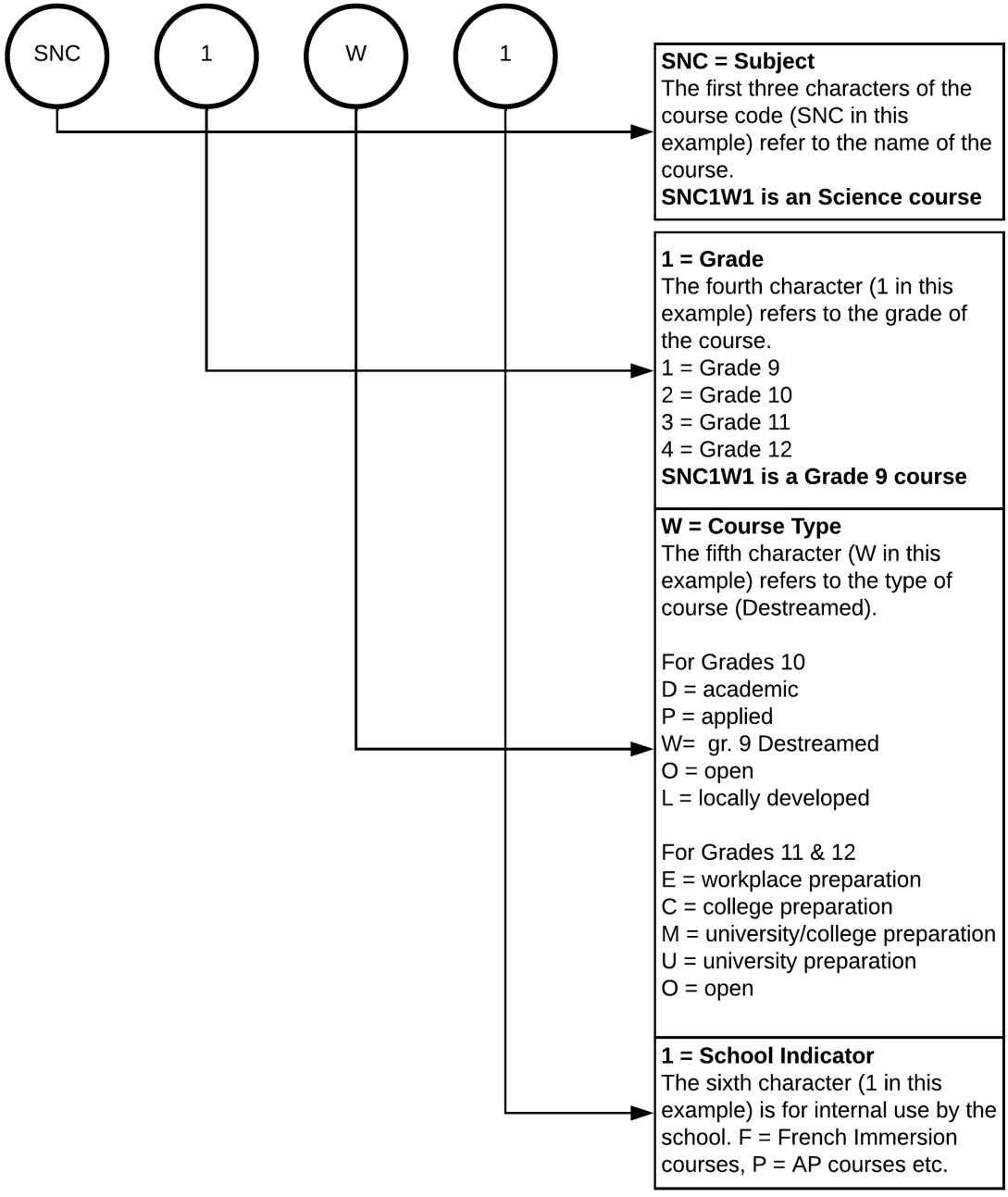
Further information on graduation, scholarships and post-secondary options and information can be found on the school website:
www.tbcschools.ca/st-ignatius

Click "Students" – "Senior" – "Graduation and Scholarships" , then click on the links to open the documents.

Section III – Course Descriptions

Understanding the Course Codes

Course Code: SNC1W1



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.ontario.ca/page/ministry-education and the subject teacher.

The Advanced Placement Program
"Rigorous work worth doing"

The Advanced Placement (AP) Program is a partnership between high schools and colleges and universities across North America. It allows students to pursue enriched, university-level studies while still in high school.

Since 1955, the AP program has been administered by the U.S. College Board, with its procedures determined by representatives of member institutions (public and independent schools, colleges and universities). The AP Program currently offers 34 AP courses across multiple subject areas, with AP exams being offered annually in May. Approximately 18,000 schools in 120 countries world-wide participate in AP courses and examinations. The core concepts of AP courses parallel those of grade 12 courses, and students prepare for the AP exam concurrently with their preparation for the 4U exam in the subject. AP courses are taught by highly qualified teachers, who have participated in specialized AP workshops and who are guided by AP Course Descriptions.

AP courses are not publicly funded. While there is no registration fee for an AP course, students are responsible for purchasing the texts on any summer reading lists, in addition to paying the cost of AP exams in U.S. funds.

The Value of Advanced Placement

The AP program is one of enriched academic studies that provides students with several advantages:
1. Students can excel in their high school programming, and develop the analytical and critical thinking skills required to succeed in university courses.
2. Students have the flexibility to choose the subjects in which they desire an enriched learning experience.
3. Students share their learning experiences with peers who are also highly motivated.
4. Students who write the AP exam and receive a grade of 3, 4 or 5 may be given advanced standing and/or credit at (Canadian or American) universities.

Characteristics of a Successful AP Student

AP courses make substantial academic demands on students. Students may be 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 post-secondary studies.

In addition to meeting any mandatory course prerequisites, a successful AP student is one who demonstrates:
1. A genuine interest in and aptitude for the chosen subject area;
2. A solid and consistent work ethic, and
3. The ability to competently and willingly perform considerable independent work (under teacher guidance).

An average of 80% in any prerequisite course is recommended for students taking Pre-AP or AP courses.

Advanced Placement Examinations

AP exams are held annually in May and are marked by the U.S. College Board. 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.

AP Grades

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

5	*Extremely Well Qualified*
4	*Well Qualified*
3	*Qualified*
2	Possibly Qualified
1	No Recommendation

Students who receive a grade of 3, 4 or 5 may be eligible for advanced standing at university (please check with the university regarding its AP policies).

Pre-Advanced Placement Program

The Pre-Advanced Placement Program (Pre-AP) at St. Ignatius gives students an opportunity to experience an enriched and challenging curriculum in grades 9, 10 and 11. 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 or 11 curriculums, Pre-AP courses provide considerable independent work, under teacher guidance that is meant to be preparation for grade 12 AP courses. Students willing to challenge themselves academically should consider Pre-Advanced Placement courses.

Pre-AP and AP Courses at St. Ignatius

The following chart outlines the Pre-Advanced Placement and Advanced Placement courses available at St. Ignatius High School.

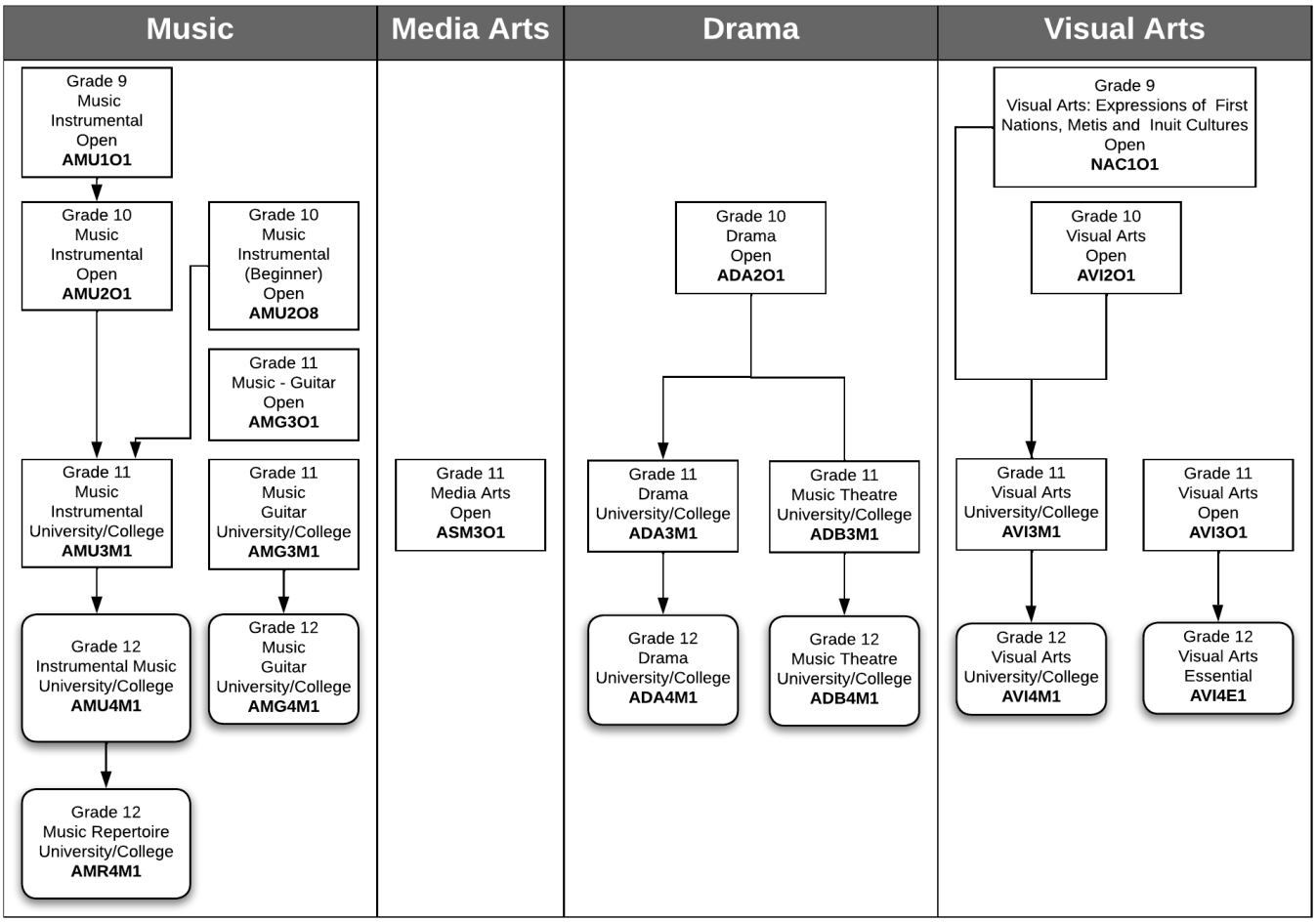
Grade 9	Placement	Course	**Grade 10**	Placement	Course
English Mathematics	Pre-Advanced Pre-Advanced	ENG1DP MTH1WP	English Mathematics Science Canadian History	Pre-Advanced Pre-Advanced Pre-Advanced Pre-Advanced	ENG2DP MPM2DP SNC2DP CHC2DP
Grade 11	Placement	Course	**Grade 12**	Placement	Course
English Math Biology Chemistry Physics	Advanced: Language Composition Pre-Advanced Pre-Advanced Pre-Advanced Pre-Advanced	ENG3UP MCR3UP SBI3UP SCH3UP SPH3UP	English Calculus & Vectors Biology Chemistry Physics World History	Advanced: Literature and Composition Advanced Advanced Advanced Advanced Advanced	ENG4UP MCV4UP SBI4UP SCH4UP SPH4UP CHY4UP

NOTE: All Grade 12 AP courses run in the first semester.

Links

www.tbcschools.ca/st-ignatius
www.collegeboard.org (US)
www.ap.ca (Canada)
www.ouac.on.ca (Ontario Universities' Application Centre)

The Arts



AMU1O1 – MUSIC: INSTRUMENTAL: 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

NAC1O1 – VISUAL ARTS: EXPRESSIONS OF FIRST NATIONS, METIS AND INUIT CULTURES, GRADE 9, OPEN
This course explores various arts disciplines (dance, drama, installation and performance art, media arts, music, storytelling, utilitarian or functional art, visual arts), giving students the opportunity to create, present, and analyse art works, including integrated art works/ productions that explore or reflect First Nations, Métis, and Inuit perspectives and cultures. Students will examine the interconnected relationships between art forms and individual and cultural identities, histories, values, protocols, and ways of knowing and being. They will demonstrate innovation as they learn and apply art-related concepts, methods, and conventions, and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to creative arts challenges.
NOTE: This course fulfills the compulsory Art credit diploma requirement.
PREREQUISITE: None

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

AMU2O1 – MUSIC: INSTRUMENTAL: 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.
NOTE: This course is intended for students who have previous music experience (privately or AMU101). Beginners should take AMU 2O8.
PREREQUISITE: None

AMU2O8 – MUSIC: INSTRUMENTAL FOR BEGINNERS: GRADE 10, OPEN
This course is designed for students with no previous music experience. It will emphasize performance of music at an intermediate level that strikes a balance between challenge and skill. Student learning will also be required to develop a thorough understanding of the language of music, including the elements, terminology, and history.
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 use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.
PREREQUISITE: None

ADA3M1 – DRAMA: GRADE 11, UNIVERSITY/COLLEGE PREPARATION
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 9 or 10, Open

ADB3M1 - DRAMA: MUSIC THEATRE, GRADE 11, UNIVERSITY/COLLEGE PREPARATION
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

AMG3O1 – MUSIC: GUITAR: GRADE 11, OPEN
This course develops students' artistic knowledge and skills with the performance of the guitar. Students will perform appropriate works, particularly works in contemporary popular styles. Classical positioning will be covered along with chords and basic accompaniments. They will continue to increase their understanding of the elements of music while developing their technical and imaginative abilities.
PREREQUISITE: None

AMG3M1 – MUSIC: GUITAR: GRADE 11, UNIVERSITY/COLLEGE PREPARATION
This course develops students' artistic knowledge and skills with the performance of the guitar. Students will perform appropriate works, particularly works in contemporary popular styles. Classical positioning will be covered along with chords and basic accompaniments. They will continue to increase their understanding of the elements of music while developing their technical and imaginative abilities.
NOTE: This course is intended for students who have previous music experience. Beginners should take AMG 3O1
PREREQUISITE: None

AMU3M1 – MUSIC: INSTRUMENTAL: GRADE 11, UNIVERSITY/COLLEGE PREPARATION
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 lives and careers.
PREREQUISITE: Music, Grade 9 or 10, Open

ASM3O1 – MEDIA ARTS: GRADE 11, OPEN
This course emphasizes the development of the knowledge and skills required for production of media art works (e.g.: robo sculpture, photocopy art, computer animation with synthesized sound). Students will develop an appreciation of the history of media arts through analysing specific works, and create media art works using a variety of technologies (e.g.: digital cameras, photo-imaging software, computer-modelling software, synthesizer, videotape, multitrack sound recording).
PREREQUISITE: None

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 artworks that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will explore works of art within a personal, contemporary, historical, and cultural context.
PREREQUISITE: None

AVI3M1 – VISUAL ARTS: GRADE 11, UNIVERSITY/COLLEGE PREPARATION
This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emergent technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g. photography, video, computer graphics, and information design).
PREREQUISITE: Visual Arts: Expressions of First Nations, Metis and Inuit Cultures, Grade 9, Open or Visual Arts, Grade 10, Open

ADA4M1 – DRAMA PRODUCTION: GRADE 12, UNIVERSITY/COLLEGE PREPARATION
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 texts 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 PREPARATION
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, Grade 11 University/College Preparation

AMG4M1 – MUSIC: GUITAR: GRADE 12, UNIVERSITY/COLLEGE PREPARATION
This course emphasizes the appreciation, analysis and performance of music from the romantic period and the twentieth century, including art music, jazz, popular music, and Canadian and non-Western music. Students will concentrate on developing interpretive skills and the ability to work independently. They will also complete complex creative projects.
PREREQUISITE: Music: Guitar: Grade 11, University/College Preparation

AMR4M1 – MUSIC REPERTOIRE: GRADE 12, UNIVERSITY/COLLEGE PREPARATION
This course emphasizes the appreciation, analysis and performance of music from the romantic period and the twentieth century, including art music, jazz, popular music, and Canadian and non-Western music. Students will concentrate on developing interpretive skills and the ability to work independently. They will also complete complex creative projects.
PREREQUISITE: Music: Instrumental: Grade 12, University/College Preparation

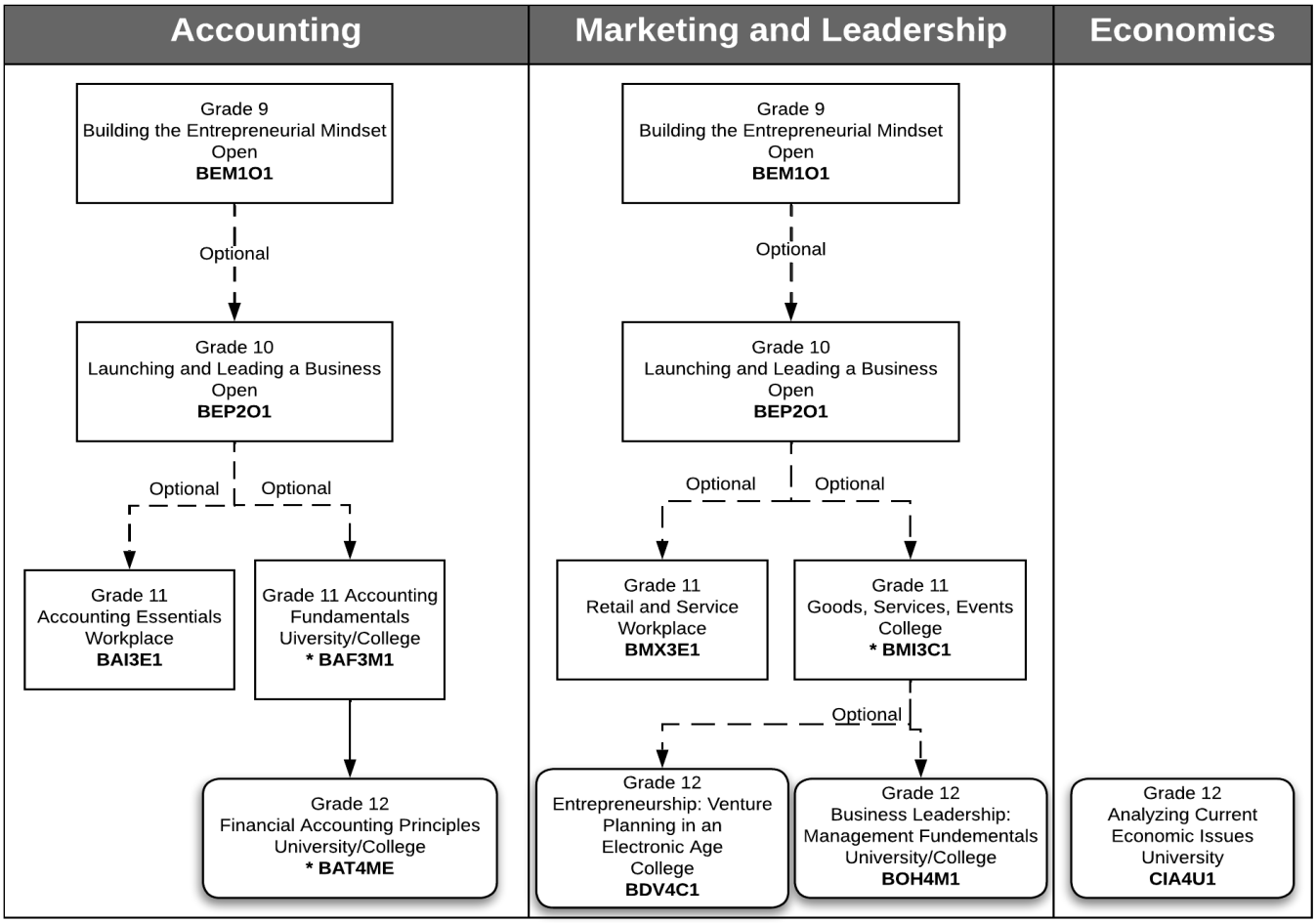
AMU4M1 – MUSIC: INSTRUMENTAL: GRADE 12, UNIVERSITY/COLLEGE PREPARATION
This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to 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. They will explore how to apply skills developed in music to their lives, communities and careers.
PREREQUISITE: Music: Instrumental: 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

AVI4M1 – VISUAL ARTS: GRADE 12, UNIVERSITY/COLLEGE PREPARATION
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 the 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



Business Studies



Any students who achieve 70% or above may be granted a credit in the corresponding course at Confederation College

BEM1O1 – BUILDING the ENTREPRENEURIAL MINDSET: GRADE 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 communications skills as well as develop and refine their project management skills, including goal setting, time management, and networking.

PREREQUISITE: None

BEP2O1 –LAUNCHING AND LEADING A BUSINESS: GRADE 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

BAI3E1 – ACCOUNTING ESSENTIALS: GRADE 11, WORKPLACE PREPARATION

This course introduces students to the accounting cycle of a service business. Students will use computer application software to record business transactions and prepare financial statements. Students will also investigate banking and cash management, decision making, ethical behaviour, and career opportunities in the field of accounting.

PREREQUISITE: None

BAF3M1 – FINANCIAL ACCOUNTING FUNDAMENTALS: GRADE 11, UNIVERSITY/COLLEGE PREPARATION
This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and ethics in current issues in accounting.
Upon the completion of this course, with an average of 70% or above, the student may be granted a credit in this area at Confederation College.
PREREQUISITE: None

BMI3C1 – MARKETING: GOODS, SERVICES, EVENTS: GRADE 11, COLLEGE PREPARATION
This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice.
Upon the completion of this course, with an average of 70% or above, the student may be granted a credit in this area at Confederation College.
PREREQUISITE: None

BMX3E1 – MARKETING: RETAIL AND SERVICE: GRADE 11, WORKPLACE PREPARATION
This course focuses on marketing activities in the retail and service sectors. Students will examine trends and global influences on marketing decisions, and will learn about the importance of customer service in developing a customer base and maintaining customer loyalty. Through hands-on learning, students will develop personal selling and information technology skills that will prepare them for a variety of marketing related positions in the workplace.
PREREQUISITE: None

BAT4ME – FINANCIAL ACCOUNTING PRINCIPLES: GRADE 12, (E-LEARNING) UNIVERSITY/COLLEGE PREPARATION
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.
Upon the completion of this course, with an average of 70% or above, the student may be granted a credit in this area at Confederation College.
NOTE: This course is being offered as an e-learning course.
PREREQUISITE: Financial Accounting Fundamentals: Grade 11, University/College Preparation.

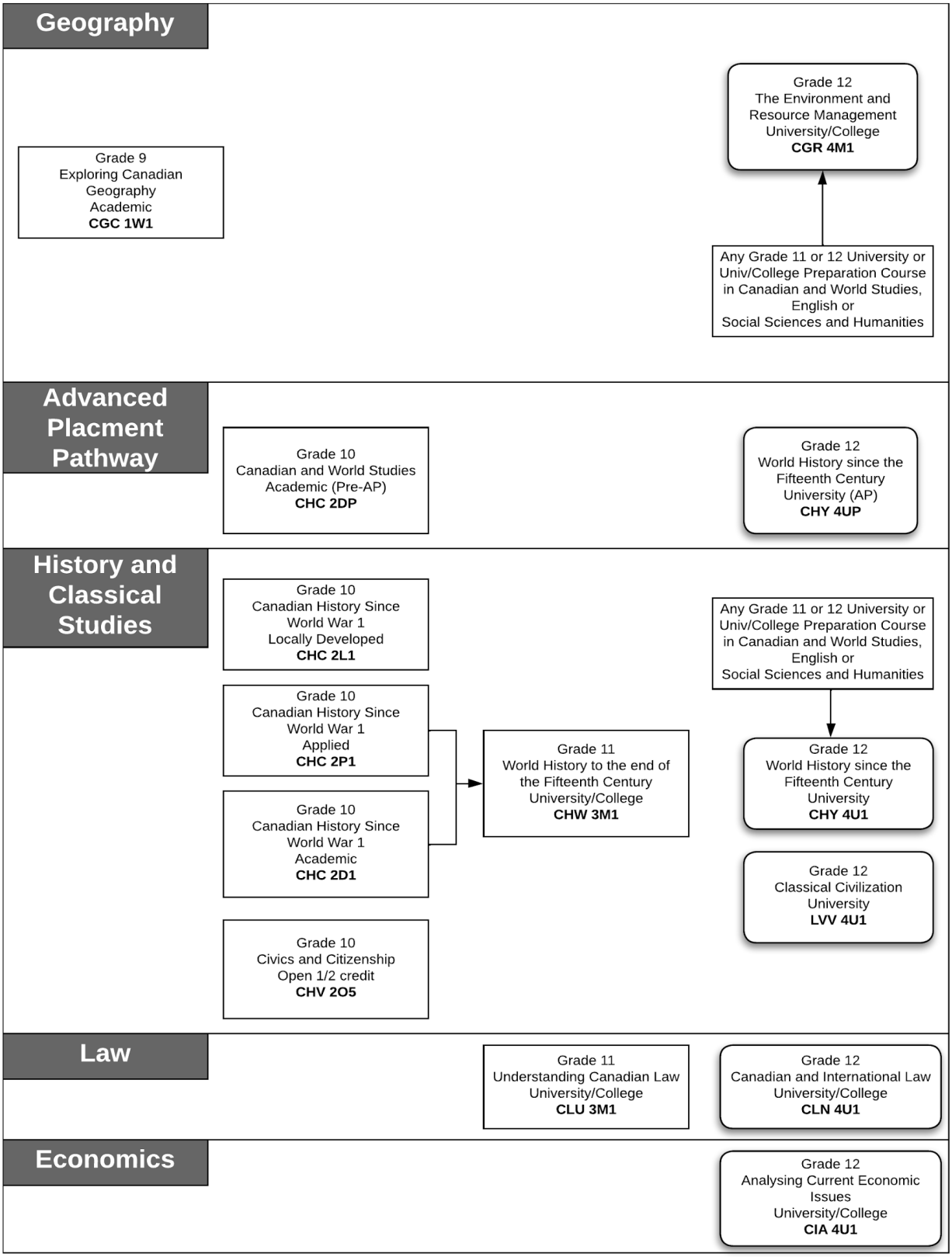
BDV4C1 – ENTREPRENEURSHIP: VENTURE PLANNING IN AN ELECTRONIC AGE: GRADE 12, COLLEGE PREPARATION
This course provides students with the opportunity to develop and apply entrepreneurial skills through the creation of a venture plan that capitalizes on the potential of e-commerce. Students will research and identify an opportunity for a venture. They will then complete the components of a venture plan that includes a website.
PREREQUISITE: None

BOH4M1 – BUSINESS LEADERSHIP: MANAGEMENT FUNDAMENTALS: GRADE 12, UNIVERSITY/COLLEGE PREPARATION
This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.
PREREQUISITE: None

CIA4U1 – ANALYSING CURRENT ECONOMIC ISSUES: GRADE 12, UNIVERSITY PREPARATION
This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.
PREREQUISITE: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities.



Canadian And World Studies



CGC1W1 – EXPLORING CANADIAN GEOGRAPHY: GRADE 9, DESTREAMED
This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.
PREREQUISITE: None

CHC2L1 – CANADIAN HISTORY SINCE WORLD WAR 1: GRADE 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

CHC2P1 – CANADIAN HISTORY SINCE WORLD WAR 1: GRADE 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 of historical developments and how they have helped shape communities in present-day Canada.
PREREQUISITE: None

CHC2D1 – CANADIAN HISTORY SINCE WORLD WAR 1: GRADE 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

CHC2DP – CANADIAN HISTORY SINCE WORLD WAR 1: GRADE 10, PRE-ADVANCED PLACEMENT
This enriched curriculum 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.
This course will prepare students for Grade 12 Advanced Placement History.
NOTE: A minimum average of 80% in Grade 9 is recommended.
PREREQUISITE: None

CHV2O5 – CIVICS AND CITIZENSHIP: GRADE 10, OPEN (Half Credit)
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

CHW3M1 – WORLD HISTORY TO THE END OF THE FIFTEENTH CENTURY: GRADE 11, UNIVERSITY/COLLEGE PREPARATION
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 1, Grade 10, Academic or Applied

CLU3M1 – UNDERSTANDING CANADIAN LAW: GRADE 11, UNIVERSITY/COLLEGE PREPARATION
This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people 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 1, Grade 10, Academic or Applied

CGR4M1 – THE ENVIRONMENT AND RESOURCE MANAGEMENT: GRADE 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 or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

CHY4U1 – WORLD HISTORY SINCE THE FIFTEENTH CENTURY: GRADE 12, UNIVERSITY PREPARATION
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

CHY4UP – WORLD HISTORY SINCE THE FIFTEENTH CENTURY: GRADE 12, ADVANCED PLACEMENT
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.
This course will contain additional enrichment material to prepare students for the Advanced Placement exam.
NOTE: A minimum grade of 80% in any prerequisite course is recommended.
PREREQUISITE: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities.

CIA4U1 – ANALYSING CURRENT ECONOMIC ISSUES: GRADE 12, UNIVERSITY PREPARATION
This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.
PREREQUISITE: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

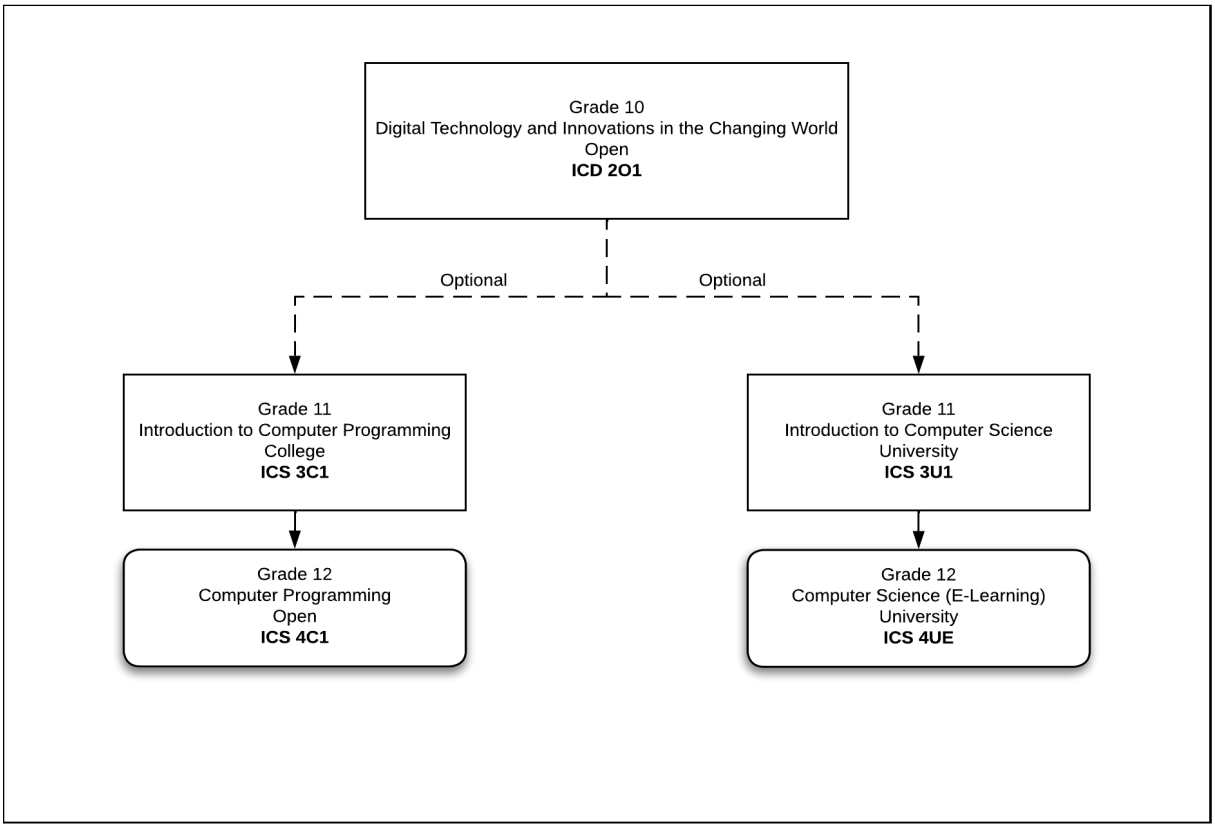
CLU4U1 – CANADIAN AND INTERNATIONAL LAW: GRADE 12, UNIVERSITY PREPARATION
This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues 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

LVV4U1 – CLASSICAL CIVILIZATION: GRADE 12, UNIVERSITY PREPARATION
This course introduces students to the rich cultural legacy of the classical world. Students will investigate aspects of classical culture, including mythology, literature, art, architecture, philosophy, science and technology, as well as elements of the ancient Greek and Latin languages. Students will develop creative and critical thinking skills through exploring and responding to works by classical authors in English translation and examining material culture brought to light through archaeology. They will also increase their communication and research skills by working both collaboratively and independently, and will acquire an understanding and appreciation of the interconnectedness of ancient and modern societies.
PREREQUISITE: English, Grade 10, Academic





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

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 post-secondary opportunities in computer-related fields.
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

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

ICS4UE – COMPUTER SCIENCE: GRADE 12 UNIVERSITY PREPARATION (E-Learning)
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.
NOTE: This course may be offered as an e-learning course depending on student enrollment.
PREREQUISITE: Introduction to Computer Science, Grade 11, University Preparation





Interdisciplinary Studies

IDC4O1 – INTERDISCIPLINARY STUDIES: GRADE 12 OPEN
This course emphasizes the development of practical skills and knowledge to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Through individual and collaborative inquiry and research into contemporary issues, real-life situations, and careers, students will apply the principles and skills derived from the complementary subjects and disciplines studied, evaluate the reliability of information, and examine how information technology can be used safely, effectively, and legally. They will also learn how to select strategies to define problems, research alternative solutions, assess their thinking in reaching decisions, and adapt to change as they acquire new knowledge.
PREREQUISITE: NONE

IDC4U1 – INTERDISCIPLINARY STUDIES: GRADE 12 UNIVERSITY PREPARATION
This course emphasizes the development of practical skills and knowledge to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Through individual and collaborative inquiry and research into contemporary issues, real-life situations, and careers, students will apply the principles and skills derived from the complementary subjects and disciplines studied, evaluate the reliability of information, and examine how information technology can be used safely, effectively, and legally. They will also learn how to select strategies to define problems, research alternative solutions, assess their thinking in reaching decisions, and adapt to change as they acquire new knowledge.
PREREQUISITE: Any university or university/college preparation course

Co-operative Education And The Ontario Youth Apprenticeship Program (OYAP)

What is Co-operative Education?

Co-operative Education is an experiential mode of learning that integrates academic study and classroom theory with experiences in the workplace. Students divide their time between the classroom and the workplace; this three-way partnership between the high school student, the business community and the school, combines classroom instruction with practical "on-the-job" training. Students normally earn two (2) credits upon successfully completing their co-op program.

Work placements are arranged with students by the school and must follow Ministry of Education policy and guidelines. Orientation is required prior to determining any potential placements, to address any issues or concerns. Typical placements include working in automotive technology settings, daycare facilities, health-related facilities, etc. Students who have personal business connections that could lead to work placement consult with the Co-operative Education teachers to evaluate the appropriateness of the placement.

Program Overview

The pre-placement, classroom component prepares students for entering into the world of work. The Co-operative Education teacher will cover such topics as: resume and cover letter writing, telephone and internet etiquette, interview preparation, health and safety, unions, employer expectations and other topics related to work readiness. The Co-operative Education student arranges an interview with a prospective training sponsor and if successful, is placed at the business for his or her work experience. During the semester, students are required to attend in-class sessions at the school every month, for further instruction and to share and discuss what they have learned at their placements. Every student must have a Personalized Placement Learning Plan (PPLP) which will indicate how a student's related curriculum course is being applied at his or her co-op placement.

Cooperative Education and Diploma Requirements

Co-operative Education credits may be used to meet up to two (2) of the eighteen compulsory credit requirements for an Ontario Secondary School Diploma (OSSD). There is no limit on the number of optional credits that may be earned through Co-operative Education courses.

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

How does Co-operative Education Benefit Students?

Co-operative Education students learn at school and then extend those objectives into the workplace. The experience of real working conditions can improve their potential as future employees and can help them develop positive attitudes towards themselves, their education and their careers. Co-operative Education gives students the opportunity to:

- See the relevance of their classroom learning in a work setting and to "try out" a career of interest before finalizing plans to post-secondary education, training or employment;
- Develop the essential skills and work habits required in the workplace and expectations;
- Gain valuable work experience to help build their resume for post-secondary programs and future employment;
- Experience authentic and purposeful learning outside a traditional classroom setting.

Student Responsibilities:

Experiential learning requires that students:

- Maintain consistent attendance and punctuality (both in class and in the workplace)
- Submit all classroom assignments as required
- Demonstrate a mature, dependable and responsible attitude
- Comply with all company rules with regard to dress, safety codes, work schedules and policies (including confidentiality requirements)
- Inform both the placement supervisor and the Co-operative Education teacher if they are unable to report to their placement

Failure to fulfill the expectations of either the classroom or workplace portion of the program may result in a loss of credits.

The Ontario Youth Apprenticeship Program (OYAP)

The Ontario Youth Apprenticeship Program (OYAP) allows students to earn credits toward the Ontario Secondary School Diploma (OSSD) by taking a cooperative education course for which the community component is in an apprenticeship trade.

To be eligible for OYAP, students must:

- be 15 years or older,
- have completed 14 credits toward the OSSD and
- be enrolled as a part-time or full-time student in a secondary school or continuing education program.

Students (and their parent(s)/guardian(s), if required) must also complete an OYAP participant application form. Students are considered OYAP participants once the form is submitted.

OYAP participants have the opportunity to become apprentices with registered training agreements while attending secondary school. As apprentices, they may have the opportunity to complete Level 1 apprenticeship training offered by an approved training delivery agent. They must also receive trade-specific health and safety training by the placement employer or supervisor.

Ontario Youth Apprenticeship Program (OYAP) - Focused Apprenticeship Skills Training (FAST)

As an extension of the regular programming, beginning in September 2025, some students may opt to participate in **OYAP-FAST**. The **Focused Apprenticeship Skills Training (FAST)** is an accelerated stream within OYAP that will allow students in Grades 11 and 12 to participate in more apprenticeship learning through additional co-operative education credits while completing their OSSD.

To be eligible for OYAP-FAST, students must:

- Meet OYAP eligibility requirements (as described in detail above
- Have a signed parent/guardian “consent to participate” form
- Earn 8 to 11 cooperative education credits with their placement component in the skilled trades.
- Register as an apprentice through a Registered Training Agreement (RTA) by the time they complete their eighth cooperative education credit.

Students who meet the above completion requirements and all other OSSD requirements will be awarded the OYAP-FAST seal on their OSSD, and OYAP-FAST will be listed in the Specialized Program field of the Ontario Student Transcript (OST). If a student has already been granted an OSSD, it cannot be exchanged for an OSSD with the OYAP-FAST seal.

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 Advanced Education and Skills Development (Apprenticeship Branch) 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

COP 3X – CO-OPERATIVE EDUCATION: GRADE 11, OPEN **COP4X - CO-OPERATIVE EDUCATION: GRADE 12, OPEN**

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

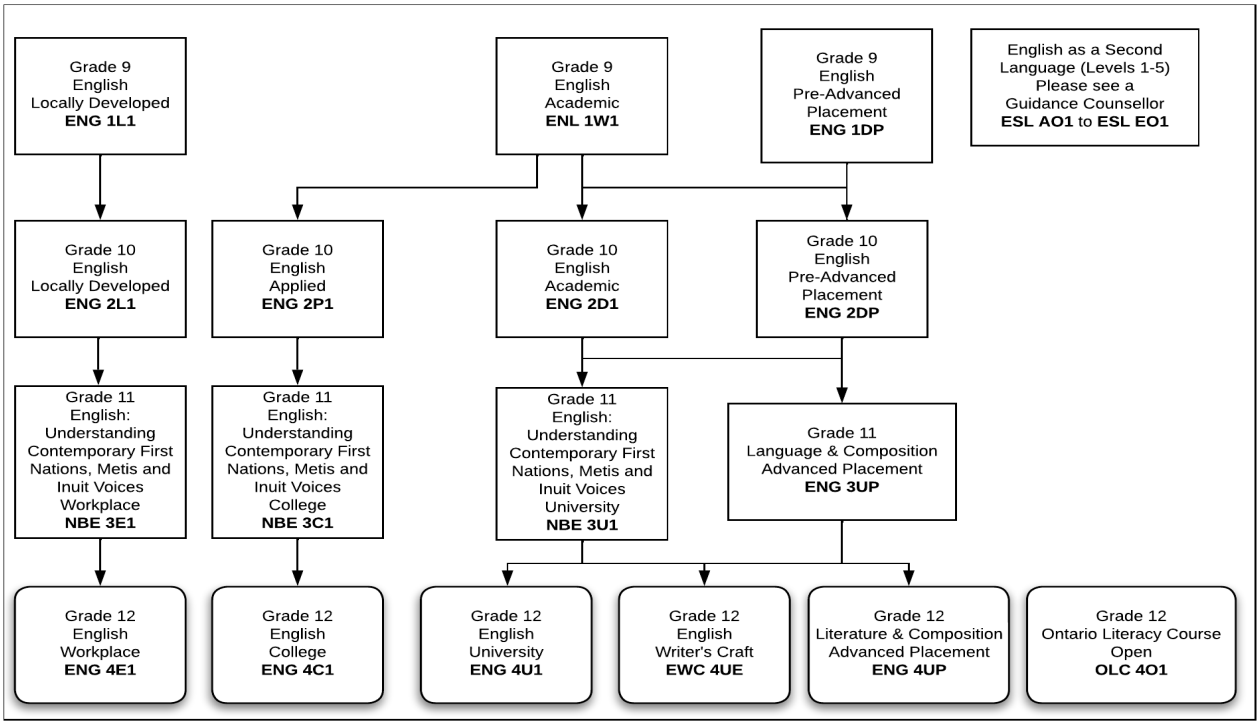
well-being. They will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experiences in the community and other aspects of their lives.
NOTE: This two-credit course will have students working either an entire morning or afternoon once their placement commences. Students spend approximately 20% of the course in class and 80% of their time at their placement.
PREREQUISITE: None

COP 4XA – ARMY RESERVE (MILITARY) CO-OPERATIVE EDUCATION: GRADE 12, OPEN
This program is run jointly between St. Ignatius and the Canadian Armed Forces, and allows students to earn two Ontario Secondary School credits and receive remuneration for training. If the student is accepted into the program, he/she will undergo basic military training at the Thunder Bay Armoury, as well as other training locations. Students must be 16 prior to the starting date of the program, be a Canadian citizen, have a minimum of 15 credits and be free of any legal obligations. Army Co-op is offered only during the afternoons of the second semester.
PREREQUISITE: None

COP 4XN – NAVAL RESERVE CO-OPERATIVE EDUCATION: GRADE 12, OPEN
The Naval Reserve Co-op Program includes introductory training to be part of the crew of a Canadian Navy ship, a member of a Post Security Unit, a Port Inspection Diving Team or a Naval Intelligence Team. This program allows students to earn two Ontario Secondary credits and receive remuneration for training. If the student is accepted into the program, he/she will undergo basic training out of the HMCS Griffon, Royal Canadian Navy. Students must be 16 prior to the starting date of the program, be a Canadian citizen, have a minimum of 15 credits and be free of any legal obligations. Students must be available to attend the program from 1:00 – 5:30 p.m., Monday to Friday, and the occasional weekend training session.
PREREQUISITE: None

Any student interested in Co-operative Education should speak to his/her Guidance Counsellor or the Co-operative Education teacher

English



ENG1L1 – ENGLISH: GRADE 9, LOCALLY DEVELOPED
This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the English Grade 11 Workplace Preparation course. The course is organized by strands that develop listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.
PREREQUISITE: None

ENL1W1 – ENGLISH: GRADE 9, DESTREAMED
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

ENL1WP – ENGLISH: GRADE 9, PRE-ADVANCED PLACEMENT
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.This course covers the curriculum with enrichment material. It is designed to prepare students to continue in the Advanced Placement program for Grades 10, 11 and 12 and eventually write one and/or both Advanced Placement exams offered in English.
NOTE: A minimum average of 80% in Grade 8 Language Arts is recommended
PREREQUISITE: None

ENG2L1 – ENGLISH: GRADE 10, LOCALLY DEVELOPED
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 Grade 11 English (Workplace Preparation) course. The course is organized by strands that extend listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on refining foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students build on their strategies and engage in the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.
PREREQUISITE: English, Grade 9, Destreamed or Locally Developed

ENG2P1 – ENGLISH: GRADE 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, literacy, 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, Destreramed

ENG2D1 – ENGLISH: GRADE 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, Destreamed or Pre-AP

ENG2DP – ENGLISH: GRADE 10, PRE-ADVANCED PLACEMENT
This course covers the academic Grade 10 Ontario English curriculum with enrichment material. It is designed to prepare students to continue in the Advanced Placement program in Grades 11 and 12 and eventually write one and/or both Advanced Placement exams offered in English.
NOTE: A minimum average of 80% in Grade 9 Pre-AP or Academic English is recommended
PREREQUISITE: English, Grade 9, Destreamed or Pre-AP

NBE3E1 – ENGLISH: UNDERSTANDING CONTEMPORARY FIRST NATIONS, METIS AND INUIT VOICES, GRADE 11, WORKPLACE PREPARATION
This course explores themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media texts emerging from First Nations, Métis, and Inuit cultures in Canada, as well as some texts that relate to those cultures. In order to better understand contemporary texts, students will explore connections between traditional and contemporary text forms and cultural and community aspects of identity, relationships, and self-determination, sovereignty, or self-governance. Students will also create oral, written, and media texts focusing on the development of literacy, communication, and critical thinking skills necessary for success in the workplace and daily life. The course is intended to prepare students for the compulsory Grade 12 English workplace preparation course.
PREREQUISITE: English, Grade 10, Academic, Applied or Locally Developed

NBE3C1 – ENGLISH: UNDERSTANDING CONTEMPORARY FIRST NATIONS, METIS AND INUIT VOICES, GRADE 11, COLLEGE PREPARATION
This course explores the themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also looks at the perspectives and influences of texts that relate to those cultures. In order to understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will study the use of text forms by Indigenous authors/creators from other periods in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English college preparation course.
PREREQUISITE: English, Grade 10, Academic or Applied.

NBE3U1 – ENGLISH: UNDERSTANDING CONTEMPORARY FIRST NATIONS, METIS AND INUIT VOICES, GRADE 11, UNIVERSITY PREPARATION
This course explores the themes, forms, and stylistic elements of a variety of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also examines the perspectives and influence of texts that relate to those cultures. In order to fully understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will analyse the changing use of text forms by Indigenous authors/ creators from various periods and cultures in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English university or college preparation course.
PREREQUISITE: English, Grade 10, Academic or Pre-AP

ENG3UP – ENGLISH: LANGUAGE AND COMPOSITION GRADE 11, ADVANCED PLACEMENT
In this course, students will complete all expectations of ENG 3U1 plus additional reading and writing activities. Students will read supplemental works of prose and compose writing for varied purposes. Students will be made aware of the connections between the writer and the audience. The emphasis of this course is the use of language and its contribution to effective writing. All enrichment activities prepare students to write the AP Language and Composition exam held every May. Successful achievement on this exam may enable a student to gain a university credit while in high school. Consequently, students should be aware that summer preparation and/or additional time may be a requirement for this course.
NOTE: A minimum grade of 80% in Grade 10 Pre-AP or Academic English is recommended.
PREREQUISITE: English, Grade 10, Pre-AP or Academic

ENG4E1 – ENGLISH: GRADE 12, WORKPLACE PREPARATION
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 (ENG3E) or English: Understanding Contemporary First Nations, Metis and Inuit Voices, Grade 11, Workplace or College Preparation (NBE3E or NBE3C)

ENG4C1 – ENGLISH: GRADE 12, COLLEGE PREPARATION

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 or University Preparation (ENG3C, ENG3U) or English: Understanding Contemporary First Nations, Metis and Inuit Voices, Grade 11, College or University Preparation (NBE3C or NBE3U)

ENG4U1 – ENGLISH: GRADE 12, UNIVERSITY PREPARATION

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 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, Advanced Placement or University Preparation (ENG3UP, ENG3U) or English: Understanding Contemporary First Nations, Metis and Inuit Voices, Grade 11, University Preparation (NBE 3U)

ENG4UP – ENGLISH: LITERATURE AND COMPOSITION, GRADE 12, ADVANCED PLACEMENT

In this course, students will complete all expectations of ENG 4U1, plus additional reading and writing activities. Students of this enrichment course, will examine a work's structure, style and theme as well as the use of figurative language, imagery, symbolism and tone. Through reading and discussing various pieces of literature, students should find depth. All activities prepare students to write the AP Literature and Composition exam held every May. Successful achievement on this exam, may enable a student to gain a university credit while in high school. Consequently, students should be aware that summer preparation and/or additional time may be a requirement for this course.

NOTE: A minimum grade of 80% in Grade 11 Advanced Placement or University English (ENG3UP, ENG3U or NBE3U) is recommended.

PREREQUISITE: English, Grade 11, Advanced Placement or University Preparation (ENG3UP, ENG3U) or English: Understanding Contemporary First Nations, Metis and Inuit Voices, Grade 11, University Preparation (NBE3U)

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.

NOTE: Students must see a Guidance Counsellor for approval. ***Students may substitute up to three ESL courses for compulsory English credit requirements. The remaining English credit shall be chosen from one of the compulsory English courses offered in Grade 12. Additional ESL credits may be counted as optional credits for diploma purposes.***

EWC4UE – WRITER'S CRAFT: GRADE 12, UNIVERSITY PREPARATION (E-LEARNING)

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.

NOTE: The course is being offered as an e-learning course.

PREREQUISITE: English, Grade 11, Advanced Placement or University Preparation (ENG3UP, ENG3U) or English: Understanding Contemporary First Nations, Metis and Inuit Voices, Grade 11, University Preparation (NBE3U)

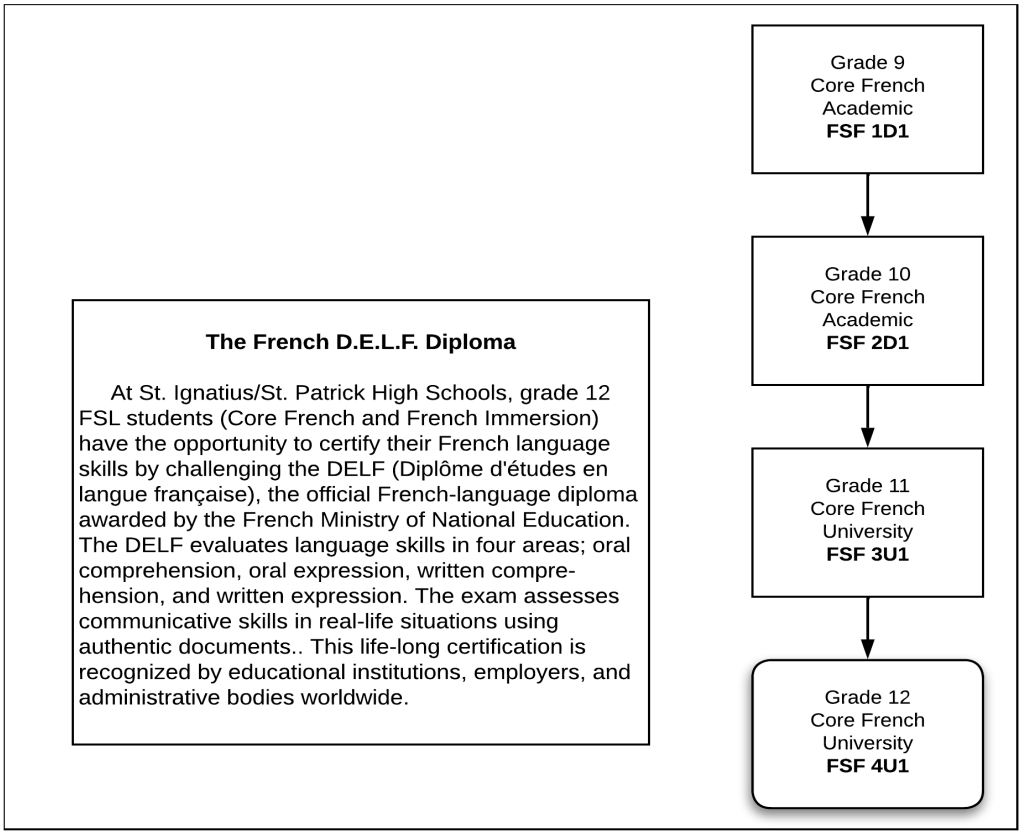
OL 4O1 – ONTARIO SECONDARY SCHOOL LITERACY COURSE: GRADE 12, OPEN

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of information, 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.

NOTE: Eligibility requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take this course. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal). ***The OSSLC fulfills an English compulsory credit requirement; however, students planning to attend a post-secondary institution require the appropriate grade 12 English credit, at the college or university preparation level.***



French



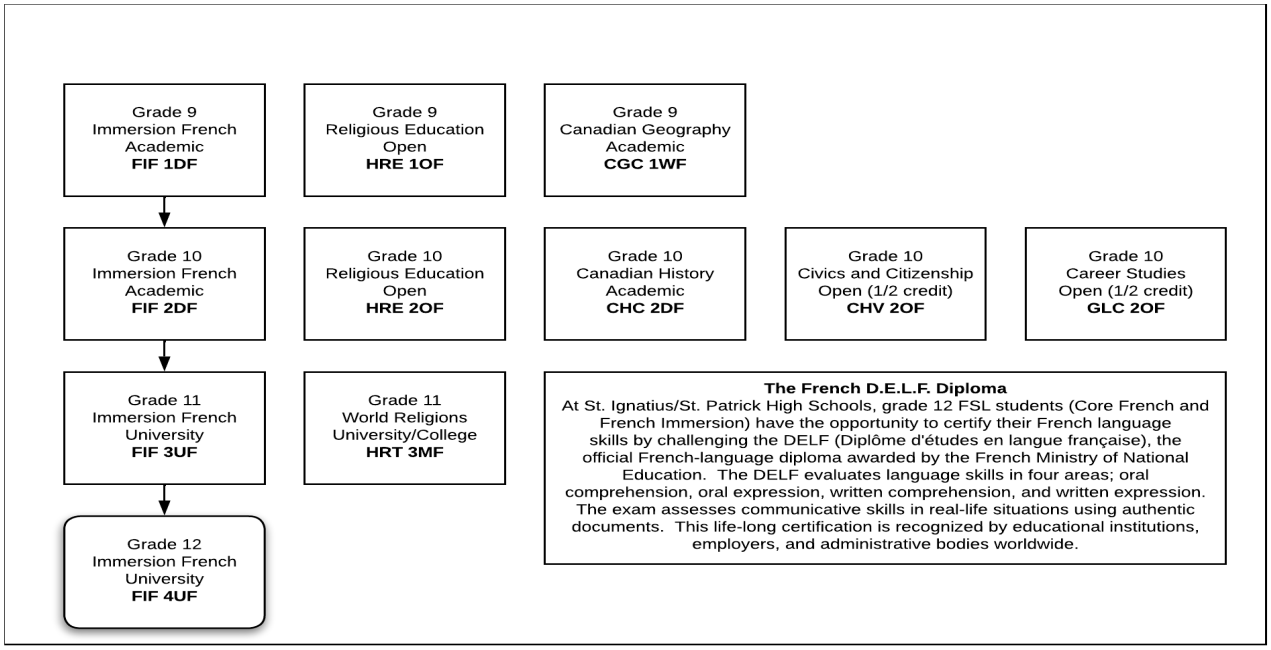
FSF1D1 – CORE FRENCH: GRADE 9, DESTREAMED
This course provides opportunities for students to communicate and interact in French in structured situations, with a focus on everyday topics, and to apply their knowledge of French in everyday situations. Students will develop listening, speaking, reading, and writing skills introduced in the elementary Core French program, through practical applications and concrete examples, and will use 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: None

FSF2D1 – CORE FRENCH: GRADE 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: GRADE 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: GRADE 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

French Immersion Program



The Thunder Bay Catholic District School Board offers a comprehensive French Immersion Program, 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 program 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 ten French-language credits in high school in order to be eligible to receive the French Immersion Graduation Certificate. These ten 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 will also obtain their high school diploma at the same time.

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

- participate easily in conversation and discussion (understand films, radio, and television news, and other programs);
- 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 discussion);
- 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: Designated Courses

Grade Level	9	10	11	12	Credit Total
French	*F	*F	*F	*F	4
Religious Education	*F	*F	*F		3
Geography	*F				1
History		*F			1
Civics		*F			.5
Career Studies		*F			.5
Total No. of Credits	**3**	**4**	**2**	**1**	**10**

HRE1OF – RELIGIOUS EDUCATION: GRADE 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: Completed Grade 8 French Immersion Program

F1F1DF – FRENCH IMMERSION: GRADE 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 as 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: Completed Grade 8 French Immersion Program

CGC1WF – EXPLORING CANADIAN GEOGRAPHY: GRADE 9, DESTREAMED
This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.
PREREQUISITE: Completed Grade 8 French Immersion Program

HRE2OF – RELIGIOUS EDUCATION: GRADE 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: French Immersion, Grade 9, Open

FIF2DF – FRENCH IMMERSION: GRADE 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 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

CHC2DF – CANADIAN HISTORY IN THE TWENTIETH CENTURY: GRADE 10, ACADEMIC
This course explores the 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

CHV2OF – CIVICS AND CITIZENSHIP: GRADE 10, OPEN (Half Credit)
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. NOTE: This half-credit is taken with Career Studies GLC2OF

GLC2OF – CAREER STUDIES: GRADE 10, OPEN (Half Credit)
This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores post-secondary learning and career options, prepares their students for managing work and life transitions, and helps students focus on goals through the development of a career plan.
PREREQUISITE: None. NOTE: This half-credit course is taken with Civics CHV 2OF

FIF3UF – FRENCH IMMERSION: GRADE 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 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

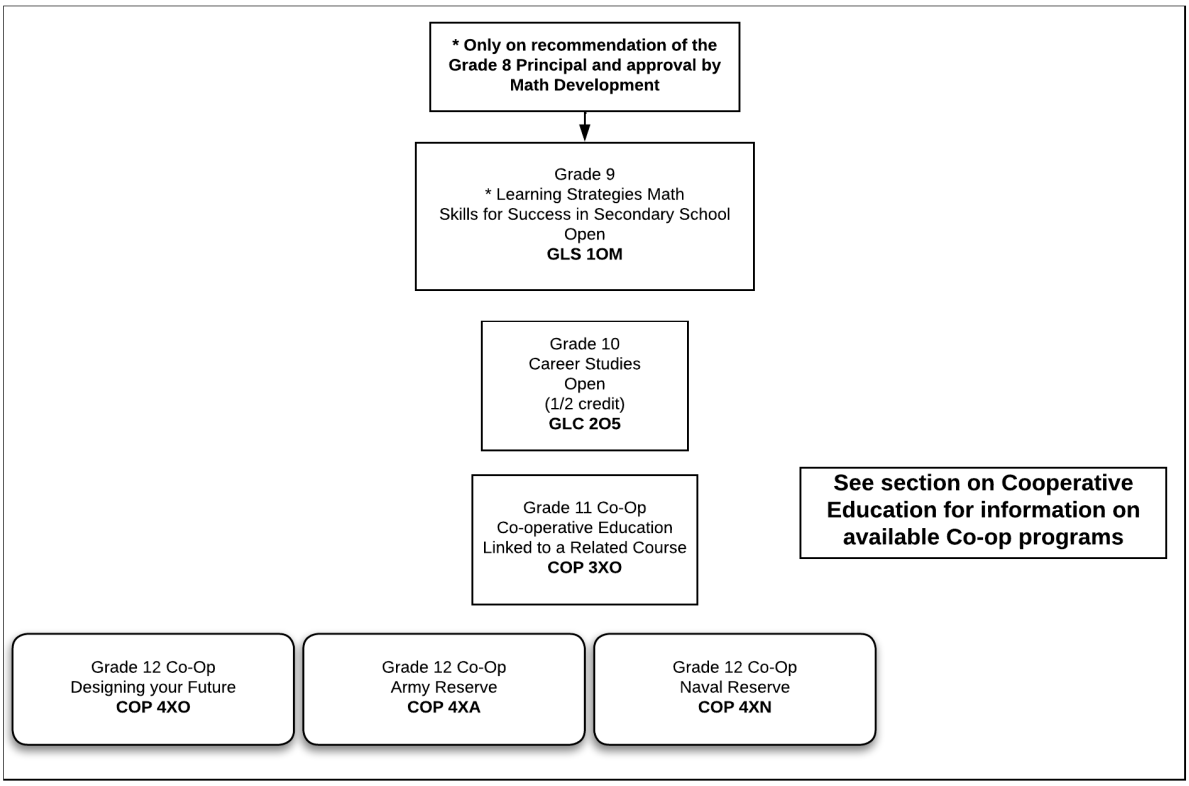
HRT3MF – WORLD RELIGIONS: BELIEFS, ISSUES AND RELIGIOUS TRADITIONS: GRADE 11, UNIVERSITY/COLLEGE PREPARATION
This course engages students in the examination of world religions, particularly Judaism, Christianity, Islam and the First Nations, Métis and Inuit Spiritualties and a locally appropriate religious 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: French Immersion, Grade 10, Academic

FIF4UF – FRENCH IMMERSION: GRADE 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

The French D.E.L.F. Diploma
At St. Ignatius/St. Patrick High Schools, 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

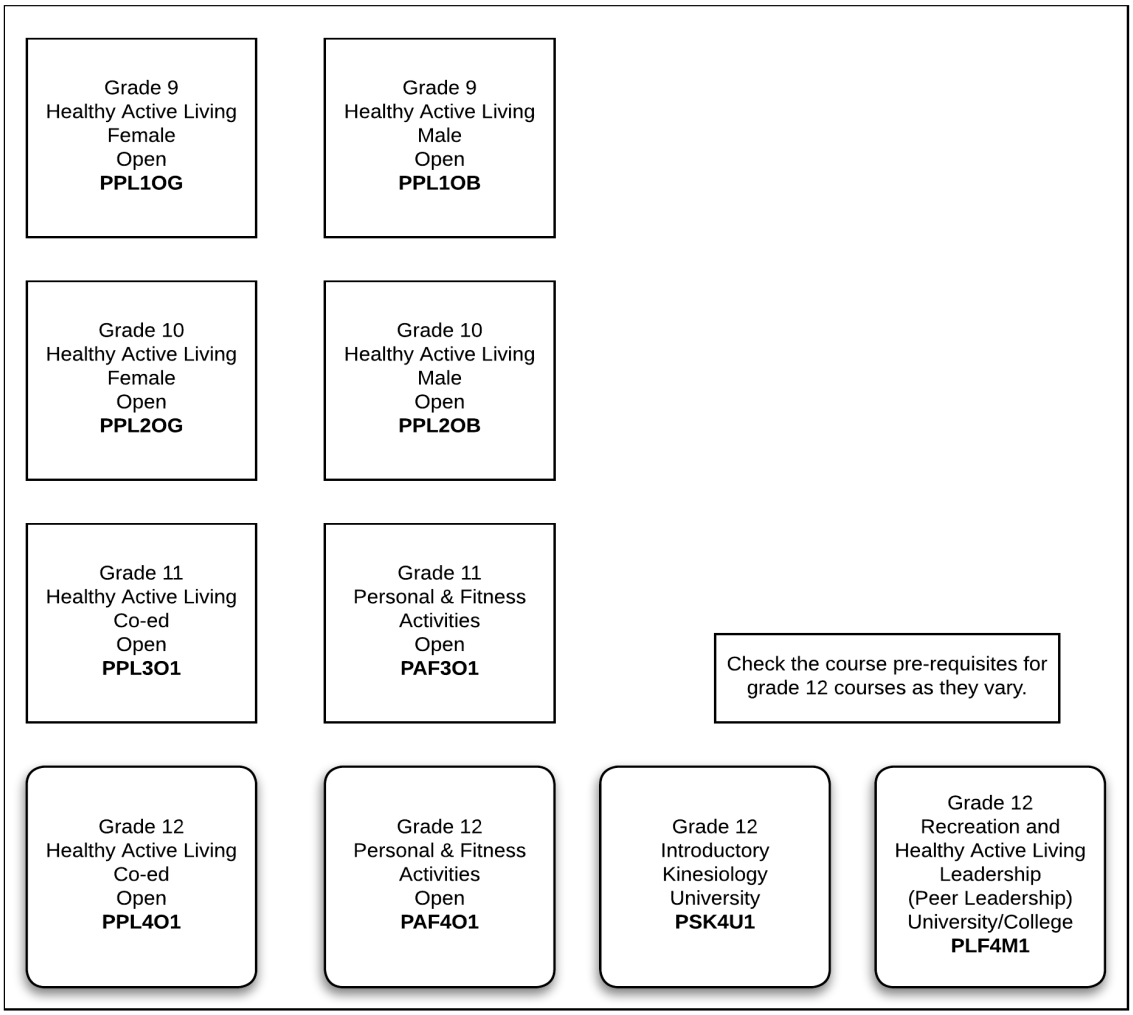


GLS1OM – LEARNING STRATEGIES: SKILLS FOR SUCCESS IN SECONDARY SCHOOL, MATH SUCCESS PROGRAM: GRADE 9, OPEN
This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management 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. 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 of Grade 8 Principal and Math Department approval

GLC2O5 – CAREER STUDIES: GRADE 10, OPEN (Half Credit)
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 postsecondary learning and career options. The course prepares their students for managing work and life transitions, and helps students focus on goals through the development of career plans.
NOTE: This half-credit course is taken with CHV 2O5 (Civics)
PREREQUISITE: None



Health And Physical Education



All Physical Education students are required to purchase and wear a St. Ignatius Physical Education t-shirt for all on and off-campus activities. The grade 11 and grade 12 Physical Education Programs may provide the opportunity for students to select various off-campus electives. User and transportation fees may apply.

PPL1OG – HEALTHY ACTIVE LIVING EDUCATION: GRADE 9, OPEN (GIRLS)
PPL1OB – HEALTHY ACTIVE LIVING EDUCATION: GRADE 9, OPEN (BOYS)
This course equips students with the knowledge and skills they need to make healthy choices now and to 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

PPL2OG – HEALTHY ACTIVE LIVING EDUCATION: GRADE 10, OPEN (GIRLS)
PPL2OB – HEALTHY ACTIVE LIVING EDUCATION: GRADE 10,OPEN (BOYS)
This course enables students to further develop the knowledge and skills they need to make healthy choices now and to 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

PPL 3O1 – HEALTHY ACTIVE LIVING EDUCATION: GRADE 11, OPEN
This course enables students to further develop the knowledge and skills they need to make healthy choices now and to 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 ability to think critically and creatively. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.
PREREQUISITE: None

PPL4O1 - HEALTHY ACTIVE LIVING EDUCATION: GRADE 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

PAF3O1 – PERSONAL AND FITNESS ACTIVITIES: GRADE 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

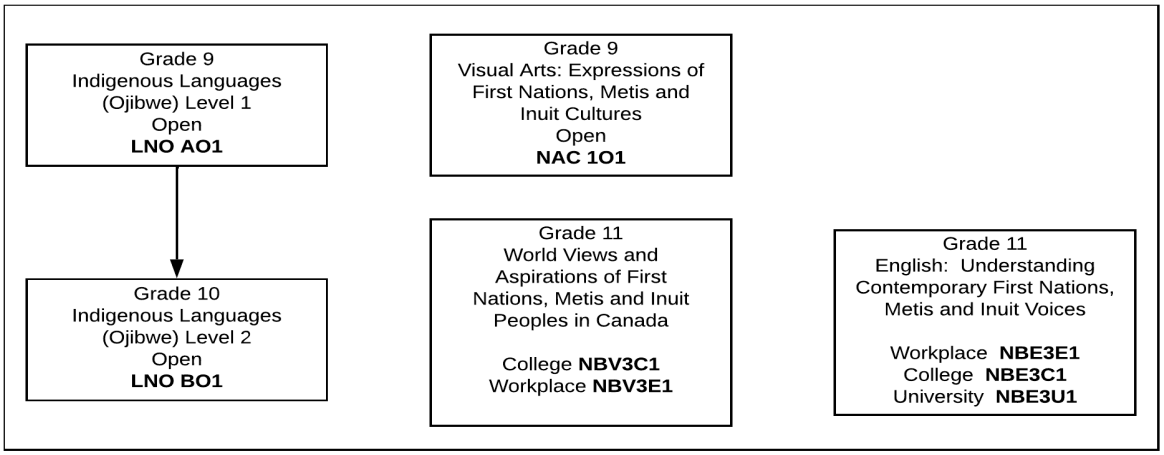
PAF4O1 – PERSONAL AND FITNESS ACTIVITIES: GRADE 12, OPEN
This course focuses on the development of a healthy lifestyle with an emphasis on physical fitness. Students will develop individual fitness plans to improve or to maintain a high level of fitness. Regular workouts will include an emphasis on weight 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: GRADE 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 (PEER LEADERSHIP): GRADE 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 in previous years.
NOTE: This class has limited enrollment based on the number of students in the Life Skills and Transitions programs.

***NEW: IDC4U/ IDC4O and PAF3O/ PAF4O - Interdisciplinary Studies and Personal Fitness (Dual Credit)**
This innovative, dual-credit, half-day program integrates Interdisciplinary Studies (IDC4U/4O) with Personal Fitness and Training (PAF3O/4O) to offer students a unique, experiential learning opportunity focused on personal fitness, outdoor education, active living, and community leadership. Students will explore concepts from Physical Education, Kinesiology, Science, Geography, Environmental Studies and Hospitality & Tourism into a cohesive, experiential learning experience. Centered around physical activity in both indoor and outdoor settings, this course encourages students to lead healthy, active lives through hands-on activities, collaborative projects, and real-world experiences. Through diverse outdoor and fitness-based activities, students will develop personal fitness, teamwork, and movement competence. They will explore the science behind human performance and training, engage with ecological and environmental systems, and learn how to plan, organize, and safely facilitate recreational and wellness-based events. By examining human-environment interactions, sustainability practices, and hospitality principles, students will broaden their understanding of the natural world and their role within it. **Prerequisite: None**

Indigenous Language (Ojibwe) and Indigenous Studies (First Nations, Métis And Inuit)



LNOAO1 – INDIGENOUS LANGUAGE (OJIBWE), LEVEL 1: GRADE 9 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 worldview, 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 practise basic vocabulary and phrases. Students will also use information technology during course related activities.
PREREQUISITE: None

LNOBO1 – INDIGENOUS LANGUAGE (OJIBWE), LEVEL 2: GRADE 10 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 Indigenous language study in elementary school, has successfully completed NL1 or demonstrates the required proficiency.

NAC1O1 – VISUAL ART: EXPRESSIONS OF FIRST NATIONS, METIS AND INUIT CULTURES, GRADE 9, OPEN
This course explores various arts disciplines (dance, drama, installation and performance art, media arts, music, storytelling, utilitarian or functional art, visual arts), giving students the opportunity to create, present, and analyse art works, including integrated art works/ productions that explore or reflect First Nations, Métis, and Inuit perspectives and cultures. Students will examine the interconnected relationships between art forms and individual and cultural identities, histories, values, protocols, and ways of knowing and being. They will demonstrate innovation as they learn and apply art-related concepts, methods, and conventions, and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to creative arts challenges.
NOTE: This course fulfills the compulsory Art credit diploma requirement.
PREREQUISITE: None

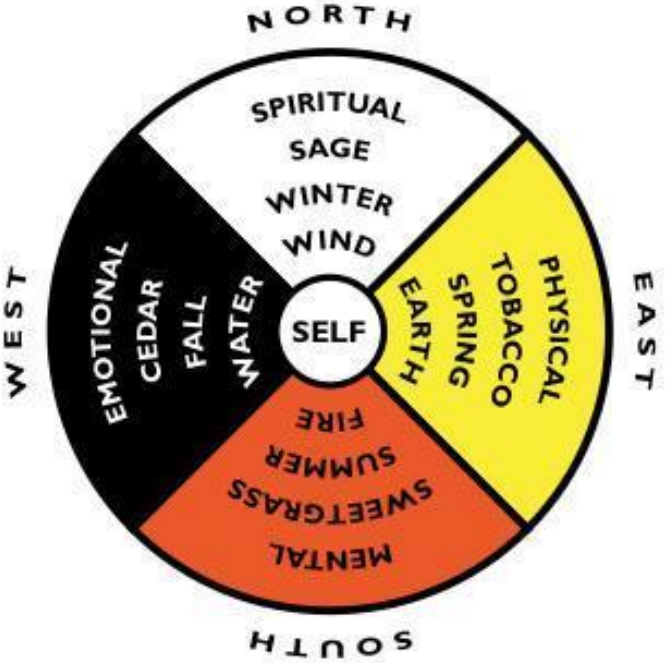
NBE3E1 – ENGLISH: UNDERSTANDING CONTEMPORARY FIRST NATIONS, METIS AND INUIT VOICES, GRADE 11, WORKPLACE PREPARATION
This course explores themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media texts emerging from First Nations, Métis, and Inuit cultures in Canada, as well as some texts that relate to those cultures. In order to better understand contemporary texts, students will explore connections between traditional and contemporary text forms and cultural and community aspects of identity, relationships, and self-determination, sovereignty, or self-governance. Students will also create oral, written, and media texts focusing on the development of literacy, communication, and critical thinking skills necessary for success in the workplace and daily life. The course is intended to prepare students for the compulsory Grade 12 English workplace preparation course.
PREREQUISITE: English, Grade 10, Academic, Applied or Locally Developed

NBE3C1 – ENGLISH: UNDERSTANDING CONTEMPORARY FIRST NATIONS, METIS AND INUIT VOICES, GRADE 11, COLLEGE PREPARATION
This course explores the themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also looks at the perspectives and influences of texts that relate to those cultures. In order to understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will study the use of text forms by Indigenous authors/creators from other periods in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English college preparation course.
PREREQUISITE: English, Grade 10, Academic or Applied

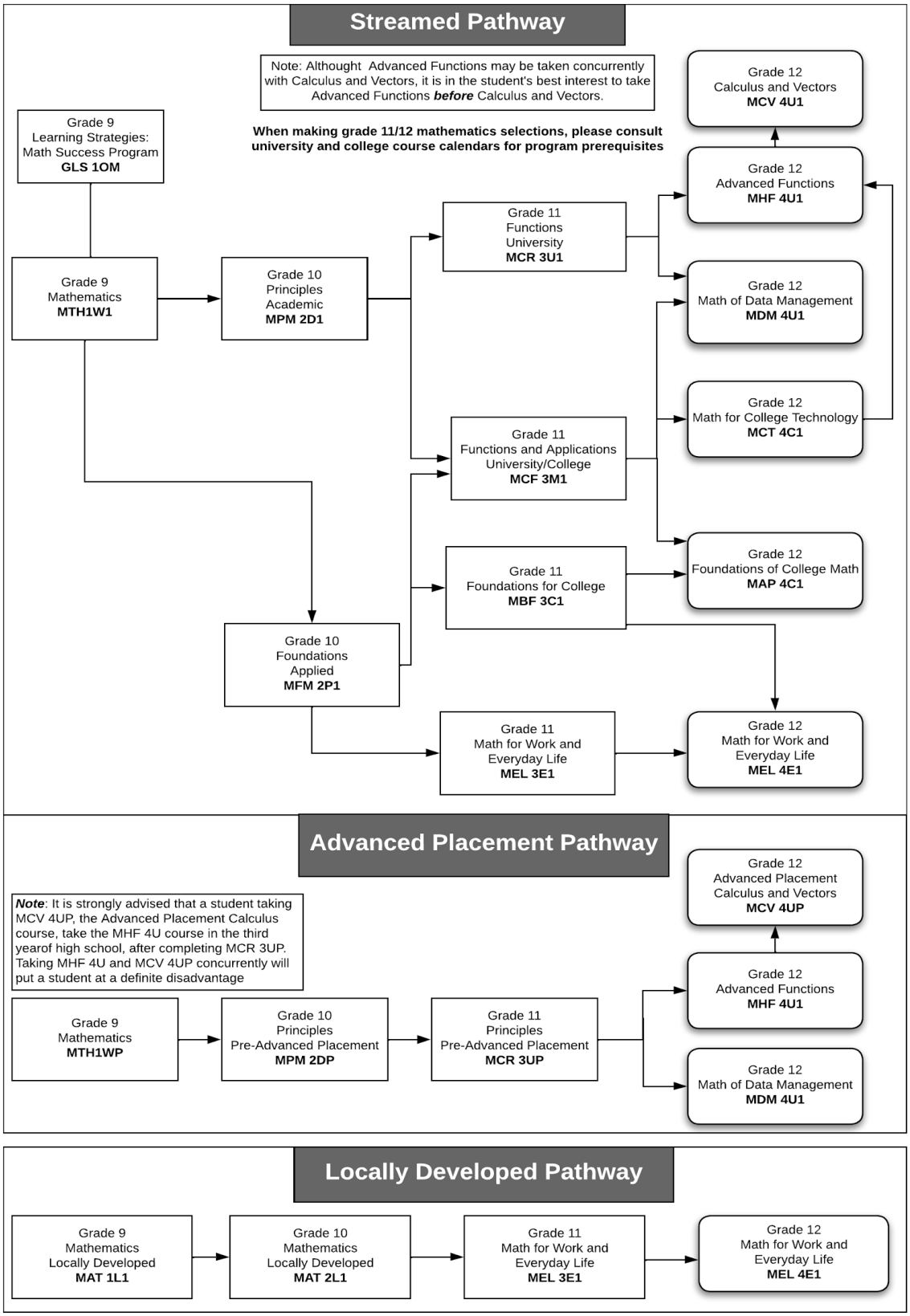
NBE3U1 – ENGLISH: UNDERSTANDING CONTEMPORARY FIRST NATIONS, METIS AND INUIT VOICES, GRADE 11, UNIVERSITY PREPARATION
This course explores the themes, forms, and stylistic elements of a variety of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also examines the perspectives and influence of texts that relate to those cultures. In order to fully understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will analyse the changing use of text forms by Indigenous authors/ creators from various periods and cultures in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English university or college preparation course.
PREREQUISITE: English, Grade 10, Academic or Pre-AP

NBV3E1 - WORLD VIEWS AND ASPIRATIONS OF FIRST NATIONS, METIS AND INUIT PEOPLES IN CANADA: GRADE 11, WORKPLACE PREPARATION
This course explores diverse world views and aspirations of First Nations, Métis, and Inuit people 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 1, Academic, Applied, or Locally Developed

NBV3C1 – WORLD VIEWS AND ASPIRATIONS OF FIRST NATIONS, METIS AND INUIT PEOPLES IN CANADA: GRADE 11, COLLEGE PREPARATION
This course focuses on the beliefs, values, and aspirations of First Nations, Metis and Inuit people in Canada. Students will examine world views of Indigenous peoples and the political, economic, cultural, and social challenges facing individuals and communities. Students will also learn how traditional and contemporary beliefs and values influence the aspirations and actions of Indigenous people.
PREREQUISITE: Canadian History Since World War 1, Grade 10, Academic or Applied



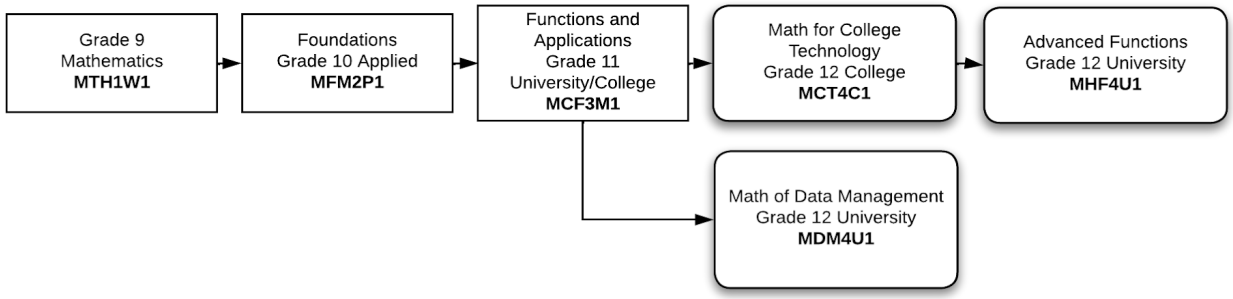
Mathematics



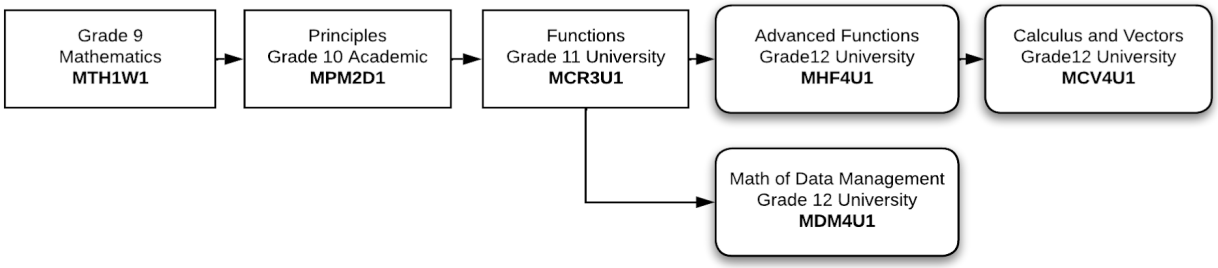
Common Mathematics Pathways

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



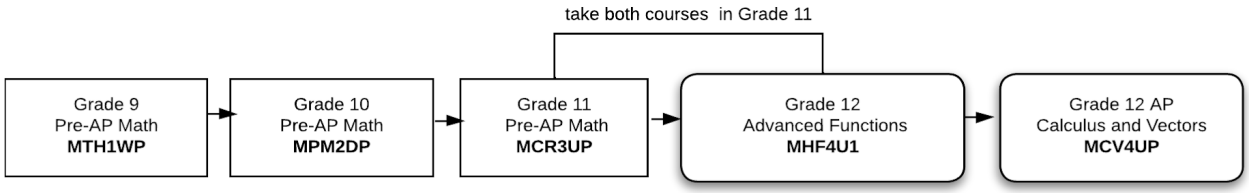
2. **Desreamed/Academic Pathway** leads students to programs at the university level.



3 **Pre-Advanced Placement Mathematics** leads students to programs at the university level.

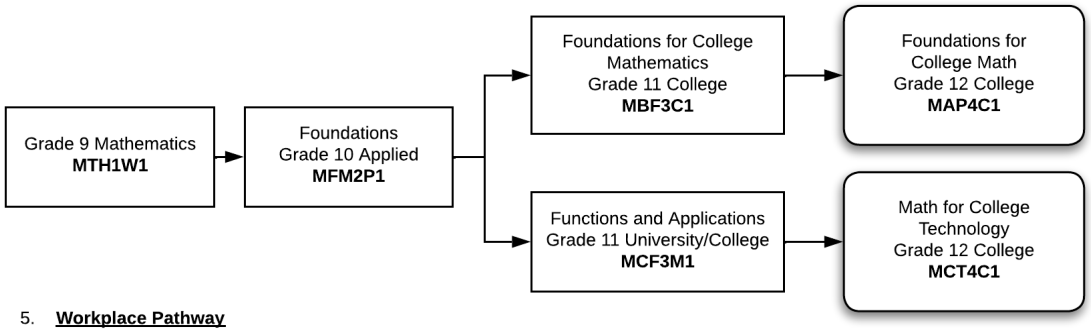
The pathway will include the following:

- Accelerated delivery of course content
- More abstract and complex problems
- Additional and extended hours for course work completion beyond class hours
- Mental math calculations without the use of a calculator



Common Mathematics Pathways (Continued)

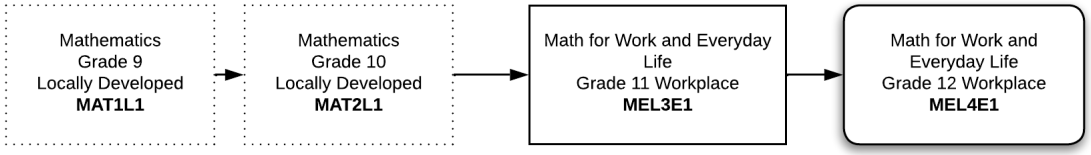
4. **Destreamed/Applied Pathway** leads students to college programs.



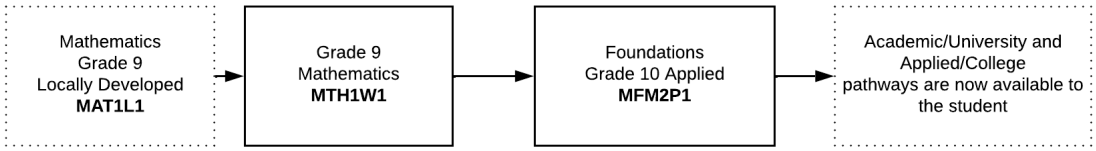
5. **Workplace Pathway**

The following pathways are for students who currently are on a modified program or who are not finding success in mathematics and need some remediation. This can lead to improved math skills and the possibility, as option #2 shows, to return to the applied level courses.

OPTION #1



OPTION #2



GLS1OM – LEARNING STRATEGIES: SKILLS FOR SUCCESS IN SECONDARY SCHOOL, MATH SUCCESS PROGRAM: GRADE 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 Applied Math. Secondary consideration will be given to students pursuing Grade 9 Academic Math.
PREREQUISITE: Recommendation from Grade 8 Principal and Math Department approval

MAT1L1 – MATHEMATICS: GRADE 9, LOCALLY DEVELOPED
This course emphasizes the further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, in the Grade 10 LDCC course, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.
PREREQUISITE: None

MTH1W1 - MATHEMATICS: GRADE 9, DESTREAMED
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

MTH1WP – MATHEMATICS: GRADE 9, PRE-ADVANCED PLACEMENT

In addition to covering the Grade 9 Ontario Mathematics curriculum, students in this course will follow an enriched curriculum designed to prepare them to continue in the Advanced Placement program and ultimately complete the Grade 12 Advanced Placement Calculus AB course (MCV4UP) and exam.

NOTE: A minimum average of 80% in Grade 8 Mathematics is recommended.

PREREQUISITE: None

MAT2L1 – MATHEMATICS: GRADE 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 Mathematics Grade 11 and Grade 12 Workplace Preparation courses. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on strengthening and extending key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to extend their mathematical literacy and problem solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

PREREQUISITE: Any Grade 9 Mathematics credit

MFM2P1 – FOUNDATIONS OF MATHEMATICS: GRADE 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 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 Destreamed.

MPM2D1 – PRINCIPLES OF MATHEMATICS: GRADE 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 relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

PREREQUISITE: Mathematics, Grade 9 Destreamed

MPM 2DP – MATHEMATICS: GRADE 10, PRE-ADVANCED PLACEMENT

This course covers the academic level Grade 10 Ontario Mathematics curriculum. In addition, students in this course will follow an enriched curriculum (with material from the Grade 11 university course) designed to prepare them for the Grade 12 Advanced Placement Calculus AB course (MCV4UP) and the Advanced Placement Calculus exam.

PREREQUISITE: Mathematics, Grade 9 Pre-Advanced or Destreamed (recommended 80% average in Grade 9 Destreamed).

MEL3E1 – MATHEMATICS FOR WORK AND EVERYDAY LIFE: GRADE 11, WORKPLACE PREPARATION

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, Grade 9 or Mathematics,
Grade 10, Locally Developed.

MBF3C1 – FOUNDATION OF COLLEGE MATHEMATICS: GRADE 11, COLLEGE PREPARATION

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, analysing, 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

MCF3M1 – FUNCTIONS: GRADE 11, UNIVERSITY/COLLEGE PREPARATION

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

MCR3U1 – FUNCTIONS: GRADE 11, UNIVERSITY PREPARATION

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, Grade 10, Pre-Advanced Placement of Principles of Mathematics, Grade 10, Academic

NOTE: In Grade 12 Advanced Functions can be taken concurrently with or can precede 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.

MCR3UP – FUNCTIONS: GRADE 10, PRE-ADVANCED PLACEMENT, UNIVERSITY PREPARATION

This course covers the university level Grade 11 Ontario Mathematics curriculum. In addition, students in this course will follow an enriched curriculum (with material from the Grade 12 Calculus and Vectors course) designed to prepare them for the Grade 12 Advanced Placement Calculus AB course (MCV4UP) and the Advanced Placement Calculus exam. Once the student has completed MCR3UP, it is required that he/she will continue in the AP program to complete the MCV4UP, Advanced Placement Calculus.

PREREQUISITE: Principles of Mathematics, Grade 10, Pre-Advanced Placement, or Principles of Mathematics, Grade 10, Academic (recommended 80% average) and department approval.

NOTE: In Grade 12 Advanced Functions can be taken concurrently with or can precede Calculus and Vectors. It is in the student's best interest to take Grade 12 Advanced Functions before Grade 12 Calculus and Vectors. It is strongly advised that students in the Advanced Placement Program take Grade 12 Advanced Functions in their third year of high school after completing MCR3UP.

MEL4E1 – MATHEMATICS FOR WORK AND EVERYDAY LIFE: GRADE 12, WORKPLACE PREPARATION

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; and prepare a personal income tax return use proportional reasoning; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

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

MAP4C1 – FOUNDATIONS FOR COLLEGE MATHEMATICS: GRADE 12, COLLEGE PREPARATION

This course enables students to broaden their understanding of real world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; solve financial problems connected with annuities, budgets, and renting or owning accommodations; simplify expressions; and solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades.

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

MCT4C1 – MATHEMATICS FOR COLLEGE TECHNOLOGY: GRADE 12, COLLEGE PREPARATION

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

MHF4U1 – ADVANCED FUNCTIONS: GRADE 12, UNIVERSITY PREPARATION

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining 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: Functions, Grade 11, University Preparation, or Functions, Grade 11, Pre-Advanced Placement or Mathematics for College Technology, Grade 12, College Preparation

MDM4U1 – MATHEMATICS OF DATA MANAGEMENT: GRADE 12, UNIVERSITY PREPARATION

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, social sciences, and the humanities will find this course of particular interest.

PREREQUISITE: Functions and Applications, Grade 11, University/College Preparation, or Functions, Grade 11, University Preparation or Functions, Grade 11, Pre-Advanced Placement

MCV4U1 – CALCULUS AND VECTORS: GRADE 12, UNIVERSITY PREPARATION

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, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics,
and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

PREREQUISITE: Advanced Functions, Grade 12, University Preparation

NOTE: Advanced Functions can be taken concurrently with or can precede 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

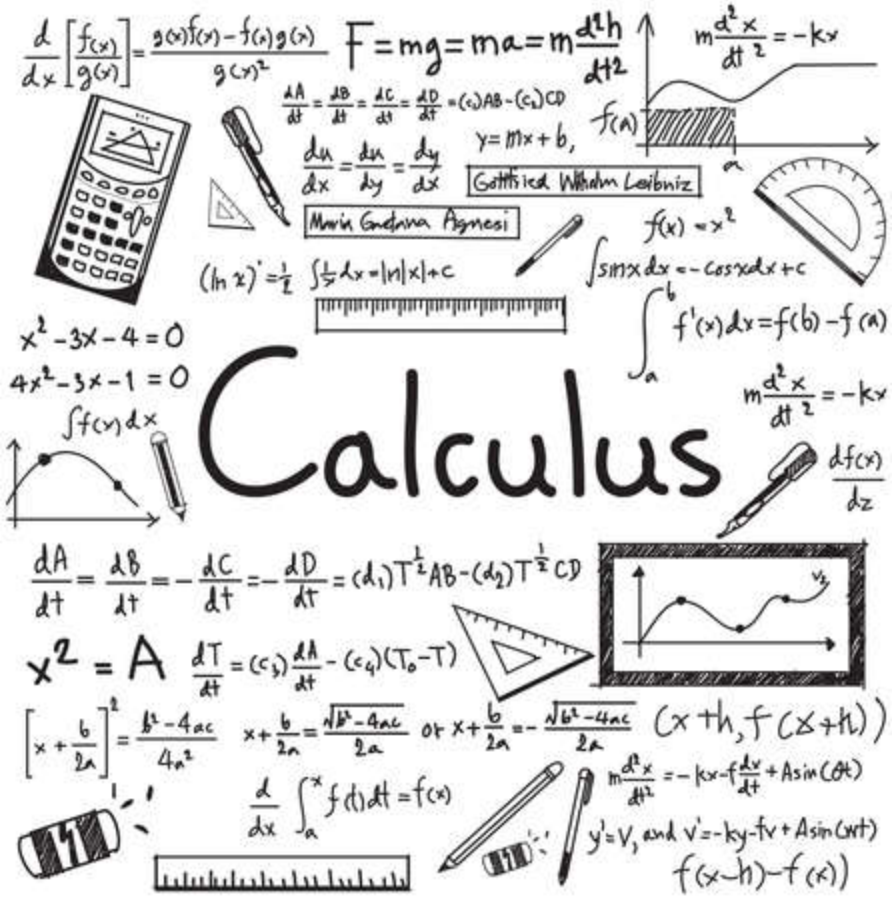
MCV4UP – CALCULUS AND VECTORS: GRADE 12, UNIVERSITY PREPARATION – ADVANCED PLACEMENT

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, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

Advanced Placement Calculus AB is primarily concerned with the student's understanding of the concepts of Calculus, and its methods and applications. This 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 derivative in terms of rate of change and should be able to use derivatives to solve a variety of problems. 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.

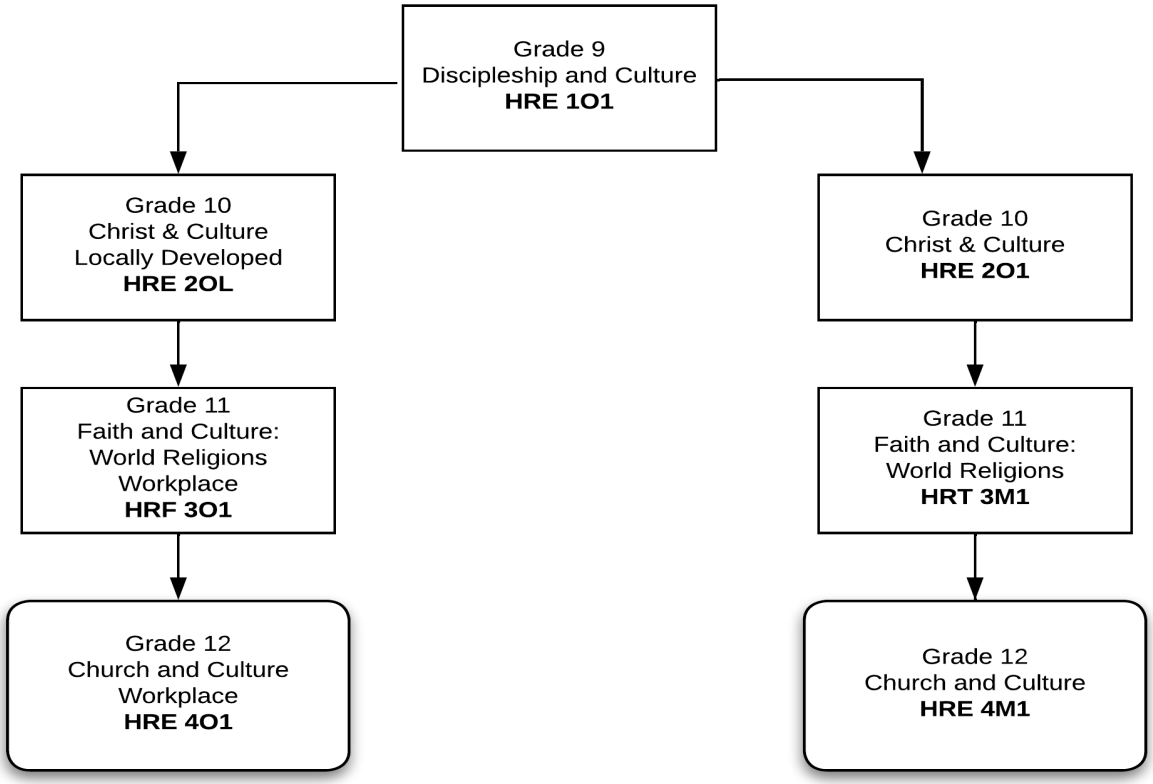
PREREQUISITE: Advanced Functions, Grade 12, University as well as Grade 11 Pre-Advanced Placement.

NOTE: In Grade 12 Advanced Functions can be taken concurrently with or can precede Calculus and Vectors. It is in the student's best interest to take Grade 12 Advanced Functions before Grade 12 Calculus and Vectors. It is strongly advised that students in the Advanced Placement Program take Grade 12 Advanced Functions in their third year of high school after completing MCR 3UP.



Religious Education And Family Life

The Thunder Bay Catholic District School Board recognizes the necessity of maintaining the Christian vision of our Catholic schools in light of the educational 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 credit complements the Christian values already infused into the total curriculum and the very life of our Catholic high schools.



DISCIPLESHIP AND CULTURE: GRADE 9 RELIGIOUS ED.

HRE1O1 – RELIGION: GRADE 9, DESTREAMED
This course engages students in the stories that provide the foundation for Christianity and are invited to a deeper understanding of both the joy and demands of living a life of discipleship.
Topics explored may include: Catholic Virtues, Beatitudes, Digital Citizenship, Forms of Prayer, Healthy Relationships and Making Moral Decisions.
PREREQUISITE: None

HRE2O1– CHRIST AND CULTURE: GRADE 10, OPEN
This course challenges students to personalize Gospel values and social justice principles that can guide their understanding of their role in shaping culture. ***Topics explored may include:*** What it Means to Be Human, Living in Solidarity, Healthy Relationships and Social Justice
PREREQUISITE: None

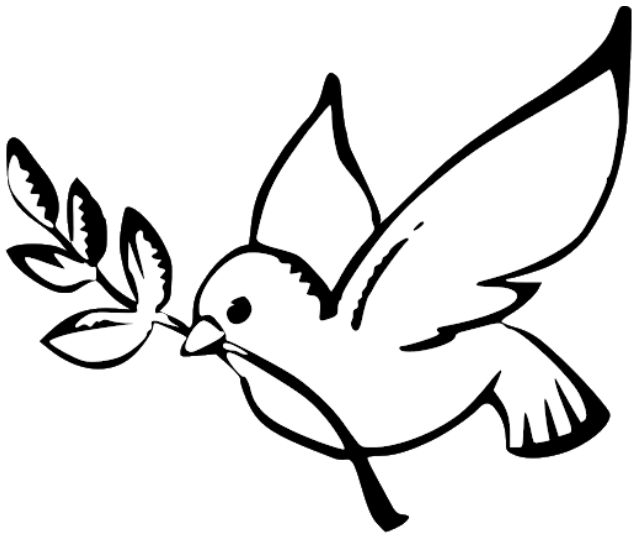
HRF3O1 – FAITH AND CULTURE: WORLD RELIGIONS, GRADE 11, WORKPLACE PREPARATION
This course takes an inquiry approach to learning about the faiths of various people around the world. Students explore similarities and differences in beliefs, practices and traditions so that they can interact with people of different cultures and faiths with more familiarity and respect. As citizens in a global community, students will gain a deeper understanding of the history and culture of people of faith around the world. ***Topics explored may include:*** Ancient Beliefs and Faith Practices, Indigenous Spiritualities, Hinduism, Buddhism, Judaism, Christianity and Islam. Taoism, Sikhism and other faiths may also be explored.
PREREQUISITE: None

HRT3M1 – FAITH AND CULTURE: WORLD RELIGIONS, GRADE 11, UNIVERSITY/COLLEGE PREPARATION
This course takes an inquiry approach to learning about the faiths of various people around the world. Students explore similarities and differences in beliefs, practices and traditions so that they can interact with people of different cultures and faiths with more familiarity and respect. As citizens in a global community, students will gain a deeper understanding of the history and culture of people of faith around the world.

Topics explored may include: Ancient Beliefs and Faith Practices, Indigenous Spiritualities, Hinduism, Buddhism, Judaism, Christianity and Islam. Taoism, Sikhism and other faiths may also be explored.
PREREQUISITE: Religion or English, Grade 10 Applied or Academic

HRE4O1 – CHURCH AND CULTURE: GRADE 12, WORKPLACE PREPARATION
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 everyday 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

HRE4M1 - CHURCH AND CULTURE: GRADE 12, UNIVERSITY/COLLEGE PREPARATION
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 the 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: Religion or English, Grade 11 College or University



School – College – Work Initiative

Dual Credits let students "experience" college courses while still in secondary school and are a high school credit and college credit earned simultaneously. These opportunities help students recognize the college as a viable post-secondary destination, provide head start to their college education and allow for a seamless transition to college. Students can apply a maximum of four (4) credits earned through approved dual credit programs to their OSSD requirements.

TEAM-TAUGHT DUAL CREDITS

Team-Taught Dual Credit courses involve a collaborative instructional effort between secondary school subject teachers and college instructors/professors. They provide opportunities to explore career aspirations and aid in supporting a successful transition to college. Dual credit opportunities may exist with Manufacturing Technology and Construction Technology classes, and Confederation College.

COLLEGE NOW

The **College Now** program supports students in completing high school and considering post-secondary education. **College Now** dual credit courses are taken at the college one half day (3 hours) per week during the afternoon. Students in "College Now" will have morning classes at the high school and afternoon classes at Confederation College. **Students may take two (2) College Now courses per year.** There is no cost to the student to take dual-credit courses.

To be eligible for College Now program, students must be:

- A gr. 12 student with the potential to graduate within one year, having 22 or more credits and working toward an Ontario Secondary School Diploma (OSSD)
- Registered in a minimum of 1 high school credit at home school
- Parental consent if under 18 years of age
- Recommended by school staff and approved by the school principal

Students registered in the College Now program receive:

- Transportation to and from the high school and Confederation College
- Access to Confederation College's Fitness Centre, library, computer services, e-mail and other student services for the semester

COLLEGE NOW COURSES MAY INCLUDE THE FOLLOWING (please check with Guidance for current offerings)

BAKING AND PASTRY ARTS (TUE4T1)
You will learn basic professional baking techniques and working knowledge of baking fundamentals for à la carte and banquet settings.

BUILDING SKILLS FOR SUCCESS (JEB4T1)
You will learn to set learning goals, enhance communication skills, manage time and stress pressures, and improve study and thinking skills

DIGITAL PHOTOGRAPHY I (AF14T1)
Express meaning using visual imagery, and develop your own personal photography style and techniques using Adobe Photoshop techniques.

FOOD OF THE AMERICAS (TKL4T1)
Prepare the traditional food of the Americas, including the techniques, customs and culture surrounding the gathering and preparation of food.

INTRODUCTORY PSYCHOLOGY (HBB4T1)
Learn why people do and think the way they do from a variety of perspectives and how psychological principles apply to everyday life situations.

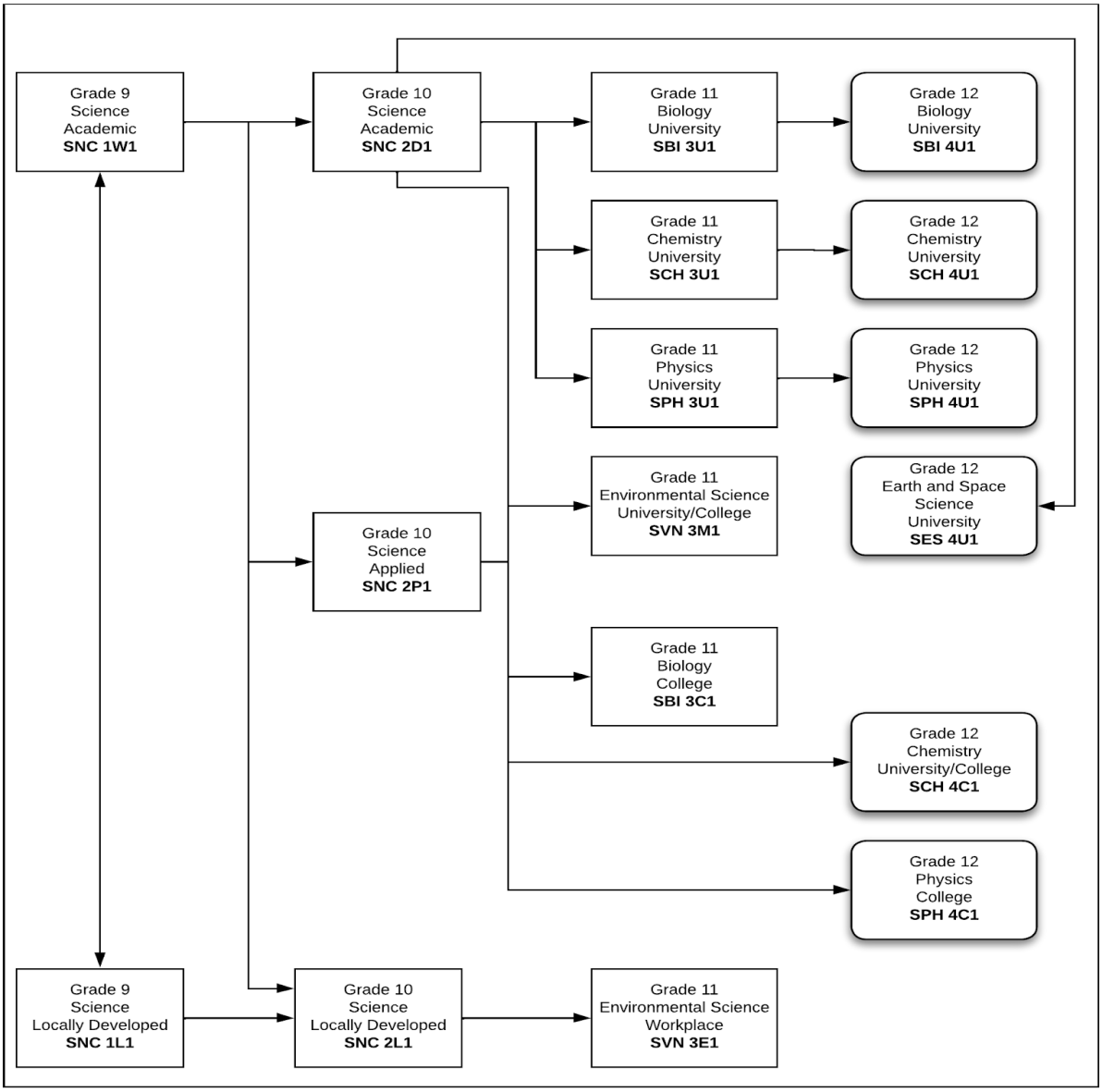
SOCIOLOGY OF COMMUNITY: The Indigenous Context (NBC4T1)
Investigate the unique socio-political relationships between Canada and Indigenous families and communities.

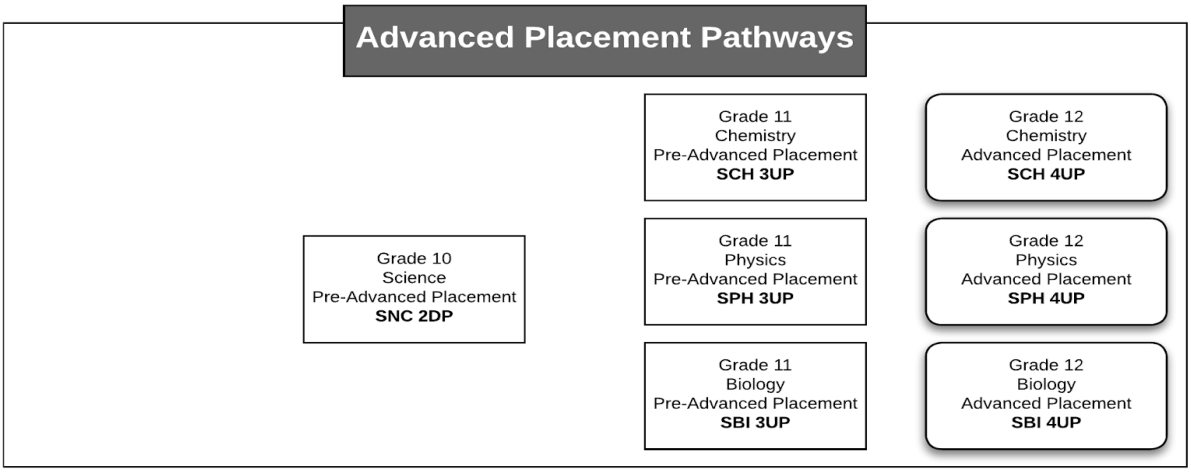
TASTES OF SKILLED TRADES (TAP4T1)
You will be introduced to a variety of trade skills, spending five weeks each in carpentry, welding, and motive powers.

WELLNESS FOR LIFE (PPI4T1)
Learn about the various dimensions of health while studying the health-related issues including stress, substance abuse, sexuality, fitness, weight management, environmental concerns, and death and dying.

When choosing courses in your course planner, use the 6 digit code found in brackets

Science


Grade 9
Science
Academic
SNC 1W1
Grade 10
Science
Academic
SNC 2D1
Grade 11
Biology
University
SBI 3U1
Grade 12
Biology
University
SBI 4U1
Grade 11
Chemistry
University
SCH 3U1
Grade 12
Chemistry
University
SCH 4U1
Grade 11
Physics
University
SPH 3U1
Grade 12
Physics
University
SPH 4U1
Grade 11
Environmental Science
University/College
SVN 3M1
Grade 12
Earth and Space
Science
University
SES 4U1
Grade 10
Science
Applied
SNC 2P1
Grade 11
Biology
College
SBI 3C1
Grade 12
Chemistry
University/College
SCH 4C1
Grade 12
Physics
College
SPH 4C1
Grade 9
Science
Locally Developed
SNC 1L1
Grade 10
Science
Locally Developed
SNC 2L1
Grade 11
Environmental Science
Workplace
SVN 3E1


Advanced Placement Pathways
Grade 11
Chemistry
Pre-Advanced Placement
SCH 3UP
Grade 12
Chemistry
Advanced Placement
SCH 4UP
Grade 10
Science
Pre-Advanced Placement
SNC 2DP
Grade 11
Physics
Pre-Advanced Placement
SPH 3UP
Grade 12
Physics
Advanced Placement
SPH 4UP
Grade 11
Biology
Pre-Advanced Placement
SBI 3UP
Grade 12
Biology
Advanced Placement
SBI 4UP

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 10 Locally Developed Course. Students explore a range of topics, including science in daily life, properties of common materials, life sustaining processes in simple and complex organisms, and electrical circuits. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.
PREREQUISITE: None

SNC1W1 – SCIENCE: GRADE 9, DESTREAMED
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 this course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts 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

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, interactions of common materials, interdependence of organisms in communities, and using electrical energy. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.
PREREQUISITE: None

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: A minimum Grade of 70% in SNC1W1 is highly recommended.
PREREQUISITE: Science, Grade 9, Destreamed

SNC2DP – SCIENCE: GRADE 10, PRE-ADVANCED PLACEMENT
This course covers the academic level Grade 10 Ontario Science curriculum. In addition, students in this course will complete enrichment and the Science Fair project components to prepare them for the Grade 12 advanced placement biology (SBI 4UP), chemistry (SCH 4UP), and physics (SPH 4UP) courses and the corresponding advanced placement exams.
NOTE: A minimum average of 80% is highly recommended.
PREREQUISITE: Science, Grade 9, Destreamed

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.
PREREQUISITE: Science, Grade 9, Destreamed

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: For students completing the SNC2P prerequisite course, a minimum average of 60% is strongly recommended.
PREREQUISITE: Science, Grade 10, Academic or Applied

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.
PREREQUISITE: Science, Grade 10, Academic or Pre-Advanced Placement

SBI3UP – BIOLOGY: GRADE 11, PRE-ADVANCED PLACEMENT
This course covers the university stream Grade 11 Ontario Biology curriculum. In addition, the course contains enrichment material in the areas of organism diversity, plant and animal form and function, cell processes and genetics. This course is designed to prepare students for SBI 4UP and the Advanced Placement Biology exam.

PREREQUISITE: Science, Grade 10, Academic (recommended 80% average) or Pre-Advanced Placement

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.

NOTE: Grade 10 Academic Math strongly recommended.

PREREQUISITE: Science, Grade 10, Academic or Pre-Advanced Placement

SCH3UP – CHEMISTRY: GRADE 11: PRE-ADVANCED PLACEMENT

This course covers the university level Grade 11 Ontario Chemistry curriculum. In addition, students in this course will follow an enriched curriculum designed to prepare them for the Grade 12 advanced placement chemistry (SCH 4UP) course and the advanced placement chemistry exam.

NOTE: Grade 10 Academic Math strongly recommended.

PREREQUISITE: Science, Grade 10, Academic, (recommended 80% average) or Pre-Advanced Placement

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, 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.

NOTE: Grade 10 Academic Math strongly recommended.

PREREQUISITE: Science, Grade 10, Academic or Pre-Advanced Placement

SPH3UP – PHYSICS: GRADE 11, PRE-ADVANCED PLACEMENT

This course covers the university stream Grade 11 Ontario Physics curriculum. In addition, the course provides enrichment material as students study the laws of dynamics and explore different kinds of forces, the quantification and forms of energy (mechanical, sound, light, thermal, and electrical), and the way energy is transformed and transmitted. This course is the first step towards preparing for SPH 4UP and the Advanced Placement Physics Exam.

NOTE: Grade 10 Academic Math strongly recommended.

PREREQUISITE: Science, Grade 10, Academic, (recommended 80% average) or Pre-Advanced Placement

SVN3E1 – ENVIRONMENTAL SCIENCE: GRADE 11,
WORKPLACE PREPARATION

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 10, Academic, Applied or Locally Developed Course

SVN3M1 – ENVIRONMENTAL SCIENCE: GRADE 11, UNIVERSITY/COLLEGE PREPARATION

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

PREREQUISITE: Science, Grade 10, Academic or Applied

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, University Preparation or
Pre-Advanced Placement

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 SBI4U, this course is designed to prepare the student for the study of biology or related programs at university. It extends the application of 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, movement of substances into and out of the cell, cellular respiration, photosynthesis, homeostasis and ecology.

PREREQUISITE: Biology, Grade 11, Pre-Advanced Placement or Biology, Grade 11, University Preparation (recommended 80% average) and department approval.

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 technology applications and processes on society and the environment.
NOTE: For students completing the SNC2P prerequisite course, a minimum average of 60% is strongly recommended.
PREREQUISITE: Science, Grade 10, Academic or Applied

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, University Preparation or Pre-Advanced Placement.

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 SCH4U, 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, states of matter, solution chemistry, chemical equilibrium, introductory thermodynamics, electro-chemistry, 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-Advanced Placement or Chemistry, Grade 11, University Preparation (recommended 80% average) and department approval.

SES4U1 – EARTH AND SPACE SCIENCE: GRADE 12, UNIVERSITY PREPARATION
This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence.
PREREQUISITE: Science, Grade 10, Academic

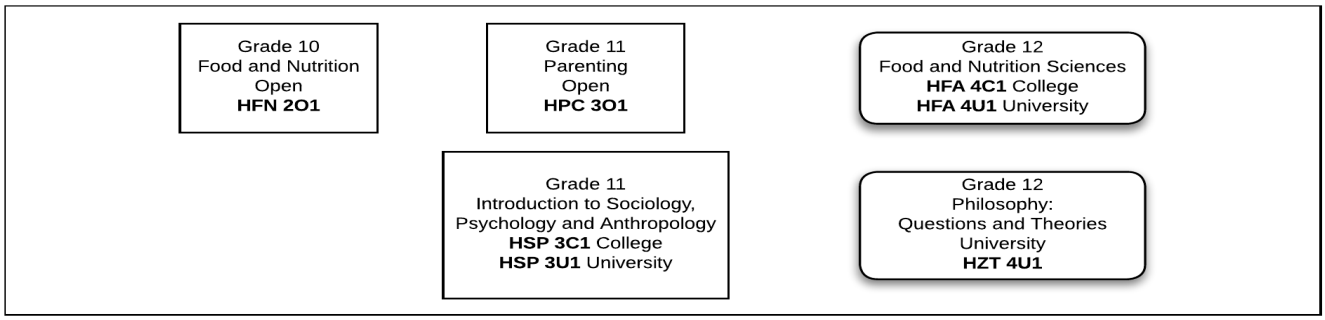
SPH4C1 – PHYSICS: GRADE 12, COLLEGE PREPARATION
This course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation 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.
NOTE: For students completing the SNC2P prerequisite course, a minimum average of 60% is strongly recommended.
PREREQUISITE: Science, Grade 10, Academic or Applied

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 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, University Preparation or Pre-Advanced Placement

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 SPH4U, this course enables students to deepen their understanding of the concepts and theories of physics. Students will explore further 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 technological applications of physics.
PREREQUISITE: Physics, Grade 11, Pre-Advanced Placement or Physics, Grade 11, University Preparation (recommended 80% average) and department approval.



Social Sciences And Humanities



HFN2O1 – FOOD AND NUTRITION: GRADE 10, OPEN
This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food preparation skills and introduces them to the use of social science research methods in the area of food and nutrition.
PREREQUISITE: None

HPC3O1 – RAISING HEALTHY CHILDREN: GRADE 11, OPEN
This course focuses on the skills and knowledge that 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**

HSP3C1 – INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY, AND SOCIOLOGY: GRADE 11, COLLEGE PREPARATION
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 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: None

HSP3U1 – INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY AND SOCIOLOGY: GRADE 11, UNIVERSITY PREPARATION
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: English, Grade 10, Academic or Canadian History Since World War 1, Grade 10, Academic

HFA4C1 – NUTRITION AND HEALTH: GRADE 12, COLLEGE PREPARATION
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 en vironmental 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.

HFA4U1 – NUTRITION AND HEALTH: GRADE 12, UNIVERSITY PREPARATION
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 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.

HZT4U1 – PHILOSOPHY: QUESTIONS AND THEORIES: GRADE 12, UNIVERSITY PREPARATION
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.

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 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.

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

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

    1. A bundle of 8-10 Grade 11 and Grade 12 credits that include:
        a. 4 major credits that provide sector-specific knowledge and skills;
        b. 2-4 other required credits from the Ontario curriculum in which some expectations are met through activities contextualized to the sector;
        c. 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 to the student's selected post-secondary pathway
    5. Sector-Partnered contextualized components

How does a SHSM benefit students?

- It 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.
- It gives students the opportunity to explore, identify, and refine career goals and make informed decisions related to post-secondary education or training and next steps towards a career.
- It helps student's 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.
- 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 post-secondary 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 SHSM programs are being delivered?

- SHSM programs are available in all school boards across the province. Schools offer SHSMs in one or more of the sectors.

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:

St. Ignatius High School Student Services Department, 807-344-8433

STUDENTS MUST COMPLETE AN APPLICATION PROCESS TO DETERMINE PROGRAM ELIGIBILITY

Specialist High Skills Major (SHSM)
Arts And Culture Program Components

Eight (8) Bundled Credits

- 4 – major credits selected from senior credits in: Communications Technology, Computers, Design Technology, Drama, Hairstyling and Aesthetics, Media Arts, Music, Visual Arts and/or World Religions with a minimum of one (1) in Grade 11 and one (1) in Grade 12
- 2 – Co-operative Education credits
- 1 – credit in Grade 12 English
- 1 – supporting credit in Business studies or Canadian and World Studies or an additional Co-op credit or other specified credits

Six (6) Sector-Recognized Certifications and Training

- 3 – compulsory certification and training courses in WHMIS, CPR / AED, Standard First Aid
- 3 – elective certification and training courses from those provided within SHSM programs

Experiential Learning Opportunities

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

Reach Ahead Experiences

- Opportunity to observe and / or interview post-secondary students or employees in a given sector
- College, university or workplace tours

Sector-Partnered Contextualized Component

- Innovation, Creativity and Entrepreneurship (ICE) training, Coding or Mathematical Literacy

Credits	Grade 11 Requirements	Grade 12 Requirements
Arts and Culture Major	**One of:** AMG3O, AMG3M, AMU3M, ASM3O, TGJ3M, TXJ3E	**One of:** AMG4M, AMU4M, AMR4M, ASM4E, TGJ4M, TXJ4E
Arts and Culture Major	**One of:** ADD3M, AVI3M, CHW3M, HRF3O, HRT3M, HRT3MF, HSP3C, HSP3U, ICS3C, ICS3U, LNOAO, NBV3C, TDJ3M	**One of:** ADD4M, AEA4O, AVI4M, CHY4U, FIF4U, FSF4U, HZT4U, ICS4C, ICS4U, LNOBO, TDJ4M
English		**One of:** ENG4E, ENG4C, ENG4U
Business Studies or Canadian & World Studies or an additional Co-op Credit, or other specified credits	**One of the following credits in grade 11 or grade 12 year:** BAF3M, BAI3E, BMI3C, BMX3E, CGG3O, CHW3M, CLU3M, ICS3C, ICS3U, MEL3E, NBV3E, NBV3C, AFI4T, BAT4M, BDV4C, BOH4M, CGR4M, CHY4U, CIA4U, CLN4U, EWC4U, FIF4U, FSF4U, GLE4O, GLS4O, ICS4C, ICS4U, MEL4E, OLC4O, or an additional Co-op Credit	
Co-operative Education	A minimum of two credits completed in either grade 11 (COP3X) or grade 12 (COP4X)	

*** NOTE: The same course <u>cannot</u> count in two categories.**

SAMPLE OCCUPATIONS IN THE ARTS AND CULTURE SECTOR

Apprenticeship	**College**	**University**	**Workplace**
Entertainment Industry	Acting	Animation	Advertising Design
Film Studies	Audio Production	Author or Writer	Digital Music
Hair Stylist	Broadcaster	Fashion Design	Musician / Singer
Photographer	Interior Designer	Graphic Designer	Painter /Sculptor

Specialist High Skills Major (SHSM)
Business Program Components

Eight (9) Bundled Credits

- 4 – major credits selected from senior credits in: Accounting, Business Leadership, Computer Science, Economics, Law, Marketing, and/or World Religions with a minimum of one (1) in Grade 11 and one (1) in Grade 12
- 2 – Co-operative Education credits
- 1 – credit in Grade 11 or 12 English
- 2 - credits in Mathematics One in Gr. 11 and One in Gr. 12

Six (6) Sector-Recognized Certifications and Training

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

Experiential Learning Opportunities

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

Reach Ahead Experiences

- Opportunity to observe and / or interview post-secondary students or employees in a given sector
- College, university or workplace tours

Sector-Partnered Contextualized Component

- Innovation, Creativity and Entrepreneurship (ICE) training, Coding or Mathematical Literacy

Credits	Grade 11 Requirements	Grade 12 Requirements
Business Major	**One of:** BAF3M, BMC3C, BMX3E	**One of:** BAT4M, BOH4M
Business Major	**One of:** CLU3M, ICS3C, ICS3U, HRF3O, HRT3M, HRT3MF	**One of:** CIA4U, CLN4U, ICS4C, ICS4U, ASM4M
English	**One of:** ENG3U, NBE3E, NBE3C, NBE3U	**One of:** ENG4E, ENG4C, ENG4U
Math	**One of:** MEL3E, MBF3C, MCF3M or MCR3U	**One of:** MEL4E, MAP4c, MCT4C, MHF4U, MDM4U or MCV4U
Co-operative Education	A minimum of two credits completed in either grade 11 (COP3X) or grade 12 (COP4X)	

*** NOTE: The same course <u>cannot</u> count in two categories.**

SAMPLE OCCUPATIONS IN THE ARTS AND CULTURE SECTOR

Apprenticeship	**College**	**University**	**Workplace**
Event Planner	Accounting	Business development officers	Receptionists
Retail Salesperson	Administrative Assistant	Marketing researcher	Retail salespersons
Storekeeper	Human Resources	Consultants	Shippers and Receivers
Partsperson	Supervisor	Economists	Retail Salespersons

Specialist High Skills Major (SHSM)
Construction Technology Program Components

Ten (10) Bundled Credits

- 4 – major credits selected from Construction Technology, Design Technology, Physics, Visual Arts, Transportation Technology or Welding, with a minimum of one (1) in Grade 11 and one (1) in Grade 12. ***Wherever possible, the student should choose the double period Construction Technology major. However, if there are timetable restrictions, the single period combination may be utilized.***
- 2 - Cooperative Education credits
- 4 - supporting credits in English, Math and an additional Co-op credit or other specified credits from list

Seven (7) Sector Recognized Certifications and Training

- 5 – compulsory certification and training courses in First Aid, CPR / AED, Health & Safety, WHMIS, Working at Heights
- 2 – elective certification and training courses from those provided within SHSM programs

Experiential Learning Opportunities

- 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)
- Opportunity to observe and/or interview post-secondary students or employees in a given sector
- College, university or workplace tours

Sector Partnered Contextualized Component

- Innovation Creativity and Entrepreneurship (ICE) training, Coding or Mathematical Literacy

Credits	Grade 11 Requirements	Grade 12 Requirements
Construction Tech. Major **Double period, 2 credits**	**One of:** TCJ3CH or TCJ3EH	**One of:** TCJ4CH or TCJ4EH
Construction Tech. Major **Single period, 1 credit each**	**TCJ3C or TCJ3E plus one of the following:** AVI3M, SPH3U, TDJ3M, TMJ3C, TMJ3E, TTJ3E or TTJ3C	**TCJ4C or TCJ4E plus one of the following:** AVI4M, SPH4C, SPH4U TDJ4M, TMJ4E, TMJ4C, TTJ4E or TTJ4C
English		**One of:** ENG4E, ENG4C, ENG4U
Math (workplace students may have 1 math only)	**One of:** MEL3E, MBF3C, MCF3M or MCR3U	**One of:** MEL4E, MAP4c, MCT4C, MHF4U, MDM4U or MCV4U
Business Studies or Science or an additional Co-op Credit, or other specified credits	**One of the following credits in grade 11 or grade 12 year:** BAF3M, BAI3E, BMI3C, BMX3E, ICS3C, ICS3U, SBI3C, SBI3U, SCH3U, SPH3U, SVN3E, BAT4M, BDV4C, BOH4M, GLE4O, GLS4O, ICS4C, ICS4U, OLC4O, SBI4U, SCH4C, SCH4U, SES4U, SPH4C, SPH4U, TAP4T or an additional Co-op Credit	
Co-operative Education	A minimum of two credits completed in either grade 11 (COP3X) or grade 12 (COP4X)	

*** NOTE: The same course <u>cannot</u> count in two categories.**

SAMPLE OCCUPATIONS IN THE CONSTRUCTION SECTOR

Apprenticeship	College	University	Workplace
Carpenter	Architectural Design Technology	Architect	Carpenter Helper
Electrician	Civil Engineering Technician	Mechanical Engineer	Drywall Installer

Specialist High Skills Major (SHSM)
Health And Wellness (Health Care) Program Components

Nine (9) Bundled Credits

- 4 – major credits selected from senior credits in: Health Care, Health and Physical Education, Science, Social Sciences and Humanities or Technology, with a minimum of one (1) in Grade 11 and one (1) in Grade 12
- 2 – Co-operative Education credits
- 2 – supporting credits: Grade 11 or 12 Math and Grade 12 English
- 1 – supporting credit in Science, Social Science and Humanities or an additional Co-op credit or other specified credits

Seven (7) Sector-Recognized Certifications and Training

- 4 – compulsory certification and training courses in WHMIS, CPR / AED, Standard First Aid and Infection Control
- 3 – elective certification and training courses from those provided within SHSM programs

Experiential Learning Opportunities

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

Reach Ahead Experiences

- Opportunity to observe and/or interview post-secondary students or employees in a given sector
- College, university or workplace tours

Sector-Partnered Contextualized Component

- Innovation, Creativity and Entrepreneurship (ICE) training, Coding or Mathematical Literacy

Credits	Grade 11 Requirements	Grade 12 Requirements
Health Care Major	**One of:** TPJ3C, TPJ3M	**One of:** TPJ4E, TPJ4C, TPJ4M
Health Care Major	**One of:** HPC3O, HRF3O, HRT3M, HRT3MF, NBV3C, PAF3O, PPL3O, SBI3C, SBI3U, SCH3U	**One of:** HFA4C, HFA4U, PAF4O, PLF4M, PPL4O, PSK4U, SBI4U, SCH4C, SCH4U, SPH4C, SPH4U, TOJ4C
English		**One of:** ENG4E, ENG4C, ENG4U
Math	**One of:** MEL3E, MBF3C, MCF3M, MCR3U, MAP4C, MCT4C, MEL4E, MHF4U, MDM4U, MCV4U	
Science, Social Science & Humanities or an additional credit in Co-op or other specific courses	**One of the following credits in grade 11 or grade 12 year:** HPC3O, HRF3O, HRT3M, HSP3C, HSP3U, ICS3C, ICS3U, MEL3E, NBV3C, SBI3C, SBI3U, SCH3U, SPH3U, SVN3E, SVN3M, BDV4C, GLE4O, GLS4O, HFA4C, HFA4U, HZT4U, ICS4C, ICS4U, MEL4E, OLC4O, PLC4T, PPI4T, SBI4U, SCH4C, SCH4U, SES4U, SPH4C, SPH4U, or an additional Co-op Credit	
Co-operative Education	A minimum of two credits completed in either grade 11 (COP3X) or grade 12 year (COP4X)	

***NOTE: The same course <u>cannot</u> count in two categories.**

SAMPLE OCCUPATIONS IN THE HEALTH AND WELLNESS SECTOR

Apprenticeship	College	University	Workplace
Child and Youth Worker	Dental Assistant / Hygienist	Chiropractor	Dietary Aide
Early Childhood Educator	Laboratory Technician	Dentist	Fitness Instructor
Educational Assistant	Massage Therapist	Nurse / Doctor	Laboratory Aide
	Practical Nurse	Physiotherapist	Personal Trainer

Specialist High Skills Major (SHSM)
Health And Wellness (Fitness) Program Components

Nine (9) Bundled Credits

- 4 – major credits selected from senior credits in: Health Care, Health and Physical Education, Science, Social Sciences and Humanities or Technology, with a minimum of one (1) in Grade 11 and one (1) in Grade 12
- 2 – Co-operative Education credits
- 2 – supporting credits: Grade 11 or 12 Math and Grade 12 English
- 1 – supporting credit in Social Science and Humanities, Science or an additional Co-op credit or other specified credits

Seven (7) Sector-Recognized Certifications and Training

- 4 – compulsory certification and training courses in WHMIS, CPR / AED, Standard First Aid and Infection Control
- 3 – elective certification and training courses from those provided within SHSM programs

Experiential Learning Opportunities

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

Reach Ahead Experiences

- Opportunity to observe and/or interview post-secondary students or employees in a given sector
- College, university or workplace tours

Sector-Partnered Contextualized Component

- Innovation, Creativity and Entrepreneurship (ICE) training, Coding or Mathematical Literacy

Credits	Grade 11 Requirements	Grade 12 Requirements
Health Care Major	**One of:** PAF3O, PPL3O	**One of:** PAF4O, PLF4M, PPL4O, PSK4U
Health Care Major	**One of:** HPC3O, HRF3O, HRT3M, HRT3MF, NBV3C, SBI3C, SBI3U, SCH3U, TPJ3C, TPJ3M	**One of:** HFA4C, HFA4U, HZT4U, SBI4U, SCH4C, SCH4U, SPH4C, SPH4U, TOJ4O, TPJ4E, TPJ4C, TPJ4M
English		**One of:** ENG4E, ENG4C, ENG4U
Math	**One of:** MEL3E, MBF3C, MCF3M, MCR3U, MAP4C, MCT4C, MEL4E, MHF4U, MDM4U, MCV4U	
Science, Social Science & Humanities or an additional credit in Co-op or other specific courses	**One of the following credits in grade 11 or grade 12 year:** HPC3O, HRF3O, HRT3M, HSP3C, HSP3U, ICS3C, ICS3U, MEL3E, NBV3C, SBI3C, SBI3U, SCH3U, SPH3U, SVN3E, SVN3M, BDV4C, GLE4O, GLS4O, HFA4C, HFA4U, HZT4U, ICS4C, ICS4U, MEL4E, OLC4O, PLC4T, PPI4T, SBI4U, SCH4C, SCH4U, SES4U, SPH4C, SPH4U, or an additional Co-op Credit	
Co-operative Education	A minimum of two credits completed in either grade 11 (COP3X) or grade 12 year (COP4X)	

***NOTE: The same course <u>cannot</u> count in two categories.**

SAMPLE OCCUPATIONS IN THE HEALTH AND WELLNESS SECTOR

Apprenticeship	**College**	**University**	**Workplace**
Child and Youth Worker	Laboratory Technician	Chiropractor	Dietary Aide
Early Childhood Educator	Massage Therapist	Nurse / Doctor	Fitness Instructor
Educational Assistant	Practical Nurse	Physiotherapist	Personal Trainer

Specialist High Skills Major (SHSM)
Hospitality And Tourism Program Components

Nine (9) Bundled Credits

- 4 – senior credits in: Baking and Pastry Arts, Canadian and World Studies, Hairstyling and Aesthetics, Health and Physical Education, 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 specified courses

Six (6) 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

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

Reach Ahead Experiences

- Opportunity to observe and / or interview post-secondary students or employees in a given sector
- College, university or workplace tours

Sector-Partnered Contextualized Component

- Innovation, Creativity and Entrepreneurship (ICE) training, Coding or Mathematical Literacy

Credits	Grade 11 Requirements	Grade 12 Requirements
Hospitality & Tourism Major	**One of:** TFJ3E or TFJ3C	**One of:** TFJ4E, TFJ4C, HFA4C, HFA4U
Hospitality & Tourism Major	**One of:** CHW3M, HRF3O, HRT3M, HSP3C, HSP3U, PAF3O, PPL3O, SBI3C, SBI3U, SCH3U, TXJ3E	**One of:** PLF4M, PPL4O, SBI4U, SCH4C, SCH4U, TFJ4C, TFJ4E, TUE4T, TXJ4E
English		**One of:** ENG4E, ENG4C, ENG4U
Math	**One of:** MEL3E, MBF3C, MCF3M, MAP4C, MCT4C, MEL4E, MHF4U, MDM4U, MHF4U, MCV4U	
Business Studies or Science or an additional Co-op credit or other specific credits	**One of the following credits in grade 11 or grade 12 year:** BAF3M, BAI3E, BMI3C, BMX3E, ICS3C, ICS3U, MEL3E, SBI3C, SBI3U, SCH3U, SPH3U, SVN3E, SVN3M, BAT4M, BDV4C, BOH4M, GLE4O, GLS4O, ICS4C, ICS4U, MEL4E, OLC4O, SBI4U, SCH4C, SCH4U, SES4U, SPH4C, SPH4U or an additional Co-op Credit	
Co-operative Education	A minimum of two credits completed in either grade 11 (COP3X) or grade 12 (COP4X)	

*** NOTE: The same course <u>cannot</u> count in two categories.**

SAMPLE OCCUPATIONS IN THE HOSPITALITY AND TOURISM SECTOR

Apprenticeship	**College**	**University**	**Workplace**
Baker	Chef / Cook	Dietician / Nutritionist	Executive Housekeeper
Chef /Cook	Hotel / Resort Manager	Public Health Officer	Food & Beverage Server
Special Events Co-ordinator	Travel Agent	Public Relations	Hotel Clerk or Valet

Specialist High Skills Major (SHSM)
Manufacturing Technology Program Components

Ten (9) Bundled Credits

- 4 – major credits selected from Computer Science, Design Technology, Welding Technology, with a minimum of one (1) in Grade 11 and one (1) in Grade 12. ***Wherever possible, the student should choose the double period Welding Technology major. However, if there are timetable restrictions, the single period combination may be utilized.***
- 2 - Cooperative Education credits
- 3 - supporting credits in English, Math and an additional credit in specified Science credits from list or an additional Co-op credit

Seven (6) Sector Recognized Certifications and Training

- 3 – compulsory certification and training courses in First Aid, CPR / AED, WHMIS
- 3 – elective certification and training courses from those provided within SHSM programs

Experiential Learning Opportunities

- 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)
- Opportunity to observe and/or interview post-secondary students or employees in a given sector
- College, university or workplace tours

Sector Partnered Contextualized Component

- Innovation Creativity and Entrepreneurship (ICE) training, Coding or Mathematical Literacy

Credits	Grade 11 Requirements	Grade 12 Requirements
Manufacturing Tech. Major **Double period, 2 credits**	**One of:** TMJ3CH, TMJ3MH, or TMJ3EH or two of: TMJ3M, TDJ3M, or ICS3U	**One of:** TMJ4CH, TMJ4MH, or TMJ4EH or two of: TMJ4M, TDJ4M, or ICS4U
English		**One of:** ENG4E, ENG4C, ENG4U
Math	**One of:** MEL3E, MBF3C, MCF3M, MCR3U, MEL4E, MAP4C, MCT4C, MHF4U, MDM4U, MCV4U	
Science or an additional Co-op Credit	**One of the following credits in grade 11 or grade 12 year:** SBI3C, SBI3U, SCH3U, SPH3U, SVN3E, SVN3M, SBI4U, SCH4C, SCH4U, SES4U, SNC4M, SCH4C, SPH4C, SPH4U, or an additional Co-op Credit	
Co-operative Education	A minimum of two credits completed in either grade 11 (COP3X) or grade 12 (COP4X)	

*** NOTE: The same course <u>cannot</u> count in two categories.**

SAMPLE OCCUPATIONS IN THE CONSTRUCTION SECTOR

Apprenticeship	College	University	Workplace
Construction Millwrights Machinists Welders	Mechanical Engineer Technologist Drafting Technologist Industrial Instrument Technician	Mechanical Engineer Industrial and Manufacturing Engineer Metallurgical and Materials Engineer	Motor Vehicle Assembler Material Handler Machining Tool Operator

Specialist High Skills Major (SHSM)
Transportation Technology Program Components

Nine (9) Bundled Credits

- 4 – major credits selected from Computers, Construction Technology, Design Technology, Physics, Transportation Technology or Welding, with a minimum of one (1) in Grade 11 and one (1) in Grade 12. ***Wherever possible, the student should choose the double period Transportation Technology major. However, if there are timetable restrictions, the single period combination may be utilized.***
- 2 - Cooperative Education credits
- 4 supporting credits in English, Math and an additional Co-op credit or other specified credits from list

Seven (7) Sector Recognized Certifications and Training

- 4 – compulsory certification and training courses in First Aid, CPR / AED, Health & Safety and WHMIS
- 3 – elective certification and training courses from those provided within SHSM programs

Experiential Learning Opportunities

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

Reach Ahead Experiences

- Opportunity to observe and / or interview post-secondary students or employees in a given sector
- College, university or workplace tours

Sector Partnered Contextualized Component

- Innovation Creativity and Entrepreneurship (ICE) training, Coding or Mathematical Literacy

Credits	Grade 11 Requirements	Grade 12 Requirements
Transportation Major **Double period 2 credits**	**One of:** TTJ3CH or TTJ3OH	**One of:** TTJ4CH or TTJ4EH
Transportation Major **Single period, 1 credit each**	**TTJ3C or TTJ3O plus one of the following:** ICS3C, ICS3U, TCJ3C, TCJ3E, TDJ3M, TMJ3E, TMJ3C, SPH3U	**TTJ4C or TTJ4E plus one of the following:** ICS4C, ICS4U, TCJ4C, TCJ4E, TDJ4M, TMJ4C, TMJ4E, SPH4C, SPH4U
English		**One of:** ENG4E, ENG4C, ENG4U
Math	**One of:** MEL3E, MBF3C, MCF3M, MCR3U, MEL4E, MAP4C, MCT4C, MHF4U, MDM4U, MCV4U	
Additional credit from list or an additional credit in Co-op	**One of the following credits in grade 11 or grade 12 year:** BAI3E, BAF3M, BMI3C, BMX3E, ICS3C, ICS3U, SBI3C, SBI3U, SCH3U, SPH3U, SVN3E, SVN3M, BAT4M, BDV4C, BOH4M, GLE4O, GLS4O, ICS4C, ICS4U, OLC4O, SBI4U,SCH4C, SCH4U, SES4U, SPH4C, SPH4U, or an additional Co-op Credit	
Co-operative Education	A minimum of two credits completed in either grade 11 (COP3X) or grade 12 (COP4X)	

*** NOTE: The same course <u>cannot</u> count in two categories.**

SAMPLE OCCUPATIONS IN THE TRANSPORTATION SECTOR

Apprenticeship	**College**	**University**	**Workplace**
Automotive Service Technician	Air Pilot	Aerospace Engineer	Airport Ramp Attendant
Marine Engine Mechanic	Auto Mechanic	Industrial Designer	Automotive Salesperson
Motorcycle Technician	Mechanical Engineering Tech.	Urban Planner	Bus or Transit Operator

Technological Education

TAS1O1 - TECHNOLOGY AND THE SKILLED TRADES,: GRADE 9, OPEN
This hands-on course enables students to further explore the engineering design process and develop other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and technologies from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as precision measurement, as well as health and safety standards. Students will begin to explore job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers.
PREREQUISITE: None

TIJ1O1 – EXPLORING TECHNOLOGIES: GRADE 9, OPEN
This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and societal issues, and will begin to explore secondary and post-secondary education and training pathways leading to careers in technology-related fields.
PREREQUISITE: None
NOTE: Students may rotate between tech modules, pending course availability.

TAS2O1
This hands-on course enables students to apply the engineering design process and other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and resources from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as quality control, and health and safety standards. Students explore opportunities for job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers.
PREREQUISITE: None

TFJ1O1 - EXPLORING 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 handling, food preparation, the origins of foods, event planning, and local tourism. Students will develop an awareness of related environmental and societal issues, and will begin to explore secondary and postsecondary pathways leading to careers in the field.
PREREQUISITE: None

TCJ2O1 – CONSTRUCTION TECHNOLOGY: GRADE 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 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 post-secondary pathways leading to careers in the industry.
PREREQUISITE: None

TDJ2O1 – TECHNOLOGY DESIGN: GRADE 10, OPEN
This course provides students with opportunities to apply a design process to meet a variety of technology challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design, and learn about secondary and post-secondary education and training leading to careers in the field.
PREREQUISITE: None

TFJ2O1 – HOSPITALITY AND TOURISM: GRADE 10
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

TGJ2O1 – COMMUNICATION TECHNOLOGY: GRADE 10, OPEN
This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology, and will explore secondary and post-secondary education and training pathways and career opportunities in the various communications technology fields.
PREREQUISITE: None

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, 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 post-secondary pathways leading to careers in the industry.
PREREQUISITE: None

TTJ2O1 – TRANSPORTATION TECHNOLOGY: GRADE 10, OPEN
This course introduces students to the service and maintenance of vehicles, aircraft, and/or watercraft. Students will develop knowledge and skills related to the construction and operation of vehicle/craft systems and learn maintenance and repair techniques. Student projects may include the construction of 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

TXJ2O1 – HAIRSTYLING AND AESTHETICS: GRADE 10, OPEN
This course presents hairstyling, make-up, and nail care techniques from a salon/spa perspective. Through a variety of school and community-based activities, students learn fundamental skills in hairstyling, giving manicures and facials and providing hair/scalp analyses, and treatments. Students also consider related environmental and societal issues and explore secondary and postsecondary pathways leading to careers in the field of hairstyling and aesthetics.
PREREQUISITE: None

TCJ3E1 – CONSTRUCTION TECHNOLOGY: GRADE 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, layout, and build projects. They will create and read technical drawings, learn construction terminology, interpret building codes and regulations, and apply mathematical skills as they develop construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and explore post-secondary and career opportunities in this field.
PREREQUISITE: None

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

TDJ3M1 – TECHNOLOGICAL DESIGN: GRADE 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

TFJ3E1 – HOSPITALITY AND TOURISM: GRADE 11, WORKPLACE PREPARATION
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

TFJ3C1 – HOSPITALITY AND TOURISM: GRADE 11, COLLEGE PREPARATION
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

TGJ3M1 – COMMUNICATIONS TECHNOLOGY: GRADE 11, UNIVERSITY/COLLEGE PREPARATION
This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues and explore college and university programs and career opportunities in the various communications technology fields.
PREREQUISITE: None

TMJ3E1 – MANUFACTURING TECHNOLOGY: GRADE 11, WORKPLACE PREPARATION
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

TMJ3C1 – MANUFACTURING TECHNOLOGY: GRADE 11, COLLEGE PREPARATION
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

TMJ3M1 – MANUFACTURING TECHNOLOGY: GRADE 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

TPJ3C1 – HEALTHCARE: GRADE 11, COLLEGE PREPARATION
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 healthcare field, environmental and societal issues related to health care, professional practical standards, and career opportunities in the field.
PREREQUISITE: None

TPJ3M1 – HEALTHCARE: GRADE 11, UNIVERSITY/COLLEGE PREPARATION
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 healthcare field, analyse environmental and societal issues related to health care, and learn about professional practice standards and career opportunities in the field.
PREREQUISITE: None

TTJ3C1 – TRANSPORTATION TECHNOLOGY: GRADE 11, COLLEGE PREPARATION
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**

TTJ3O1 – TRANSPORTATION TECHNOLOGY: VEHICLE OWNERSHIP, GRADE 11, OPEN
This general interest course enables students to become familiar with the options and features of various vehicles, issues of registration, and the legal requirements affecting vehicle owners. Students will also learn about vehicle financing and insurance, vehicle maintenance, emergency procedures, and the responsibilities of being a vehicle owner. Students will develop an awareness of environmental and societal issues related to vehicle ownership and use, and will explore career opportunities in the transportation industry. **PREREQUISITE: None**

TXJ3E1 – HAIRSTYLING AND AESTHETICS: GRADE 11, WORKPLACE PREPARATION
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 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

TCJ4E1 – CONSTRUCTION TECHNOLOGY: GRADE 12, WORKPLACE PREPARATION
This course enables students to further develop technical knowledge and skills related to residential construction and to explore light commercial construction. Students will continue to gain hands-on experience using a variety of materials, processes, tools, and equipment; create and interpret construction drawings; and learn more about building design and project planning. They will expand their knowledge of terminology, codes and regulations, and health and safety standards related to residential and light commercial construction. Students will also expand their awareness of environmental and societal issues related to construction technology and explore entrepreneurship and career opportunities in the industry that may be pursued directly after graduation.
PREREQUISITE: Construction Technology, Grade 11, Workplace Preparation

TCJ4C1 – CONSTRUCTION ENGINEERING TECHNOLOGY: GRADE 12, COLLEGE PREPARATION
This course enables students to further develop knowledge and skills related to residential construction and to explore light commercial construction. Students will gain hands-on experience using a variety of materials, processes, tools, and equipment and will learn more about building design and project planning. They will continue to create and interpret construction drawings and will extend their knowledge of construction terminology and of relevant building codes and regulations, as well as health and safety standards and practices. Students will also focus on environmental and societal issues related to construction engineering technology, and explore career opportunities in the field.
PREREQUISITE: Construction Engineering Technology, Grade 11, College Preparation

TDJ4M1 – TECHNOLOGICAL DESIGN: GRADE 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, Grade 11, University/College Preparation

TFJ4E1 – HOSPITALITY AND TOURISM: GRADE 12, WORKPLACE PREPARATION
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, College or Workplace Preparation

TFJ4C1 – HOSPITALITY AND TOURISM: GRADE 12, COLLEGE PREPARATION
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

TGJ4M1 – COMMUNICATIONS TECHNOLOGY: GRADE 12, UNIVERSITY/COLLEGE PREPARATION
This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology and will investigate career opportunities and challenges in a rapidly changing technological environment.
PREREQUISITE: Communication Technology, Grade 11, University/College Preparation

TMJ4E1 – MANUFACTURING TECHNOLOGY: GRADE 12, WORKPLACE PREPARATION
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, Grade 11, College or Workplace Preparation

TMJ4C1 – MANUFACTURING TECHNOLOGY: GRADE 12, COLLEGE PREPARATION
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, Grade 11, College Preparation

TMJ4M1 – MANUFACTURING TECHNOLOGY: GRADE 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 Technology, Grade 11, University/College Preparation

TOJ4C1 – CHILD DEVELOPMENT AND GERONTOLOGY: GRADE 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

TPJ4E1 – HEALTHCARE: 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 healthcare 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

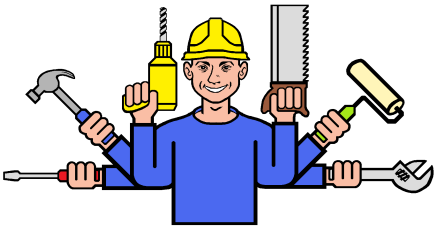
TPJ4C1 – HEALTHCARE: GRADE 12, COLLEGE PREPARATION
This course focuses on the development of clinical skills needed to assess general health status. Students will learn about accepted health care practices and demonstrate an understanding of some basic procedures and the use of appropriate instruments 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, University/College or College Preparation

TPJ4M1 – HEALTHCARE: GRADE 12, UNIVERSITY/COLLEGE PREPARATION
This course focuses on the development of the 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 post-secondary destinations in the field.
PREREQUISITE: Health Care, Grade 11, University/College Preparation

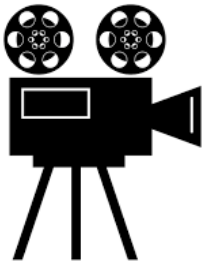
TTJ4E1 – TRANSPORTATION TECHNOLOGY: VEHICLE MAINTENANCE: GRADE 12, WORKPLACE PREPARATION
This course introduces students to the servicing, repair, and maintenance of vehicles through practical applications. The course is appropriate for all students as a general interest course to prepare them for future vehicle operation, care, and maintenance or for entry into an apprenticeship in the motive power trades. Students will develop an awareness of environmental and societal issues related to transportation and will learn about careers in the transportation industry and the skills and training required for them.
PREREQUISITE: None

TTJ4C1 – TRANSPORTATION TECHNOLOGY: GRADE 12, COLLEGE PREPARATION
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, Grade 11, College Preparation

TXJ4E1 – HAIRSTYLING AND AESTHETICS: GRADE 12, WORKPLACE PREPARATION
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 post-secondary destinations in the hairstyling and esthetics industry.
PREREQUISITE: Hairstyling and Aesthetics, Grade 11, Workplace Preparation











Keep informed about school events and activities.
www.tbcschools.ca/st-ignatius

Follow us on Facebook, Twitter and Instagram by clicking on the icons on the school website.

If you have any questions about programs, please call St. Ignatius Student Services at 344-8433.

Prayer of St. Ignatius

Dearest Lord,
Teach me to be generous,
Teach me to serve you as you deserve.
To give to you and not to count the cost,
To fight for you and not to mind the wounds,
To toil and not to seek for rest,
To labour but to ask for no reward
Except the knowledge that I do it for you.
St. Ignatius, pray for us.
Amen