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Welcome to High School

Welcome to Notre Dame Catholic High School. Beginning your high school journey is an inspirational time, a time of new hopes and expectations for your future. It is a time for new challenges and new opportunities. At Notre Dame, we are committed to providing a quality Catholic education in a small, caring community. As a partner in the Catholic community, Notre Dame seeks to provide a spiritual atmosphere where the gift of faith nurtured by our parents, pastors and elementary schools will continue to flourish.

Our competent staff take pride in being aware of the needs, interests, concerns and hopes of the young persons they guide. We will further endeavour to foster a respectful school community. We will uphold those who care for others, who develop their gifts and talents and share them for the enjoyment and well being of others. We believe that life is not merely about survival, it is about being fully alive: mind, body, heart and soul.

This program guide and course calendar will help you and your parents/guardians prepare for the high school program and the curriculum. It will provide you with an overview of how courses in each grade will build towards the next, and prepare you for your post secondary goal, whether it be the world of work, college, university, or apprenticeship. You will be able to select courses that suit your needs and that take you gradually towards your goal through an increasingly specialized program.

Throughout high school, you will be working with your parents/guardians, teachers and guidance counsellors to help you make course selections and to develop an annual education plan. Preparing the plan will help you develop your interests and identify future educational and career opportunities. It will ensure that you are taking the courses you need to progress smoothly through high school and towards attainment of your goals.

We look forward to working with you, and wish you a successful school year. We encourage close communication between school and home. Please do not hesitate to contact the school if you have any concerns, questions, or comments.

Sincerely

Dave Chaplin
Principal

Catholic School Graduate Expectations

THE GRADUATE is expected to be:

1. 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.
2. An effective communicator who speaks, writes, and listens honestly and sensitively, responding critically in light of gospel values.
3. A reflective creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.
4. A self-directed, responsible, lifelong learner who develops and demonstrates their God-given potential.
5. A collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all contributes to the common good.
6. A caring family member who attends to family, school, parish, and the wider community.
7. A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

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POLICIES AND PROCEDURES

Mission Statement

We proclaim our Catholic Faith by nurturing and celebrating the hearts, minds, bodies and souls of our students. Learning through faith, living with hope, loving in Christ. Teaching wisdom, teaching love...Creating a world in God's image.

Catholic School

In order to see this outcome realized all programs at Notre Dame Catholic High School are infused with the Gospel values of Jesus Christ. More specifically, students will be enrolled in a religious education course during each year of study in order to deepen their understanding of the Christian call to justice, peace, love and respect for all persons.

Each day begins with community prayer. Classes prepare and participate in liturgical celebrations and retreats. The chapel is available to students and staff for quiet prayer and reflection. Major liturgical seasons, including Lent, Easter, Advent and Christmas will be highlighted school-wide with celebrations.

Our co-chaplains, Mrs. Lynn Attley and Ms. Mary Daszkowski is an integral part of our school community. Our chaplain is available to assist in the development of school and class liturgies, retreats, religious education programs and peer ministry.

In conjunction with prayer, social action and service is an important component of curriculum. Students will participate in charitable projects to promote Gospel values in our own communities and the global community. These projects include food and clothing collections, Christmas Outreach, Share Lent, volunteer community service projects, etc...

We invite students, their families and members of the greater faith community to bring their energy, enthusiasm and hope to this journey - the Notre Dame Catholic High School community.

Notre Dame Catholic High School is an opportunity to grow in faith and to live as Christians, fully alive, mind, heart, body, and soul.

Notre Dame Catholic Community School Council

All parents are encouraged to be involved in the life of Notre Dame. We have an established School Council to assist all of us in working together for the students in our school.

As parents/guardians, you are the primary educators of your children. Our school can only extend and complement the educational process, which you have begun and are continuing with your children. We invite you to become involved in shaping the present and future directions of this school.

Provincially, the Ministry of Education and Training has passed legislation requiring each school to have a School Council. This Council is to be made up of parents/guardians, students, community members, principal, teachers and one other school employee other than a teacher. The majority of the Council must be parents/guardians and the Chair will be a parent/guardian. In our Catholic schools, the pastor(s) and/or his designates will also be invited to join the School Council.

A Focus on Collaboration

The Ministry of Education and Training identifies that education is a complex undertaking and requires the participation not only of the individual teachers and students but also of many others. First and foremost, teachers must work closely with students and their parents or guardians in planning programs and in assessing results. Teachers must also work in close collaboration with other professionals within the system, such as guidance counsellors, special education teachers, teacher-librarians, and school administrators, as well as with the wider community, including business people.

The most important contribution to come from outside the school is that of parents and guardians; their participation and interest are crucial to students' motivation and success. Research confirms that **students whose parents take an interest in their children's schoolwork perform better** than students whose parents show little or no interest. Given the essential role of parents and guardians in education, it is important that there be effective communication and mutual understanding and trust between them and school staff, especially teachers. There are many ways in which parents and guardians can demonstrate their interest in education and in their children's progress; for example, they can:

- make sure that they are thoroughly familiar with their children's program and the expected outcomes for that program;
- discuss their children's progress with the teacher;
- discuss various aspects of school work with their children;
- monitor their children's homework and provide assistance where needed;
- provide an appropriate place for children to study at home;
- demonstrate an interest in school activities;
- reinforce their children's learning by participating in activities that allow them to discuss their ideas and examine them in new contexts (for example, they can read books with their children and discuss them; watch television programs and discuss them; organize visits to the theatre, various exhibitions, the museum, etc.).

Notre Dame C.H.S. encourages parents and guardians to become involved in their children's education in meaningful ways; for example, **we will continue to:**

- provide all parents and guardians with opportunities to become informed about curriculum;
- provide information on available services and on student progress;
- clarify outcomes and standards;
- provide convenient times and places for parents and guardians to meet with school staff;
- provide appropriate outreach programs for all parents and guardians.

Ideally, learning takes place not only in the school and the home, but also in the **local community**. Education must, therefore, involve the local community, which includes diverse groups, and must make use of its resources. Many of the expected outcomes are designed to encourage students to pursue inquiries and projects that extend beyond the school environment. To make this possible, schools are encouraged to communicate regularly with all parties who are in a position to make a contribution to students' programs and learning experiences. Many individuals in the local community will have special skills or expertise that can be of value in students' education, while organizations such as cultural agencies (including museums and art galleries), business and labour organizations, social service agencies, and organizations operated by diverse racial and ethnocultural groups offer resources that can be drawn upon in a variety of ways.

Attendance Policy

Regular attendance on the part of students is vital to the learning process. Daily attendance is compulsory. Students who have chronic absences will be reviewed by the Academic and Attendance Review Committee and may lose their credits.

The school must know when a student is absent and why the student is absent. It is necessary that parents communicate with the school regarding any absences/lateness. Needless to say when the student is absent from school or from specific classes he/she is responsible for the work covered during the absence.

Please refer to Notre Dame School Agenda for details

Safe School Policy

Human beings need assistance to reach their fullest potential while journeying to the Lord. It is, therefore, necessary that a code of behaviour be formulated and observed by the students. This code is a means to develop an atmosphere conducive to learning and to encourage students to inculcate the values and virtues that are necessary for their development as Christian citizens. It is the intent, then, that the discipline inherent in this code may be internalized through self-discipline by the students as they grow and mature towards full adulthood. Copies of the Safe School Policy and Procedures entitled “Creating A Community of Peace” will be distributed in the Parent and Student Guides that are made available in September.



Co-curricular Activities

Clubs, Teams, Activities

All students are encouraged to get involved in the wide range of group and individual activities offered. Not only will you have fun, but you will experience the opportunity to develop personal skills and leadership qualities that will last all your life.

We are strong supporters of co-curricular activities, and we recognize the value of these activities in the lives of our students. However, we also believe that we have the shared responsibility to assist our students in maintaining an appropriate balance between their studies and activities. In order to maintain eligibility for co-curricular activities, a student must demonstrate: regular attendance, be in good academic standing, be striving to achieve (passing) in their current courses, be in full time attendance at Notre Dame (minimum of 3 courses per semester or a minimum of 2 courses per semester for students returning for a fifth year), demonstrate consistent effort and study habits, and adhere to Safe School Policy. If the above are not evident, the student will be reviewed by the Academic and Attendance Review Committee and may be suspended from the activities until improvement is noted.

Transfer Policy

Students in grades 10 – 12 transferring to Notre Dame and wishing to play on a school team should check with the Athletic Director about their eligibility.



Excellence is Recognized

We encourage and guide each student to develop his or her intellectual, spiritual, moral, social, and physical talents. We will recognize and celebrate progress and achievements through affirmation, individual and group awards, assemblies, school letters, newsletters, newspapers and displays.

Clubs

Student Council
Athletic Council
Art Club
Peer Ministry
Social Justice Club
Vocal Club
Retreat Leaders
Performing Arts Club
Band
Youth in Action Club



Sports

Hockey
Softball
Basketball
Badminton
Curling
Track & Field
Cross Country
Volleyball
Soccer
Skiing



Student Services

A. Guidance Services

As part of an organized effort on the part of the total school community, Guidance counsellors work as a team with teachers, administration, and other school personnel in order to assist students to achieve success, grow in their Catholic values, recognize their abilities and limitations, develop self-esteem, and evaluate possible alternatives in their actions. Students are encouraged to set realistic goals and reach their optimum potential. Choices Into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools, 1999, sets three goals for students. They should:

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

The goals are organized into three areas of knowledge and skills: *student development, interpersonal development, and career development.*

In order to achieve the above aims, the guidance counsellor, together with Student Support Workers and Special Education Teachers provide and co-ordinate the following services:

1. Educational Planning - for secondary and post-secondary training
2. Career Counselling
3. Personal Counselling
4. Special Education Resource Referrals
5. Peer Helping Program
6. Liaison with outside agencies to provide needed services where necessary.

B. Special Education

Because universal access to education is inherent to our society, programs have been designed to provide suitable education for exceptional pupils. The needs of an individual are determined by the Identification, Placement, and Review Committee (I.P.R.C.), and accommodations and program modifications are detailed on an Individual Education Plan. (I.E.P.)

C: Chaplaincy

The Chaplains at Notre Dame are an integral part of the school community and work as members of our student services team. While focusing on the development of school liturgies, retreats, and religious education programs they are also available to our students on a one to one basis to assist them in dealing with the many challenges in their lives and to support them with prayer and counseling during times of hardship or grief.

D: Student Support Program

The Student Support Worker is part of a multi-disciplinary team at Notre Dame Catholic High School. The team, is comprised of Student Support Worker(s), Guidance, Chaplaincy, Special Education and Administration.

The Student Support Worker provides school based programming which meets the needs of individual students and the student body as a whole. The school based programs focus on intervention, prevention, and awareness with special focus on support to students during times of crisis.

The Student Support Worker acts as a liaison between student and teacher when a student is in need of support, and with student and outside agencies, as the need arises.

E. Student Success Program

Interventions, strategies, supports and programs for students who are struggling may include:

- Credit Rescue
- Credit Recovery

See your Guidance counselor for more details.

Ontario School Record (OSR)

Every Ontario school keeps an official record for each student. The OSR contains achievement results, credits earned and diploma requirements completed, and other information important to the education of the student. Students and their parents may examine the contents of the OSR. These records are protected by the Education Act and the Municipal Freedom of Information and Protection of Privacy Act.

Should the student transfer to another Ontario school, the OSR is forwarded to that school upon written request by the new school. Information contained in the OSR may not be divulged to non-school personnel, except under the following conditions:

- with written consent from the parent or legal guardian of a student who either has not retired from school or who has not attained the age of 18 years, specifying what information is to be released and to whom.
- with written consent by the student if the student has attained the age of 18 years, specifying what information is to be released and to whom.
- with written consent of the person who has retired from school, specifying what information is to be released and to whom.

Ontario Student Transcript (OST)

The OST is the student's official record of credits earned and other graduation requirements completed. It is part of the Ontario Student Record. Copies of the transcript are available to students and graduates and can be requested by contacting the high school Student Services Department. In Grades 9 and 10, only successfully completed courses will be recorded on the transcript. If a student withdraws from or fails to successfully complete a Grade 9 or 10 course, no entry will be made on the transcript.

The following guidelines apply to all Grade 11, 12 courses:

For students who have failed a grade 11 or 12 course, a "0" will be entered into the credit column accompanied by the final mark received in the course.

If a student withdraws from a grade 11 or 12 course:

1) on or before the 5th instructional day following the issuance of the first provincial report card, the course will not be recorded on the OST.

2) after the 5th instructional day following the issuance of the first provincial report, a "W" will be entered in the credit column and the student's mark at the time of withdrawal will be recorded in the achievement column.

** Equivalent guidelines are in place for students taking Independent Learning Courses or On Line Courses.**

If a student repeats a Grade 11 or 12 course that the student previously completed successfully, each attempt and its mark will be shown on the OST, however the student will only earn one credit for the course. The course with the lower mark will have an "R" entered in the credit column.

The O.S. T. records successful completion of the Literacy Requirement as well as completion of the 40 hours of community involvement.

Program Planning

A: Program Planning and Course Selection Guidelines

The development of a set of courses to be studied during a school semester is a task that demands considerable understanding, reflection and planning. In order to proceed wisely the recommendations made below should be considered:

- Long range educational goals should be considered.
- Students entering Grades 9, 10 and 11 must take 8 full time courses per year.
- Students entering Grade 12 may have 1 study period if they have earned at least 23 credits by the previous June, or 1 study period in each semester if they have earned 24 credits by previous June.
- Course requirements for the various diplomas should be known and the implications for the course selections at particular grade levels understood.
- As preparation for future educational and occupational opportunities, courses in English, Mathematics and Science should be included each year.
- Leisure time interests and skills should be developed through courses from the Arts and/or Physical Education areas.
- Career and employment skills and knowledge are developed through courses in Business, Technology and Cooperative Education.
- Past scholastic achievements should be reviewed. The previous year's marks are very important in choosing courses and the level of difficulty.
- Advice from teachers should be obtained prior to selecting an appropriate level of difficulty. A program may consist of courses at different grades and levels.
- The Guidance Counselor should be consulted if assistance in making course or level decisions is desired.

NOTE: The final responsibility for the subject selection rests with the parent(s) or legal guardian. The option sheet must be signed by the parent(s) or legal guardian for students under 18 years of age.

Student Option Sheet

Students indicate the courses they wish to take during the coming academic year by completing a student option sheet. On the basis of these sheets, school officials construct the master timetable and staff the school. As these decisions are based on the information from the student option sheets, it is imperative that this information be accurate and complete. You and your parents must therefore give careful thought to the course options you select. **Opportunities to change selections are limited.**

Course Cancellations

Courses may be cancelled because of insufficient enrolment or staffing considerations. In some cases classes are closed due to class size (too large). Should a cancellation occur, you will be notified and asked to select an alternate course, or an alternate course you selected on your option sheet will be substituted.

Course Changes/Adjustments

Requests to change your program during the academic year will be considered only for a valid reason(s). A timetable change request may be considered for reasons involving:

- a change in stream,
- a timetable error,
- Summer School results,
- a change in career plans,
- post-secondary education admission requirements, or
- medical matters.

Should your request be deemed valid, your timetable will be adjusted, if possible, taking into account the master timetable and class size.

Deadlines for adding a new course:

- 10 school days after the start of a course

Deadlines for changing streams:

- Sem. I - 1 week after Early Report Cards issued in October
- Sem. II - 1 week after Early Report Cards issued in March

THE HIGH SCHOOL PROGRAM

High School Diploma and Certificate Requirements

The key elements of the program are:

- a graduated streaming model of academic, applied, locally developed, open, workplace, college, university/college, and university preparation courses
- provincial secondary report card
- mandatory community involvement – 40 hours
- mandatory successful literacy requirement completed in grade 10 or Ontario Literacy Course, OLC40 in grade 12 (upon direction of Principal)
- Prior Learning Assessment
- expanded cooperative education and school-to-work program
- an annual education plan

Diploma Requirements

The following diploma requirements represent the courses that require completion in keeping with the Ministry of Education and Training directives.

Compulsory Credits – Total of 18

- 4 English (1 credit per grade)
- 1 credit in French as a Second Language
- 3 credits in Mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in Science
- 1 credit in Canadian Geography
- 1 credit in Canadian History
- 1 credit in the Arts
- 1 credit in Physical Education
- ½ credit in Civics (Canadian and World Studies)
- ½ credit in Career Studies

Plus 3 (1 credit from each group)

Group A

1 additional credit in either English, or Social Science and the Humanities, or Canadian and World Studies, or Guidance and Career Education, or Co-Operative Education

Group B

1 additional credit in either Health and Physical Education, or Business Studies or the Arts, or Co-Operative Education

Group C

1 additional credit in either Science (Grade 11 or 12), or Technological Education (Grades 9 – 12), or Co-Operative Education

Plus 4

Religious Education (in keeping with the directives of Catholic Education, students will be required to take 4 credits in Religious Education)

Plus 8

Optional Credits selected from the full list of courses available at Notre Dame Catholic High School

Plus

High School Literacy Requirement

Plus

40 hours of Community Involvement, completed over 4 years.

The Ontario Secondary School Certificate

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

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 the Arts or Technological Education

The Certificate of Accomplishment

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

Alternative Education

Alternative education programs are available at St. Luke's Catholic High School in Smiths Falls. The R.E.A.L. program and the Continuing Education program combine teacher-lead instruction with workplace experience. Call 613-283-4477 for details. A selection of courses are also available online, for students who wish to upgrade or reach ahead.

Compulsory Credit Substitutions

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits. To meet individual students' needs, principals may replace up to three of their courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. The decision to make a substitution for a student should be made only if the student's education interest are best served by such substitution. Each substitution will be noted on the student's Ontario Student Transcript.

Course Structure - Grades 9 & 10

Academic and Applied Courses

The majority of students will choose courses in Grades 9 and 10 from two streams: Academic and Applied. Academic and applied courses will be offered in **English, Math, Science, History, Geography, and French.**

Students, with the assistance of their parents and teachers, will choose Grade 9 and 10 courses based primarily on student interests, needs and achievement.

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

Academic Courses

Academic courses focus on essential concepts of the discipline plus additional related concepts. They develop students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts while incorporating practical applications, as appropriate.

Applied Courses

Applied courses also focus on essential concepts of the discipline. They develop students' knowledge and skills by emphasizing practical, concrete applications of the essential concepts while incorporating theoretical applications as appropriate.

The following chart gives concrete examples of how Academic and Applied courses differ:

Applied		Academic
Focus on Practical		Focus on Theoretical
Require students to learn Essential Concepts of the course. Emphasize the practical concrete applications of the concepts. Incorporate theoretical applications as appropriate.		Require students to learn Essential Concepts of the course plus Additional Related Concepts Emphasize the theoretical, abstract applications of the concepts. Incorporate practical applications as appropriate.
Science	Descriptive focus in these strands: earth and space science, physics, and chemistry	Mathematical focus in these strands: earth and space science, physics, and chemistry
Mathematics (algebra)	Students use concrete learning materials to develop equations	Students use abstract reasoning to develop equations
Geography And History	More emphasis on local applications and their contribution to Canadian studies	More emphasis on global applications and Canada's role in the world
The course for those who learn best by doing, creating, applying		The course for those who learn best by reading, writing, researching
Both courses prepare students for the Grade 10 Literacy Test		

Locally Developed Compulsory Credit Courses

Locally developed courses are available in Grade 9 & 10 English, Mathematics, Science and History for students who have experienced significant difficulties in these subjects. Locally Developed courses emphasize further development of knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in grade 11 and 12 workplace preparation courses. School Administration, Teachers, the Special Education Resource Team and the Guidance Counsellor are involved in recommending Locally Developed courses.

Open Courses in Grades 9 and 10

An Open course in a subject has one set of expectations for that subject at the Grades 9 and 10 levels and is appropriate for all students. These courses are designed to provide students with a broad educational base that will help prepare them for their studies in Grades 11 and 12 and help prepare them for their role in society.

Open Courses are offered in:

- The Arts (Visual Art, Drama, Music, Integrated Arts)
- Business Studies
- Canadian and World Studies (Civics)
- Guidance and Career Education (Career Studies)
- Health and Physical Education
- Social Science and Humanities
- Technological Education

Non-credit Courses

The following non-credit courses may be offered as part of a Certificate of Accomplishment.

KAL Creative Arts for Enjoyment and Expression
KBB Money Management and Personal Banking
KCC Transit Training and Community Exploration
KCW Exploring Our World
KEN Language and Communication Development
KGL Personal Life Skills
KGW Exploring the World of Work
KHD Social Skills Development

KHI Culinary Skills
KMM Numeracy and Numbers
KNA First Canadians
KPF Personal Health and Fitness
KPH Choice Making for Healthy Living
KPP Self Help and Self Care
KSN Exploring Our Environment
KTT Computer Skill

Course Structure Grades 11 and 12

Grade 11 and 12 – Workplace, College, University/college, University, Open

Four streams (types) of courses may be offered, the Streams of courses are geared to the student's post-secondary destination. Students may select courses from a combination of streams if they meet the prerequisite requirements. Course streams are designed to meet the specific admission requirements for post secondary institutions.

University bound students must remember that 6 “U and/or U/C” level grade 12 courses are required for admissions; one course must be ENG4U plus 5 others as required for specific program admissions. **Students should also keep in mind that overall admissions averages range from 70 to 90% depending on programs.**

College bound students must complete English – ENG4C, and it is highly recommended that they complete a grade 12 college level mathematics course.

Workplace bound students are advised to complete English – ENG4C or ENG4E and a grade 12 college level mathematics course or Mathematics for Everyday Life – MEL4E

Workplace – Workplace courses are designed for students planning to enter the workplace directly following high school.

College – College courses are designed to prepare students for entrance to most college programs following high school.

University/College – These courses are designed to prepare students for the entrance to specific college and university programs following high school.

University – These courses are designed to prepare students for entrance to university programs following high school.

Key Definitions and Terms

Annual Education Plan (AEP) – A plan that students in Grades 7 – 12 will develop every year to identify their goals and their choices.

Credit – A credit is granted when a course of at least 110 hours (that is a regular full-semester course) is completed successfully. A partial credit may be granted for a shorter course or at the discretion of the Principal.

Prerequisite Courses – These are courses that students are required to take before they can enrol in certain courses in Grades 11 and 12. Prerequisite courses are identified in the school course calendar. When choosing courses in Grade 10 and 11, students should be careful to select the prerequisites that will allow them to pursue the courses they want to take in the higher grades.

School Course Calendar – Notre Dame Catholic High School distributes an annual course calendar that describes the courses offered by the school in the coming academic year. The calendar also provides information on school policies, sets out expectations about students' responsibilities, achievement and attendance.

Semestered School – Notre Dame Catholic High School is a semestered high school. Courses are offered on a half-year basis. Students normally earn four credits in the first semester, from September to January and another four credits in the second semester, from February to June.

Course Codes

Each course has a five-character identification code in which the first three characters refer to the subject, the fourth character refers to the grade or level, the fifth character refers to the type of course, and sometimes a sixth character is added for special programming purposes. Course codes are given in the school course calendar for all courses offered.

- An example of the course code system:
These course codes are used to identify-
- The discipline/course/subject (the letters of the first 3 characters)
Example: SNC means Science
The grade or level (the number of the 4th character)
Example: SNC 1 means Science Grade 9
- The course type (the 5th character)
Example: SNC 1P means Science Grade 9 Applied

Special Identification purposes – Extended French, skills modification (6th character)
Example: CGC1DF means Geography of Canada , Grade 9 Academic taught in French

Assessment, Evaluation, and Reporting

Assessment and Evaluation of student learning is based on a combination of classroom activities which may include assignments, tests, performance, as described in each Course Outline. Students will receive a Course Outline for each credit course they study at the beginning of each semester. Evaluation of these items is done in accordance with the Achievement Chart for that subject area. Weighting of items is indicated on the Course Outline for that course. Final evaluation for every subject is calculated using a formula of 70% for term work, and 30% for a final demonstration of learning (eg. culminating activity, exam, assignment, performance, task) at or near the end of each course.

Formal reporting happens twice each semester. The midterm report card indicates progress to date and includes a Response Form, which must be signed by parents/guardians and returned to the school. The final report card indicates the final grade for the semester and includes a Credit Summary sheet, which tracks completion of diploma requirements to date.

The report card will include an evaluation of student learning of the course curriculum expectations using:

- percentage grades an indication of the level of achievement
- attendance and lates
- an evaluation of Learning Skills
- anecdotal comments based on student strengths, weakness, and next learning steps

80 - 100% level 4 (Achievement is above the provincial standard)

70 - 79% level 3 (Achievement is at the provincial standard)

60 - 69% level 2 (Achievement is below but approaching the provincial standard)

50 - 59% level 1 (Achievement is below the provincial standard)

Below 50% (The student will not receive a credit)

A credit will be granted for every course in which the student's grade is 50% or higher. A student achieving a level 3 is well prepared for the work in the next grade or the next course.

Parent/Teacher Interviews are scheduled four times per school year during the evening and may be arranged at other times.. Parents are invited to call their student's teachers or the Guidance department at any time to inquire about student progress.

Student's Responsibility

Notre Dame Catholic High School recognizes the importance of fostering a culture of responsibility within all of its students. To this end, students have a responsibility to demonstrate:

- Punctual and regular attendance
- Responsibility for completing tasks, including all work missed when absent from class
- Completion of assignments on time and with quality
- Working consistently, effectively and cooperatively to meet the requirements of a course

In order to assess, evaluate and report fairly and consistently on all students, Notre Dame has developed a school policy based on the Catholic District School Board of Eastern Ontario Assessment, Evaluation and Reporting Guide and *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment*. The following policy will apply to all courses in Grades 9, 10, 11 and 12.

Late Assignments

If a student fails to submit a summative assignment on the due date he/she will receive a completion contract. A new date will be renegotiated with the subject teacher. The student will have his/her parent sign the contract and return it to the teacher the next day. If the contract is not returned, the classroom teacher will phone the parent. If the assignment is submitted on the new date, the student will receive a grade. If not, the student will report to study hall and the parent will be notified. If completed at a passable level, the assignment will receive a “pass”.

Academic Dishonesty

If a student cheats on a test or plagiarizes a summative assignment, he/she will have to redo the work in a supervised setting at the teacher’s discretion. The parent will be notified and the vice-principal will create a file to track the incident. Should a second incident occur in any class, the student will receive a suspension and a grade of zero for that assignment.

Culminating Activity/Exam

A Culminating Activity provides an opportunity for students to synthesize and demonstrate the full breadth of their understanding of overall expectations. The task is completed over more than one class period, involves all four categories of the achievement chart, and is authentic and related to the “real world”. Student work to be assessed must demonstrate individual achievement. The culminating activity may comprise no less than 10% and no more than 20% of the final grade. As such, for all students in all courses, at least part of the 30% of the final grade will involve a performance task.

Students must be present and complete the final exam/culminating activity as the 30% compulsory summative evaluation. If a student is ill and unable to be present for the exam/culminating activity, a medical certificate will be required, and alternate dates will be arranged.

The Provincial Report Card

A provincial report card is issued to all students in Grade 9-12 It will include:

- a structure similar to the 1 – 8 Provincial Report Card
- percentage marks which indicate achievement of curriculum expectations and are based on four achievement levels
- an indication of learning support provided for students, for example: Individual Education Plan, ESL or English Literacy Development
- a report on learning skills and attendance
- a response form for student self-assessment and parent/guardian comments
- a record of credit(s) received for each course completed
- a summary of credits earned to date

Community Involvement

In addition to the 30 credits required for graduation, each student must complete 40 hours of community involvement before graduation. The student will begin this community involvement in Grade 9 and complete it by Grade 12. The community involvement encourages civic responsibility, promotes community values and reinforces the importance of volunteering.

EQAO Ontario Secondary School Literacy Test (OSSLT)

A test of reading and writing skills will normally be conducted in the spring term for students who entered Grade 9 in the previous year. Students who are not successful will be able to try the test the following spring. This provincial test will be based on the provincial curriculum for all grades and subject areas up to and including Grade 9. Students must pass the test or the Ontario Secondary School Literacy Course (OSSLC) in order to obtain an OSSD.

For students with special needs, policies and guidelines will be provided to accommodate their situations. An Individual Education Plan (IEP) is required if a student is to receive accommodations.

Ontario Secondary School Literacy Course (OSSLC)

Students who have had two opportunities to write the Ontario Secondary School Literacy Test, and have written the test at least once, may take the Ontario Secondary School Literacy Course (OSSLC). Upon completion of the course, a student is deemed to have met the literacy requirements necessary to achieve an OSSD.

The Annual Education Plan

The Annual Education Plan (AEP) is a planning tool to help students clarify their educational and career goals. It will be completed annually.

Prior Learning Assessment and Recognition (PLAR)

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

A student who believes that she or he possesses the full range of knowledge and skills for a Grade 10, 11 or 12 course in the school course calendar should refer to the “Challenge For Credit” brochure for information about attending the next orientation session. Brochures are located in the guidance office. The student should be prepared to provide reasonable evidence for success in the challenge process (e.g., a portfolio, documentation or related course work, recommendation from a teacher, etc.) Further, the student will be required to demonstrate achievement of the course expectations through formal tests and other assessment strategies appropriate for the particular course. Students who are successful in the challenge assessment will receive a final percentage grade and a credit for the course.

Requirements for Admission to University

Students who plan to go to University will be required to complete their Ontario Secondary School Diploma including 6 university or university/college preparation courses at the grade 12 level. It is important to note that some universities will only accept a limited (i.e. 2 courses) number of university/college preparation courses.

In the English, French, Math and Science disciplines, university preparation courses are offered and required. In the Arts, Business, Canadian and World Studies, Social Sciences and Humanities and Technology disciplines, a combination of university and university/college preparation courses are offered.

Students preparing for university will take most of the compulsory credit courses in the **Academic** stream in grades 9 and 10, and in the university preparation or university/college preparation stream in grade 11 and 12.

Requirements for Admission to a College of Applied Arts and Technology

Students who plan to go to college directly from high school will be required to complete their Ontario Secondary School Diploma including grade 11 and 12 courses in the college preparation or university/college streams. University preparation courses cannot be required but may be acceptable in substitution for college or university/college courses. Workplace preparation courses will only be used in a very limited number of programs.

Students preparing for college may select most of their compulsory credit courses in either the Academic or Applied streams in grades 9 and 10, and in the college or university/college preparation streams in grades 11 and 12. Choices should be based on the students' abilities and interests.

Post Secondary Planning

Today's economy requires most young people to continue their education after high school to ensure they possess the required training and employability skills required for the competitive world of work.

Students and parents/guardians are encouraged to consult the course calendars, visit the college and university web sites to become more familiar with the specific requirements of programs being considered. Remember that many oversubscribed and competitive programs may have "cut-off" average, additional testing and experience requirements. It is never too early to begin researching post secondary options – consult the Student Services Centre for more information.

Post Secondary Admissions

Community College

Students planning to attend a Community College usually require an OSSD with specific subject requirements for particular programs. These requirements change from one year to the next and from college to college, however, most programs now require Grade 12 college level English, and some specific programs require College level Math and Science. Community Colleges such as Algonquin, offer many programs in the areas of Applied Arts, Business, Health Sciences, Technology and Trades.

Check "the Ontario College Guide" and specific community college calendars for subject requirements. Information is available in Student Services.

College planning starts at the Ontario Colleges Application Services. www.ocas.on.ca

- Log on to www.ocas.on.ca and click on the "admissions requirements" link.
- Use the charts organized by college and program to find out what high school courses you will need to take to qualify for the programs that interest you.
- Sign up for the course you need to achieve your career goals.

University

Students planning to enter university must have an OSSD, including 6 U and or U/C courses at the grade 12 level including Grade 12 University level English.

University planning starts at Ontario Universities' Application Centre www.ouac.on.ca.

- Log on to www.ouac.on.ca and click on the “admissions requirements” link.
- Use the charts organized by the university and program to find out what program has specific subject requirements at the Grade 12 level. Also check INFO and the specific university calendars in Student Services.
- Sign up for the course you will need to achieve your career goals.



ADMISSIONS REQUIREMENTS FOR POST SECONDARY PROGRAMS - UNIVERSITY

Keep these admissions requirements in mind when selecting your courses. Remember to consult the university calendars of the institutions you are considering. Remember that these are minimum admissions requirements and many oversubscribed/competitive programs may have “cut-off” averages and additional experience requirements. Six (6) U/C, U courses are required..

TYPE OF PROGRAM	ADMISSION REQUIREMENTS
Applied Arts: graphic/fashion landscape Industrial/interior/architectural design	ENG4U, AVI4M, portfolio ENG4U, MHF4U, SPH4U, MCV recommended
Fine Arts: Drama, Music, Visual Arts	ENG4U, portfolio/audition, subject oriented courses related to Arts
Business Administration/Commerce: Accounting, Human Resources Management, Economics, finance, Marketing, International Business	ENG4U Some SCHOOL REQUIRE MHF + 1 other U Math Some require MHF4U AND MCV4U A few schools require 1 4U Math
Computer Science: Business Information Processing/Database Administration/Computer Programming/Office Systems Management	ENG4U, MHF4U, Some school require MCV4U
Hotel and Food Administration, Tourism Management	ENG4U, MHF4U Plus an additional U level math
Communications, Media Studies, Journalism, Public Relations, Publishing, Advertising	ENG4U Students may be asked to submit samples of writing
General Arts, Recreation/Leisure Studies Community Service, Social Work, Psychology/Counseling, Law/Law Enforcement, Education/Child Studies, Sociology, Political Science, International Affairs, Criminology	ENG4U- For Psychology, SBI4U and MDM4U is recommended Law School-LSAT exam following a minimum of 2 years undergraduate bachelor’s degree studies but a 4 year degree is recommended. For International Affairs, FSF4U or FEF4U recommended

TYPE OF PROGRAM	ADMISSION REQUIREMENTS
Engineering and Applied Science	ENG4U, MHF4U, MCV4U, SPH4U, SCH4U
Science Health Science & Nursing Life Sciences (Biology, Biochemistry) Applied Sciences (Physics, Math, Computer Science)	ENG4U, SBI4U, SCH4U, 1 U Math *Some schools require MHF4U *Some Nursing Programs do not have a grade 12 Math requirement ENG4U, MHF4U, 2 of SBI4U, SCH4U, SPH4U, MCV4U *Some schools require MCV4U ENG4U, MHF4U, MCV4U, *SPH4U
Physical Education, (B.A. Option) Outdoor Recreation Kiniesiology (B.Sc. Option)	ENG4U, 1 4U Math and 1 4U Science minimally required. *Consult calendars for further details. Co-Op, volunteer or coaching experience is recommended ENG4U, SBI4U, 1 4U Math *Some schools require MCV4u and or SCH4U/SPH4U
Health Sciences- Nursing, Occupational Therapy, Physical Therapy, Midwifery, Respiratory Therapy, Medical Lab Technology, Pharmacy	Very Competitive Program ENG4U, MHF4U, some programs may require MCV4U or SPH4U, SBI4U, SCH4U, (consult university calendars) Medical School: 3 years of bachelor degree studies in health science with emphasis on biology/biochemistry. Applicants must present with solid: "A" average. Some med schools will require the applicant to complete the MCAT exam. Veterinary School: admissions after 2 years general science degree but 3 year degree is recommended. "A" average School of Dentistry: Dental Aptitude Test after first year general science studies + "A" average

***It is imperative that Admission Requirements from individual Universities are researched to determine eligibility to programs. Universities do have different course requirements for the same programs, particularly in the area of Math.**

ADMISSION REQUIREMENTS FOR POST SECONDARY PROGRAMS - COLLEGE

TYPE OF PROGRAM	ADMISSION REQUIREMENTS
Applied Arts: Graphic Design/landscape/interior design/architectural design	ENG4C, AVI4M, portfolio
Fine Arts: Drama, Music, Visual Arts	ENG4C, subject oriented courses/audition related to the arts
Business Administration: Accounting, Marketing, Human Resources Management, Office and Information Management	ENG4C, MAP4C OR MCT4C (consult college calendar)
Computer Science: Business Information Processing, Database Administration, Computer Programming, Office Systems Management	ENG4C, MAP4C, or MCT4C (consult college calendar), Cooperative Education recommended
Chef Training, Culinary Management	ENG4C, (consult college calendar), Cooperative Education recommended
Food Hospitality, Hotel and Restaurant Management	ENG4C, (MAP4C sometimes required, consult college calendar), Cooperative Education recommended
Community Service, Social Work, Law/Law Enforcement/Police Foundations, Early Childhood Education, Criminology, Corrections Work, Youth and Child Work	ENG4C, Minimum of 80 hours of related work experience, Personal Profile, college admissions tests. St. John Ambulance and Level C CPR certificates, Cooperative Education <u>strongly</u> recommended
Engineering Technology/Engineering and Applied Sciences	ENG4C, MCT4C or MAP4C. , Consult college calendars.
Health Sciences: Practical Nursing, Massage Therapy, Dental Hygiene, Medical Lab Technology, Veterinary Technology, Pharmacy, Paramedic, Pre-firefighter program, Respiratory Therapy	Very Competitive Programs ENG4C, SBI3C, SCH4C, MAP4C, some programs may require SPH3U, Consult college calendars. Cooperative Education recommended.
Natural Science, Agriculture, Environmental Science/Conservation, Forestry, Forestry, Wildlife Conservation	ENG4C, SBI3C, SCH4C, MAP4C or MCT4C. Consult college calendars. Cooperative education is recommended.
Recreation, Leisure Studies, Sports Facilities Management, Outdoor Adventure/Recreation	ENG4C, Recommended SBI3C, Business related courses, MAP4C or MCT4C, Cooperative Education, Coaching experience recommended
Trade Apprenticeship	ENG4E or ENG4C, MEL4E or MAP4C or MCT4C. Consult college calendars and Ministry of Labour trade apprenticeship information. Cooperation Education strongly recommended.

Check out the Ontario College Application Services web site. There are links to all colleges. www.ocas.on.ca

GO TO COLLEGE

Partnering to Articulate for Student Success
P.A.S.S.
School-to-College-to-Work-Pathways

An opportunity for a student to follow a direct pathway throughout high school into Algonquin, St. Lawrence or Loyalist Colleges for business, Hospitality & Tourism, Electronics. Or Outdoor Adventure programs. The pathways begins in Grade 11. Use the PASS website to plan your own unique pathway that reflects your individual interests and skills. Students must fulfill all O.S.S.D. requirements for graduation. Upon successful completion of the PASS pathway, the name of the graduate is forwarded to the community college for appropriate recognition as a PASS graduate.

For more information about the links between high school and college, visit the PASS website at www.passpathways.on.ca

The PASS website will also show you:

- Sample pathways in high school that lead to college
- How to plan your own unique PASS pathway
- How to gain high school credits and college credits at the same time (dual credits)
- How to take a college course while still in high school
- How to visit a college as a registered PASS student

APPRENTICESHIP

OYAP (Ontario Youth Apprenticeship Program)

An apprenticeship is a mutual agreement between a person who wants to learn the skills of a particular trade and an employer/sponsor who requires a skilled worker. This program offers students a chance to attend high school and train as a registered apprentice at the same time. It allows students to complete their credits for all Ontario Secondary School Diploma (OSSD) and gain apprenticeship training leading to a Certificate of Qualification and journey person status. OYAP is for students who have career plans as an apprentice in the skilled trades. During high school, students will begin the theory and hands-on experience required for the apprenticeship while completing their high school credits. The hands-on experience is obtained through the Co-op program.

List Of Apprentice Trades

There are over 200 skilled trades that are formally recognized in Ontario. To meet a growing demand by employers, new programs are always being introduced, and established programs upgraded. The following is a general list of trades. Others may be developed in consultation with the Apprenticeship Board:

Arborist	Line worker (Construction & Power)
Auto Body Repairer	Machinist (Automatic, Automotive, General)
Automotive Painter	Mechanic (Marine, Small Engine, Farm Equipment, Fuel & Electrical Systems, Heavy Duty Equipment, Motor Vehicle Motorcycle, Refrigeration and A/C, Transmission)
Baker	Mould Maker
Brick & Stone Mason	Painter & Decorator
Cement Mason	Pattern Maker
Construction Boiler Maker	Plasterer
Construction Millwright	Plumber
Cook	Printer
Dry Cleaner	Radio & T.V. Service Technician
Electrician	Sheet Metal Worker
Fitter	Sprinkler & Fire Protection Installer
General Carpenter	Steam fitter
Glazier & Metal Mechanic	Tool & Die Maker
Hairstylist	Truck Trailer Repairer
Hoisting Engineer (Crane Operator)	Watch Repairer
Industrial Woodworker	
Ironworker	

**THE GRADE 9 PROGRAM
AT NOTRE DAME
CATHOLIC HIGH
SCHOOL**

The Grade 9 Program

The Grade 9 Program at Notre Dame Catholic High School will be offered in accordance with the Ontario Ministry of Education and Training Standards for high school.

The Grade 9 program is comprised of the following compulsory courses listed below. Students will be required to choose either an academic, applied or locally developed stream within the core compulsory courses. Courses in the Arts, Physical Education, Religious Education, Guidance and Career Education, Technological Education, Business Studies and Social Sciences are open in that they are open to all students and are not specific to any post-secondary destination.

Compulsory Program

English	Academic	ENG 1D or
English	Applied	ENG 1P or
English	Locally Developed	ENG1L

Principles of Mathematics	Academic	MPM 1D or
Foundations in Mathematics	Applied	MFM 1P or
Mathematics	Locally Developed	MAT1L

French Core	Academic	FSF 1D or
French Core	Applied	FSF 1P or
French Extended	Academic	FEF 1D

*Students who have been exempted from French through the IPRC process will take Learning Strategies –GLE10

Science	Academic	SNC 1D or
Science	Applied	SNC 1P or
Science	Locally Developed	SNC1L

Geography of Canada	Academic	CGC 1D or
Geography of Canada	Applied	CGC1P or
Geography of Canada (extended French)	Academic/Fr	CGC1DF

Religious Education	Open	HRE 10
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Students choose either PPL10M/PPL10F or TTI10

Physical Education/Healthy	Open (Male)	PPL10M or
Active Living Education	Open (Female)	PPL10F
Integrated Technologies	Open	TTI10

*Students who choose to take TTI10 in grade 9, will take Phys. Ed. in Grade 10

Students choose one of the following Arts courses:

Dramatic Arts	Open	ADA 10
Music	Open	AMU 10
Visual Arts	Open	AVI 10

Choosing Your Grade 9 Courses

Your choice will depend on your strengths, your interests, and the way you learn best. Remember that you can choose different course types in different subjects – or the same type in all subjects. Your parents/guardians, teachers and guidance counsellor can provide you with more information, strategies for making decisions and an opportunity to discuss your ideas about the choices that you have to make.

Preparing for High School Checklist

- ✓ Carefully review the information in this course calendar with your parents/guardians
- ✓ Review the courses offered for Grade 9 students in the next section of this calendar
- ✓ Reflect on your study habits and your educational strengths
- ✓ Understand the differences among academic, applied and locally developed courses
- ✓ Keep in mind the requirements for the high school diploma
- ✓ Ask questions and get information and advice from your teachers and guidance counsellor.

Grade 9 Course Descriptions

For more information about the grade 9 curriculum, visit the Ministry website at:
<http://www.edu.gov.on.ca/eng/curriculum>



THE ARTS

ADA10 Dramatic Arts, Grade 9, Open

This course emphasizes the active exploration of dramatic forms and techniques, using material from a wide range of authors, genres, and cultures. Students will construct, discuss, perform, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

In the Drama program, students will have the opportunity to study and perfect authentic acting skills including improvisation, miming, and using prepared scripts. As well, opportunities will be provided for the use of theatre technology such as lighting and audio equipment. Students will examine theatre works from a variety of backgrounds, and learn how to make critical judgments about these works. To enhance the drama experience at Notre Dame, students will also have the opportunity to attend a live performance.

Prerequisite: None

AMU10 Music, Grade 9, Open

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

In the Music program, students will have the opportunity to play in both large and small group ensembles. There will be opportunity for students who are more proficient to work on more involved musical performance. Students will learn basic theoretical concepts and apply these skills towards the composition of their own musical work. To enhance the musical experience at Notre Dame, students will also have the opportunity to attend a live performance.

Prerequisite: None

Note: Students will require a grade 9 or 10 Music credit to pursue Music in grade 11

AVI10 Visual Arts, Grade 9, Open

This course offers an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials through working with a range of materials, processes, techniques, and styles. They will learn and use methods of analysis and criticism and will study the characteristics of particular historical art periods and a selection of Canadian art and the art of other cultures.

Visual Arts explorations at Notre Dame include hands on introductions to drawing, painting, sculpture, crafts and design. Projects include basic human anatomy and proportions, needlepoint, a Greek vase, life-size mummies. Native masks, and clay pots. A \$20.00 fee will be levied to students. For this fee students will receive an art kit and the use of consumable materials such as paper and paint.

“The skills the art teach, creative thinking, problem solving and risk-taking, and teamwork and communications, are precisely the tools the society and workforce of tomorrow will need.”

-Richard Gurin president and CEO of Binney and Smith Inc.,

Prerequisite: None

Note: Students will require a grade 9 or 10 Visual Arts credit to pursue Visual Arts in grade 11.

CANADIAN WORLD STUDIES



CGC1D Geography of Canada (Academic)

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

Bringing together both human and physical perspectives, students will examine the school, local, regional, provincial and national levels in the Canadian landscape. Beginning with theory and continuing with skill development, students may participate in sampling, orienteering, development of map skills, map making, environmental awareness projects (composting, recycling), greenhouse activities, field trips and interactive technology activities. Technology activities may include GPS, GIS, Website development and an e-mail connection with another class across Canada.

Prerequisite: None

CGC1P Geography of Canada (Applied)

This course draws upon students' everyday experiences and uses a variety of frameworks, including ecozones, to help students learn about the geography of Canada and the country's place in the global community. Students will investigate the interconnections among the country's landforms, climate, soils, plants, animals, and human activities in order to understand Canada's physical character and diversity, and various kinds of interactions.

Both physical and human perspectives will be examined at the school, local, regional, provincial and national levels. Students will participate in skill development to gain practical knowledge. Activities that the student may participate in include orienteering, landscape design, field trips, map making, recycling, composting and greenhouse activities as well as using technology such as GIS, GPS and Website information.

Prerequisite: None

CGC1DF Geography of Canada – Extended French (Academic)

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

Students' French oral communication, reading and writing skills will be emphasized through individualized attention received because of smaller classes. Bringing together both human and physical perspectives, students will examine the school, local, regional, provincial and national levels in the Canadian landscape. Beginning with theory and continuing with skill development, students may participate in sampling, orienteering, development of map skills, map making, environmental awareness projects (composting, recycling), greenhouse activities, field trips and interactive technology activities. Technology activities may include GPS, GIS, Website development and an e-mail connection with another class across Canada.

Prerequisite: Grade 8 French Immersion

ENGLISH



ENG 1D English (Academic)

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

Prerequisite: None

ENG 1P English (Applied)

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

Prerequisite: None

ENG 1L English (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 Grade 10 LDCC Course.

The course is organized into 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 on 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

FRENCH



FSF 1D Core French (Academic)

This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, trends, and careers. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping stones to oral and written activities.

Students will continue to enhance their oral communication, reading and writing skills in a program, which may include participation in skits, and role-playing based on various themes of interest to young people. Opportunities to design a French newspaper conduct research employment requiring French as a Second Language skills, and give school announcements in French may be presented as well. An emphasis will be placed on technology through the use of various web sites to complete assignments. Students may have access to e-mail French speaking pen pals. To enhance French cultural awareness students will participate in Francophone Week Activities.

Prerequisite: None

FSF 1P Core French (Applied)

This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, trends, and careers. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping stones to oral and written activities.

A primarily oral based course, activities may include participation in skits, and role-playing based on various themes of interest to young people. Opportunities to design a French newspaper conduct research employment requiring French as a Second Language skill, and give school announcements in French may be presented as well. An emphasis will be placed on technology through the use of various web sites to complete assignments. Students may have access to e-mail French speaking pen pals. To enhance French cultural awareness students will participate in Francophone Week Activities.

Prerequisite: None

FEF 1D Extended French (Academic)

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

Students' oral communication, reading and writing skills will be emphasized through one-on-one and small group activities. Activities may include debates on present social issues and reading, analysis, and role playing of authentic texts. An opportunity to express personal opinions, prepare critiques and journals on various French texts will also be offered. To enhance French cultural awareness, activities may include cultural field trips, French school announcements, participation in Francophone week activities and e-mail French-speaking pen pals. An emphasis will be placed on technology through the use of various web sites to complete assignments.

Prerequisite: Grade 8 French Immersion

GUIDANCE AND CAREER EDUCATION

GLE 10 Learning Strategies 1: Skills for Success in Secondary School (Open)

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

Prerequisite: Recommendation of Principal/Special Education Resource Team

HEALTH AND PHYSICAL EDUCATION

PPL10F (female), PPL10M (male) Healthy Active Living Education (Open)

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



The Grade 9 physical education student will be given the opportunity to participate in a variety of team and individual sports. As a reflection of our Catholic faith, emphasis will be placed on participation, cooperation, sportsmanship, and fair play. Students will strive to improve their motor skills, overall fitness, skill development and flexibility by becoming involved in creative movement, swimming, weight training, and cooperative games.

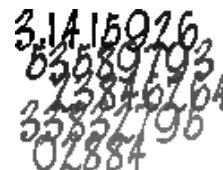
A Grade 9 camping trip is also included in the program where students will be introduced to canoeing, hiking, beach volleyball and orienteering.

Prerequisite: None

MATHEMATICS

MPM1D Principles in Mathematics (Academic)

This course enables students to develop generalizations of mathematical ideas through exploration of applications, the effective use of technology, and abstract reasoning. Students will investigate relationships to develop equations of straight lines and analytical geometry, explore relationships between volume and surface area of objects in measurement, and apply extended algebraic skills in their problem solving. Students will engage in abstract extensions of core learning that will deepen their mathematical knowledge and enrich their understanding.



Grade 9 students have opportunities for enriching their Math experience by accessing extra support or extending their learning by participating in the University of Waterloo Math Contest. Use of the computer lab and technology will give students the opportunity to use spreadsheets and graphing.

Prerequisite: None

MFM1P Foundations of Mathematics (Applied)

This course enables students to develop mathematical ideas and abstract reasoning through exploration of applications, the effective use of technology, and extended experiences with hands on activities. Students will investigate relationships of straight lines in analytical geometry, solve problems involving the measurement of 2-dimensional figures, apply concepts of rate, ration and proportion, and apply key numeric and algebraic skills in problem solving. Students will also have opportunities to consolidate core skills and deepen their understanding of key mathematical concepts.

Grade 9 students have opportunities for enriching their Math experience by accessing extra support and using the computer lab to apply concepts taught in the classroom.

Prerequisite: None

MAT1L Mathematics (Locally Developed)

This course emphasizes' further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Grade 10 LDCC course.

The course is organized in three strands relation 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

RELIGIOUS EDUCATION

HRE 10 Religious Education – Be With Me (Open)

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

This course offers students unique opportunities to explore real life situations and apply their beliefs and values in a concrete fashion. In developing a personal moral ethic, students will prepare themselves to meet the challenges and dilemmas of daily life. Curriculum will incorporate elements of art, drama, music and media. All grade 9 students will participate in Religious Education experiences such as liturgies, a one-day retreat and guided reflections. The primary text for this course is *Be With Me* with a *NRSV Bible* also being assigned for the semester.

Prerequisite: None

SCIENCE



SNC 1D Science (Academic)

This course enables students to understand essential concepts in biology, chemistry, earth and space science, and physics; to develop skills in the processes of scientific inquiry; and to relate science knowledge to technological, social, and environmental knowledge. Students will learn about scientific theories and pursue inquiries related to cell division and reproduction, atomic and molecular structures, properties of elements and compounds, the universe and space exploration, and the principles of static and current electricity.

The Grade 9 academic science class reflects a highly conceptual program, which will be supported by lab-based activities. Classrooms promote hands-on activities and provide adequate equipment and materials for all students. Students will have the benefit of both theory-based and lab-based examinations. Students will learn how scientific technology is related to local and global events and the Canadian contribution and technological careers in science.

Prerequisite: None

SNC 1P Science (Applied)

This course enables students to understand essential concepts in biology, chemistry, earth and space science, and physics; to develop practical skills in scientific investigation; and to apply their knowledge of science to everyday situations. Students will design and conduct investigations into practical problems and issues related to cell division and reproduction, the structure and properties of elements and compounds, astronomy and space exploration, and static and current electricity.

The applied science course at Notre Dame will emphasize lab-based activities to strengthen students' knowledge of science applications in everyday life. Students will gain confidence in the skills they will need to continue on in their senior courses. Students will have the benefit of both lab-based and theory-based examinations. Students will have the opportunity to use the Internet for research and learn about the effects of technology on society and the environment and possible technological careers in science.

Prerequisite: None

SNC1L (Locally Developed)

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquire, critical thinking, and the relationship between science, society, and the environment, to prepare students for success in everyday life, and in the workplace.

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.



TECHNOLOGICAL EDUCATION

(TT110) Integrated Technologies (Open)

This course enables students to understand the technological and computer concepts they will need in order to design, develop, and build usable products or to deliver services, as well as to pursue further technological studies. Students will use the technological design process and a variety of tools and software to solve problems, complete projects, and strengthen their communication skills.

This course is a project-based course, which will allow students to work in both the construction and communications technology areas. In the construction technology area students will be introduced to shop safety, sketching, orthographic projections, use of hand and power tools and produce small wood based projects. In the communications technology area students will be introduced to desktop publishing, digital acquisition and manipulation (photography and scanning), animation and digital video recording and editing.

Prerequisite: None

**THE GRADE 10 PROGRAM AT
NOTRE DAME CATHOLIC HIGH
SCHOOL**

The Grade 10 Program at Notre Dame

The Grade 10 program is comprised of the following Ministry of Education compulsory and elective courses listed below.

Compulsory Program (Students take 6 courses)

1. Canadian History in the Twentieth Century		
Academic		CHC2D or
Extended French Academic		CHC2DF or
Applied		CHC2P or
Locally Developed		CHC2L
2. Civics (.5 credit)	Open	CHV 20
Career Studies (.5 credit)	Open	GLC 20 or
Education à la citoyenneté	Open	CHV2OF (extended French students)
Explorations des choix de carrière	Open	GLC2OF (extended French students) or
*Discovering the Workplace	Open	GLD20

*Discovering the Workplace - GLD20 will be substituted for students whose Individual Education Plan recommends a credit substitution for Civics and Careers Studies.

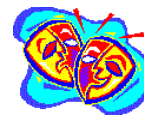
3. English	Academic	ENG 2D or
	Applied	ENG 2P or
	Locally Developed	ENG2L
4. Mathematics	Academic	MPM 2D or
	Applied	MFM 2P or
	Locally Developed	MAT2L
5. Religious Education	Open	HRE 20
6. Science	Academic	SNC 2D or
	Applied	SNC 2P or
	Workplace	SNC3E

***Workplace Science – SNC3E is the pathway for students who have taken SNC1L in Grade 9**

Elective Program (Students take 2 courses)

Communications Technology	Open	TGJ 20
Construction Technology	Open	TCJ 20
Information Communication Technology:		
The Digital Environment	Open	BTA30
Dramatic Arts	Open	ADA 20
Instrumental Music: Band	Open	AMI 20
Visual Arts	Open	AVI 20
Core French	Academic	FSF 2D
Extended French	Academic	FEF 2D
Health and Physical Education	Open	PPL20 (Co-Ed)

Grade 10 Course Descriptions



For more information about the grade 10 curriculum, visit the Ministry website at: <http://www.edu.gov.on.ca/eng/curriculum>

THE ARTS

ADA 20 Dramatic Arts (Open)

This course requires students to actively explore dramatic forms and techniques, using their own ideas and concerns as well as sources selected from a wide range of authors, genres, and cultures. Student learning will include identifying and using the principles of space, time, voice, and movement in creating, sustaining, and communicating authentic roles within a drama. Students will assume responsibility for decisions made in creation and presentation of the drama, and will analyse and reflect on the experience. At Notre Dame students have the opportunity to work in groups as well as independently. They will participate in script writing, theatre history and monologues and have an opportunity to be part of a production.

Prerequisite: None

AMI20 Instrumental Music - Band

This course emphasizes performance of music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology, and history.

Students in this course will be eligible to participate in our major band trip (4-5 days) next May. Enrollment is conditional upon instructor permission, and a certain level of skill on an instrument is a requirement for admission to this course. ***Please note that this course runs outside of the regular timetable, on Tuesday after school. Students enroll in this class through the Music department, and take this course as an 9th additional credit. Please see Mr. Stuart for details.**

Prerequisite: None

AMU20 Music

This course emphasizes performance of music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology, and history.

This course is open to students on any band instrument, guitar, or piano (keyboard). Students will learn to play in a wide variety of styles including rock, jazz, pop, and classical. They will also have the opportunity to work in both large and small ensembles, as well as some solo performance. Basic arranging skills will be explored, and students will learn how to using composition software. Each student in this course will complete a major independent study by learning and performing a piece of their choice. At least one trip to the NAC or similar venue will be part of this course.

Prerequisite: None

AVI 20 Visual Arts (Open)

This course emphasizes learning through practice; building on what students know; and introducing them to new ideas, materials, and processes for artistic thinking and experimentation. Students learning will include the refined application of the elements and principles of design, incorporating the creative and design processes, and the relationship between form and content. Students will also learn about the connections between works of art and their historical contexts.

Grade 10 Visual Arts students will study drawing, painting, sculpture, printmaking, crafts and design. Students will apply analysis and criticism to historical works of art as well as their own art works. They will study the art of the Middle Ages, Romanesque art, Gothic art and Renaissance art. Projects include charcoal drawings, clay wall plaques, paper maché animals and acrylic paintings. A \$20.00 fee will be levied to students. For this fee students will receive an art kit and the use of consumable materials such as paper and paint.

“The skills the arts teach, creative thinking, problem solving and risk-taking, and teamwork and communications, are precisely the tools the society and workforce of tomorrow will need.”-Richard Gurin president and CEO of Binney and Smith Inc”.

Prerequisite: None



CANADIAN AND WORLD STUDIES

CHC 2D Canadian History in the Twentieth Century (Academic)

This course explores Canadian participation in global events and traces our development as a country through changes in population, economy, and technology. Students will analyse the elements that constitute Canadian identity, learn the stories of both individuals and communities and the study the evolution of political and social structures.

Students will learn about different interpretations of the past, and will come to understand the importance in historical studies of chronology and cause-and-effect relationships. They will also learn to develop and support a thesis, conduct research and analysis, and effectively communicate the results of their inquiries.

A particular focus of History at this level will be on developing an appreciation of Canadian culture and national pride. The course will examine the influence of Canadian heroes and accomplishments and how these have changed our world.

Notre Dame students will use a wide range of sources to make history come alive (CD-ROM, Internet, primary and secondary sources, diaries, letters, newspapers, etc.). A field trip to the Canadian War museum in Ottawa is also an integral aspect of the course.

Prerequisite: None

CHC 2P Canadian History in the Twentieth Century (Applied)

This course traces Canadian history from Wilfred Laurier’s pronouncements that the twentieth century belongs to Canada to the United Nations’ recognition of Canada as one of the best countries in which we live. Students will learn about various expressions of Canadian identity, the stories of individuals and communities, and changes in political and social structures. Students will discover the importance in historical studies of chronology and cause-and-effect relationships. As well, they will be given opportunities to formulate appropriate questions, develop informed opinions, and present information in a variety of ways.

Notre Dame students will be taught History through a wide variety of media – maps, diagrams, videos and computer resources. A primary focus will be the study of current political, social and economic issues in Canada; students will then learn how and why we as a nation have achieved the distinction as one of the best countries in which to live!

Prerequisite: None

CHC 2DF Canadian History in the Twentieth Century (Academic)

In French, students will study Canadian participation in global events and traces our development as a country through changes in population, economy, and technology. Students will analyse the elements that constitute Canadian identity, learn the stories of both individuals and communities and the study the evolution of political and social structures.

Students will learn about different interpretations of the past, and will come to understand the importance in historical studies of chronology and cause-and-effect relationships. They will also learn to develop and support a thesis, conduct research and analysis, and effectively communicate the results of their inquiries.

An emphasis will be placed on the technology through use of various web sites to complete assignments.

Prerequisite: None

CHC2L History (Locally Developed)

This course focuses on the connections between the student and key people, events and themes in Canadian contemporary studies. Students prepare for the Grades 11 and 12 Workplace Preparation History courses through the development and extension of historical literacy skills and critical thinking skills.

Students explore a variety of topics highlighting individuals and events that have contributed to the story of Canada. The major themes of Canadian identity, internal and external relationships and changes since 1914, are explored through guided investigation.

Students have the opportunity to extend analytical skills with a focus on identifying and interpreting events and perspectives and making connections. Students practice reading, writing, visual, and oral literacy skills, and mathematical literacy skills to identify and communicate ideas in a variety of media.

Prerequisite: None

CHV 20 Civics (Open) or

CHV2OF Education à la citoyenneté Open (for extended French students)

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

This dynamic course will highlight many topics that are relevant to young Canadian adults in the ever changing 21st century. Through individual research and group work, Notre Dame students will study Canadian rights and responsibilities, Bill of Rights, the Canadian Charter of Rights and Freedoms and contemporary issues that impact the Canadian and wider global community. Curriculum will incorporate elements of the Arts, Media and Technology.

Prerequisite: None

ENGLISH

ENG 2D English (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 text, 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, Academic or Applied



ENG 2P English (Applied)

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

Prerequisite: English, Grade 9, Academic or Applied

ENG2L (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, in the English Grade 11 Workplace Preparation course, or in the English: Contemporary Aboriginal Voices, Grade 11 Workplace Preparation course.

The course is organized into strands that extend listening and talking skills, reading and reviewing skills, and writing skills. In all strands, the focus is on refining foundational literacy skills and on using language clearly and accurately in a variety of authentic contexts.

Students build on their strategies and engage in the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

Prerequisite: A Grade 9 English Credit

FRENCH

FSF 2D French (Academic)



This course enables students to increase their knowledge of French language, further develop their language skills, and deepen their understanding and appreciation of Francophone culture around the world. Exploring a variety of themes, students will develop and apply critical thinking skills in discussion, in their analysis and interpretation of texts, and in their own writing. Notre Dame students will enhance their communication skills through group activities i.e. debates. In addition the use of technology is integrated in the program through exploration of French Web sites and e-mail correspondence with Francophone schools.

Prerequisite: Core French, Grade 9, Academic or Applied (Grade 9 Academic French is strongly recommended)

FEF 2D Extended French (Academic)

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

Emphasis is put on creative writing and reading comprehension. The acquisition of grammatical knowledge and new vocabulary is also an important part of this course. An emphasis will also be placed on technology through the use of various web sites to complete assignments.

Prerequisite: Extended French or French Immersion, Grade 9 Academic

GUIDANCE AND CAREER STUDIES

GLC 20 Career Studies (Open) or GLC20F Explorations des choix de carrière

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

Notre Dame students will have an opportunity to explore future personal academic and career goals in this course. They will learn effective strategies for achieving success in school and investigate career and post-secondary options. Students will use a variety of software applications to gather relevant career and education information.

Prerequisite: None

GLD20 Discovering the Workplace (Open)

This course provides students with opportunities to discover and develop the workplace essential skills and work habits required to be successfully employed, and helps students make plans for continued learning and work. Students will develop an understanding of work through practical hands-on experiences in the school and in the community, using real workplace materials. Students will investigate occupations of interest through experiential learning opportunities, such as worksite visits, job shadowing, work experience, simulations, and entrepreneurial projects. Enrollment in this course is reserved for students who have been recommended by the Special Education Resource Team.

Prerequisite: None



HEALTH AND PHYSICAL EDUCATION

PPL20, Healthy Active Living Education (Open)

This co-ed course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision making, conflict resolution, and social skills in making personal choices.

Notre Dame students will be given the opportunity to participate in a variety of team and individual sports. Emphasis will be placed upon participation, cooperation, sportsmanship and fair play. Students will focus on improving sport specific skills, develop a solid comprehension of the rules of the game, and proper care, set-up and maintenance of equipment. Students will have the opportunity to participate in swimming, weight training, beach volleyball, and self-defense. Note: this course is delivered Co-Ed.

Prerequisite: None



MATHEMATICS

MPM 2D Mathematics (Academic)

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

Students at Notre Dame have opportunities for enriching their Math experience by receiving extra support or extending their learning by participating in the University of Waterloo Math Contest. Access to the computer lab and technology will give students the opportunity to enrich the course and visualize the concepts in a unique manner.

Prerequisite: Mathematics, Grade 9, Academic

MF2P Mathematics (Applied)

This course enables students to consolidate their understanding of relationships 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 relationships. Students will investigate similar triangles, the trigonometry of right-angle triangles, and the measurement of three-dimensional objects. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Students at Notre Dame have opportunities for enriching their Math experience by receiving extra support. Access to the computer lab and technology will allow students time to apply concepts taught in the classroom.

Prerequisite: Mathematics, Grade 9, Academic or Applied

MAT2L Mathematics (Locally Developed)

This course emphasizes the extension of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Grade 11 Mathematics Workplace Preparation course.

The course is organized in three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on strengthening and extending key foundational mathematical concepts and skills by solving authentic, everyday problems.

Students have opportunities to extend their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

Prerequisite: A Grade 9 Mathematics credit

RELIGIOUS EDUCATION

HRE 20 Religious Education “Christ and Culture” (Open)



This course both invites and challenges the student to personalize the principles that guide Catholics in understanding their role in shaping culture through our discipleship. The exploration of these principles starts with the Scriptural foundations to the questions of what it means to be human and how God has and continues to shape our humanity through culture. The principles are then developed through the Gospel themes that reveal how Jesus’ Kingdom of God is expressed in all our relationships: to ourselves, to others, to our civil society, to our Church, and to our Global community. In the Family Life Education strand, students explore a variety of topics related to the themes of personhood, interpersonal relationships and sexuality.

This course offers students unique opportunities to explore real life situations and apply their beliefs and values in a concrete fashion. In developing a personal moral ethic, students will prepare themselves to meet the challenges and dilemmas of daily life. Curriculum will incorporate elements of art, drama, music and media. All grade 10 students will participate in Religious Education experiences such as liturgies, a one-day retreat and guided reflections. The primary text for this course is *Christ and Culture* with a *NRSV Bible* also being assigned for the semester.

Prerequisite: None

SCIENCE

SNC 2D Science (Academic)



This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics; to develop further skills in scientific inquiry, and to understand the interrelationships among science, technology, and the environment. Students will conduct investigations and understand scientific theories related to: ecology and the maintenance of ecosystems; chemical reactions, with particular attention to acid-based reactions; factors that influence weather systems; and motion.

Students at Notre Dame have the benefit of both theory-based and lab-based examinations. Access to technology reinforces theories taught. Students have the opportunity to use the Internet for research and learn about the effects of

technology on society and the environment. Math and Science showcases encourage students to explore connections between the classroom and the world around them.

Prerequisite: Science, Grade 9, Academic or Applied

SNC 2P Science (Applied)

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics; to develop further their practical skills in scientific investigation; and to apply their knowledge of science to real-world situations. Students will design and conduct investigations into everyday problems and issues related to ecological sustainability, chemical reactions, weather systems, and motion.

Students at Notre Dame have the benefit of both theory-based and lab-based examinations. Access to technology reinforces applications of science concepts. Students have the opportunity to use the Internet for research and learn about the effects of technology on society and the environment. Math and Science showcases encourage students to explore connections between the classroom and the world around them.

Prerequisite: Science, Grade 9, Academic or Applied

TECHNOLOGICAL EDUCATION

TGJ 20 Communications Technology (Open)



This course introduces students to a complete range of communications technology projects in an activity-based course. Projects may include print or electronic publications, video, animation, audio, desktop publishing and digital images. Computer technologies are fundamental to the course and students have access to industry standard software programs.

Notre Dame students must complete the required technical aspects for each project but the content should reflect student interests. Communications technology students are encouraged to integrate communications technologies into their other course work (e.g. a video presentation for Religion class).

Prerequisite: None

TCJ 20 Construction Technology (Open)

This course requires students to design, build and evaluate projects using design instruments and machine and hand tools. Students will solve technological problems through a variety of media; identify and describe building materials and other resources needed to construct, maintain, and service buildings; identify support systems and components; apply safety rules related to materials, processes, and equipment; identify common architectural styles; and identify careers related to construction technology. Students will acquire the ability to layout and construct each project, including interior and exterior finishing. The program enhances and reinforces basic mathematical skills including geometry and trade related calculations.

A fee of \$20.00 will be applied to each student to cover the cost of consumable supplies and class projects (clocks, stools, push stick, candle box, etc.), as well as transportation for class trips.

Prerequisite: None

*****Students interested in an introductory computer course that develops computer skills and knowledge, should consider BTA30 - Information and Communication Technology: The Digital Environment (Open)**

THE GRADE 11 PROGRAM AT NOTRE DAME CATHOLIC HIGH SCHOOL

The Grade 11 Program at Notre Dame

The grade 11 program is comprised of the following Ministry of Education compulsory and elective courses.

Compulsory Program (Students take 3 courses, 1 from each of the curriculum groupings listed below)

1. English

ENG 3U	University Preparation
ENG 3C	College Preparation
ENG 3E	Workplace Preparation

2. Math

MCR 3U	Functions - University Preparation
MCF 3M	Functions and Applications - University/College Preparation
MBF 3C	Foundations for College Mathematics - College Preparation
MEL 3E	Mathematics for Work and Everyday Life - Workplace Preparation

3. Religious Studies

HRT3M	Faith and Culture: World Religions - University/College Preparation
HRF3O	Faith and Culture: World Religion - Open

Elective Program (Students take 5 courses)

Students must ensure they will meet any remaining compulsory requirements before they graduate.

Grade 11 Course Descriptions

For more information about the grade 11 curriculum, visit the Ministry website at:
<http://www.edu.gov.on.ca/eng/curriculum>

THE ARTS

ADA 30 Dramatic Arts, Open



This course requires students to create and to present dramatic works. Students will do research on and study such types of contemporary theatre as docudrama and forum theatre. They will interpret and present works in a variety of dramatic forms; create and script original works; analyze and reflect on dramatic works; and develop their communications skills and other skills useful in a variety of careers.

At Notre Dame, students will have the opportunity to be apart of a performance. Students will also be working with both large and small groups within the context of the course. They will have the opportunity to use various audio, video and lighting technologies in the creation and presentation of their own works. This course will also involve attending a live performance of a theatre presentation.

Prerequisite: Dramatic Arts, Grade 9 or 10, Open



AMI30 Instrumental Music - Band (Open)

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

Students in this course will have many performance opportunities, both at the school and at other locations. They will have the opportunity to work with guest artists, and will explore music from a wide variety of styles, including pop, rock and jazz. Composing and arranging skills will be expanded on using a variety of resources, including computer notation software. We will also be exploring basic conducting skills

Students in this course will be eligible to participate in our major band trip (4-5 days) next May. Enrollment is conditional upon instructor permission, and a certain level of skill on an instrument is a requirement for admission to this course.

***Please not that this course runs outside of the regular timetable, on Tuesday after school. Students enroll in this class through the Music department, and take this course as an additional credit. Please see Mr. Stuart for details.**

Prerequisite: Music, Grade 9 or 10, Open

AMU30 Music (Open)

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

This course is open to students on any band instrument, guitar, or piano (keyboard). Students will continue to develop their performance skills in a wide variety of styles including rock, jazz, pop, and classical. They will have the opportunity to work in both large and small ensembles, as well as some solo performance. More advanced composing and arranging skills will be explored, using composition software. Students will complete a major independent study by learning and performing a piece of their choice. At least one trip to the NAC or similar venue will be part of this course.

Prerequisite: Music, Grade 9 or 10, Open



AVI30 Visual Arts (Open)

This course focuses on studio activities in one or more of the visual arts. Students will create art works that explore a wide range of subject matter, and will evaluate art works, providing grounds for their aesthetic judgments. They will also examine historical and cultural contexts of Western art and art from various world cultures to support their study of specific media.

Art Historical periods studied will include Baroque art, Neoclassicism, Romanticism, Realism, and Impressionism. Students in Grade 11 Art will begin to seriously contemplate the use of portfolio and the importance of presentation in their work. A \$20.00 fee will be levied to students. For this fee students will receive an art kit and the use of consumable materials such as paper and paint.

“The skills the arts teach, creative thinking, problem solving and risk-taking, and teamwork and communications, are precisely the tools the society and workforce of tomorrow will need”

-Richard Gurin president and CEO of Binney and Smith Inc.,

Prerequisite: Visual Arts, Grade 9 or 10 Open

BUSINESS STUDIES

BTA 30 Information and Communication Technology: The Digital Environment (Open)

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

Prerequisite: None

CANADIAN AND WORLD STUDIES

CHW 3M World History to the Sixteenth Century (University/College Preparation)



This course investigates the history of humanity from earliest times to the sixteenth century. Students will analyze diverse societies from around the world, with particular regard to the political, cultural, and economic structures and historical forces that form the foundation of the modern world. They will examine the influence of selected individuals and groups, as well as of particular innovations, and will develop skills of historical inquiry, organization, analysis, and communication.

This challenging course introduces students to the very beginning of human existence and the prominent cultures paving a path towards civilization. These cultures include the Ancient Babylonians, Egyptians, Chinese, Greeks, Romans and others. It also shows the birth and spread of Christianity, the primary basis of culture in the Medieval world. The focus will be on developing students' ability to critically analyze and synthesize facts and to participate actively in class debates and discussions. Essay writing and presentation skills will be assessed and developed.

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

CLASSICAL AND INTERNATIONAL LANGUAGES

LWSAD Introductory Spanish, Level 1

This course is designed to enable students to begin to communicate with native speakers of Spanish. Students will use simple language and read age and language appropriate passages for various purposes. They will explore aspects of the culture of countries where Spanish is spoken, including social customs and the arts, by participating in cultural events and activities involving both print and technological resources.

This course will be offered in alternate years. **(It will be scheduled for the 2007-2008 and 2009- 2010 school years)**

Prerequisite: None

Recommended Prerequisite: Grade 9 Academic French

CO-OPERATIVE EDUCATION

NGC 30/40 Co-Operative Education (Open)

Co-operative Education is an exciting approach to education. This subject-based program at Notre Dame Catholic High School focuses on providing students with opportunities to recognize the importance of exercising Christian values in the classroom, workplace and community. It is a method of learning that allows students to earn secondary school credits with related work experiences in an out-of-school setting. Co-operative Education programs utilize resources in the community to enhance in-school learning and provide students with the experiences, attitudes and skills which are needed for success in the world or work.

Co-operative Education integrates classroom theory and hands-on demonstration of knowledge and skills. Students combine a full semester half-day work placement in the community with classroom theory to earn two credits. The classroom component includes pre-placement sessions prior to attending a community placement and reflective integration sessions throughout the semester. The pre-placement sessions will include health and safety training, a review of career opportunities in your community, issues related to confidentiality, work ethics, the Employment Standards Act and the role of unions. The placement component provides the opportunity to enrich the knowledge and skills students have learned in school with a practical application in a community placement.

BENEFITS OF CO-OPERATIVE EDUCATION

All students can benefit from a Co-operative Education program since it provides opportunities to:

- Explore tentative career choices
- Gain valuable work experience
- Strengthen employability skills
- Develop maturity/self-confidence
- Reinforce and expand skills taught at school
- Develop interpersonal skills
- Learn from skilled role models on an individual basis
- Increase interest in related studies
- Learn to cope with changes and stress
- Determine educational and skill requirements to enter a particular post-secondary program and/or career
- Practice decision-making skills
- Assess employment opportunities

ELIGIBILITY

The Co-operative Education Program is available to students in Grade 11 & 12 at all levels of study. There is a formal application procedure for all Co-op programs, which includes reviewing the student's educational plan during an interview with the Co-op teacher before being admitted into the program. During this interview, documents such as the student's timetable of proposed courses, a transcript of past course marks, teacher references and an attendance record will be reviewed to determine eligibility for the program.

The student must also complete a successful interview with the placement supervisor prior to the start of the placement component.

The student must also have successfully completed...or...be taking concurrently the senior level course to which their Co-op credits will be linked. On the student transcript, two additional credits to the linked course will appear. (NOTE: Students **cannot** tie Co-op credits to Transfer courses.)

Since Co-op is two (2) credits, students must fill in two spaces on their option pages.

EXPECTATIONS OF THE STUDENTS

The successful Co-op program candidate must demonstrate the following:

- Maturity and a positive attitude
- Proven punctuality and regular attendance as required by the employer and school
- Proven willingness to learn
- Possession of the necessary educational background for the placement requested
- A commitment to adhere to the policies and procedures of the workplace and the school
- A commitment to follow all required safety regulations
- A willingness to assume any costs for the necessary equipment, etc., that could be part of the placement requirements. Some placements require health tests and/or criminal background checks.

HOW THE PROGRAM WORKS

The two-credit, subject-based program consists of two related components: the in-school course (1 credit) and the out-of-school work placement (2 credits). The activities performed by the student at the out-of-school placement are outlined in a "Personal Placement Learning Plan" which is developed jointly by the workplace supervisor and the supervising Co-op

teacher from the school. A student is monitored closely by the worksite supervisor and visited on the job by the teacher. In order to integrate classroom with worksite activities, students share and reflect on their experiences in structured in-school activities. Credits are granted to a student when he/she meets the workplace and school expectations set down in the Personal Placement Learning Plan and the course of study. Student evaluation is based on performance at the training station and in-school assignments related to the placement.

How can Co-op fit into destination pathways...

Destination: University/College

Students may opt for two credits in Grade 11 (University/College bound) and either two or four credits (half or full day) of Co-operative Education in their final year (College bound).

Destination: Workplace

Students may opt for two credits in Grade 11 and two or four credits (half or full day) of Co-operative Education in Grade 12.

ENGLISH

ENG 3U English University Preparation

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

Prerequisite: English, Grade 10, Academic

ENG 3C College Preparation

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

Prerequisite: English, Grade 10, Applied

ENG 3E Workplace Preparation

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

Prerequisite: English, Grade 10, Applied or English, Grade 10 LDCC

FRENCH



FSF 3U Core French (University Preparation)

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

Notre Dame students will enhance their reading and writing skills through group activities, ie: e-mail with French speaking pen pals and the creation of a French newsletter. Oral communication activities include dramatizations, media presentations and informal debates. An emphasis is placed on technology through the use of various websites to complete assignments.

Prerequisites: Grade 10 Core French, Academic

FEF 3U Extended French (University Preparation)

This course focuses on developing French-language skills through the study of Canadian francophone authors. Students will analyse works in a variety of genres and will produce various types of written assignments, including a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Notre Dame students will have the opportunity to immerse themselves in the French culture through art, song and media.

Prerequisite: Grade 10 Extended French

GUIDANCE AND CAREER EDUCATION

GPP30 Leadership and Peer Support, Grade 11, Open

This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles – for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within group communities

Prerequisite: None

HEALTH AND PHYSICAL EDUCATION



PPL 30 Healthy Active Living Education (Open)

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

Students will participate in a variety of innovative activities such as scuba diving, billiards, bowling, curling, golf and outdoor winter activities. There will be a \$40.00 activity fee levied for this course.

Prerequisite: None

PAF30 Health & Fitness for Life (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

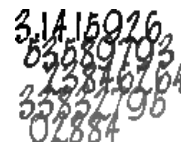
develop personal competence in a variety of movement skills and will be given opportunities to practice goal-setting, decision-making, social, and interpersonal skills. Students will also participate in a variety of group and leadership activities to promote healthy and active living throughout ones lives.

This course takes a personal approach to personal safety in fitness focusing on individual fitness goals and activities. Some examples may include cycling, swimming, fitness and weight training, canoeing, snow shoeing, roller blading, tennis, bowling and bocce ball. Students will have a better understanding of how body fat, body type, cardiovascular endurance, healthy weight management and the elements of fitness are related to ones' overall health.

Prerequisite: None

Note: Students can only take 1 Physical Education course at the grade 11 level. There will be a \$40.00 activity fee for this course.

MATHEMATICS



MCR 3U Functions (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 simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Students at the grade 11 level have the opportunity to continue to enrich their course by utilizing the technology (via computer & graphing calculators). They may enrich their mathematical experience and expertise by accessing extra support and/or participating in University of Waterloo math contest.

Students enrolled in MCR3U should be very capable in Mathematics. Any student requiring Advanced Functions or Calculus and vectors must take this course

Prerequisite: Principles of mathematics, Grade 10, Academic

MCF 3M Functions and Applications (University/College Preparation)

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

Students at the Grade 11 level have the opportunity to continue to enrich their course by utilizing the technology (via computer & graphing calculators). They may enrich their mathematical experience and expertise by accessing extra support and/or participating in University of Waterloo math contest. Students enrolled in MCF3M should have a solid grasp of Mathematics. This course can be a prerequisite for Grade 12 Data Management.

Prerequisite: Foundation of Mathematics Grade 10, Applied or Principles of Mathematics, Grade 10, Academic
Recommended Prerequisite: Principles of Mathematics, Grade 10, Academic

MBF 3C Foundations for College Mathematics (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; 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 or
Principles of Mathematics, Grade 10, Academic

MEL 3E Mathematics for Work and Everyday Life (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.

Students will have the opportunity to strengthen their grasp of the mathematics through extra support and the use of technology as it applies to the curriculum being taught.

Prerequisite: Mathematics, Grade 9, Academic or Applied or Grade 10 LDCC

RELIGIOUS EDUCATION



HRT 3M World Religions: Beliefs, Issues, & Religious Traditions (University/College Preparation)

This course will fulfill the expectations of the Church in its desire that students in Catholic schools develop an objective and respectful understanding of other religious traditions from the perspective of the Catholic Church. To that end, student learning will include an understanding of the Church's teachings on world religious traditions and how they are expressed through ecumenical and inter-religious dialogue, together with an historical overview of the Church's relationship with various religions, particularly Judaism and Islam. For all students, this course will help break down prejudice about other religions, and for some they may lead to a deeper understanding and more authentic adherence to the teachings of the Church concerning spiritual and moral truth. Other religious traditions are encountered through the unique perspective of the Catholic Church. In the Family Life Education strand, students explore a variety of topics related to the themes of personhood, interpersonal relationships and sexuality.

This course introduces students to skills used in researching and investigating world religions. Attitudes and bias will be analyzed both of a personal nature and that of the culture in which students live. This course offers students unique opportunities to explore real life situations and apply their beliefs and values in a concrete fashion. In developing a personal moral ethic, students will prepare themselves to meet the challenges and dilemmas of daily life. Curriculum will incorporate elements of art, drama, music and media. All students will participate in related Religious experiences such as liturgies, a one-day retreat and guided reflections. The primary texts for this course are *World Religions: A Voyage of Discovery* and *World Religions: People and Faith* and students will be assigned a *NRSV Bible* at appropriate times throughout the semester.

Prerequisite: None

Recommended Prerequisite: English, Grade 10, Academic

HRF30 World Religions: Beliefs and Daily Life, (Open)

This course introduces students to the range and diversity of world religions and examines how systems of belief affect individual lives and social relationships. Students learn about a variety of religious beliefs, teachings, traditions, and practices. Through this discovery students develop their awareness of the place of religion in the lives of their neighbours as well as a more authentic understanding and a deeper commitment to their own faith traditions. Students develop skills used in researching and investigating topics related to world religions. This course is designed to broaden student's knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. In the Family Life Education strand, students explore a variety of topics related to the themes of personhood, interpersonal relationships and sexuality.

This course offers students unique opportunities to explore real life situations and apply their beliefs and values in a concrete fashion. In developing a personal moral ethic, students will prepare themselves to meet the challenges and dilemmas of daily life. Curriculum will incorporate elements of art, drama, music and media. All students will participate in related Religious experiences such as liturgies, a one-day retreat and guided reflections. The primary text (booklet series) for this course is *Seeking Religion* and students will be assigned a *NRSV Bible* at appropriate times throughout the semester.

Prerequisite: None



SCIENCE

SBI 3U Biology (University Preparation)

This course furthers students' understanding of the processes involved in biological systems. Students will study cellular functions, genetic continuity, internal systems and regulations, the diversity of living things, and the anatomy, growth and functions of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

This course reflects a highly conceptual program, which will be supported by lab-based activities. Students will have the benefit of both theory-based and lab-based examinations. Students will learn the skills necessary to carry out a biological investigation safely and accurately and also identify and describe scientific careers relating to the field of Biology.

Prerequisite: Grade 10 Science, Academic

SBI 3C Biology (College Preparation)

This course focuses on the processes involved in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology; microbiology; animal anatomy and physiology; plant structure and physiology; and environmental science. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life science and related fields.

This course emphasizes lab-based activities to strengthen students' knowledge of biological and scientific applications in everyday life. Students will have the benefit of both lab based and theory based evaluations. Students will identify and describe biology based careers.

Prerequisite: Science, Grade 10, Academic or Applied

SCH 3U Chemistry, University Preparation

This course focuses on the concepts and theories that form the basis of modern chemistry. Students will study the behaviour of solids, liquids, gases, and solutions; investigate changes and relationships in chemical systems; and explore how chemistry is used in developing new products and processes that affect our lives and our environment. Emphasis will also be placed on the importance of chemistry in other branches of science.

Classrooms at Notre Dame promote lab-based activities that afford students ample opportunity for experimentation, which is an essential part of the learning process in Chemistry. Students can also benefit from individual and small group help.

Prerequisite: Grade 10 Science, Academic

SPH 3U Physics, University Preparation

This course develops students' understanding of the basic concepts of physics. Students will 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. They will develop scientific-inquiry skills as they verify accepted laws and solve both assigned problems and those emerging from their investigations. Students will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and on the environment.

Classrooms at Notre Dame promote lab-based activities as well as opportunities to access extra support. The use of graphing calculators and computer software will enhance students' learning opportunities. Access to the Internet for research purposes will improve students' understanding of the impact on society of applications of physics.

Prerequisite; Grade 10 Science, Academic

SNC3M Science, University/College Preparation

This course enables students, including those who do not intend to pursue science-related programs at the postsecondary level, to increase their understanding of science and its technological applications. Students will explore a range of topics, including the safe use of everyday chemicals; the science of nutrition and body function; waste management; the application of scientific principles in space; and technologies in everyday life. Emphasis will be placed on the role of science and technology in daily life and in relation to social and environmental issues.

Prerequisite; Grade 10 Science, Academic, or Applied

SNC3E Science, Workplace

This course provides students with the science-related knowledge and skills they need to help them make informed decisions in the workplace and in their personal lives. Students will explore a range of topics, including materials and safety; electrical circuits; micro-organisms; the human immune system and defenses against disease; and the impact of humans on the environment. Emphasis is placed on relating these topics directly to students' experiences both in the world of work and in daily life.

Prerequisite; Grade 9 Science, Academic, Applied or Locally Developed

SOCIAL SCIENCE AND HUMANITIES

HSP3M Introduction to Anthropology, Psychology and Sociology

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

Prerequisite: None

HNC3O Fashion and Creative Expression, Open

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

Prerequisite: None

HPW 3C Living and Working with Children, College Preparation

This course focuses on the well-being of children in families and community settings. Students will study child behaviour and child development in the context of relationships with parents and others in the community, and will learn through research and by observing and interacting with children. The course prepares students for further study of children, familiarizes them with occupational opportunities related to working with children, and introduces them to skills used in researching and investigating children's behaviour in response to others. Students will also be required to observe and interact with children outside of class time.

Prerequisite: None



TECHNOLOGICAL EDUCATION

ICS 3M Computer and Information Science (University/College Preparation)

This course helps students examine computer science concepts. Students will outline stages in software development, define standard control and data structures, identify on-and off-line resources, explain the functions of basic computer components, and develop programming and problem-solving skills by using operating systems and implementing defined practices. As well as identifying careers in computer science, students will develop an understanding of the ethical use of computers and the impact of emergent technologies on society. TIK2O is not a required prerequisite for this course. Early modifications will be made for inexperienced programmers.

Prerequisite: None



TCJ 3C/E Construction Technology (College)

This course focuses on residential and light construction systems related to commercial, industrial, and/or recreational construction; Students will learn about the tools, materials, equipment, and methods used in the light construction industry; structural analysis and design; presentation and working drawings; and auxiliary systems. They will also estimate materials and labour cost; study industry standards and building codes; consider health and safety issues and energy conservation; and explore careers and the impact of construction technology on society and the environment.

Students will be introduced to a variety of shop and job site practices currently used in the construction industry. Skill development will include: tool identification, safety practices, shop and tool maintenance and safety, drafting, an introduction to the building code, material identification, and problem solving as related the construction technology field.

Students will acquire the ability to layout and construct each project, including interior and exterior finishing. The program enhances and reinforces basic mathematical skills including geometry and trade related calculations.

Personal Projects: Students are responsible for materials and finishing costs for all out of class projects.

Prerequisite: None

TCJ3C/E2 Construction Technology: House Building (College/Workplace Preparation)

This two-credit course in Construction Technology will enable students to gain knowledge of the various trades involved in building construction in a hands on environment. The students will build a structure in the compound located behind the school. Students will be introduced to the following construction practices: framing, electrical, plumbing, insulation, drywall, interior and exterior decorating. Students will be certified in Fall Preventions & Harnessing, Standard First Aid/CPR, WHMIS, and CSAO Basic Health & Safety. Students interested in the course will be required to be punctual, dependable and committed to the completion of the project within the specified timeframe. Students will go through an interview process to determine eligibility for this course.

Prerequisite: at least one Construction Technology course at the Gr. 10 or Gr. 11 level.

TFH3E Hospitality (Workplace)

This course focuses on food preparation and management, and hospitality and tourism activities, equipment, and facilities. Students will learn how to prepare, present, and serve food; plan, manage, and promote activities; and use the necessary equipment. Throughout the course, they will learn the fundamentals of providing high-quality service and customer satisfaction. Students will also study the occupational health and safety standards and laws regulating the hospitality and tourism industry, explore the industry's social and environmental impacts and identify possible career paths.

Prerequisite: None

TGJ3M Communications Technology, University/College Preparation

This course examines communications systems and design and production processes in the areas of electronic, live, recorded, and graphic communications. Students develop knowledge and skills relating to the assembly, operation, maintenance, and repair of the basic and more complex components of a range of communications systems. Students also study industry standards, regulations, and health and safety issues. They explore careers, the importance of lifelong learning, and the impact of communications technology on society and the environment.

Students will have the opportunity to use industry standard software packages to complete animations, digital art, videos, web sites and presentations. Students have access to digital cameras, scanners, synthesizers and audio recording equipment, SVHS and digital video cameras and computers to produce projects that integrate different aspects of communications technology.

Prerequisite: Communications Technology, Grade 10

TGJ3E Communications Technology, Workplace

This course examines communications systems and design and production processes in the areas of electronic, live, recorded, and graphic communications. Students will be given the opportunity to develop and apply practical skills to assemble, repair, operate, maintain, and test various systems. Students will also study industry standards and regulations and health and safety issues, and will explore careers, the importance of lifelong learning, and the impact of communications technology on society and the environment.

This course is a project based course which will allow students to work in all areas of communications technology. Students will have the opportunity to work on the school web site, produce the newspaper, audio and video announcements, T-shirt screening, etc. Students will be expected to provide assistance to staff and administration for audio and video systems for live drama performances, dances, masses, etc.

Prerequisite: None



**THE GRADE 12 PROGRAM
AT
NOTRE DAME CATHOLIC
HIGH SCHOOL**

The Grade 12 Program

The grade 12 program is comprised of the following Ministry of Education compulsory and elective courses.

Compulsory Program - Students take 2 courses, 1 from each of the curriculum groupings below.

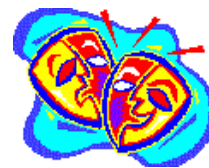
English	ENG4U	University Preparation
	ENG4C	College Preparation
	ENG4E	Workplace Preparation or
	*OLC4O	Ontario Secondary School Literacy Course
Religious Studies	HRE4M	In Search of the Good
	HRE4O	Church and Culture

*Upon recommendation of Special Education Resource Team

Elective Program (Students take 4 to 6 courses, depending on post-secondary destination and/or earned credits to-date) Students must ensure they will meet the remaining compulsory requirements before they graduate. (See page 16 under the heading Diploma Requirements).

Grade 12 Course Descriptions

For more information about the grade 12 curriculum, visit the Ministry website at: <http://www.edu.gov.on.ca/eng/curriculum>



THE ARTS

ADA4M Dramatic Arts, Grade 12, University/College Preparation

This course requires students to experiment with forms and conventions in dramatic literature, and to create/adapt and present dramatic works. Students will do research on dramatic forms, conventions, themes, and theories of acting and directing historical periods, and apply their knowledge of these in analysing and interpreting dramatic literature, including Canadian works and works from various cultures in the late twentieth century. Students will also examine the significance of dramatic arts in various cultures. Students in this course will have the opportunity to direct short works, and to use audio and lighting technology. A major project on a topic of interest to the student is part of this course. Students will have the opportunity to attend a live theater performance.

Prerequisite: Dramatic Arts, Grade 11, University/College Preparation or Open

AMI4M Instrumental Music – Band

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.

This course is for the student who is considering a post-secondary career in music. Students will develop their performance to a high degree of skill, and will assist in planning and performing in several major concerts. They will have the opportunity to attend workshops with guest artists, and to attend live performances. Composing and arranging skills will be further explored using a variety of resources.

Students in this course will be eligible to participate in our major band trip (4-5 days) next May. Enrollment is conditional upon instructor permission, and a certain level of skill on an instrument is a requirement for admission to this course. **Please note that this course runs outside of the regular timetable, on Tuesday after school. Students enroll in this class through the Music department, and take this course as an additional credit. Please see Mr. Stuart for details.**

Prerequisite: Music, Grade 11, University/College Preparation or Open

AMU4M Music Open

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.

This course is open to students on any band instrument, guitar, or piano (keyboard). Students will perform at an advanced level in a wide variety of styles including rock, jazz, pop, and classical. They will perform in both large and small ensembles, as well as studying major solo repertoire. Advanced composing and arranging skills will be explored, and students will arrange or compose a larger piece of music as part of an independent study. At least one trip to the NAC or similar venue will be part of this course.

Prerequisite: Music, Grade 11, University/College Preparation or Open

AVI4M Visual Arts, University/College Preparation

This course focuses on the refinement of students' skills and knowledge in visual arts. Students will analyse art forms; use theories of art in analysing and producing art; and increase their understanding of stylistic changes in modern and contemporary Western art, Canadian art, and art forms from various parts of the world. Students will produce a body of work demonstrating a personal approach.

Personal themes will be chosen and explored throughout the course. A Visual Journal will document the process of creation and exploration. A \$20.00 fee will be levied to students. For this fee students will receive an art kit and the use of consumable material such as paper and paint.

“The skills the arts teach, creative thinking, problem solving and risk-taking, and teamwork and communications, are precisely the tools the society and workforce of tomorrow will need”.

-Richard Gurin president and CEO of Binney and Smith Inc.,

Prerequisite: Visual Arts, Grade 11, University/College Preparation or Open

AEA40 Exploring the Arts Open

This course emphasizes the acquisition and application of knowledge and skills related to the creation, and interpretation of works of art. Students will study, critique and promote art works, and will use a variety of established and experimental techniques in individual and group projects. Students will have the opportunity to do the bulk of their projects in the medium of their choice. **This course is well suited to students who would like to improve their skills but who do not wish to pursue Visual Arts at the post secondary level.**

Prerequisite: Any Grade 9 or 10 course in Visual Arts

BUSINESS STUDIES

BTX4C Information and Communication Technology; Multimedia Solutions College Preparation

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

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

BTX4E Information and Communication Technology in the Workplace, Workplace

This course provides students with the opportunity to further develop essential workplace skills in information and communication technology while working in a team environment. Using a project-based approach, students will focus on integrating software applications and apply multimedia software features. Students will expand their understanding of

3-business and e-commerce environments and workplace ethics. This course will prepare students for a successful transition from secondary school to the workplace.

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

IDC40B Small Business Management and Marketing

This course emphasizes the development of practical skills and knowledge to solve problems, make decision, create personal meaning, and present findings beyond the scope of a single subject or discipline. Through individual and collaborative inquire 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.

This course combines expectations from Organizational Studies: Managing a Small Business, Grade 12, Workplace Preparation and Advanced Learning Strategies: Skills for Success After Secondary School, Grade 12, Open

This course focuses on the core skills and concepts required to manage a small business. Students will deal with various aspects of Operations Management such as inventory, marketing, financial issues, communications and human resources. Students will have the opportunity to design, produce and market a small business venture.

Prerequisite: None

CANADIAN AND WORLD STUDIES

CLN4U Canadian and International Law, Grade 12, University

This course explores elements of Canadian law and the role of law in social, political, and global contexts. Students will learn about the connections between the historical and philosophical sources of law and issues in contemporary society. They will also learn to analyse legal issues, conduct independent research, and communicate the results of their inquiries in a variety of ways.

Case studies, law video analysis, projects and seminars lead students to appreciate the need to be active participants in the law evaluation and reform.

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

CGW4U Canadian and World Issues: A Geographic Analysis, University

This course draws on geographic concepts, skills, methods, and technologies to analyse significant issues facing Canadians as citizens of an interdependent world. Students will examine the challenges of creating a sustainable and equitable future through the study of a range of topics, including economic interdependence, geopolitical conflict, regional disparities in the ability to meet basic human needs, and protection of the planet's life-support systems.

To understand the news and issues that face people today we must recognize the historical roots that have created today's headlines, as well as the cultures and people who are creating the future of our planet.

As we enter the 21st century, it is evident that we are citizens of a global village who are affected by environmental, social, and economic issues which are transmitted rapidly by human and natural communication networks. Various tools that are available to the geographer will be used to focus attention on topics such as industrialization, quality of life, food supply and demand.

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

CHY4U World History: The West and the World, University

This course investigates the major trends in Western civilization and world history from the sixteenth century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political, and economic systems. The skills and knowledge developed in this course will enable students to understand and appreciate both the character of historical change and the historical roots of contemporary issues.

This exciting and challenging course introduces students to the various cultural, religious, philosophical, political, economic and ideological bases of the world as we know it. It equips them with the skills necessary for pursuing post-secondary studies in the humanities—critical analysis and synthesis of facts, research and essay-writing, presentations and debates. An integral part of the course includes seminars (student-lead classes including multi-media presentations and discussions.) Students taking this course can expect to work hard and learn a lot about themselves and the world around them.

CHY4C World History: The West and the World, College

This course explores the history of the world since the sixteenth century, emphasizing the interaction between the emerging West and other regions of the world. Students will learn about a variety of economic, social, and political systems and the changes they have undergone over time. Students will acquire sound skills of historical inquiry and will develop an appreciation of the forces that have formed our modern world.

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

CO-OPERATIVE EDUCATION

See information on co-operative education and apprenticeable trades.

ENGLISH



ENG4U English, University Preparation

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

Prerequisite: English, Grade 11, University Preparation

ENG4C English, 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 Preparation

ENG4E English, 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

OLC40 Ontario Secondary School Literacy Course, 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 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.

Prerequisite: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course.

FRENCH

FSF4U Core French, University Preparation

This course emphasizes the refinement of French-language skills through the study of Canadian and international Francophone literature. Students will interpret literary works, produce written assignments in a variety of genres, and conduct research on a major topic for a written and oral presentation. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course. Students will have opportunities for exposure to Francophone culture through field trips, media, and guest speakers. **(This course will not be offered in the 2007-2008 school year.)**

Prerequisite: Core French, Grade 11, University Preparation

FEF4U Extended French, University Preparation

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

Prerequisite: Extended French, Grade 11, University Preparation

GUIDANCE AND CAREER EDUCATION

GLN40 Navigating the Workplace Open

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

Prerequisite: None



HEALTH AND PHYSICAL EDUCATION

PPL40 Healthy Active Living Education, Open

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

Students should prepare for a ration of 70% practical and 30% theory. Topics included in the course focus on non-traditional activities such as archery, golf, rock climbing, canoeing, and orienteering. This course will further develop physical skills by offering a three day advanced canoe trip and build leadership and organizational skills by giving students increased independence and accountability in the planning and implementation of activities and trips. There will be a \$75.00 activity fee levied for this course.

Prerequisite: None

PSE4U Exercise Science, 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 sports, and the factors that influence an individual's participation in physical activity. The course prepares students for university programs in physical education, kinesiology, recreation, and sports administration. Students should prepare for a ratio of 70% theory in class and 30% practical activity.

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

MATHEMATICS



MCV4U Calculus and Vectors, 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, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering. Students must carefully check university requirements. This course cannot be taken without Advanced Functions MHF4U.

Prerequisite: MHF4U Advanced Functions must be taken concurrently with or can precede Calculus and Vectors

MHF4U Advanced Functions, University Preparation

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs. This course is a pre-requisite or co-requisite for MCV4U.

Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12 MCT4C, College Preparation.

MDM4U Mathematics of Data Management, 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 statistics; and carry out a culminating project that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

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

MAP4C College and Apprenticeship Mathematics, College Preparation

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs. This course is a pre-requisite or co-requisite for MCV4U.

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

RELIGIOUS EDUCATION



HRE4M In Search of the Good, University/College

This course has the aim of assisting students in understanding themselves as moral persons living the way of Christ through an examination of ethical theories, the revelation of sacred Scripture, and the experience and teaching of the Catholic Church. While grounded in Revelation, the course also examines the contributions of Philosophy and the sciences to a Catholic understanding of ethics and moral living. Students will explore their own ethical and moral stance through an examination of various arenas of life such as issues of justice and peace, freedom, reconciliation, family, marriage and political life. This course is intended to prepare the senior student for the lifelong task of discerning what is good and of God while growing in their ability to live accordingly as moral persons and active, life giving members of a global community.

This course offers students unique opportunities to explore real life situations and apply their beliefs and values in both a concrete and theoretical fashion. In developing a personal moral ethic, students will prepare themselves to meet the challenges and dilemmas of daily life presently and after graduating high school. Students will participate in related Religious experiences such as liturgies, a one-day retreat and guided reflections. The primary text for this course is *In Search of the Good* and students will be assigned a *NRSV Bible* at appropriate times throughout the semester.

Recommended Pre-requisite: Grade 11 University/College; World Religion (HRT 3M); Grade 11 University English (ENG 3U)

HRE4O Church and Culture, Open

This course has the aim of assisting students in understanding themselves as moral persons living the way of Christ through an examination of ethical theories, 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 teachings, and their own experiences. 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 relationships, marriage, and family life are explored from a Catholic perspective. Students are challenged to adopt the Christian stance in the political world.

This course offers students the unique opportunity to explore real life situations and apply their beliefs and values in a concrete fashion. In developing a personal moral ethic, students will prepare themselves to meet the challenges and dilemmas of daily life. Curriculum will incorporate elements of art, drama, music and media. Students will participate in related Religious Education experiences such as liturgies, a one-day retreat and guided reflections. The primary texts for this course are, *Creating a Christian Lifestyle* and *Christian Vocations*. Students will be assigned a *NRSV Bible* at appropriate times throughout the course.

Pre-requisite: None

SCIENCE



SBI4U Biology, University Preparation

This course provides students with the opportunity for in-depth study of the concepts and processes associated with biological systems. Students will study theory and conduct investigations in the areas of metabolic processes, molecular genetics, homeostasis, evolution, and population dynamics. Emphasis will be placed on achievement of the detailed knowledge and refined skills needed for further study in various branches of the life sciences and related fields. Students will as a result of taking the course, gain new insights into some of the issues that confront our society.

Prerequisite: Biology, Grade 11, University Preparation

Suggested Prerequisite: Chemistry, Grade 11, University Preparation

SCH4U Chemistry, University Preparation

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, energy changes and rates of reaction, chemical systems and equilibrium, electrochemistry, and atomic and molecular structure. Students will further develop problem solving and laboratory skills as they investigate chemical processes, at the same time refining their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in daily life, and on evaluating the impact of chemical technology on the environment. The course emphasizes experimentation and applications to industry and the environment. There is a high level of mathematical content in this course, therefore MCR3U or MCF3M is recommended.

Prerequisite: Chemistry, Grade 11, University Preparation Suggested Prerequisite: Functions and Relations, Grade 11, University Preparation or Functions, Grade 11, University/College Preparation

SCH4C Chemistry, College Preparation

This course introduces students to the concepts that form the basis of modern chemistry. Students will study qualitative analysis, quantitative relationships in chemical reactions, organic chemistry and electrochemistry, and chemistry as it relates to the quality of the environment. Students will employ 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 in the development of new technologies and products.

SCH4C will be delivered in a SCH3U class, due to low demand for the course. The similarity in topics and expectations allows this model to work. Students in the SCH4C will have separate tests, exams and assignments.

Prerequisite: Science, Grade 10, Academic or Applied

SPH4U Physics, University Preparation

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.

This course has a strong math component. Students should have successfully completed MCR3U OR MCF3M . Students are encouraged to participate in Physics and Engineering competitions as extensions to their course material.

Prerequisite: Physics, Grade 11, University Preparation

SOCIAL SCIENCES AND HUMANITIES

HSB4M Challenge and Change in Society, University/College

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

Prerequisite: Any university, university/college, or college preparation course in social sciences and humanities, English or contemporary trends.

HNB4O The Fashion Industry, Open

This course provides a historical perspective on fashion and design, exploring the origins, influence, and importance of fashion as an expression of national, cultural, religious, and personal identity. Students will learn about the many facets of the Canadian fashion industry, including both large-scale and small entrepreneurial enterprises, and its world wide links, as well as gaining practical experience in garment design, production, and care. This course also refines students' skills used in researching and investigating various aspects of the fashion industry. A \$20.00 fee will be levied to students. Drawing skills are not a prerequisite for this course.

Hands on projects may include: the design and creation of clothing using recycled materials

- screen printing t-shirts
- cooking 'fashionable foods'
- making jewelry
- creating display boards for interior design projects

Prerequisite: None

HZT4U Philosophy: Questions and Theories, University

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

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

IDC4OS Adolescent Development and Behaviour

This course emphasizes the development of practical skills and knowledge to solve problems, make decision, create personal meaning, and present findings beyond the scope of a single subject or discipline. Through individual and collaborative inquire 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.

This course prepares students for occupations involving children and adolescents, and for the responsibility of parenting.. Individual and collective human behaviour, needs, and patters and trends in society will be explored in order to better understand adolescent development and behaviour. Students will learn the interpersonal skills required to contribute positively in social relationships while also developing fundamental skills such as formulating appropriate questions, differentiating between evidence and opinion, recognizing bias and communicating ideas effectively.

Prerequisite: None

TECHNOLOGICAL EDUCATION

ICS4M Computer and Information Science, University/College Preparation



This course helps students use programming and software engineering principles to design and develop algorithms and programs. Students will use software development and diagnostic tools, implement data structures and algorithms, and use file management techniques in project settings. They will also develop an understanding of the ethics of computer use and the impact of information technology on the community, and will explore post secondary education and career paths in computer science.

Prerequisite: Computer and Information Science, Grade 11, University/College Preparation

TCJ4C Construction Technology, College Preparation

This course focuses on advanced residential construction, more complex construction systems, and the introduction to heavy construction related to commercial, industrial, and/or residential construction. Students will learn about the tools, materials, equipment and methods used in the light and heavy construction industries; structural analysis and design; presentation and working drawings, and auxiliary systems. They will also estimate materials and labour costs; study industry standards and building codes; consider health and safety issues; and explore energy conservation, careers, and the impact of construction technology on society and the environment.

Students will apply the design process to further develop the ability to problem solve solutions and processes, in response to complex challenges and problems as related to the construction industry. Students will be able to explain advanced techniques in the construction field, and develop the ability to visualize, analyze and describe present building designs and structures; describe the properties of natural and manufactured building materials, processes and finishes; identify the building code, regulations and standards as related to construction projects.

Personal Projects: Students are responsible for materials and finishing costs for all out of class projects.

Prerequisite: Construction Technology, Grade 11, College Preparation

TCJ4C/E2 Construction Technology: House Building (College/Workplace Preparation)

This two-credit course in Construction Technology will enable students to gain knowledge of the various trades involved in building construction in a hands on environment. The students will build a structure in the compound located behind the school. Students will be introduced to the following construction practices: framing, electrical, plumbing, insulation, drywall, interior and exterior decorating. Students will be certified in Fall Preventions & Harnessing, Standard First Aid/CPR, WHMIS, and CSAO Basic Health & Safety. Students interested in the course will be required to be punctual, dependable and committed to the completion of the project within the specified timeframe. Students will go through an interview process to determine eligibility for this course.

Prerequisite: at least one Construction Technology course at the Gr. 10 or Gr. 11 level.

TGJ4M Communications Technology, University/College

This course examines communications systems and design and production processes in the areas of electronic, live, recorded and graphic communications. Students create, manage and distribute complex electronic, graphic, recorded or audio-visual projects independently and in project teams. Students also study industry standards and regulations, and health and safety issues, as well as explore careers, the importance of lifelong learning and the impact of communications technology on society and the environment.

Students will have the opportunity to use industry standard software packages and hardware to complete an educational or Public Service Package. Students have access to digital cameras, scanners, synthesizers and audio recording equipment, SVHS and digital video cameras and computers to produce a project that integrates different aspects of communications technology.

Pre-requisite: Communications Technology, Grade 1, TGJ3M

TGJ4E Communications Technology, Workplace

This course examines the key elements in the areas of electronic, live, recorded, or graphic communications systems. Students will develop safe workplace habits and business management skills and use a variety of materials, tools, and equipment to assemble, maintain, operate, and repair communications systems. They will also research the entry requirements for training programs available on graduation, such as apprenticeships, and will develop the employability and technical skills required for entry into the workplace.

This course is a project based course which will allow students to work in all areas of communications technology. Students will have the opportunity to work on the school web

Pre-requisite: Communications Technology, Grade 11, TGJ3E

TRANSFER COURSES

**Ontario Ministry of Education
Transfer Course Descriptions, Grades 10 and 11**

A transfer course is a partial-credit course (0.25 or 0.50 credit) that bridges the gap between courses of two different types in the same subject. Students who revise their educational and career goals and who wish to change from one type of course in a particular subject, but lack the

prerequisite course, may do so by taking a transfer course. Transfer courses enable students to achieve the expectations not covered in one course type but required for entry into another course.

Code	Type of Course
H	<i>Academic</i>
J	<i>Applied</i>
K	<i>University Preparation</i>
L	<i>University/College preparation</i>
Q	<i>College Preparation (1st course)</i>
R	<i>College Preparation (2nd course)</i>
S	<i>Workplace preparation</i>
n/a	<i>Open</i>

These courses will be offered in an alternate mode of delivery; and will not be part of the regular day school timetable

**Accounting Transfer,
Grade 11, Workplace to University/College Preparation
BAF3L Credit Value: 0.50**

This transfer course will provide students who have successfully completed *Introduction to Accounting*, Grade 11, Workplace Preparation with an opportunity to achieve the expectations not covered in that course but included in *Introduction to Financial Accounting*, Grade 11, University/College Preparation. On successful completion of this transfer course, students will be able to proceed to any Grade 12 course for which *Introduction to Financial Accounting*, Grade 11, University/College Preparation is a prerequisite.

**English Transfer,
Grade 10, Applied to Academic
ENG2H Credit Value: 0.50**

This transfer course will provide students who have successfully completed *English*, Grade 10, Applied with an opportunity to achieve the expectations not covered in that course but included in *English*, Grade 10, Academic. On successful completion of this transfer course, students will be able to proceed to any Grade 11 course for which *English*, Grade 10, Academic is a prerequisite.

English Transfer,

Grade 10, Academic to Applied
ENG2G Credit Value: 0.25

This transfer course will provide students who have successfully completed *English, Grade 10, Academic* with an opportunity to achieve the expectations not covered in that course but included in *English, Grade 10, Applied*. On successful completion of this transfer course, students will be able to proceed to any Grade 11 course for which *English, Grade 10, Applied* is a prerequisite.

English Transfer,
Grade 11, College Preparation to University Preparation.
ENG3K Credit Value: 0.50

This transfer course will provide students who have successfully completed *English, Grade 11, College Preparation* with an opportunity to achieve the expectations not covered in that course but included in *English, Grade 11, University Preparation*. On successful completion of this transfer course, students will be able to proceed to any Grade 12 course for which *English, Grade 11, University Preparation* is a prerequisite.

English Transfer,
Grade 11, University Preparation to College Preparation
ENG 3Q Credit Value: 0.25

This transfer course will provide students who have successfully completed *English, Grade 11, University Preparation* with an opportunity to achieve the expectations not covered in that course but included in *English, Grade 11, College Preparation*. On successful completion of this transfer course, students will be able to proceed to any Grade 12 course for which *English, Grade 11, College Preparation* is a prerequisite.

English Transfer,
Grade 11, Workplace Preparation to College Preparation
ENG3R Credit Value: 0.50

This transfer course will provide students who have successfully completed *English, Grade 11, Workplace Preparation* with an opportunity to achieve the expectations not covered in that course but included in *English, Grade 11, College Preparation*. On successful completion of this transfer course, students will be able to proceed to any Grade 12 course for which *English, Grade 11, College Preparation* is a prerequisite.

English Transfer,
Grade 11, College Preparation to Workplace Preparation
ENG3S Credit Value 0.25

This transfer course will provide students who have successfully completed *English, Grade 11, College Preparation* with an opportunity to achieve the expectations not covered in that course but included in *English, Grade 11, Workplace Preparation*. On successful completion of this transfer course, students will be able to proceed to any Grade 12 course for which *English, Grade 11, Workplace Preparation* is a prerequisite.

Core French Transfer,
Grade 10, Applied to Academic
FSF2H Credit Value: 0.50

This transfer course will provide students who have successfully completed *Core French, Grade 10, Applied* with an opportunity to achieve the expectations not covered in that course but included in *Core French, Grade 10, Academic*. On successful completion of this transfer course, students will be able to proceed to any Grade 11 course for which *Core French, Grade 10, Academic* is a prerequisite

Mathematics Transfer,
Grade 9, Applied to Academic

MPM1H Credit Value: 0.50

This transfer course will provide students who have successfully completed Foundations of Mathematics, Grade 9, Applied with an opportunity to achieve the expectations not covered in that course but included in Principles of mathematics, Grade 9, Academic. On successful completion of this transfer course, students may proceed to Principles of mathematics, Grade 10, Academic (MPM2D)

This transfer course focuses on developing number sense and algebra, linear relations, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Foundations of Mathematics, Grade 9, Applied is a prerequisite

Information regarding Math transfer courses from grade 10 to 11 were not available at the time of publication. Please see the Guidance department for details.

**Science Transfer,
Grade 10, Applied to Academic
SNC2H Credit Value: 0.50**

This transfer course will provide students who have successfully completed *Science*, Grade 10, Applied with an opportunity to achieve the expectations not covered in that course but included in *Science*, Grade 10, Academic. On successful completion of this transfer course, students will be able to proceed to any Grade 11 course for which *Science*, Grade 10, Academic is a prerequisite.

**Biology Transfer,
Grade 11, College to University
SBI3K Credit Value: 0.50**

This transfer course will provide students who have successfully completed *Biology*, Grade 11, College Preparation with an opportunity to achieve the expectations not covered in that course but include in *Biology*, Grade 11, University Preparation. On successful completion of this transfer course, students will be able to proceed to any Grade 12 course for which *Biology*, Grade 11, University Preparation is a prerequisite.

**Chemistry Transfer,
Grade 12, College to University
SCH3K Credit Value: 0.50**

This transfer course will provide students who have successfully completed *Chemistry*, Grade 12, College Preparation with an opportunity to achieve the expectations not covered in that course but included in *Chemistry*, Grade 11, University Preparation. On successful completion of this transfer course, students will be able to proceed to any Grade 12 course for which *Chemistry*, Grade 11, University Preparation is a prerequisite.

**Physics Transfer,
Grade 12, College to University
SPH3K Credit Value: 0.50**

This transfer course will provide students who have successfully completed *Physics*, Grade 12, College Preparation with an opportunity to achieve the expectations not covered in that course but included in *Physics*, Grade 11, University Preparation. On successful completion of this transfer course, students will be able to proceed to any Grade 12 course for which *Physics*, Grade 11, University Preparation is a prerequisite.

External Credits

1. A student who has successfully completed the requirements for one of the following may count a maximum of one non-Grade 12 university preparation credit towards the OSSD *in addition to* any other non-Grade 12 university preparation music credits earned in school:
 - Grade VIII practical and Grade II Rudiments of the Royal Conservatory of Music, Toronto
 - Grade VIII Practical and Grade IV Theory of Conservatory Canada, London
 - Collegial I Practical and Collegial I Theory of any conservatory of music in the province of Quebec
 - Grade VII Practical and Grade V Theory of Trinity College of Music, London, England
 - Grade VII Practical and Grade VI Theory of the Royal Schools of Music, London, England
2. A student who has successfully completed the requirements for one of the following may count a maximum of one Grade 12 university preparation credit towards the OSSD *in addition to* a maximum of one other Grade 12 university credit in music earned in the school:
 - Grade IX Practical and Grade II Harmony of the Royal Conservatory of Music, Toronto
 - Grade IX Practical and Grade V Theory of Conservatory Canada, London
 - Collegial II Practical and Collegial II Theory of any conservatory of music in the province of Quebec
 - Grade VIII Practical and Grade VI Theory of Trinity College of Music, London, England
 - Grade VIII Practical and Grade VIII Theory of The Royal Schools of Music, London, England

Notes

- a) The term *practical* refers to any musical instrument on which performance is examined. It includes voice (i.e., singing), but not speech arts.
- b) The mark credited to the student is calculated by averaging the marks that the student has earned in the practical component *and* in rudiments *or* theory *or* harmony, as the case may be.
- c) A music credit obtained through a certificate granted by a conservatory of music may not be used to meet the compulsory credit in the arts.
- d) A maximum of two credits, as indicated above, may be awarded to students taking music programs outside the school. A student awarded two music credits in this manner may *not* earn additional Grade 10 to 12 music credits through the Prior Learning Assessment and Recognition challenge or equivalency processes

CHOOSING YOUR COURSES



COURSE SELECTION CHECKLIST

- ✓ Carefully review the information in this course calendar with your parents/guardians
- ✓ Review the courses offered in the next section of this calendar
- ✓ Consider which courses offered can be taken as compulsory credits
- ✓ Think about the subjects that interest you and that you might want to pursue
- ✓ Reflect on your study habits and your educational strengths
- ✓ Understand the differences between academic, applied, college, university and workplace courses.
- ✓ Keep in mind the requirements for the high school diploma
- ✓ Ask questions and get information and advice from your subject teachers, teacher
- ✓ **MAKE YOUR CHOICES**



NOTRE DAME CATHOLIC HIGH SCHOOL COURSE PLANNING CHART

Grade 9	Course Code	Grade 10	Course Code	Grade 11	Course Code	Grade 12	Course Code
English		English		English		English	
Math		Math		Math		Religious Ed.	
Science		Science		Religious Ed			
Canadian Geography		Canadian History					
Religious Education		Civics and Career Studies					
French/ Learning Strategies		Religious Ed.					
Health and Physical Education or Technological Education (Choose 1)							
Arts Course (Choose 1)							
Choose the appropriate stream for Math, Science, English, French, Canadian Geography (students can mix streams among courses). Arts: Choose Drama, Music or Visual arts Physical. Education or Technological Education : Choose Physical Education or Integrated Technologies		2 Elective Courses: • Health and Physical Education • Technology • French • Arts		5 Elective Courses: • Science • Social Science • Technology • Arts • Business • Canadian & World Studies		4 - 6 Elective Courses: • Science • Social Science • Technology • Arts • Business • Canadian & World Studies	
10 hours of Community Service		10 hours of Community Service		10 hours of Community Service		10 hours of Community Service	
TOTAL: _____ 8 anticipated (8/30)		TOTAL: _____ 8 anticipated (16/30)		TOTAL: _____ 8 anticipated (24/30)		TOTAL: _____ 8 anticipated (30/30 or 31/30 or 32/30)	

IN ADDITION:

- 1 of Grade 11, 12 Science or Grade 9-12 Technology or Co-Operative Education
- 1 of English, third language, Social Science and the Humanities or Canadian and World Studies, or Guidance and Career Education, or Co-Operative Education
- 1 of Health & Physical Education, Music, Art, Drama or Business Studies, or co-Operative Education

ADDITIONAL REQUIREMENTS TO GRADUATE

- Mandatory community Involvement (40 hours)
- High School Literacy Requirement

GRADE 9 PROGRAM NOTRE DAME CATHOLIC HIGH SCHOOL

Compulsory Program - Students choose one (1) course from each of the subject groups as indicated. They may mix academic and applied streams in their Grade 9 program.

ENGLISH	Students choose one from	English Academic English Applied English Locally Developed	ENG1D ENG1P ENG1L
MATHEMATICS	Students choose one from	Principles of Mathematics Academic Foundations of Mathematics Applied Mathematics Locally Developed	MPM1D MFM1P MAT1L
SCIENCE	Students choose one from	Science Academic Science Applied Science Locally Developed	SNC1D SNC1P SNC1L
FRENCH	Students choose one from	French Extended Academic French Academic French Core Applied *if French exempt, students choose Learning Strategies	FEF1D FSF1D FSF1P GLE1O
GEOGRAPHY OF CANADA	Students choose one from	Geography of Canada Academic Geography of Canada Applied Principes de Géographie du Canada Academic French	CGC1D CGC1P CGC1DF
RELIGIOUS EDUCATION		Be With Me Open	HRE1O
PHYSICAL AND HEALTH EDUCATION or Technological Education	Students choose one from	Healthy Active Living Open Male Healthy Active Living Open Female or Integrated Technologies	PPL1OM PPL1OF TTI1O
ARTS	Students choose one from	Drama Open Instrumental Music Visual Arts Open	ADA1O AMU1O AVI1O

GRADE 9 COURSE PLAN

Course	Course Code Chosen	Course type: academic, applied essential or open?	Is it a compulsory credit or an optional credit?
1. English			Compulsory
2. Mathematics			Compulsory
3. Science			Compulsory
4. French As A Second Language			Compulsory
5. Religious Education Be With Me	HRE10	Open	Compulsory for Catholic School System, considered an optional credit for Ontario Secondary School Diploma
6. Geography of Canada English or French			Compulsory
7. Physical And Health Education Integrated Technologies	PPL10M/PPL10F Or TTI10	Open	Compulsory or May be used to satisfy additional credit requirements :(Gr. 9-12 Technological Education or Gr. 11 or 12 Science, or Co-Operative Education)
8. Arts (choose 1 of Drama, Instrumental Music, or Visual Arts)		Open	Compulsory

GRADE 10 PROGRAM NOTRE DAME CATHOLIC HIGH SCHOOL

Compulsory - Students choose six (6) from the following list. Students are required to pick one (1) course from each of the subject groups and can mix academic and applied streams.

ENGLISH	Students choose one from	English Academic English Applied English Locally Developed	ENG2D ENG2P ENG2L
MATHEMATICS	Students choose one from	Principles of Mathematics Academic Foundations of Mathematics Applied Math Locally Developed	MPM2D MFM2P MAT2L
SCIENCE	Students choose one from	Science Academic Science Applied Science Workplace	SNC2D SNC2P SNC3E
CANADIAN HISTORY	Students choose one from	Canada in the 20 th Century Academic Canada in the 20 th Century Applied ***Histoïré Canadienne Academic French History Locally Developed	CHC2D CHC2P CHC2DF CHC2L
RELIGIOUS EDUCATION		Christ in Culture Open	HRE2O
CAREER STUDIES (.5 credit)		Career Studies Open Or ***Exploration des choix de carrière	GLC2O GLC2OF
CIVICS (.5 credit)		Civics Open Or ***Educatioin á la citoyenneté	CHV2O CHV2OF or
DISCOVERING THE WORKPLACE	Upon recommendation of the Student Services Department	Guidance Open	GLD2O

Elective Courses - Students choose any two (2) courses from the following list. Courses will be offered if there is sufficient enrollment

ARTS Dramatic Arts Open ADA20 **Instrumental Music Band Open AMI20 Music AMU20 Visual Arts Open AVI20 BUSINESS Information and Communication BTA30 Technology: The digital Environment Open	FRENCH AS A SECOND LANGUAGE French, Extended Academic FEF2D French, Core Academic FSF2D *PHYSICAL AND HEALTH EDUCATION Healthy Active Living Education, Co-Ed Open PPL2O TECHNOLOGY Construction Technology Open TCJ2O Communications Technology Open TGJ2O
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* students who did not earn a Physical Education credit in Gr. 9, must take the missing compulsory credit in Grade 10

**choose only as a ninth credit (after school program, separate application form, see Mr. Stuart)

***Extended French Program

GRADE 10 COURSE PLAN

Course	Course Code Chosen	Course type: academic, applied locally developed or open?	Is it a compulsory credit or an optional credit?
1. English			Compulsory
2. Mathematics			Compulsory
3. Science			Compulsory
4. Religious Education Christ in Culture	HRE20	Open	Compulsory for Catholic School System, considered an optional credit for Ontario Secondary School Diploma
5. History			Compulsory
6. Civics (.5 credit)	CHV2O or CHV2OF	Open	Compulsory
7. Career Studies (.5 credit) *OR	GLC2O or GLC2OF	Open	Compulsory
*Discovering the Workplace	GLD2O	Open	Optional *by recommendation of the Student Services Department

2 ELECTIVES

8.			
9.			

GRADE 11 PROGRAM NOTRE DAME CATHOLIC HIGH SCHOOL

Compulsory: Students choose three (3) compulsory courses in Grade 11 from the following list:

ENGLISH	Students choose one from	English University English College English Workplace	ENG3U ENG3C ENG3E
MATHEMATICS	Students choose one from	Functions University Functions & Applications University/College Foundations for College Mathematics Mathematics for Work And Everyday Life	MCR3U MCF3M MBF3C MEL3E
RELIGIOUS EDUCATION	Students choose one from	World Religions: Faith & Culture (University/College) Faith and Culture: World Religions (Open)	HRT3M HRF3O

Electives: Students choose any five (5) elective courses from the following list.

No Study Periods are permitted. Courses will be offered if there is sufficient enrollment.

<p>ARTS Dramatic Arts Open ADA3O **Music Instrumental Band Open AMI3O Music Open AMU3O Visual Arts Open AVI3O</p> <p>BUSINESS Information and Communication Technology: The Digital Environment BTA3O</p> <p>CANADIAN AND WORLD STUDIES World History To The 16th Century University/College CHW3M</p> <p>CLASSICAL AND INTERNATIONAL LANGUAGES Introductory Spanish - Level 1 LWSAD</p> <p>COOPERATIVE EDUCATION 2 credits NGC3O</p> <p>ENGLISH Media Studies EMS3O</p>	<p>FRENCH AS A SECOND LANGUAGE French, Core University FSF3U French, Extended University FEF3U</p> <p>GUIDANCE AND CAREER STUDIES Leadership and Peer Support GPP3O</p> <p>HEALTH AND PHYSICAL EDUCATION Healthy Active Living Open PPL3O Health and Fitness for Life PAF3O</p> <p>SCIENCE Biology University SBI3U Biology College SBI3C Chemistry University SCH3U Physics University SPH3U Science University/College SNC3M Science Workplace SNC3E</p> <p>SOCIAL SCIENCE AND HUMANITIES Introduction to Anthropology, Psychology, & Sociology University/College HSP3M Fashion and Creative Expression HNC3O</p> <p>Living and Working with Children College HPW3C</p> <p>TECHNOLOGY Computer and Information Science ICS3M University/College Communications Technology University/College TGJ3M Communications Technology Workplace TGJ3E Construction Technology College TCJ3C Construction Technology Workplace TCJ3E Hospitality and Tourism Workplace TFH3E</p>
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**after school program

GRADE 11 COURSE PLAN

GRADE 11 POST SECONDARY DESTINATION PLAN					
WORKPLACE		COLLEGE		UNIVERSITY	
English	ENG3E	English ENG3C		English	ENG3U
Math	MEL3E	Functions and Applications U/C Foundations for College Mathematics Math for Work and Everyday Life	MCF3M MFB3C MEL3E	Functions University Or Functions and Applications	MCR3U MCF3M
World Religions	HRF3O	World Religions Open World Religions U/C		World Religions U/C	
Elective		Elective		Elective	
Elective		Elective		Elective	
Elective		Elective		Elective	
Elective		Elective		Elective	
Elective		Elective		Elective	
GRADE 11 PLAN (8 courses - no study period)					
WORKPLACE		COLLEGE		UNIVERSITY	

GRADE 12 PROGRAM NOTRE DAME CATHOLIC HIGH SCHOOL

Compulsory: Students choose two (2) compulsory courses in Grade 12 from the following list:

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ENGLISH	Students choose one from	English University English College English Workplace	ENG4U ENG4C ENG4E
RELIGIOUS EDUCATION	Students choose one from	Religion: In Search of the Good Religion: Church & Culture	HRE4M HRE4O

Electives: Students choose between four and six (4-6) courses from the following list. Students are permitted 1 study period if they have 23 credits or 1 study period in each semester if they have 24 credits by the previous June. Courses will be offered if there is sufficient enrollment.

ARTS		FRENCH AS A SECOND LANGUAGE	
Dramatic Arts University/College	ADA4M	French, Core University	FSF4U
Music Instrumental Band University/College	AMI4M	French, Extended University	FEF4U
Music	AMU4M	GUIDANCE AND CAREER PLANNING	
Visual Arts	AVI4M	Navigating the Workplace	GLN4O
Exploring the Arts Open	AEA4O	HEALTH AND PHYSICAL EDUCATION	
BUSINESS STUDIES		Healthy Active Living Open	PPL4O
Information and Communication Technology: Multimedia Solutions College	BTX4C	Exercise Science University	PSE4U
Information and Communication Technology In the Workplace	BTX4E	MATHEMATICS	
Small Business Management and Marketing	IDC4OB	Calculus and Vectors	MCV4U
CANADIAN AND WORLD ISSUES		Advanced Functions	MHF4U
Canadian And World Issues: A Geographic Analysis University	CGW4U	Mathematics of Data Management University	MDM4U
World History: The West and the World University	CHY4U	Foundations for College Mathematics	MAP4C
World History: The West and the World College	CHY4C	SCIENCE	
Canadian and International Law University	CLN4U	Biology University	SBI4U
COOPERATIVE EDUCATION	NGC4O	Chemistry University	SCH4U
2 credits		Chemistry College	SCH4C
		Physics University	SPH4U
		SOCIAL STUDIES AND HUMANITIES	
		Challenge and Change in Society	HSB4M
		The Fashion Industry	HNB4O
		Philosophy: Questions and Theories	HZT4U
		Adolescent Behaviour & Development	IDC4OS
		TECHNOLOGY	
		Computer and Information Science University/College	ICS4M
		Communication Technology University/College	TGJ4M
		Communication Technology Workplace	TGJ4E
		Construction Technology College	TCJ4C
		Construction Technology Workplace	TCJ4E

GRADE 12 COURSE PLAN

GRADE 12 POST SECONDARY DESTINATION PLAN		
WORKPLACE	COLLEGE	UNIVERSITY
English ENG4E	English ENG4C	English ENG4U
Religion HRE40	Religion HRE4O/HRE4M	Religion HRE4O Religion HRE4M
Elective	Elective	Elective
Elective	Elective	Elective
Elective	Elective	Elective
Elective	Elective	Elective
Elective or	Elective or	Elective or
Study Period(s)	Study Period(s)	Study Periods(s)
GRADE 12 PLAN (6-8 courses)		
WORKPLACE	COLLEGE	UNIVERSITY

USE CHARTS ON SEPARATE PAGE

