

# **ST. STEPHEN'S CATHOLIC SECONDARY SCHOOL**

**COURSE CALENDAR**

*AND*

**DIPLOMA REQUIREMENTS**

**2010 - 2011**

ROYALS



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## TABLE of CONTENTS

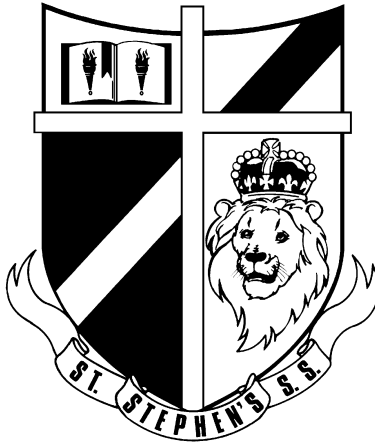
A Message from Your School Administration .....	2
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### ONTARIO SECONDARY SCHOOL DIPLOMA O.S.S. 1999

Ontario Secondary School Diploma Requirements .....	3
Mandatory Community Involvement .....	3
The Provincial Secondary School Literacy Diploma Requirement .....	3
Religious Education .....	4
Promotion from Grade 8 to Grade 9 .....	4
Credit .....	4
Substitutions for Compulsory Credits .....	4
The Ontario Secondary School Certificate .....	5
The Certificate of Accomplishment .....	5
Types of Courses: Grades 9 and 10 .....	5
Types of Courses: Grades 11 and 12 .....	5
Prerequisite Courses .....	6
Crossover Courses between Grades 9 and 10 .....	6
Transfer Course in Mathematics between Grades 9 and 10 .....	6
Transfer Courses between Grades 10 and 11 & Grades 11 and 12 .....	7
Understanding Course Codes .....	7
School Success Team .....	7
Timetable, Course Selection, and Evaluation Information .....	8
Reporting Procedures .....	8
The Ontario Student Transcript and the Ontario Student Record .....	8
Prior Learning Assessment and Recognition (P.L.A.R.) .....	9
Student Services: Special Education .....	9
Special Education Advisory Committee and Community Resources .....	10
The Student Agenda Book .....	10
College Admission Guidelines .....	11
University Admission Guidelines .....	11
The Programme in Grade 9 .....	12
The Programme in Grade 10 .....	13
The Senior Grades: Grade 11 .....	14
The Senior Grades: Grade 12 .....	15

### COURSE DESCRIPTIONS

The Arts .....	16
<i>Dramatic Arts</i> .....	16
<i>Instrumental Music</i> .....	17
<i>Visual Arts</i> .....	18
Business Studies .....	19
<i>Accounting</i> .....	20
<i>Entrepreneurial Studies</i> .....	20
<i>Information Technology</i> .....	20
<i>International Business</i> .....	20
Canadian and World Studies .....	21
<i>Civics</i> .....	21
<i>Economics</i> .....	21
<i>Geography</i> .....	21
<i>History</i> .....	22
<i>Law</i> .....	23
<i>Politics</i> .....	24



# ST. STEPHEN'S SECONDARY SCHOOL

## ***MISSION STATEMENT***

While bringing to the table the ideals of St. Stephen: spirit, strength, serenity and service, our mission is to educate students and challenge them to reach their full potential by engaging all partners in a dynamic experience of faith and learning in an inclusive, Christ-centered community rooted in justice and love.

## ***VISION STATEMENT***

- We believe students are uniquely fashioned in God's image, have intrinsic worth, with the ability and need to learn;
- We believe students need to belong to a community that supports and nurtures them spiritually, emotionally, socially and academically;
- We believe that our educational community strives to provide the necessary support to achieve academic success in order for students to reach their potential while building a future for youth that offers hope and compassion for all;
- We believe as a Catholic community we are all connected to others through witnessing our faith, sharing our gifts, and serving the common good;
- We believe an education founded upon Catholic values and incorporating principles of goodness, dignity and truth builds tolerance, respect and responsibility.



## Message from Your School Administration

Obtaining a secondary school diploma has never been more important in preparing young people to take their place in the increasingly complex and global world of the twenty-first century.

The staff at St. Stephen's Catholic Secondary School is committed to supporting every student in the achievement of a successful outcome from their secondary school experience. This is accomplished by means of effective transition planning from elementary to secondary, opportunities for the pursuit of academic excellence and programs customized to students' skills and interests within a caring, faith based community.

In selecting a timetable, you are being asked to make decisions and choose courses that will support your career plans and life goals. This calendar has been designed to assist you in making wise decisions regarding your course selection. Read the course descriptions carefully and seek advice from your parents, teachers, or guidance counsellors.

Our school is proud of its rich heritage and traditions. It is our pleasure to welcome all students who will be joining us in the 2010/2011 school year. Whether you are new to our community or a returning student, we welcome you into our "Royals" family.

Sincerely,

**Sheeran Rush-Jeanes**  
Principal

**Marie-Claude Charette**  
Vice-Principal

**Laurie Corrigan**  
Vice-Principal

### The St. Stephen's Graduate is expected to be:

- A **discerning believer** formed in the Catholic Faith Community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living.
- An **effective communicator** who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.
- A **reflective, creative and holistic thinker** who solves problems and makes responsible decisions with an informed moral conscience for the common good.
- A **self-directed, responsible, lifelong learner** who develops and demonstrates his/her God-given potential.
- A **collaborative contributor** who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.
- A **caring family member** who attends to family, school, parish and the wider community.
- A **responsible citizen** who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

# ONTARIO SECONDARY SCHOOL DIPLOMA

## O.S.S. 1999

As of September 1999 students entering secondary school in Ontario are to be governed by the policies and requirements set out in the document, Ontario Secondary Schools, Grades 9 -12: Programme and Diploma Requirements, 1999 (O.S.S.)

### ONTARIO SECONDARY SCHOOL DIPLOMA REQUIREMENTS (O.S.S.)

The O.S.S.D. consists of the following elements:

- 30 credits in total: 18 compulsory credits and 12 elective credits
- 40 Hours of Community Involvement
- Successful completion of the Provincial Secondary School Literacy Diploma Requirement

#### **The 30 Credit Requirements**

- 4 English (one credit per grade)
- 3 Mathematics (at least one credit in Grade 11 or 12)
- 2 Science
- 1 French as a Second Language
- 1 Canadian Geography
- 1 Canadian History
- 1 Arts
- 1 Health and Physical Education
- 1 Civics and Career Studies (.5 credit per subject)

#### **Plus one (1) credit from each of the following groups:**

- 1 additional credit in English OR French as a second language, OR a native language, OR a classical or an international language, OR social sciences and the humanities, OR Canadian and world studies, OR guidance and career education, OR cooperative education.
  
- 1 additional credit in health and physical education, OR the arts, OR business studies, OR cooperative education
  
- 1 additional credit in science, OR computer studies OR technological education, OR cooperative education

**AND** 12 Electives

**NOTES:** *A maximum of 3 credits in English as a Second Language (ESL) or English Literacy Development (ELD) may be counted towards the 4 compulsory credits in English but the fourth must be a credit earned for a Grade 12 compulsory English course.*

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

*Electives may include up to four credits achieved through approved Dual Credit courses.*

#### **Mandatory Community Involvement**

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities. The 40 hours may be completed over the course of four years and they may not begin before the student has entered secondary school in September of any year. The community involvement requirement is designed to encourage students to develop an awareness and understanding of civic responsibility and of the role they can play in supporting and strengthening their communities. The requirement will benefit communities, but its primary purpose is to contribute to students' development.

Students and parents will be responsible for arranging the community involvement activities. A list of eligible and ineligible activities is available at the school. **Students must first complete a Notification of Planned Community Involvement Activities form. All activities must be first approved by the Principal. Failure to complete this step may result in completed activities being declared ineligible.** Upon completion of activities, a student must submit a *Completion of Community Involvement Activities* form to the school. The number of hours completed will be tracked on each semester's final report card and completion of the 40 required hours will be noted on the Ontario Student Transcript (OST). The Principal will decide whether the student has met the requirements of both the Ministry and the Board for these activities.

**Provincial Secondary School Literacy Diploma Requirement, The Ontario Secondary School Literacy Test (O.S.S.L.T.), and The Ontario Secondary School Literacy Course (O.S.S.L.C.)**

As part of the diploma requirements, all students must successfully complete the Ontario Secondary School Literacy Test in order to earn a diploma. Students will normally take the test when they are in Grade 10 and it will be based on the Ontario curriculum expectations for language and communication, particularly reading and writing, up to and including grade 9. The test may be retaken in subsequent years until the standard is met. Students who have been eligible to write the OSSLT once and have been unsuccessful may be eligible to enroll in the Ontario Secondary School Literacy Course if the Principal determines that it is in the best educational interests of the student. Successful completion of the O.S.S.L.C. will meet the literacy requirement for the Ontario Secondary School Diploma. Completion of the Provincial Secondary School Literacy Diploma Requirement will be noted on final report cards and on the Ontario Student Transcript.

### **ACCOMMODATIONS**

The necessary accommodations will be made to ensure that all students who are receiving Special Education programs or who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the test. The accommodations made will be those that are outlined on page 3 of the IEP under the heading *Provincial Assessments – Accommodations/Exemptions* and are those permitted by the Ontario Ministry of Education.

### **DEFERRALS**

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

### **EXEMPTIONS**

Students whose IEP indicates that they are not working towards the attainment of a Secondary School Diploma may be exempted from the test. Parental consent and approval of the Principal are needed for an exemption to be granted. Students who do not successfully complete the Provincial Secondary School Literacy Diploma Requirement will not be able to receive a Secondary School Diploma.

### **ADJUDICATION**

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

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

### **RELIGIOUS EDUCATION**

In upholding the mission of St. Stephen's Catholic Secondary School, it is the responsibility of all students to attend obligatory religion classes and liturgies. Non-Catholics will also be required to attend common school liturgies, celebrations, and religious services. Religion courses are compulsory in grades 9, 10, 11, and 12 for all students and these credits count towards the diploma requirements. It is our hope that non-Catholic students will grasp this opportunity to reflect upon their own faith and values through their participation in our religious education programme.

### **PROMOTION FROM GRADE 8 TO GRADE 9**

Students who have successfully completed Grade 8 will be promoted from elementary school and admitted to a secondary school. It is expected that, as a general rule, exceptional students will proceed to a secondary school within two years of the average age for entering secondary school.

Under the Education Act, a student who has not been promoted from elementary school may apply for admission to a secondary school. The student will be admitted to the secondary school if the Principal of the secondary school is satisfied that the student is capable of undertaking the work of the school. An applicant who has been denied admission may appeal to the board which may, after a hearing, decide whether or not the student should be admitted.

### **CREDIT**

A credit is granted in recognition of the successful completion of a course for which a minimum of 110 hours has been scheduled. Attendance, participation and evaluation are all significant components. Records of each student's achievement are maintained and are available to the student or his/her parents upon request. A credit is granted to a student by the Principal of a secondary school on behalf of the Minister of Education.

### **SUBSTITUTIONS FOR COMPULSORY CREDITS**

Substitutions for compulsory credits may be made to promote and enhance student learning or to meet special needs and interests. To meet individual students' needs, the Principal may replace up to three compulsory courses with courses from the remainder of those that meet the compulsory credit requirements. A maximum of one credit earned for a Learning Strategies Course may be used through substitution to meet a compulsory credit requirement. Credits earned for Cooperative Education courses may not be used through substitution to meet compulsory credit requirements. The decision to make a substitution for a student should be made only if the student's educational interests are best served by such substitution. The Principal will determine when a substitution may be made and each substitution will be noted on the student's Ontario Student Transcript.

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

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

The Literacy requirement and the Community Involvement requirement do not apply to the Ontario Secondary School Certificate.

The provisions for declaring substitutions for compulsory credits do apply to the Ontario Secondary School Certificate.

## **THE CERTIFICATE OF ACCOMPLISHMENT**

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

The Literacy requirement and the Community Involvement requirement do not apply to the Ontario Secondary School Certificate.

## **TYPES OF COURSES: GRADES 9 AND 10**

The curriculum for secondary schools is organized into several types of courses. This system of courses is intended to enable students to choose courses that are suited to their strengths, interests, and goals. Statements explaining prerequisites are included at the beginning of each course description in this calendar and statements explaining a student's opportunities upon successful completion of a course are included at the end of the course descriptions.

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

**LOCALLY DEVELOPED COURSES** are courses for which the school board may apply for permission to offer. Such courses are designed to meet the particular needs of students in their schools. These courses are not described in Ministry curriculum policy documents. Our school board is allowed to develop one Grade 9 course in each of English, Mathematics, and Science and one Grade 10 course in each of English, Mathematics, and Canadian History. Successful completion of these courses prepares students to proceed to Grade 11 Workplace Preparation courses. As of September, 2005, credits earned in these courses may be counted as compulsory credits in that discipline. They may not, however, be used as substitutions for other compulsory credit requirements.

**APPLIED COURSES** focus on the core concepts. While course work exposes students to both theories and practical applications, the emphasis is on practical applications. Course work relates to familiar real-life situations and provides students with the opportunity for hands-on application of the concepts they learn. Generally, Applied courses in Grade 10 serve as prerequisites for College Preparation courses at the senior level. *Parents should be aware that students who enroll in Applied courses in Grade 9 may proceed to either Academic or Applied in Grade 10. (See: CROSSOVER COURSES)*

*The one exception to this policy is mathematics which has the requirement of a transfer course.*

**ACADEMIC COURSES** cover core concepts plus additional material. While course work exposes students to both theories and practical applications, there is a greater emphasis on theory as a basis for future learning and problem solving. Generally, Academic courses in Grade 10 serve as prerequisites for University Preparation courses at the senior level. *Parents should be aware that students who enroll in Academic courses in Grade 9 may proceed to either Academic or Applied in Grade 10. (See: CROSSOVER COURSES)*

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

## **TYPES OF COURSES: GRADES 11 AND 12**

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

**OPEN COURSES** are appropriate for all students regardless of post secondary destination. They are designed to provide students with a broad educational base and to equip them for active and rewarding participation in society. Students will

broaden their knowledge and skills in a particular subject that reflects their interests but may not necessarily relate to their post secondary goals.

**WORKPLACE PREPARATION COURSES** are designed to equip students with the knowledge and skills they need for direct entry into the workplace or for admission to apprenticeship programs and other training programs offered in the community. Teaching and learning will emphasize workplace applications of the course content, but will also explore the theoretical material that underlies these practical applications. These courses will emphasize the development of generic employment skills, as well as independent research and learning skills. Both Academic and Applied types of courses in Grades 9 and 10 serve as prerequisites for Workplace Preparation Courses. Grade 9 and 10 Locally Developed Courses also lead to Workplace Preparation Courses.

**COLLEGE PREPARATION COURSES** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. Teaching and learning will emphasize concrete applications of the theoretical material covered in the course and will also emphasize the development of critical thinking and problem solving skills. These courses will emphasize the development of both independent research skills and independent learning skills.

The most direct route to College Preparation courses is the Grade 9 and 10 Applied type of courses. Provision, however, is made for students who change pathways during secondary school and who do not have the appropriate prerequisite courses. Such students should complete Crossover Course materials during the summer in order to change pathways between Grades 9 and 10. Students who wish to change pathways between Grades 10 and 11 or between Grades 11 and 12 **MUST** enroll in a Transfer Course, available in the summer only.

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

**UNIVERSITY PREPARATION COURSES** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. Teaching and learning will emphasize theoretical aspects of the course content but will also include practical applications. These courses will emphasize the development of both independent research skills and independent learning skills.

The most direct route to University Preparation courses is the Grade 9 and 10 Academic type of courses. Provision, however, is made for students who change pathways during secondary school and who do not have the appropriate prerequisite courses. Such students should enroll in a Crossover Course during the summer in order to change pathways between Grades 9 and 10. Students who wish to change pathways between Grades 10 and 11 or between Grades 11 and 12 **MUST** enroll in a Transfer Course, available in the summer only.

**K COURSES** - See description under TYPES OF COURSES: GRADE 9 AND 10

#### **PRE-REQUISITE COURSES**

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

For a full understanding of how one course may lead to another, and to view charts depicting Ministry prerequisites, go to the Appendix of Pathways charts contained at the end of this calendar.

#### **CROSSOVER COURSES IN FRENCH AND SCIENCE BETWEEN GRADES 9 AND 10 (RECOMMENDED)**

When a student plans to switch from one course type to another between grades 9 and 10 in either French or Science, the Principal must inform the student and his/her parents that the student is strongly encouraged to successfully complete additional course work of up to 30 hours, and defined by the Ministry, in order to demonstrate achievement of the learning expectations that are included in the one Grade 9 course but not in the other. This additional course work can be taken on line during the summer. This type of course is referred to as a Crossover Course and is not credit based. This applies both to students who have done an *Academic* course in Grade 9 and wish to enroll in an *Applied* course in Grade 10 **AND** to students who have done an *Applied* course in Grade 9 and wish to enroll in an *Academic* course in Grade 10. Materials are available from [www.ilc.org](http://www.ilc.org).

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

There is a significant difference between the Grade 9 Academic and Applied curricula in Mathematics. As a result, students who wish to move from Grade 9 Applied Math to Grade 10 Academic Math will be required to complete a transfer course. This course will be valued at .5 of a credit and it may be offered at summer school locations. A transfer course will not be required for students wishing to change from Grade 9 Academic Math to Grade 10 Applied.



## **TIMETABLE, COURSE SELECTION, and EVALUATION INFORMATION**

### **Timetable and Course Load**

St. Stephen's Secondary School offers a full credit semester system. The academic year is divided into two equal semesters with the second semester beginning in early February. Students may enrol in four courses per semester. Only students who have achieved 24 or more credits may request a study period in their timetable. It is expected that all students will maintain a course load of a minimum of 3 credits per semester.

### **Selecting Courses**

Great care and consideration should be given to course selection and prerequisites must be met before a student will be enrolled in a course. The school determines the courses that will be held based on the students' initial decisions during the course selection process in the spring of each year. Requests to change courses may not be met after the timetable, based upon students' requests, has been established. Changes may however be done when it is an issue of prerequisites. Late course changes are restricted by maximum class sizes. Course changes after the established ADD/DROP deadlines will NOT be permitted.

The courses available at St. Stephen's have been developed according to the requirements of the Ontario Ministry of Education. Parents have a responsibility to work with their sons and daughters to be aware of diploma requirements and to make appropriate course selections each year. Courses selected should meet the students' needs, abilities, and interests. The Principal and staff may make recommendations about appropriate course selection but students and parents have the right to make alternative selections providing their choices are in keeping with the Ministry's course prerequisite policies.

Courses of Study for each course are available in the school office for examination by parents and/or students. All optional courses should have a minimum of 15 students. If fewer than fifteen students select a course, students will be scheduled for an alternative which they have selected on their course selection form. If students do not provide alternatives on their course selection form, appropriate courses will be chosen for them.

### **Changing Courses**

There may be occasions when a student wishes to change a subject from one type of course to another due to a change of pathway or a prerequisite issue. It is expected that each student will consult with parents or guardians, subject teacher, and the Guidance department staff and, if appropriate, these changes could be made. Be aware that potential for change will be restricted by class size limits. A grace period at the beginning of each semester is allowed for students who wish to have a request for change considered.

### **School Recommendation of Course Change**

We urge students and parents to maintain communication with subject teachers and to carefully consider these teachers' professional recommendations. Dialogue between school staff and the home will ensure that our students not only enrol in the correct courses but that they select the appropriate type of course. This team approach to course selection will allow your children, our students, to set realistic goals and more likely achieve success.

### **Alternative Ways of Earning Credits**

A limited selection of credit courses is available to our students in the evening through the Continuing Education Departments of co-terminus school boards. Summer school programmes, both credit recovery and full credit, are available through our school board and neighbouring school boards. Students who find themselves in need of one credit to complete diploma requirements or in other unusual circumstances may access the Centre for Individual Studies. This service is not available to students who are registered as day school students at St. Stephen's. Information about distance education opportunities through correspondence is available in Guidance.

Students who are studying music through the Royal Conservatory may have these courses accepted for Secondary School credit. Consult Guidance teachers for full details.

### **Evaluation and Examination Policies**

Student assessment and evaluation is an ongoing process. Teachers use a variety of tools such as assignments, demonstrations, projects, tests, examinations, etc. to assess student achievement. Student achievement is reported to parents as a percentage grade on the Ontario Provincial Report Card. The final grade will be determined as follows: 70% of the grade will be based on assessments and evaluations conducted throughout the course and 30% will be based on a final evaluation suitable to the course. Students will receive a credit if they achieve a final grade of 50% or higher.

## **REPORTING PROCEDURES**

St. Stephen's Secondary is a semestered school. Students will receive two report cards per semester. An interim report will be prepared at the mid term point of each semester and a final report will be prepared at the completion of each semester.

## **THE ONTARIO STUDENT TRANSCRIPT (O.S.T.) and THE ONTARIO STUDENT RECORD (O.S.R.)**

The Ontario Student Transcript (OST) provides a comprehensive record of a student's overall achievement in high school. The record will include all the credits earned by the student, including day school credits, continuing education credits, or those earned through alternative means. The OST will include:

- All successfully completed credits in grades 9 and 10 with percentage grades earned and credits gained
- All senior courses taken or attempted with percentage grades earned and credits gained. Courses from which a student has withdrawn subsequent to 5 days following the first reporting cycle will appear with the mark earned up to the date of withdrawal. Students who repeat a course may earn a maximum of one credit for the course.
- Identification of any course that has been substituted for a compulsory course

- Confirmation of successful completion of the Community Involvement Requirement
- Notation of successful completion of the Ontario Secondary School Literacy Requirement
- An indication of any extraordinary circumstances which may affect the student's achievement in senior level courses

Therefore:

- If a student withdraws from or fails to successfully complete a Grade 9 or 10 course, no entry will be recorded on the OST.
- Any Grade 11 or 12 courses that a student discontinues will not be recorded on the OST if a student withdraws prior to 5 instructional days after the first provincial report.
- If a student withdraws from a course after 5 days subsequent to the mid term date, a "W" will be recorded in the credit column and the student's mark, at the time of the withdrawal, expressed as a percentage, will be recorded on the OST.
- If a student repeats a Grade 11 or 12 course, all marks will be shown on the OST and the student may earn only one credit for the course.

The Ontario Student Record (O.S.R.) folder contains the record of a student's educational progress through Ontario schools.

Policies governing the contents of and access to the OSR may be found in the Ministry document, The Ontario Student Record Guideline 2000.

### **PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)**

Prior learning includes the knowledge and skills that students have acquired in both formal and informal ways outside secondary school. Students in Ontario may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credit towards the Ontario Secondary School Diploma. This evaluation and accreditation is known as Prior Learning Assessment and Recognition (PLAR) and the procedures are carried out under the direction of the Principal who grants credits.

The PLAR process involves two components: challenge and equivalency. In the challenge process, prior learning is assessed for the purpose of granting a credit for a course developed from the provincial curriculum policy documents. Assessment must include formal tests (70% of the final mark) and a variety of other assessment tools (30% of the final mark). This may include the evaluation of student work, including written assignments and laboratory work, and observation of student performance. Determining equivalency involves the assessment of credentials from other jurisdictions.

PLAR has a specific, limited function in the Ontario secondary school programme. For students under 18 years of age or those over 18 who have never left high school for a year or more, a maximum of 4 credits may be granted through the challenge process for Grade 10, 11, or 12 courses, with no more than 2 in one subject area. Students eligible for equivalency credits are those who transfer to Ontario schools from schools outside Ontario or from non-inspected private schools.

Assessment strategies for exceptional pupils must be adapted in recognition of their special needs. While PLAR may be of benefit to some gifted students, it is not intended to be used as a replacement for or alternative to enrichment or other special programmes for gifted students.

Our school board has determined that the PLAR process will be scheduled once within each academic year beginning the process by February.

### **STUDENT SERVICES: SPECIAL EDUCATION**

**Integration** - The Special Education Department will provide assistance and program differentiation for students referred by the school resource team (S.R.T.) or the Identification Placement and Review Committee (I.P.R.C.). The Department offers diagnostic assessment, remedial activities, learning strategies and resource services to individual students. The Special Education Department is also a resource to teachers assisting in developing programs in the regular class for students with differentiated learning needs. The Individual Education Plan (I.E.P.) will indicate the manner by which the school will fulfil the needs of each exceptional pupil. This is in keeping with the Board's policy of integration.

**Resource withdrawal** - The aim of resource withdrawal is to help students cope with the demands of the secondary school curriculum where their needs may be difficult to meet within the regular classroom setting. Support is provided by taking work and assignments to the resource room and, with the attention of instructors, individualized assistance is provided to the student. If needed, a student may have a resource room period timetabled into their school year.

**Resource Period:** This course enables students with IEPs to receive assistance, with their subject class work, from a Special Education Resource Teacher. Students are given the opportunity to work in a quiet, small group setting, whereby they can readily access the individualized support they require. In addition, students can access technology and software to support their learning needs. Students will develop skills in time management, organization, learning strategies and study skills. Only students with an I.E.P. may have a resource period and students do not receive credit for this program.

**Enrichment** - At St. Stephen's Secondary School a variety of challenging opportunities is offered to differentiate the learning experience. For some students, a course designated as academic or university preparation may provide appropriate challenge; for others, enriched components within such courses may be requested. These students are encouraged to work with their subject teachers in developing their Individual Education Plans (I.E.P.). For senior students, Cooperative Education is a suitable vehicle for enrichment. Other opportunities include: student leadership, tutoring, music, drama, public speaking, literary contests, math contests, volunteer work, debating, and other endeavours which enhance cognitive and affective skills.

Gifted students may also take part in the Queen's University mini-enrichment program each May. Visit [emc@queensu.ca](mailto:emc@queensu.ca) for details. The Student Services Department at our Board, in conjunction with our school Resource department, also offers a number of enrichment activities which may include workshops on the arts, book clubs, and Reach for the Top. Finally, opportunities for students to challenge themselves are regularly sent to the Guidance Department and advertised through the morning announcements. Examples of such opportunities are the EF Global Citizen Award, The University of Guelph Interaction Conference, The SHAD Valley Experience, and Encounters with Canada.

**Programming for special needs** - Students who have challenging needs or are developmentally challenged i.e. slow learners, severe learning disabilities, speech and/or language delays, etc. are welcomed fully into the St. Stephen's community and are encouraged to participate in a variety of school activities which promote well-being, spiritual, intellectual, social, emotional, and physical growth. Timetables are individualized in order to develop strengths and meet the needs of the students. (Some of these students may remain in secondary school until the age of 21.) The Centre for Autism Spectrum Assistance (C.A.S.A. Program) is available to students who have a medical diagnosis of an Autism Spectrum Disorder. These classes support the meaningful participation of students living with A.S.D. in an integrated setting by equipping them with skills and abilities in the areas of Communication, Socialization, Academics, Behaviour, and Sensory. All students with Autism Spectrum Disorder also have the opportunity to participate in Snoezelen Room activities. Educational Assistants support these students with this program. **IMPORTANT:** The C.A.S.A. program, as well as the Snoezelen Room, is located at Holy Family Catholic School in Bowmanville. St. Stephen's Catholic Secondary School will be considered as the student's home school for registration purposes.

Students have various options when choosing courses at secondary school. The appropriate level **must be discussed at the child's IPRC meeting in the Grade 8 year.** This meeting should include the Grade 8 teacher, the Special Education resource teacher at the elementary school; a Special Education teacher from St. Stephen's, the student, and his/her parents. Options may include Applied Courses, Locally Developed Courses, Open Courses and courses known as "K" courses which are non credit bearing. As in the case with each exceptional pupil, the student's specific needs must be met with the programming so he/she may achieve his/her potential. For some students, this means that earning credits is not the primary goal and post secondary planning is required to support the pupil in a school-to-work program. Many of these students are supported by Educational Assistants.

#### **SPECIAL EDUCATION ADVISORY COMMITTEE (S.E.A.C.)**

##### **COMMUNITY RESOURCES:**

A Special Education Advisory Committee, comprised of the parent and community organizations, was established to make recommendations to the Board regarding the provision of Special Education programs and services:

- Association for Bright Children, (416) 925-6136
- Learning Disabilities Association of Peterborough, (705) 748-9455
- Northumberland Family Respite Services, (905) 885-6671
- OAFCCD (Ontario Association for Families of Children with Communication Disorders), (519) 842-9506
- Oshawa/Clarington Association for Community Living, (905) 576-3011 and (905) 623-6814
- Sir Sanford Fleming College, (705) 749-5530
- Trent University, (705) 748-1637
- Durham College, The Centre for Students with Disabilities, (905) 721-3128

##### **FURTHER INFORMATION:**

Parents/guardians are encouraged to contact the Curriculum Chair for Special Education or the Principal. Additional resources are available at the school and include the Board's Special Education Plan as outlined in the Resource Guide for Special Education. The Superintendent of Student Services at the Peterborough, Victoria, Northumberland, and Clarington Catholic District School Board may also be contacted at 1 800 461-8009 or 1 (705) 748-4861.

##### **THE STUDENT AGENDA BOOK**

Every year students are provided with a new copy of the St. Stephen's Agenda book. The AGENDA serves as an organizational tool for students and a valuable resource for both students and parents. It contains a variety of informational items pertaining to policies and facilities at St. Stephen's including computer labs and usage, the St. Stephen's Library, and community resources. The school's Code of Student Conduct and policy statements regarding student responsibilities, attendance, punctuality, and achievement are all contained in the Agenda book. There is an expectation that both parents and students will familiarize themselves with the information in the AGENDA book on an annual basis. For information on the Peterborough, Victoria, Northumberland Clarington Catholic District School Board's Safe Schools Policy, you are directed to the website, [www.pvnccdsb.on.ca](http://www.pvnccdsb.on.ca).

## **POST SECONDARY EDUCATION**

### **COLLEGE ADMISSION GUIDELINES: [www.ontariocolleges.ca](http://www.ontariocolleges.ca)**

Each year the Guidance teachers of St. Stephen's invite community college liaison representatives to speak to students in hour long presentations at the school. We publicise College Information Programmes and College Open House Events where students can consult with representatives from Ontario's Colleges of Applied Arts and Technology. Guidance also maintains a reference library of college materials for students to research.

The Ontario College Guide is available on-line at [www.ontariocolleges.ca](http://www.ontariocolleges.ca). It is a comprehensive list of all college programmes available in Ontario and the admission requirements. For more specific information, students should refer to the college calendars available in the Guidance office. Each college establishes program eligibility on a program-by-program basis and requirements may vary from college to college.

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

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

Students are advised to ensure that the majority of their senior academic credits and, in particular, all academic pre-requisite courses be taken at the College Preparation level OR the College/University Preparation level OR the University Preparation level. In particular, College Preparation English, i.e. ENG4C, is required for entry to college programs. Additionally, students may be required to complete certain secondary school credits in order to be eligible for certain college programs. Common prerequisites include Math and the Sciences. Please refer to individual college calendars for information on prerequisite courses.

Students should also research joint college and university programs for which both a college diploma and a university degree may be completed together. Entrance requirements for such programs should be researched carefully.

Students who have followed a Workplace Pathway during secondary school and have completed ENG4E will find that there are also some college programs to which they may apply. The Guidance teachers arrange for college liaison representatives to make presentations to students about such opportunities each year.

### **UNIVERSITY ADMISSION GUIDELINES: [www.ouac.on.ca](http://www.ouac.on.ca)**

Each year the Guidance teachers of St. Stephen's invite liaison representatives from all of Ontario's universities, as well as some from outside Ontario, to speak to students in hour long presentations at the school. We publicise the Ontario Universities Fair, held in Toronto; the University Information program, held locally; and University Open House Events, held both in the fall and again in March. Guidance also maintains a reference library of university materials covering all Canadian provinces for students to research.

The Ontario Universities' Council on Admission (OUCA) has developed guidelines based on assessment of the Ontario Secondary School (OSS) program and curriculum, although individual universities make the final decisions about admission requirements. All university programmes available in Ontario, including admission requirements, may be accessed at [www.electronicinfo.ca](http://www.electronicinfo.ca).

**The completion of the OSSD, Ontario Secondary School Diploma, or equivalent, will be required for admission to an Ontario university. This will include the successful completion of the Ontario Secondary School Diploma Literacy Requirement and the completion of 40 hours of Community Involvement.**

- **Successful completion of six Grade 12 University (U) or University/College (M) courses is necessary for consideration for admission to an Ontario university.** Universities make available the averages needed for entry into their programs based on the statistics from the previous application year. This information may be accessed through the above mentioned [www.electronicinfo.ca](http://www.electronicinfo.ca). Most averages are above 70%. Many programs require specific Grade 12 courses and some programs at some universities could require as many as six Grade 12 U prerequisite courses for admission.
- Where Grade 12 University Preparation English is required or recommended, this refers to ENG4U and neither EWC4U nor ETS4U may be substituted for this.
- The universities encourage students to maintain variety in their secondary school course choices, and to keep their options open. Students are advised not to concentrate in one subject area. Each of the Grade 12 University Preparation courses in Mathematics and Science are considered to be distinctly different from each other.
- Cooperative Education credits are **not** eligible for university entrance purposes although they do count towards total credits earned for diploma purposes.
- **Students are advised to check individual university guidebooks carefully since requirements vary from university to university, from campus to campus, and from program to program. They are also advised to conduct this research prior to choosing courses for their Grade 12 year.**

# THE PROGRAM IN GRADE 9

Grade 9 students will normally take 8 courses per year, 4 in each semester. Much of the Grade 9 program is prescribed in order to ensure that students earn compulsory credits towards their Ontario Secondary School Diploma.

In choosing courses, please consult the section of this calendar entitled, **Types of Courses**, so as to have a clear understanding of what is meant by **Academic, Applied, Open, and Locally Developed**. It is important to note that students who choose Academic courses in Grade 9 may proceed to Applied courses in Grade 10 AND that students who choose Applied courses in Grade 9 may proceed to Academic courses in Grade 10 with one exception. Moving from Grade 9 Applied Math to Grade 10 Academic Math will require successful completion of a one-half credit Transfer Course. The choice between Academic and Applied in Grade 9 will NOT restrict Grade 10 choices.

Students **MUST** choose the following 6 core subjects:

CANADIAN GEOGRAPHY	Choose either CGC1D <b>or</b> CGC1P
ENGLISH	Choose either ENG1D <b>or</b> ENG1P <b>or</b> ENG1L
FRENCH	Choose either FSF1D <b>or</b> FSF1P
FRENCH, POST-INTENSIVE	FAF10
RELIGION	Choose HRE1O
MATHEMATICS	Choose either MPM1D <b>or</b> MFM1P <b>or</b> MAT1L
SCIENCE	Choose either SNC1D <b>or</b> SNC1P <b>or</b> SNC1L

Students wishing to enroll in the French Immersion program **MUST** choose the following core subjects in addition to English, Mathematics, and Science as listed above:

CANADIAN GEOGRAPHY	Choose CGC1DF
FRENCH	Choose FIF1D
RELIGION	Choose HRE1OF

In addition, students will take **two** elective courses and may choose from among the following:

DRAMA	ADA1O
INSTRUMENTAL MUSIC	AMU1O
VISUAL ARTS	AVI1O
INFORMATION AND COMMUNICATION TECHNOLOGY	
IN BUSINESS	BTT1O
LEARNING STRATEGIES 1	GLE1O (for I.E.P. students)
LEARNING STRATEGIES 1	GLS1O
FOOD and NUTRITION	HFN1O
HEALTHY ACTIVE LIVING (BOYS)	PPL1OY
HEALTHY ACTIVE LIVING (GIRLS)	PPL1OX
HEALTHY ACTIVE LIVING (CO-ED)	PPL1O
EXPLORING TECHNOLOGIES	TIJ1O

Student choosing Non-Credit Courses should consult the Special Education Section of this Calendar for the list of courses to be held for 2010-2011.

# THE PROGRAM IN GRADE 10

Grade 10 students will normally take 8 credit courses per year, 4 in each semester. Much of the program is prescribed in order to facilitate the completion of credits which are compulsory to the Ontario Secondary School Diploma. In choosing course type, either Academic, Applied, or Locally Developed, you are referred to the section of the calendar entitled, **Types of Courses**. Be advised that we recommend Crossover courses be done during the summer by students who wish to change pathways between Academic and Applied in Science and French. Students wishing to move from Grade 9 Applied Math to Grade 10 Academic Math must complete a Transfer course during the summer.

Grade 10 students **MUST** choose the following subjects:

CANADIAN HISTORY	Choose CHC2D <b>or</b> CHC2P <b>or</b> CHC2L
CIVICS	Choose CHV2O (.5 credit)
ENGLISH	Choose ENG2D <b>or</b> ENG2P <b>or</b> ENG2L
CAREER STUDIES	Choose GLC2O (.5 credit)
RELIGION	Choose HRE2O
MATHEMATICS	Choose MPM2D <b>or</b> MFM2P <b>or</b> MAT2L
SCIENCE	Choose SNC2D <b>or</b> SNC2P

Students wishing to enroll in the French Immersion program **MUST** choose the following core subjects:

RELIGION	Choose HRE2OF
FRENCH	Choose FIF2D
CANADIAN HISTORY	Choose CHC2DF
ENGLISH	Choose ENG2D <b>or</b> ENG2P <b>or</b> ENG2L
MATHEMATICS	Choose MPM2D <b>or</b> MFM2P <b>or</b> MAT2L
CAREER STUDIES	Choose GLC2O (.5 credit)
CIVICS	Choose CHV2O (.5 credit)
SCIENCE	Choose SNC2D <b>or</b> SNC2P

In addition, students in the English language program will take **two** elective courses and students in the French Immersion program will take **one** elective course and may choose from among the following:

DRAMA	ADA2O
MUSIC	AMU2O
VOCAL MUSIC	AMV2O
VISUAL ARTS	AVI2O
INTRODUCTION to BUSINESS	BBI2O
FRENCH	FSF2D or FSF2P
HEALTHY ACTIVE LIVING EDUCATION	PPL2OY (BOYS), PPL2OX (GIRLS), PPL2O (CO-ED)
CONSTRUCTION TECHNOLOGY	TCJ2O
COMMUNICATION TECHNOLOGY	TGJ2O
INTRODUCTION TO COMPUTER STUDIES, Part 1	ICS20A (.5 credit)
COMPUTER TECHNOLOGY, Part 1	TEJ20A (.5 credit)
MANUFACTURING TECHNOLOGY	TMJ2O

Student choosing Non-Credit Courses should consult the Special Education Section of this Calendar for the list of courses to be held for 2010 - 2011.

# THE SENIOR GRADES

## GRADE 11

In choosing Grade 11 courses, students should bear in mind the requirements for an O.S.S.D. as listed in this calendar under the heading, **Ontario Secondary School Diploma**. A list of credits which are compulsory to the diploma is provided in this section, and it is the responsibility of each student to fulfill these requirements.

If a student has not completed the appropriate type of course in a subject to fulfill the prerequisite, he/she **MUST** enrol in a credit based transfer course in summer school. See the guide in the section of this calendar entitled, **Transfer Courses**. This calendar lists prerequisite course information for every course description provided. Grade 11 choices are crucial to a student's future opportunities and students should seriously consider and research their future plans in choosing elective courses. Students whose future plans are not yet fully determined are advised to keep a broad range of subjects in their programme to ensure that as many opportunities as possible will be open to them upon completion of secondary school. Courses chosen in Grade 11 will have an impact on what students may choose in Grade 12, which, in turn, will determine which post secondary programmes will be available to them. See the section of the calendar which lists college and university admissions guidelines.

The Guidance department offers a wealth of resources for students to research and plan their future. As well, teachers of guidance can advise students in their selection of courses. Students are urged to visit the Guidance area and/or to make an appointment with a teacher.

Students entering Grade 11 will need to choose Religion, a third of four compulsory English credits and a third of three compulsory Mathematics credits. Additionally they are advised to choose to complete any other outstanding compulsory credits during their Grade 11 year so as to allow for maximum choice during their final year of secondary school prior to application to college and/or university.

Here is a list of Grade 11 courses offered at St. Stephen's in 2010-2011:

### UNIVERSITY PREPARATION

CHA3U – American History  
ENG3U – English  
FSF3U – French  
FIF3U- French Immersion  
ICS3U – Instruction to Computer Science  
MCR3U – Functions  
SBI3U – Biology  
SCH3U – Chemistry  
SPH3U – Physics

### UNIVERSITY/COLLEGE PREPARATION

ADA3M – Drama  
AMU3M – Music  
AVI3M – Visual Arts  
BAF3M – Financial Accounting Fundamentals  
CGF3M – Physical Geography  
CHW3M – World History to the 16<sup>th</sup> Century  
CIE3M – The Individual and the Economy  
CLU3M – Understanding Canadian Law  
HRT3M – World Religions  
HRT3MF – World Religions (Immersion)  
HSP3M – Introduction to Psychology, Sociology, and Anthropology  
MCF3M – Functions and Applications  
SVN3M – Environmental Science  
TGJ3M – Communications Technology

### COLLEGE PREPARATION

BDI3C – Entrepreneurship: The Venture  
ENG3C – English  
ICS3C – Introduction to Computer Programming  
MBF3C – Foundations for College Mathematics  
NBV3C – Aboriginal Beliefs, Values, and Aspirations  
    In Contemporary Society  
SBI3C – Biology  
TCJ3C – Construction Technology  
TMJ3C – Manufacturing Technology

### WORKPLACE PREPARATION

CLU3E – Understanding Canadian Law  
ENG3E - English  
TEJ3E – Computer Engineering  
MEL3E – Mathematics for Work and Everyday Life  
SVN3E – Environmental Science  
TCJ3E – Construction Technology  
TFJ3E – Hospitality and Tourism

### OPEN COURSES

ASM3O – Media Arts (Yearbook)  
AVI3O – Visual Arts  
BTA3O – The Digital Environment  
EMS3O – Media Studies  
GPP3O – Leadership and Peer Support  
CO-OP – Cooperative Education  
HLS3O – Living Spaces and Shelter  
HNC3O – Fashion and Creative Expression  
HPC3O – Parenting  
HRF3O – World Religions  
OYAP - Ontario Youth Apprenticeship Program  
PAF3O – Personal and Fitness Activities  
PAF30F – Personal and Fitness Activities(immersion)  
PPL3O – Healthy Active Living

### NON-CREDIT COURSES

Student choosing Non-Credit Courses should consult the Special Education Section of this Calendar for the list of courses to be held for 2010/2011.

# THE SENIOR GRADES

## GRADE 12

Students entering their fourth and final year of secondary school should ensure that the courses they select will complete diploma requirements and prepare them for post secondary plans. Additionally, if they have not already completed the O.S.S.D. requirement of 40 hours of Community Involvement, they should make a plan to achieve this so that successful completion of courses leading to post secondary plans is not jeopardized. Students should consult the sections of the calendar entitled, **Ontario Secondary School Diploma, College Admission Guidelines, and University Admission Guidelines.**

If a student has not completed the appropriate type of course in a subject to fulfill the prerequisite, he/she **MUST** enrol in a credit based transfer course in summer school. See the guide in the section of this calendar entitled, **Transfer Courses.** This calendar lists prerequisite course information for every course description provided.

Courses chosen in Grade 12 will determine a student's eligibility for university and college programs. For this reason, choosing courses should be taken very seriously. Additionally, since the school's timetable will be built based upon students' initial choices, changes may not always be possible.

The Guidance department offers a wealth of resources for students to research and plan their future. As well, teachers of guidance can advise students in their selection of courses. Students are urged to visit the Guidance area and/or to make an appointment with a teacher.

Students entering Grade 12 will need to choose Religion, and the fourth of four compulsory English credits as well as any other outstanding compulsory requirements.

Here is a list of Grade 12 courses offered at St. Stephen's in 2010-2011:

### UNIVERSITY PREPARATION

CGU4U – Canadian and World Issues  
CHI4U – Canada: History, Identity, and Culture  
CHY4U – World History: The West and the World  
CIA4U – Analyzing Current Economic Issues  
CLN4U – Canadian and International Law  
CPW4U – Canadian and World Politics  
ENG4U – English  
ETS4U – Studies in Literature (Religious Themes)  
EWC4U – The Writer's Craft  
FSF4U – French  
FIF4U – French Immersion  
HZT4U – Philosophy  
ICS4U – Computer Science  
IDC4U – Interdisciplinary Studies, Applied Journalism (YEARBOOK)  
MCV4U – Calculus and Vectors  
MDM4U – Mathematics of Data Management

MHF4U – Advanced Functions  
PSE4U – Exercise Science  
SBI4U – Biology  
SCH4U – Chemistry  
SPH4U – Physics  
SES4U – Earth and Space Science

### UNIVERSITY/COLLEGE PREPARATION

ADA4M – Drama  
AMU4M – Music  
AVI4M – Visual Arts  
BAT4M – Financial Accounting Principles  
BBB4M – International Business Fundamentals  
CGR4M – The Environment and Resource Management  
HHS4M – Individuals and Families in a Diverse Society  
HRE4M – Religion  
*HRE4MF- Religion (Immersion – New for 2010/2011)*  
SNC4M - Science  
TGJ4M – Communications Technology

### COLLEGE PREPARATION

BDV4C – Venture Planning in an Electronic Age  
BTX4C – Multimedia Solutions  
ENG4C – English  
ICS4C – Computer Programming  
MAP4C – Foundations for College Mathematics  
MCT4C – Mathematics for College Technology  
SCH4C – Chemistry  
SPH4C – Physics  
TCJ4C – Construction Technology  
TMJ4C – Manufacturing Technology  
TOJ4C – Child Development and Gerontology

### WORKPLACE PREPARATION

AVI4E – Visual Arts  
CGR4E – The Environment and Resource Management  
ENG4E – English  
TEJ4E – Computer Engineering  
MEL4E – Mathematics for Work and Everyday Life  
SNC4E - Science  
TCJ4E – Construction Technology

### OPEN COURSES

EBT4O – Communication in the World of Business and Technology  
GLN4O – Navigating the Workplace  
HRE4O – Religion  
OLC4O – Ontario Secondary School Literacy Course  
PAF4O – Personal and Fitness Activities  
PPL4O – Healthy Active Living

### NON-CREDIT COURSES

Student choosing Non-Credit Courses should consult the Special Education Section of this Calendar for the list of courses to be held for 2010/2011.

# COURSE DESCRIPTIONS

Generally courses offered at St. Stephen's have a credit value of 1 (one).

The exceptions are:--

- **Co-operative Education – 2 or 4 credits**
- **Civics (CHV20) - .5 credit; and Career Studies (GLC20) - .5 credit**
- **Introduction to Computer Studies Part 1 (ICS20A) - .5 credit**
- **Computer Technology Part 1 (TEJ20A) - .5 credit**



## The Arts

### **DRAMA**

**Drama, Grade 9, Open**

**Prerequisite: None**

**Diploma Area: Arts**

**ADA10**

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

**Future Path:** *This course is recommended for students who plan to take Grade 10 Drama, Open and is a prerequisite for Grade 11 Drama, Open OR University/College Preparation.*

**Drama, Grade 10, Open**

**Prerequisite: None**

**Diploma Area: Arts**

**ADA20**

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences. Ethical situations will be explored in a Christian environment through dramatic forms.

**Future Path:** *This course serves as a prerequisite for Grade 11 Drama, Open OR University/College Preparation.*

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

**Prerequisite: Drama, Grade 9 or 10, Open**

**Diploma Area: Arts**

**ADA3M**

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

**Future Path:** *This course serves as a prerequisite for Grade 12 Drama, University/College Preparation.*

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

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

**Diploma Area: Arts**

**ADA4M**

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

**Future Path:** *This course serves as a stepping stone for those students wishing to pursue their studies of Drama or Theatre Arts at University or College.*

## **MEDIA ARTS**

### **Media Arts (Yearbook Course), Grade 11, Open**

**Prerequisite: Any Grade 9 or 10 course in the Arts**

**Diploma Area: Arts**

**ASM30**

This course enables students to create media art works by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communication skills that are transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. Students will develop the skills necessary to create and interpret media art works. The course emphasizes the creation of the St. Stephen's Yearbook. Students will be required to use the programs of Photoshop, InDesign, and Illustrator throughout this course. Students will also be required to make use of the school's digital camera during lunch hours or at after-school events.

An application will be required of students choosing this course on their option form before they may be admitted to the course. The Yearbook teacher will contact students who indicate an interest. See also Interdisciplinary Studies which also supports creation of the Yearbook..

## **MUSIC: INSTRUMENTAL and VOCAL**

### **Instrumental Music, Grade 9, Open**

**Prerequisite: None**

**Diploma Area: Arts**

**AMU10**

This course introduces students to woodwind, brass, percussion, and auxiliary percussion performance techniques. The curriculum emphasizes the performance of music and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will collaboratively contribute through individual and ensemble performances of sacred and secular music using band instruments. Due to Copyright laws regarding print music, students will need to purchase a set of music workbooks to facilitate their learning at a maximum cost of ten dollars. Through participation in this course, students will develop an understanding of the conventions and elements of music, and will develop a variety of skills transferable to other areas of their life. **Future Path:** *This course serves as a prerequisite for Grade 11 Instrumental Music, University/College Preparation.*

### **Instrumental Music, Grade 10, Open**

**Prerequisite: None**

**Entry Recommendations: Students selecting this course will either have completed AMU 10, or have an equivalent knowledge of performance on an instrument.**

**Diploma Area: Arts**

**AMU20**

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will continue their performance on woodwind, brass, percussion, and auxiliary percussion instruments. Students will collaboratively contribute through individual and ensemble performances of sacred and secular music using band instruments.

Throughout the course, students will develop music literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. They will also explore the function of music in society with reference to the self, communities, and cultures. Due to Copyright laws regarding print music, students will need to purchase a set of music workbooks to facilitate their learning at a maximum cost of ten dollars. Through participation in this course, students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. **Future Path:** *This course serves as a prerequisite for Grade 11 Instrumental Music, University/College Preparation.*

### **Music: Vocal/Choral, Grade 10, Open**

**Prerequisite: None**

**Entry Recommendations: Students selecting this course will either have completed AMU 10, or possess the ability to reproduce musical pitches accurately using their voice.**

**Diploma Area: Arts**

**AMV20**

This course introduces students to vocal technique. Throughout the course, students will develop music literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. They will also explore the function of music in society with reference to the self, communities, and cultures. Students will collaboratively contribute through individual and ensemble vocal performances of sacred and secular music in unison, 2-Part, 3-Part, and 4-Part Harmony. Due to Copyright laws regarding print music, students will need to purchase a set of music workbooks to facilitate their learning at a maximum cost of ten dollars. Through participation in this course, students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities

### **Instrumental Music, Grade 11, University/College Preparation**

**Prerequisite: Music, Grade 9 or 10, Open**

**Diploma Area: Arts**

**AMU3M**

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music from sacred and secular sources. Students will collaboratively contribute through individual and ensemble performances using band instruments. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analysing live and recorded performances. Due to Copyright laws regarding

print music, students will need to purchase a set of music workbooks to facilitate their learning at a maximum cost of ten dollars. Through participation in this course, students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers. **Future Path:** *This course serves as a prerequisite for Grade 12 Instrumental Music, University/College Preparation. Royal Conservatory instrumental lessons outside of school are highly recommended to supplement this course for those students pursuing a post-secondary Music Degree/Program. Royal Conservatory Theory exams must also be taken outside of school for those students pursuing a post-secondary Music Degree/Program.*

### **Instrumental Music, Grade 12, University/College Preparation**

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

**Diploma Area: Arts**

**AMU4M**

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music from sacred and secular sources, and will respond with insight to live and recorded performances. Students will collaboratively contribute through individual and ensemble performances using band instruments. Students will enhance their understanding of the function of music in society and the impact of music on themselves, various communities, and cultures. Due to Copyright laws regarding print music, students will need to purchase a set of music workbooks to facilitate their learning at a maximum cost of ten dollars. Through participation in this course, students will analyse how to apply skills developed in music to their life and careers. **Future Path:** *This course serves as a basic prerequisite for post-secondary Music courses. Royal Conservatory instrumental lessons outside of school are highly recommended to supplement this course for those students pursuing a post-secondary Music Degree/Program. Royal Conservatory Theory exams must also be taken outside of school for those students pursuing a post-secondary Music Degree/Program.*

### **VISUAL ARTS**

**Visual Arts, Grade 9, Open**

**Prerequisite: None**

**Diploma Area: Arts**

**AVI10**

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context. Students will understand their own and others' artwork from a Catholic perspective. Students are required to purchase a Junior Art Kit to facilitate their learning at a cost of a maximum of \$25.00. This kit is of further use in Grade 10 Visual Arts, Open **Future Path:** *This course is recommended for students who plan to take Grade 10 Visual Arts, Open and it serves as a prerequisite for Grade 11 Visual Arts, University/College Prep*

**Visual Arts, Grade 10, Open**

**Prerequisite: None**

**Diploma Area: Arts**

**AVI20**

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context. Elements of our Catholic faith will be explored through the study of contemporary and historical art periods. Students are required to purchase a Junior Art Kit to facilitate their learning at a cost of \$25.00, unless they still have their art kit from AVI10. **Future Path:** *This course serves as a prerequisite for Grade 11 Visual Arts, University/College Prep*

**Visual Arts, Grade 11, University/College Preparation**

**Prerequisite: Visual Arts, Grade 9 or 10, Open**

**Diploma Area: Arts**

**AVI3M**

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emergent technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g. photography, video, computer graphics, information design). The Catholic Graduate expectations will be further elaborated on and explored through the creation of personal works of art and the study of historical artworks. This course is recommended to those students who intend on pursuing a creative career. Students will be required to purchase a Senior art kit that will facilitate their learning at a cost of a maximum of \$25.00.

**Future Path:** *This course is recommended for students who plan to explore a creative career. This course serves as a prerequisite for Grade 12 Visual Arts, Workplace*

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

**Prerequisite: None**

**Diploma Area: Arts**

**AVI30**

This course focuses on studio activities in the visual arts, such as drawing, painting, sculpture, photography, printmaking, collage, and/or multimedia art. Students will use the creative process to create art works that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context. The Catholic Graduate expectations will be further elaborated on and explored through the creation of personal works of art and the study of historical artworks. This course is recommended to those students who intend on pursuing a creative career. Students will be required to purchase a Senior art kit that will facilitate their learning at a cost of a maximum of \$25.00. **Future Path:** *This course is recommended for students who plan to incorporate a creative mindset into their future, but not necessarily within the realm of a visual arts-related career. This course serves as a prerequisite for Grade 12 Visual Arts, Workplace*

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

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

**Diploma Area: Arts**

**AVI4M**

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts. Students will describe the relationship between the Catholic faith and the development of personal works of art. Students are required to purchase a Senior Art Kit to facilitate their learning at a cost of \$25.00, unless they still have their art kit from AVI3M. **Future Path:** *This course is recommended for students who plan to explore a creative program at the post secondary level or career. This course is offered in Semester 1 most years so as to allow the student to prepare an entrance portfolio to university and college programs well before the dates of admission/portfolio interviews.*

### **Visual Arts, Grade 12, Workplace**

**Prerequisite: Visual Arts, Grade 11, Open**

**Diploma Area: Arts**

**AVI4E**

This course focuses on a practical approach to a variety of art and design projects related to the workplace. Students will use the creative process to produce a traditional and/or digital portfolio of their work in a variety of media. Students may focus on various aspects of visual arts, including advertising, ceramics, fashion design, graphic arts, jewelry design, and/or web design. Students will describe the relationship between the Catholic faith and the development of personal works of art. Students are required to purchase a Senior Art Kit to facilitate their learning at a cost of \$25.00, unless they still have their art kit from AVI30. **Future Path:** *This course is recommended for students who plan to incorporate a creative mindset into their future, but not necessarily within the realm of a visual arts-related career*



### **Information and Communication Technology in Business, Grade 9, Open**

**Prerequisite: None**

**Diploma Area: Business Studies**

**BTT10**

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology.

*This course is available to both Grade 9 and Grade 10 students but students may only enrol in it once and earn one credit for it.*

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

**Prerequisite: None**

**Diploma Area: Business Studies**

**BBI20**

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

Since this course may also be coded as BBI10, students who have already completed BBI10 may **not** enrol in it.

### **ACCOUNTING**

#### **Financial Accounting Fundamentals, Grade 11, University/College Preparation**

**Prerequisite:** None

**Diploma Area:** Business Studies

**BAF3M**

This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and ethics and current issues in accounting.

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

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

**Prerequisite:** BAF3M, Financial Accounting Fundamentals, Grade 11, University/College Preparation

**Diploma Area:** Business Studies

**BAT4M**

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

### **ENTREPRENEURIAL STUDIES**

#### **Entrepreneurship: The Venture, Grade 11, College Preparation**

**Prerequisite:** None

**Diploma Area:** Business Studies

**BDI3C**

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

*This course serves as the prerequisite for Grade 12, Entrepreneurial Studies: Venture Planning, College Preparation*

#### **Entrepreneurship: Venture Planning in an Electronic Age, Grade 12, College Preparation**

**Prerequisite:** None

**Diploma Area:** Business Studies

**BDV4C**

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

### **INFORMATION TECHNOLOGY**

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

**Prerequisite:** None

**Diploma Area:** Business Studies

**BTA30**

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.

*This course serves as the prerequisite for Grade 12, Information Technology in Business, College Preparation and Workplace Preparation.*

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

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

**Diploma Area:** Business Studies

**BTX4C**

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 postsecondary studies and in their future careers.

### **INTERNATIONAL BUSINESS**

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

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

**Diploma Area:** Business Studies

**BBB4M**

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



# Canadian and World Studies

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

## **CIVICS**

**Civics, Grade 10, Open**

**Prerequisite: None**

**Diploma Area: Canadian and World Studies**

**Credit Value: .5**

**CHV20**

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

*This half credit course is compulsory to the Ontario Secondary School Diploma.*

## **ECONOMICS**

**The Individual and the Economy, Grade 11, University/College Preparation**

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

**Diploma Area: Canadian and World Studies**

**CIE3M**

This course examines the changing Canadian economy and helps students develop an understanding of their own role as economic agents. Students will apply economic models and concepts to assess the roles of the various stakeholders in the Canadian economy and analyse the interactions among them. Students will consider the economic behaviour of the individual as consumer, contributor and citizen in a mixed economy and will apply economic inquiry, critical-thinking, and communication skills to make and defend informed economic decisions.

*This course serves as a prerequisite for a variety of courses in Grade 12 Canadian and World Studies and is excellent preparation for CIA4U1.*

**Analysing Current Economic Issues, Grade 12, University Preparation**

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

**Diploma Area: Canadian and World Studies**

**CIA4U**

This course investigates the nature of the competitive global economy and explores how individuals and societies can gain the information they need to make appropriate economic decisions. Students will learn about the principles of micro- and macroeconomics, apply economic models and concepts to interpret economic information, assess the validity of statistics, and investigate market place dynamics. Students will use economic inquiry and communication skills to analyse current economic issues, make informed judgments, and present their findings.

## **GEOGRAPHY**

**Geography of Canada, Grade 9, Academic**

**Prerequisite: None**

**Diploma Area: Canadian and World Studies**

**CGC1D**

This course explores Canada's distinct and changing character and the geographic systems and relationships that shape it. Students will investigate the interactions of natural and human systems within Canada, as well as Canada's economic, cultural, and environmental connections to other countries. Students will use a variety of geotechnologies and inquiry and communication methods to analyse and evaluate geographic issues and present their findings.

TEXT: *Contact Canada*

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

**Geography of Canada, Grade 9, Applied**

**Prerequisite: None**

**Diploma Area: Canadian and World Studies**

**CGC1P**

This course focuses on geographic issues that affect Canadians today. Students will draw on personal and everyday experiences to learn about Canada's distinct and changing character and the natural and human systems and global influences that shape the country. Students will use a variety of geotechnologies and inquiry and communication methods to examine practical geographic questions and communicate their findings.

TEXT: *Contact Canada*

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

**Physical Geography: Patterns, Processes, and Interactions, Grade 11, University/College Preparation**

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

**Diploma Area: Canadian and World Studies**

**CGF3M**

This course examines the major patterns of physical geography and the powerful forces that affect them. Students will investigate the dynamic nature of the earth, the evolving relationship between the planet and its people, and the factors that limit our ability to predict the changes that will occur. Students will use a wide range of geotechnologies and inquiry methods to investigate the distribution and interaction of the elements of their physical environment and to communicate their findings. *This course serves as a prerequisite for a variety of courses in Grade 12 Canadian and World Studies.*

**World Geography: Human Patterns and Interactions, Grade 12, University Preparation**

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

**Diploma Area: Canadian and World Studies**

**CGU4U**

This course examines how humans interact with their natural environments and with each other. Students will study the influence of spatial, political, economic, and social factors on settlement patterns, human migration, cultural change, globalization, and environmental trends. Students will use geotechnologies and skills of geographic inquiry and analysis to extend their knowledge of human geography; identify and explain current trends and patterns, and predict future ones.

**The Environment and Resource Management, Grade 12, University/College Preparation**

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

**Diploma Area: Canadian and World Studies**

**CGR4M**

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

**The Environment and Resource Management, Grade 12, Workplace Preparation**

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

**Diploma Area: Canadian and World Studies**

**CGR4E**

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

**HISTORY**

**Contemporary Canadian History, Grade 10, Academic**

**Prerequisite: None**

**Diploma Area: Canadian and World Studies**

**CHC2D**

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

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

**Contemporary Canadian History, Grade 10, Applied**

**Prerequisite: None**

**Diploma Area: Canadian and World Studies**

**CHC2P**

This course explores some of the events and experiences that have influenced the development of Canada's identity as a nation, from World War I to the present. By examining how the country has responded to economic, social, and technological changes and how individuals and groups have contributed to Canadian culture and society during this period, students will develop their ability to make connections between historical and current events. Students will have opportunities to formulate questions, locate information, develop informed opinions, and present ideas about the central issues and events of the period.

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

**Contemporary Canadian History, Grade 10, Locally Developed****Prerequisite: None****Diploma Area: Canadian and World Studies****CHC2L**

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

Students explore a variety of topics highlighting individuals and events that have contributed to the story of Canada. The major themes of Canadian identity, internal and external relationships and changes since 1914, are explored through guided investigation. Students have the opportunity to extend analytical skills with a focus on identifying and interpreting events and perspectives and making connections. Students practise reading, writing, visual, and oral literacy skills to identify and communicate ideas in a variety of media.

**American History, Grade 11, University Preparation****Prerequisite: Canadian History in the Twentieth Century, Grade 10, Academic or Applied****Diploma Area: Canadian and World Studies****CHA3U**

This course traces the social, economic, and political development of the United States from colonial times to the present. Students will examine issues of diversity, identity, and culture that have influenced the country's social and political formation and will consider the implications of its expansion into a global superpower. Students will use critical-thinking and communication skills to determine causal relationships, evaluate multiple perspectives, and present their own points of view. *This course serves as a prerequisite for a variety of courses in Grade 12 Canadian and World Studies.*

**World History to the Sixteenth Century, Grade 11, University/College Preparation****Prerequisite: Canadian History in the Twentieth Century, Grade 10, Academic or Applied****Diploma Area: Canadian and World Studies****CHW3M**

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

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

**Canada: History, Identity, and Culture, Grade 12, University Preparation****Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities****Diploma Area: Canadian and World Studies****CHI4U**

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

**World History: The West and the World, Grade 12, University Preparation****Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities****Diploma Area: Canadian and World Studies****CHY4U**

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

**LAW****Understanding Canadian Law, Grade 11, University/College Preparation****Prerequisite: Canadian History in the Twentieth Century, Grade 10, Academic or Applied****Diploma Area: Canadian and World Studies****CLU3M**

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

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

**Understanding Canadian Law, Grade 11, Workplace Preparation****Prerequisite: Canadian History since World War 1, Grade 10 Academic, Applied or Locally Developed****Diploma Area: Canadian and World Studies****CLU3E**

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

students will apply inquiry and communication skills to develop and express opinions on legal topics of interest to them.

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

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

**Diploma Area:** Canadian and World Studies

**CLN4U**

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

### **POLITICS**

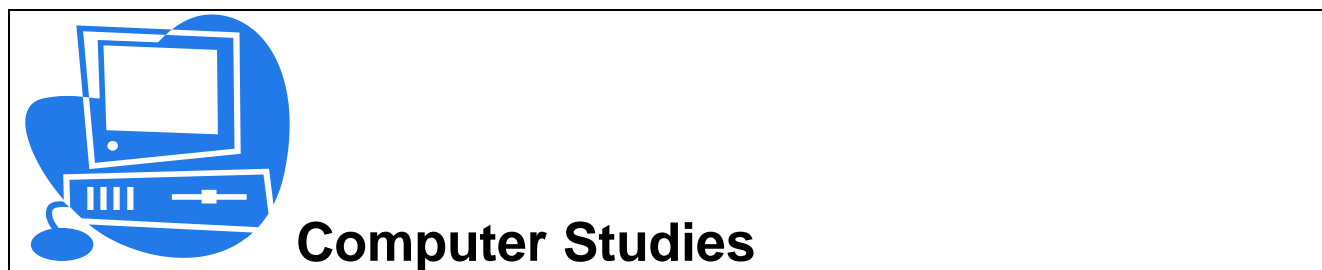
#### **Canadian and World Politics, Grade 12, University Preparation**

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

**Diploma Area:** Canadian and World Studies

**CPW4U**

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



### **COMPUTER STUDIES**

#### **Introduction to Computer Studies Part 1, Grade 10, Open**

**Prerequisite:** None

**Diploma Area:** Technological Education

**Credit Value:** .5

**ICS20A**

This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers. *Students choosing ISC20 A must also choose TEJ20A. Please place both codes on one line of your option selection form.*

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

**Prerequisite:** None

**Diploma Area:** Technological Education

**ICS3C**

This course introduces students to computer programming concepts and practices. Students will write and test computer programs, using various problem-solving strategies. They will learn the fundamentals of program design and apply a software development life-cycle model to a software development project. Students will also learn about computer environments and systems, and explore environmental issues related to computers, safe computing practices, emerging technologies, and postsecondary opportunities in computer-related fields.

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

**Prerequisite:** None

**Diploma Area:** Technological Education

**ICS3U**

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

### **Computer Science, Grade 12, College Preparation**

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

**Diploma Area:** Technological Education

**ICS4C**

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

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

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

**Diploma Area:** Technological Education

**ICS4U**

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



## **Co-operative Education**

### **CO-OPERATIVE EDUCATION**

**Prerequisite:** Grade 10 Career Studies, Open

**Diploma Area:** Co-operative Education

**Credit Value:** 2

### **THE PROGRAMME**

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

Students who have not completed credit bearing courses and are not concurrently enrolled in credit bearing courses on which the work placement may be based, are directed towards the program in Special Education known as Work Experience and coded KGW. This program is not reliant upon a credit course link and is not, itself, credit bearing. It is designed to prepare students involved with our Special Education Support Services for their post secondary work experiences.

The Cooperative Education Department holds an *Employer Appreciation Day* in the second semester. This is an important event whereby we thank our employers for their participation in a program that introduces our students to the world of work. Students are required to pay a fee of \$5.00 in order to fund this event. The fee is payable during the first week of classes each semester.

### **ELIGIBILITY**

Students apply to take a Cooperative Education course during the course selection process. They must be in Grade 11 or 12 and have parental consent if under the age of 18. Younger students must have the approval of the Principal. Additionally, students must have successfully completed the *Grade 10 Career Studies* course. Be aware that enrolment in Cooperative Education may be limited by the transportation budget and/or students may be required to provide their own transportation.

### **SELECTION PROCESS**

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

## **PRE - PLACEMENT ORIENTATION**

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

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

## **INTEGRATION SESSIONS**

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

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

## **WORK PLACEMENT COMPONENT**

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

## **PERSONALIZED PLACEMENT LEARNING PLAN**

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

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

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

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

Positions in this program are only available to students who are in their Grade 12 year and eligible to graduate. Candidates demonstrating success in the required Math, Science, English and Technological Studies will be interviewed by a panel from both education and industry to gain entrance into the program.

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

Trades offered in this program during 2010-2011 may potentially include: Automotive Service Technician, Baker, Cook/Chef, Developmental Services Worker, Electrician, General Carpentry, Hairstyling, Plumbing, Precision Machinist, Welding, and Small Engines..

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

## **COOPERATIVE EDUCATION AND CONSTRUCTION TECHNOLOGY PROGRAMME**

St. Stephen's Secondary School is involved in this partnership with the schools in the Kawartha Pineridge School Board. The programme will be held at the Port of Newcastle construction site in conjunction with the Kaitlin Group Residential Developers. The course will focus on residential, 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 mechanical systems. They will learn to estimate materials and labour costs; study

industry standards and building codes; and learn about health and safety issues, energy conservation, careers in the field of construction and the impact of construction technology on society and the environment. Students will work and attend classes on the Port of Newcastle construction site and they will work with a variety of tradespeople to build a house. Students may earn 4 secondary school credits in this programme: 2 credits in Construction Technology and 2 credits in Cooperative Education. Interested students must submit an application which may be obtained in the Cooperative Education office and have an interview. Required materials include basic tools and safety boots. There is a Cooperative Education fee of \$5.00 and bus transportation to the site will be provided.

### **CANADIAN FORCES RESERVES COOPERATIVE EDUCATION PROGRAMME**

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

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

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



### **GRADE 9**

#### **English, Grade 9, Academic**

**Prerequisite: None**

**Diploma Area: English**

**ENG1D**

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.

*This course serves as the prerequisite for English, Grade 10, Academic and Grade 10 English, Applied.. It is strongly recommended that students consult with English teachers regarding appropriate grade 10 choice.*

#### **English, Grade 9, Applied**

**Prerequisite: None**

**Diploma Area: English**

**ENG1P**

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.

*This course serves as the prerequisite for English, Grade 10, Applied and Grade 10 English, Academic.. It is strongly recommended that students consult with English teachers regarding appropriate grade 10 choice.*

### **English, Grade 9, Locally Developed Course**

**Prerequisite: None**

**Diploma Area: English**

**ENG1L**

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the Grade 11 Workplace Preparation course. This course is organized by strands that develop listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas. *This course leads to Grade 10 Locally Developed English or Grade 9 Applied English.*

### **GRADE 10**

#### **English, Grade 10, Academic**

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

**Diploma Area: English**

**ENG2D**

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

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

#### **English, Grade 10, Applied**

**Prerequisite: English, Grade 9, Academic or Applied**

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

**Diploma Area: English**

**ENG2P**

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.

*This course serves as the prerequisite for Grade 11 English, College Preparation and Workplace Preparation. Students who intend to proceed to Grade 11 University Preparation must complete a Transfer Course for credit during the summer, ENG2H.*

#### **English, Grade 10, Locally Developed Course**

**Prerequisite: A Grade 9 English course**

**Diploma Area: English**

**ENG2L**

In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace, and in the Grade 11 Workplace Preparation course. The course is organized by strands that extend listening and talking skills and in using language clearly and accurately in a variety of authentic contexts. Students build on their strategies and engage in the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

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

### **GRADE 11**

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

**Prerequisite: ENG2D, English, Grade 10, Academic**

**(Students who have completed the Grade 10 Applied course must also complete a Transfer Course for credit during the summer, ENG2H.)**

**Diploma Area: English**

**ENG3U**

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 and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

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

**English, Grade 11, College Preparation****Prerequisite:** ENG2P, English, Grade 10, Applied**Diploma Area:** English**ENG3C**

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 informational and graphic texts, as well as literary 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.

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

**English, Grade 11, Workplace Preparation****Prerequisite:** ENG2P, English, Grade 10, Applied or Grade 10 Locally Developed English**Diploma Area:** English**ENG3E**

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 workplace preparation course.

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

**Media Studies, Grade 11, Open****Prerequisite:** English, Grade 10, Academic or Applied**Diploma Area:** English**EMS30**

This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analysing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgment, and skills in viewing, representing, listening, speaking, reading, and writing.

*This is an optional English credit. It does not meet the Grade 11 compulsory credit requirement nor does it serve as a prerequisite for Grade 12 English courses.*

**GRADE 12****English, Grade 12, University Preparation****Prerequisite:** ENG3U, English, Grade 11, University Preparation**Diploma Area:** English**ENG4U**

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.

*This course is required for application to university and The Ontario College of Art.*

**English, Grade 12, College Preparation****Prerequisite:** ENG3C, English, Grade 11, College Preparation**Diploma Area:** English**ENG4C**

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.

*This course is required for application to college.*

**English, Grade 12, Workplace Preparation****Prerequisite:** ENG3E, English, Grade 11, Workplace Preparation**Diploma Area:** English**ENG4E**

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.

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

### **Studies in Literature: Religious Themes in Literature, Grade 12, University Preparation**

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

**Diploma Area:** English

**ETS4U**

**THIS COURSE WILL FULFILL THE REQUIREMENT OF A RELIGION COURSE FOR GRADE 12 STUDENTS.**

This course is for students with a special interest in literature and literary criticism. The course may focus on themes, genres, time periods, or countries. Students will analyse a range of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete an independent study project. A mark of at least 70% in the prerequisite course, ENG3U, is strongly recommended for success in this course.

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

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

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

**Diploma Area:** English

**EWC4U**

This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers. A mark of at least 70% in the prerequisite course, ENG3U, is strongly recommended for success in this course. *This course will not be accepted as a substitute for ENG4U for the purpose of university application but it may serve as one of the six UNIVERSITY or UNIVERSITY/COLLEGE credits which a student must present for eligibility to apply to university.*

### **Communications in the World of Business and Technology, Grade 12, Open**

**Prerequisite:** English, Grade 11, University Preparation, College Preparation or Workplace Preparation

**Diploma Area:** English

**EBT40**

This course emphasizes practical writing and communication skills that are needed in the world of business and technology. Students will analyse the characteristics of effective models of business and technical communications; gather information to write reports, business letters, memos, manuals, instructions, and brochures; and integrate graphics and text, using technology appropriately for formatting and special effects. They will also make a number of oral and visual presentations. *This course will not be accepted as a substitute for ENG4C for the purpose of college application.*

### **LITERACY COURSE**

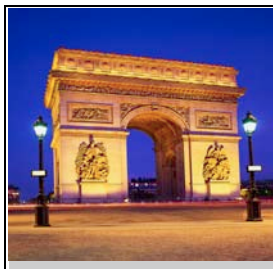
**Ontario Secondary School Literacy Course, Grade 12, Open**

**Prerequisite:** Students who have been eligible to write the OSSLT once and have been unsuccessful, are eligible to take this course to achieve both a Grade 12 credit and their literacy credential for graduation.

**Diploma Area:** English

**OLC40**

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



## **French as a Second Language**

### **GRADE 9**

**French, Post-Intensive 3, Grade 9, Open.**

**Prerequisite:** minimum of 700 hours of French instruction or equivalent.

**FAF10**

**Note:** *This course is specifically designed for students who have successfully completed the Intensive and Post-Intensive French 1 and 2.*

**Diploma Area:** French as a Second Language

This Core French course is a continuation of Intensive French and Post-Intensive 1 and 2. This course enables students through literacy approaches to continue the further development of authentic oral communication, reading and writing skills. Students will build and apply their knowledge of French while exploring a variety of themes such as Extreme Sports, Life in the 20th Century, Magazine for Teenagers Created by Teenagers and Souvenir Class Album. The study of French language helps students become effective communicators; more reflective, critical, and creative thinkers; as well as discerning believers.

### **French, Grade 9, Academic**

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

**Diploma Area: French as a Second Language**

**FSF1D**

This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, trends, and careers. Thematic readings, which include selection of short stories, articles, and poems, will serve as stepping stones to oral and written activities. *This course serves as the prerequisite for French, Grade 10, Academic.*

### **French, Grade 9, Applied**

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

**Diploma Area: French as a Second Language**

**FSF1P**

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

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

## **GRADE 10**

### **French, Grade 10, Applied**

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

**Diploma Area: French as a Second Language**

**FSF2P**

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

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

### **French, Grade 10, Academic**

**Prerequisite: Grade 9 Core, Academic or Applied**

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

**Diploma Area: French as a Second Language**

**FSF2D**

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

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

## **GRADE 11**

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

**Prerequisite: FSF2D, Core French, Grade 10, Academic**

**Diploma Area: French as a Second Language**

**FSF3U**

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

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

## **GRADE 12**

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

**Prerequisite: FSF3U, Core French, Grade 11, University Preparation**

**Diploma Area: French as a Second Language**

**FSF4U**

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



## French Immersion

Students who successfully complete the Grade 8 French Immersion program are eligible to enroll in the St. Stephen's French Immersion Programme. Grade 9 and Grade 10 French Immersion students are expected to enrol in all the Immersion courses offered at each of these grade levels.

St. Stephen's grants a certificate in French Immersion to students who successfully complete 10 credits in French. This includes the sequence of the four Language courses i.e. those with the code FIF in addition to six other courses in other subjects taught in French. Currently we offer Religion, Canadian Geography, Canadian History, and Health and Physical Education in the programme.

### **FRENCH**

#### **French Immersion, Grade 9, Academic**

**Prerequisite:** Minimum of 3800 hours of instruction in French or equivalent

**Diploma Area:** French as a Second Language

**FIF1D**

This course enables students to expand their language knowledge and skills through the study of twentieth-century North American Francophone literature and culture. Students will participate in oral communication, reading, and writing activities as they study a novel and selected poems, legends, songs, films, and newspaper articles from the French-speaking world in North America.

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

#### **French Immersion, Grade 10, Academic**

**Prerequisite:** FIF1D, French Immersion, Grade 9, Academic

**Diploma Area:** French as a Second Language

**FIF2D**

This course enables students to increase their knowledge of the French language and to further develop their language skills through the study of twentieth century European francophone literature and culture. Students will participate in oral communication, reading, and writing activities based on a variety of French literary and media works. They will study at least one novel and a selection of poems, short stories, films, plays, and newspaper and magazine articles.

*This course serves as the prerequisite for French Immersion, Grade 11, Academic*

#### **French Immersion, Grade 11, University Preparation**

**Prerequisite:** FIF2D, French Immersion, Grade 10, Academic

**Diploma Area:** French as a Second Language

**FIF3U**

This course develops knowledge and language skills through the study of francophone literature and culture from around the world. Students will study novels, plays, poems, short stories, films, and non-fiction works and produce written assignments in a variety of forms, including critiques and précis. They will also write a formal research essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

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

#### **French Immersion, Grade 12, University Preparation**

**Prerequisite:** FIF3U, French Immersion, Grade 11, University Preparation

**Diploma Area:** French as a Second Language

**FIF4U**

This course provides for extensive study of French literature and culture from the Middle Ages to the present. Students will study novels, plays, poems, films, and non-fiction works produced in various historical periods, and will write a formal research paper. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

### **RELIGION**

#### **Religion, Grade 9, Open**

**Prerequisite:** Minimum of 3800 hours of instruction in French or equivalent

**Diploma Area:** Elective

**HRE10F**

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

**Religion: Christ and Culture, Grade 10, Open****Prerequisite: None****Diploma Area: Elective****HRE20F**

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

**World Religions: Beliefs, Issues, and Religious Traditions, Grade 11, University/College Preparation****Prerequisite: None****Diploma Area: Social Sciences and Humanities****HRT3MF**

This course enables students to discover what others believe and how they live, and to appreciate their own unique heritage. Students will learn about the teachings and traditions of a variety of religions, the connections between religion and the development of civilizations, the place and function of religion in human experience, and the influence of a broad range of religions on contemporary society. This course also introduces students to skills used in researching and investigating world religions.

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

**In Search of the Good, Grade 12, University Preparation****Prerequisite: Any Grade 11 University or University/College Preparation course only****Diploma Area: Elective****HRE4MF**

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

*All Grade 12 students who attend St. Stephen's are required to enroll in Religion.*

**GEOGRAPHY****Geography of Canada, Grade 9, Academic****Prerequisite: None****Diploma Area: Canadian and World Studies****CGC1DF**

This course explores Canada's distinct and changing character and the geographic systems and relationships that shape it. Students will investigate the interactions of natural and human systems within Canada, as well as Canada's economic, cultural, and environmental connections to other countries. Students will use a variety of geotechnologies and inquiry and communication methods to analyse and evaluate geographic issues and present their findings.

TEXT: Contact Canada

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

**HEALTH AND PHYSICAL EDUCATION****Personal and Fitness Activities, Grade 11, Open****Prerequisite: None****Diploma Area: Health and Physical Education****PAF30F**

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

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

**HISTORY****Contemporary Canadian History, Grade 10, Academic****Prerequisite: FIF1DF, French Immersion, Grade 9, Academic****Diploma Area: Canadian and World Studies****CHC2DF**

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



# Guidance and Career Education

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

**Prerequisite: None**

**Diploma Area: Guidance and Career Education**

**GLE10**

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.

**NOTE:** *This course is designed for identified students who receive assistance through the Special Education Department or for those students who have an Individual Education Plan (I.E.P.)*

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

**Prerequisite: None**

**Diploma Area: Guidance and Career Education**

**GLS10**

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.

**NOTE:** *This course is designed for students who do NOT have an I.E.P.*

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

**Prerequisite: None**

**Diploma Area: Guidance and Career Education: Career Studies**

**Credit Value: .5**

**GLC20**

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.

**NOTE:** *This half credit course is compulsory to the Ontario Secondary School Diploma.*

*Career Studies is the prerequisite for Grade 11 Leadership and Peer Support and for Cooperative Education.*

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

**Prerequisite: GLC20, Career Studies, Grade 10, Open**

**Diploma Area: Guidance and Career Education**

**GPP30**

This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles – for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become a collaborative contributor who exercises Christian leadership in the achievement of individual and group goals.

**NOTE:** *Students interested in this course should include it on the course selection form. Students will then be contacted to proceed with an application process in order to be accepted into the course.*

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

**Prerequisite: None**

**Diploma Area: Guidance and Career Education**

**GLN40**

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 (e.g., information interviews, work experiences). They will make plans for continued learning and work, work with others to design learning experiences, and investigate the resources and support required to make a smooth transition to their postsecondary destination.

**NOTE:** *This course teaches practical skills and is suitable for all students who will enter the work force, either directly from secondary school, or following post-secondary studies.*



# Health and Physical Education

*St. Stephen's Secondary School determines the availability of classes based on student requests. Grade 9 and 10 Health and Physical Education courses have been offered as Boys, Girls, and Co-ed. If the number of student requests does not make this possible, all classes will be co-educational.*

## **GRADE 9**

### **Healthy Active Living Education, Grade 9, Open (Co-ed)**

**Prerequisite: None**

**Diploma Area: Health and Physical Education**

**PPL10**

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.

### **Healthy Active Living Education, Grade 9, Open (Girls)**

**Prerequisite: None**

**Diploma Area: Health and Physical Education**

**PPL10X**

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.

### **Healthy Active Living Education, Grade 9, Open (Boys)**

**Prerequisite: None**

**Diploma Area: Health and Physical Education**

**PPL10Y**

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

## **GRADE 10**

### **Healthy Active Living Education, Grade 10, Open (Co-ed)**

**Prerequisite: None**

**Diploma Area: Health and Physical Education**

**PPL20**

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

### **Healthy Active Living Education, Grade 10, Open (Girls)**

**Prerequisite: None**

**Diploma Area: Health and Physical Education**

**PPL20X**

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

### **Healthy Active Living Education, Grade 10, Open (Boys)**

**Prerequisite: None**

**Diploma Area: Health and Physical Education**

**PPL20Y**

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

**GRADE 11****Healthy Active Living Education, Grade 11, Open (Co-ed)****Prerequisite: None****Diploma Area: Health and Physical Education****PPL30**

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 practise goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.

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

**Personal and Fitness Activities, Grade 11, Open****Prerequisite: None****Diploma Area: Health and Physical Education****PAF30**

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

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

**GRADE 12****Personal and Fitness Activities, Grade 12, Open****Prerequisite: None****Diploma Area: Health and Physical Education****PAF40**

This focus course continues the goals started in Grade 11 Personal and Fitness Activities by helping students to develop a personalized approach to healthy living. Students will examine the factors that affect their own health emphasizing strength training activities as well as developing cardio-respiratory fitness, endurance, flexibility, body composition, and motor skills development. This vitality approach to healthy living will allow students to initiate an active lifestyle and develop a positive self image. The health topics to be studied include healthy growth and sexuality, personal safety and injury prevention, and mental health.

**Healthy Active Living Education, Grade 12, Open (Co-ed)****Prerequisite: None****Diploma Area: Health and Physical Education****PPL40**

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.

**Exercise Science, Grade 12, University Preparation****Prerequisite: Any Grade 11 university or university/college preparation course in Science or any Grade 11 or 12 Open course in Health and Physical Education****Diploma Area: Health and Physical Education****PSE4U**

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.



## Interdisciplinary Studies

**Interdisciplinary Studies: Applied Journalism: YEARBOOK COURSE, Grade 12, University Preparation**

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

**Diploma Area:** None

**IDC4U**

This course is intended for students who wish to take on a position of responsibility within the School Yearbook Organization. This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyze historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavors. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge.

This course combines elements from English, Media Studies, and Communications Technology. Its main purpose is to produce the St. Stephen's Yearbook and related written material such as Student Newspapers. Students will be introduced to various forms of journalism and publishing. Students will create the Yearbook and related print media using desktop publishing software programs. These include Photoshop 7, InDesign, and Illustrator 10. Students should enjoy working with computers in order to participate in this course.

All students must complete an application form in order to be considered for this University/Open Level course and be willing to invest 30 hours minimum, outside of class time, covering school events. Students intending to take this course at the university level must meet the prerequisite requirements. Please note: course content will differ between the open and university level. The Yearbook teacher will contact students who indicate an interest in taking this course at the university or open level.

See also The Arts, ASM301, for the other credit course which comprises the Yearbook program. Students may choose to enrol in either both of these courses or in one only.



## Mathematics

### **GRADE 9**

**Mathematics, Grade 9, Academic**

**Prerequisite:** None

**Diploma Area:** Mathematics

**MPM1D**

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

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

**Mathematics, Grade 9, Applied**

**Prerequisite:** None

**Diploma Area:** Mathematics

**MFM1P**

This course enables students to develop understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real-life examples to develop various representations of linear relationships, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. Learning through hands-on activities and the use of concrete examples is an important aspect of this course.

Students who choose to proceed to Academic Math in Grade 10 must complete a one-half credit Transfer course.

### **Mathematics, Grade 9, Locally Developed Course**

**Prerequisite: None**

**Diploma Area: Mathematics**

**MAT1L**

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

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

### **GRADE 10**

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

**Prerequisite: Grade 9 Mathematics, Academic or Applied.**

**(It is required that Students who have done the Applied course in Grade 9 complete a Transfer Course during the summer.)**

**Diploma Area: Mathematics**

**MPM2D**

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

*This course serves as the prerequisite for Functions, MCR3U and Functions and Applications, MCF3M.*

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

**Prerequisite: Grade 9 Mathematics, Academic or Applied**

**Diploma Area: Mathematics**

**MF2M2P**

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

*This course serves as the prerequisite for Functions and Applications, MCF3M, and Foundations for College Math, MBF3C.*

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

**Prerequisite: A Grade 9 Mathematics course**

**Diploma Area: Mathematics**

**MAT2L**

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

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

### **GRADE 11**

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

**Prerequisite: MPM2D, Principles of Mathematics, Grade 10, Academic**

**Diploma Area: Mathematics**

**MCR3U**

This course introduces the mathematical concept of the function of extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions, numerically, algebraically, and graphically; solve problems involving applications of functions; and develop facility in simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems. A mark of at least 70% in the prerequisite course, MPM2D, is strongly recommended for success in this course.

*This university preparation course serves as the prerequisite for Advanced Functions, MHF4U and Mathematics of Data Management, MDM4U. The course is recommended for students interested in pursuing university programs such as Engineering, computer Science, Mathematics and Physical Science.*

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

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

**Diploma Area:** Mathematics

**MCF3M**

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 financial and trigonometric applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems. A mark of at least 70% in the prerequisite course, MPM2D, is strongly recommended for success in this course.

*This course serves as the prerequisite for Mathematics of Data Management, MDM4U, College Technology, MCT4C, and Foundations for College Mathematics, MAP4C. This course is recommended for students planning to pursue college programs or university programs other than Engineering, Computer Science, Mathematics and Physical Science. This course does NOT serve as a prerequisite for MHF4U.*

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

**Prerequisite:** MFM2P, Foundations of Mathematics, Grade 10, Applied

**Diploma Area:** Mathematics

**MBF3C**

This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations, as well as of measurement and geometry; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; and develop their ability to reason by collecting, analyzing, and evaluating data involving one and two variables. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

*This course serves as a prerequisite for Foundations for College Mathematics, MAP4C. It does NOT lead to College Technology, MCT4C which is required for college programs in the field of technology.*

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

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

**Diploma Area:** Mathematics

**MEL3E**

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

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

## **GRADE 12**

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

**Prerequisite:** MHF4U Advanced Functions must be taken either before or at the same time as MCV4U

**Diploma Area:** Mathematics

**MCV4U**

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering. A mark of at least 70% in the prerequisite course is strongly recommended for success in this course.

*Note: The Advanced Functions can be taken concurrently with or can precede Calculus and Vectors. Universities recommend that students take this course only in their final year of secondary school.*

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

**Prerequisite:** Functions, Grade 11, University Preparation, MCR3U or

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

**Diploma Area:** Mathematics

**MHF4U**

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.

*Universities recommend that students take this course only in their final year of secondary school. A mark of at least 70% in the prerequisite course is strongly recommended for success in this course*

**Mathematics of Data Management, Grade 12, University Preparation**  
**Prerequisite: Functions, MCR3U, or Functions and Applications, MCF3M**  
**Diploma Area: Mathematics**

**MDM4U**

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

*A mark of at least 70% in the prerequisite course is strongly recommended for success in this course.*

**Mathematics for College Technology, Grade 12, College Preparation**  
**Prerequisite: Functions and Applications, MCF3M**

**Diploma Area: Mathematics**

**MCT4C**

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

*This course prepares students for a variety of college technology programs. It is recommended that students take this course only in their final year of secondary school.*

**Foundations for College Mathematics, Grade 12, College Preparation**  
**Prerequisite Foundations for College Math, MBF3C or Functions and Applications, MCF3M**

**Diploma Area: Mathematics**

**MAP4C**

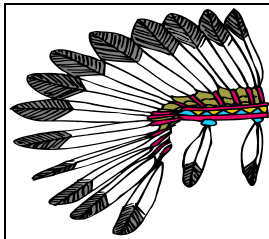
This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; simplify expressions; and solve equations. Students will reason mathematically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

**Mathematics for Work and Everyday Life, Grade 12, Workplace Preparation**  
**Prerequisite: MEL3E, Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation**

**Diploma Area: Mathematics**

**MEL4E**

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



## Native Studies

**GRADE 11**

**Aboriginal Beliefs, Values, and Aspirations in Contemporary Society**  
**Prerequisite: Aboriginal Peoples in Canada, Grade 10, Open or Canadian History in the Twentieth Century, Grade 10, Academic or Applied**  
**Diploma Area: Elective**

**NBV3C**

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



# Religion

## **GRADE 9**

### **Religion, Grade 9, Open**

**Prerequisite: None**

**Diploma Area: Elective**

**HRE10**

This course invites students to a deeper understanding of both the joy and the demands of following in the way of Christ and living the call to discipleship as it is described in the Scriptures. Using the Beatitudes as a touchstone, students examine the attitudes and the actions that characterize the Christian life. In the *Family Life Education* strand, students explore a variety of topics related to the themes of personhood, interpersonal relationships, and sexuality. They are encouraged to understand and nurture within themselves the virtues which will enable them to deepen their relationship with God and through Christ in the context of a Spirit-filled community. *All Grade 9 students attending St. Stephen's are required to enrol in Religion.*

## **GRADE 10**

### **Religion: Christ and Culture, Grade 10, Open**

**Prerequisite: None**

**Diploma Area: Elective**

**HRE20**

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

*All Grade 10 Students attending St. Stephen's are required to enrol in Religion*

## **GRADE 11**

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

**Prerequisite: None**

**Diploma Area: Social Sciences and Humanities**

**HRT3M**

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

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

*All Grade 11 students who attend St. Stephen's are required to enroll in Religion.*

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

**Prerequisite: None**

**Diploma Area: Social Sciences and Humanities**

**HRF30**

This course introduces students to the range and diversity of world religions, and examines how systems of belief affect individual lives and social relationships. Students will learn about a variety of religious beliefs, teachings, traditions, and practices. Through this discovery, students develop their awareness of the place of religion in the lives of their neighbours as well as a more authentic understanding and a deeper commitment to their own faith tradition. This course helps break down misconceptions and prejudices regarding other religious traditions. Students develop skills used in researching and investigating topics related to world religions. This course fulfills expectations from both Social Sciences and Humanities and from Catholic Education documents. This open course is designed to broaden students' knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society.

*All Grade 11 students who attend St. Stephen's are required to enroll in Religion.*

## **GRADE12**

### **Studies in Literature: Religious Themes in Literature, Grade 12, University Preparation**

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

**Diploma Area:** English

**ETS4U**

#### **THIS COURSE WILL FULFILL THE REQUIREMENT OF A RELIGION COURSE FOR GRADE 12 STUDENTS.**

This course is for students with a special interest in literature and literary criticism. The course will focus on religious themes. Students will analyse a range of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, engage in religious reflection and complete an independent study project.

*This course will not be accepted as a substitute for ENG4U for the purpose of university application but it may serve as one of the six UNIVERSITY or UNIVERSITY/COLLEGE credits which a student must present for eligibility to apply to university. All Grade 12 students who attend St. Stephen's are required to enroll in Religion.*

### **In Search of the Good, Grade 12, University Preparation**

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

**Diploma Area:** Elective

**HRE4M**

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

*All Grade 12 students who attend St. Stephen's are required to enroll in Religion.*

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

**Prerequisite:** None

**Diploma Area:** Elective

**HRE4O**

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

*All Grade 12 students who attend St. Stephen's are required to enroll in Religion.*



## **GRADE 9**

### **Science, Grade 9, Academic**

**Prerequisite:** None

**Diploma Area:** Science

**SNC1D**

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity. *This course serves as the prerequisite for Grade 10 Science, Academic and Environmental Science, Grade 11, Workplace Preparation. It is strongly recommended that students who decide to proceed to the Grade 10 Applied Programme complete Crossover materials during the summer.*

### **Science, Grade 9, Applied**

**Prerequisite: None**

**Diploma Area: Science**

**SNC1P**

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science to everyday situations. They are also given opportunities to develop practical skills related to scientific investigation. Students will plan and conduct investigations into practical problems and issues related to the impact of human activity on ecosystems; the structure and properties of elements and compounds; space exploration and the components of the universe; and static and current electricity. *This course serves as the prerequisite for Grade 10 Science, Applied and Environmental Science, Grade 11, Workplace Preparation. It is strongly recommended that students who decide to proceed to the Grade 10 Academic Programme complete Crossover materials during the summer.*

### **Science, Grade 9, Locally Developed Course**

**Prerequisite: None**

**Diploma Area: Science**

**SNC1L**

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking and the relationship between science, society, and the environment, to prepare students for success in everyday life, in the workplace, and in the Grade 11 Workplace Preparation course in Science. Students explore a range of topics including science in daily life, properties of common materials, life-sustaining processes in simple and complex organisms, and electrical circuits. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities. *This course leads to Grade 11 Environmental Science, Workplace Preparation OR Grade 9 Applied Science.*

## **GRADE 10**

### **Science, Grade 10, Academic**

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

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

**Diploma Area: Science**

**SNC2D**

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter. Students electing to take this course should have achieved 65% or higher in the prerequisite course, SNC1D.

*This course serves as the prerequisite for the following courses:*

*Grade 11 University Preparation Biology, Chemistry, and Physics, (SBI3U, SCH3U, SPH3U)*

*Grade 11 College Preparation Biology (SBI3C)*

*Grade 11 University/College Preparation Environmental Science (SVN3M)*

*Grade 12 College Preparation Chemistry and Physics (SCH4C, SPH4C)*

*Grade 12 University/College Preparation Science (SNC4M)*

*Grade 12 University Preparation Earth and Space Science. (SES4U)*

### **Science, Grade 10, Applied**

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

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

**Diploma Area: Science**

**SNC2P**

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter. *This course serves as the prerequisite for Grade 11 College Preparation Biology, Grade 12 College Preparation Chemistry, Grade 12 College Preparation Physics, and Grade 11 University/College Preparation Environmental Science.*

## **GRADE11**

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

**Prerequisite: SNC2D, Science, Grade 10, Academic**

**Diploma Area: Science**

**SBI3U**

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation. Students electing to take this course should have achieved 70% or higher in the prerequisite, SNC2D1. *This course serves as the prerequisite for Biology, Grade 12, University Preparation.*

**Biology, Grade 11, College Preparation****Prerequisite: Science, Grade 10, Academic or Applied****Diploma Area: Science****SBI3C**

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

**Chemistry, Grade 11, University Preparation****Prerequisite: SNC2D, Science, Grade 10, Academic****Diploma Area: Science****SCH3U**

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment. Students electing to take this course should have achieved 70% or higher in the prerequisite, SNC2D.

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

**Environmental Science, Grade 11, University/College Preparation****Prerequisite: Science, Grade 10, Academic or Applied****Diploma Area: Science****SVN3M**

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in life after secondary school. Students will explore a range of topics, including the role of science in addressing contemporary environmental challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationships between science, the environment, and society in a variety of areas. *Students who choose this course should have achieved 65% or higher in either SNC2D or SNC2P.*

**Environmental Science, Grade 11, Workplace Preparation****Prerequisite: Science, Grade 9, Academic, Applied, or Locally Developed****Diploma Area: Science****SVN3E**

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in work and life after secondary school. Students will explore a range of topics, including the impact of human activities on the environment; human health and the environment; energy conservation; resource science and management; and safety and environmental responsibility in the workplace. Emphasis is placed on relevant, practical applications and current topics in environmental science, with attention to the refinement of students' literacy and mathematical literacy skills as well as the development of their scientific and environmental literacy.

**Physics, Grade 11, University Preparation****Prerequisite: SNC2D, Science, Grade 10, Academic****Diploma Area: Science****SPH3U**

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment. *This course serves as the prerequisite for Physics, Grade 12, University Preparation. A mark of 70% or higher in SNC2D is recommended.*

**GRADE 12****Biology, Grade 12, University Preparation****Prerequisite: SBI3U, Biology, Grade 11, University Preparation****Diploma Area: Science****SBI4U**

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields. This course is intended for those who plan on taking biology at the university level. A mark of 70% or higher in both SBI3U and SCH3U is recommended.

**Chemistry, Grade 12, University Preparation****Prerequisite: SCH3U, Chemistry, Grade 11, University Preparation****Diploma Area: Science****SCH4U**

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment. This course is intended for students who plan to take chemistry at the university level. A mark of 70% or higher in SCH3U1 is recommended.

**Chemistry, Grade 12, College Preparation****Prerequisite: Science, Grade 10, Academic or Applied****Diploma Area: Science****SCH4C**

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

**Earth and Space Science, Grade 12, University Preparation****Prerequisite: Science, Grade 10, Academic****Recommendation: It is recommended that students taking this course should have previously obtained a credit in a Grade 11 University or University/College Preparation course in any of the Sciences****Diploma Area: Science****SES4U**

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

**Science, Grade 12, University/College Preparation****Prerequisite: Science, Grade 10, Academic, or any Grade 11 University, University/College or College preparation course in Science****Diploma Area: Science****SNC4M**

This course enables students, including those pursuing post-secondary programs outside the sciences, to increase their understanding of science and contemporary social and environmental issues in health-related fields. Students will explore a variety of medical technologies, pathogens and disease, nutritional science, public health issues, and biotechnology. The course focuses on the theoretical aspects of the topics under study and helps refine students' scientific investigation skills. *A minimum mark of 65% in the prerequisite course is recommended.*

**Science, Grade 12, Workplace Preparation****Prerequisite: Science, Grade 10, Applied****Diploma Area: Science****SNC4E**

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

**Physics, Grade 12, University Preparation****Prerequisite: SPH3U, Physics, Grade 11, University Preparation****Diploma Area: Science****SPH4U**

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data relating to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.. Strong math skills are required. Students who choose this course should have achieved 70% or higher in SPH3U1.

**Physics, Grade 12, College Preparation****Prerequisite: Science, Grade 10, Academic or Applied****Diploma Area: Science****SPH4C**

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



## Social Sciences and Humanities

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

**Prerequisite: None**

**Diploma Area: Social Sciences and the Humanities**

**HFN10**

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

### **Living Spaces and Shelter, Grade 11, Open**

**Prerequisite: None**

**Diploma Area: Social Sciences and Humanities**

**HLS30**

This course analyses how different types of living spaces and forms of shelter meet people's physical, social, emotional, and cultural needs and reflect society's values, established patterns of living, and economic and technological developments. Students will learn how to make practical decisions about where to live and how to create functional and pleasing environments, and will explore occupational opportunities related to housing and design. They will also learn skills used in researching and investigating living accommodations and housing.

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

**Prerequisite: None**

**Diploma Area: Social Sciences and Humanities**

**HNC30**

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.

### **Parenting, Grade 11, Open**

**Prerequisite: None**

**Diploma Area: Social Sciences and Humanities**

**HPC30**

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

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

**Prerequisite: None**

**Diploma Area: Social Sciences and Humanities**

**HSP3M**

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

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

### **Individuals and Families in a Diverse Society, Grade 12, University/College Preparation**

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

**Diploma Area: Social Sciences and Humanities**

**HHS4M**

This course applies current theories and research from the disciplines of anthropology, psychology, and sociology to the study of individual development, family behaviour, intimate and parent-child relationships, and the ways in which families interact within the diverse Canadian society. Students will learn the interpersonal skills required to contribute to the well-being of families, and the investigative skills required to conduct and evaluate research about individuals and families.

**Philosophy: Questions and Theories, Grade 12, University Preparation**

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

**Diploma Area: Social Sciences and Humanities**

**HZT4U**

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



## **“K” COURSES: NOT ALL SECONDARY COURSES ARE FOR CREDITS**

### **LEARNING FOR LIVING PROGRAMS**

Parents of students who have been diagnosed as having a mild intellectual disability or a developmental delay, have a different set of challenges when choosing courses for their child when they enter secondary school. The Ontario Secondary School curriculum has changed considerably in the past few years and courses have evolved to support students with intellectual challenges.

The Peterborough, Victoria, Northumberland & Clarington Catholic District School Board promotes programs in which inclusion is balanced with courses that prepare intellectually challenged students to lead productive, active lives in their post-secondary years. These students can stay in secondary school until the age of 21, if they or their parents/guardians so wish. The programs that we have designed to meet the needs of the pupils are based on the curriculum from Pathways to Success, Positive Pathways, and Towards Independence.

With support at annual I.P.R.C. meetings, parents are encouraged to become involved with outside agencies such as the local Association for Community Living (A.C.L.) or The Ontario Disability Support Program (O.D.S.P.) to help their children prepare for their next transition after secondary school.

**“K”** courses are designed to help students become more aware of the world around them. There are no prerequisites for K courses. They have no credit value and are appropriate for students who are not working towards the Ontario Secondary School Diploma. Students will be exposed to up to 4 topics per semester over a 2 year cycle. They will also be integrated in other age-appropriate classes for inclusion purposes if requested. Schedules will be individualized to meet student needs.

Programs to be offered in the 2010-2011 Learning for Living Program include:

- **KGLAN** Personal Like Skills, full semester
- **KENAN** Language and Communications, full semester
- **KMMAN** Numeracy and Numbers, full semester
- **KPFAN** Personal Health and Fitness, full semester
- **KHIAN** Culinary Skills and **KHDAN** Social Skills, one term each
- **KCCAN** Transit Training and Community Exploration and **KTTAN** Computer Skills, one term each



## Broad Based Technology and Computer Studies

### **COMPUTER TECHNOLOGY**

**Exploring Technologies, Grade 9, Open**

**Prerequisite: None**

**Diploma Area: Technological Education**

**TIJ10**

This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and societal issues, and will begin to explore secondary and postsecondary education and training pathways leading to careers in technology-related fields. This course will offer a particular focus on communications technology and manufacturing.

**Computer Technology Part 1, Grade 10, Open**

**Prerequisite: None**

**Diploma Area: Technological Education**

**Credit Value: .5**

**TEJ20A**

This course introduces students to computer systems, networking, and interfacing, as well as electronics and robotics. Students will assemble, repair, and configure computers with various types of operating systems and application software. Students will build small electronic circuits and write computer programs to control simple peripheral devices or robots. Students will also develop an awareness of environmental and societal issues related to the use of computers, and learn about secondary and postsecondary pathways to careers in computer technology. *Students choosing TEJ20 must also choose ICS20. Please place both codes on one line of your option selection form.*

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

**Prerequisite: None**

**Diploma Area: Technological Education**

**TEJ3E**

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

**Computer Technology, Grade 12, Workplace Preparation**

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

**NOTE: Students who have completed ICE3E are also eligible to enroll in this course**

**Diploma Area: Technological Education**

**TEJ4E**

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

### **COMMUNICATIONS TECHNOLOGY**

**Communications Technology, Grade 10, Open**

**Prerequisite: None**

**Diploma Area: Technological Education**

**TGJ20**

This course requires students to complete a range of communications technology projects. These may include creating printed stationery, short videos, computer generated animations, and graphical information displays. Students will learn to transfer information using electronic, live, and graphic communications methods. The knowledge and skills they will develop will provide a basis for careers in areas such as print production, publishing, advertising, animation, photography, and journalism.

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

**Communications Technology, Grade 11, University/College Preparation****Prerequisite: None It is STRONGLY RECOMMENDED that students will have completed TGJ2O.****Diploma Area: Technological Education****TGJ3M**

This course examines communications systems and design and production processes in the areas of electronic, live, recorded, and graphic communications (ex. analog and digital video production, audio production, web-based animations, multimedia production). Students will 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 (ex. use and care of video cameras, digital cameras, single reflex cameras, VCRs, tape recorders, computer hardware, microphones, RCA cables/jacks, lighting systems, software, CDs). Students will also study industry standards and regulations and health and safety issues, and will explore careers (ex. new media), the importance of lifelong learning, and the impact of communications technology on society and the environment. It is recommended that students choosing this course will have successfully completed TGJ2O and have strong technical reading skills

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

**Communications Technology, Grade 12, University/College Preparation****Prerequisite: TGJ3M, Communications Technology, Grade 11, University/College Preparation****Diploma Area: Technological Education****TGJ4M**

This course examines communications systems and design and production processes in the areas of electronic, live, recorded, and graphic communications. Students will create, manage, and distribute complex electronic, graphic, recorded, or audio-visual projects independently and in project teams. Students will also study industry standards and regulations and health and safety issues, and will explore careers, the importance of lifelong learning, and the impact of communications technology on society and the environment. Software applications include Premiere Pro, Photoshop, Flash, Sound Forge, Sonar, Audition and so on.

**CONSTRUCTION TECHNOLOGY****Construction Technology, Grade 10, Open****Prerequisite: None****Diploma Area: Technological Education****TCJ2O**

This course introduces students to building materials and processes through opportunities to design and build various construction projects. Students will learn to create and read working drawings; become familiar with common construction materials, components, and processes; and perform a variety of fabrication, assembly, and finishing operations. They will use a variety of hand and power tools and apply knowledge of imperial and metric systems of measurement, as appropriate. Students will develop an awareness of environmental and societal issues related to construction technology, and will explore secondary and postsecondary pathways leading to careers in the industry. *This course leads to Grade 11 courses in Construction Technology. It is strongly recommended that the Grade 10 course be successfully completed before either Grade 11 course is attempted.*

**Construction Technology, Grade 11, College Preparation****Prerequisite: None It is STRONGLY RECOMMENDED that students will have completed TCJ2O.****Diploma Area: Technological Education****TCJ3C**

This course focuses on the development of knowledge and skills related to residential construction. Students will gain hands on experience using a variety of construction materials, processes, tools, and equipment; learn about building design and planning construction projects; create and interpret working drawings and sections; and learn how the Ontario Building Code and other regulations and standards apply to construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and explore career opportunities in the field. *This course serves as the prerequisite for Construction Technology, Grade 12, College Preparation.*

**Construction Technology, Grade 11, Workplace Preparation****Prerequisite: None****Recommendation: TCJ2O, Construction Technology, Grade 10****Diploma Area: Technological Education****TCJ3E**

This course enables students to develop technical knowledge and skills related to carpentry, masonry, electrical systems, heating and cooling, and plumbing for residential construction. Students will gain hands on experience using a variety of materials, processes, tools, and equipment to design, lay out, and build projects. They will create and read technical drawings, learn construction terminology, interpret building codes and regulations, and apply mathematical skills as they develop construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and explore postsecondary and career opportunities in the field. *This course serves as the prerequisite for Construction Technology, Grade 12, Workplace Preparation.*

**Construction Technology, Grade 12, College Preparation****Prerequisite: TCJ3C, Construction Engineering Technology, Grade 11, College Preparation****Diploma Area: Technological Education****TCJ4C**

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

**Construction Technology, Grade 12, Workplace Preparation****Prerequisite:** TCJ3E, Construction Technology, Grade 11, Workplace Preparation**Diploma Area:** Technological Education**TCJ4E**

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

**MANUFACTURING TECHNOLOGY****Manufacturing Technology, Grade 10, Open****Prerequisite:** None**Diploma Area:** Technological Education**TMJ20**

This course introduces students to the manufacturing industry by giving them an opportunity to design and fabricate products using a variety of processes, tools, and equipment. Students will learn about technical drawing, properties and preparation of materials, and manufacturing techniques. Student projects may include a robotic challenge, a design challenge, or a fabrication project involving processes such as machining, welding, vacuum forming, or injection moulding. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about secondary and postsecondary pathways leading to careers in the industry. *This course leads to Grade 11 Manufacturing Technology. It is strongly recommended that the Grade 10 course be successfully completed before the Grade 11 course is attempted.*

**Manufacturing Technology, Grade 11, College Preparation****Prerequisite:** None It is **STRONGLY RECOMMENDED** that students will have completed TMJ20.**Diploma Area:** Technological Education**TMJ3C**

This course enables students to develop knowledge and skills through hands-on, project-based learning. Students will acquire design, fabrication, and problem-solving skills while using tools and equipment such as lathes, mills, welders, computer-aided machines, robots, and control systems. Students may have opportunities to obtain industry-standard certification and training. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about pathways leading to careers in the industry. *This course serves as the prerequisite for Manufacturing Technology, Grade 12, College Preparation.*

**Manufacturing Technology, Grade 12, College Preparation****Prerequisite:** TMJ3C, Manufacturing Technology, Grade 11**Diploma Area:** Technological Education**TMJ4C**

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

**HEALTH AND PERSONAL SERVICES****Child Development and Gerontology, Grade 12, College Preparation****Prerequisite:** None**Diploma Area:** Technological Education**TOJ4C**

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

**HOSPITALITY AND TOURISM****Hospitality and Tourism, Grade 11, Workplace Preparation****Prerequisite:** None**Diploma Area:** Technological Education**TFJ3E**

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