

BROTHER ANDRÉ CATHOLIC HIGH SCHOOL



PRINCIPAL: Mr. Jim Nicoletti

VICE PRINCIPALS: Mr. Jim Merlin
Mr. Melton Moyo
Ms. Lynne Oliphant

SUPERINTENDENT: Mr. Michael Nasello

CATHOLIC SCHOOL COUNCIL CHAIR: Mr. Peter Fraunberger

COURSE CALENDAR GRADES 9 – 12 2010-2011

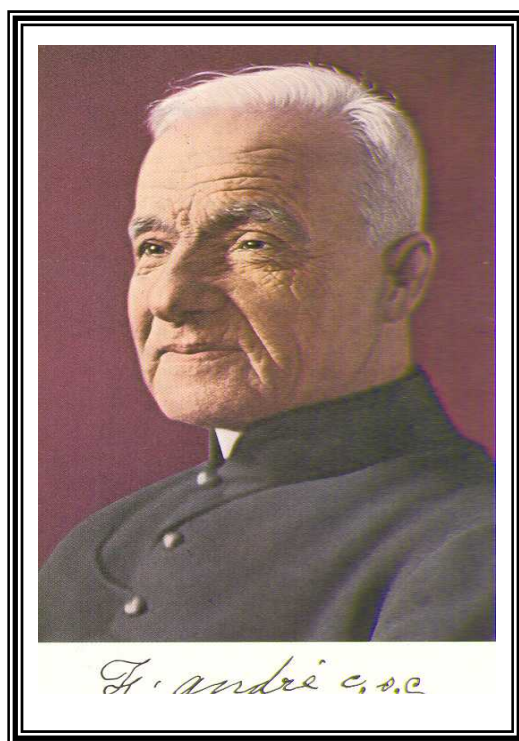
The Course Calendar provides detailed information on the curriculum program offered for the 2010-2011 academic year. Students and parents are encouraged to read it carefully. The selection of courses should be a formal decision based on input from parents, teachers, guidance counsellors, and fellow students. The organization of courses satisfies the Ministry of Education directive as outlined in **Ontario Secondary Schools, 1999**. The credit system permits promotion of a student in each course taken. The education climate of Brother André is based on Christian values and a Roman Catholic focus. We promote a community which aspires to excellence in both curricular and co-curricular programs.

MISSION STATEMENT

The Mission of Brother André Catholic High School, as a diverse Catholic family, is to educate each student in a Christ-centered environment to reach full potential in a rapidly changing world through Gospel-inspired learning experience, in partnership with home, church and community.

WHO WAS BROTHER ANDRÉ?

"I am a man just like you."



On January 6, 1937, a man who touches each one of us died at the age of 92.

Christened Alfred Bessette, he survived a childhood of poverty, tragedy, and illness. He took the name of Brother André when he entered the Congregation of the Holy Cross as a lay brother. He was assigned menial tasks such as doorman, shoe polisher, window washer, and messenger.

At an age when people today retire, his life changed. Word spread that he was special. People came to him to be cured of illness and relieved of misery. As he received the people he told them, *"Personally, I am nothing... (I am) a poor instrument of St. Joseph."*

His devotion to St. Joseph led to the construction of St. Joseph's Oratory on Mount Royal in Montreal. Displayed on the walls are the crutches, braces, and wheelchairs that the cured have left behind. People still go to the shrine to pray to Brother André. In 1984 Pope John Paul II prayed at Brother André's tomb. The Church believes that even after death he continues to have a special relationship with God and for this reason he is in the process of being declared a saint.

Brother André was a man of simplicity and grace, a man of prayer, a friend to the sick and the poor. His tomb bears the Latin inscription **PAUPER, SERVUS, HUMILIS** - *a man of poverty, service, and humility.*

We are honoured to have him as patron of our school. Our chapel is dedicated to Saint Joseph of Mount Royal.

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OUR SCHOOL

Brother André Catholic High School is a distinguished Catholic school which prides itself on the achievements of its students and staff and its adherence to a special mission. Visions of the Catholic school graduate are contained in many writings by Ontario Catholic educators and leaders, past and present. One of the most compelling in its breadth and depth is to be found in a tract published by the Institute for Catholic Education.

Distinctive expectations for graduates of Catholic schools are determined and shaped by the visions and destiny of the human person emerging from our faith tradition. This Christian anthropology, or world view, reveals the dignity and value of the person. Our tradition tells us God creatively and lovingly calls each of us into the wonder of life, sustaining us by the power of the Holy Spirit, throughout the human journey, into life eternal. We acknowledge that the journey includes moments of brokenness and sin. We recognize in the person of Jesus, the risen Christ, the human face of God sharing our life in order to heal us of our brokenness and liberate us from sin.

This Christian vision of the human journey is best understood within the context of relationship. This is accomplished in community, in solidarity with brothers and sisters in the Church and beyond.

Catholic education views human life as an integration of body, mind and spirit. Rooted in this vision, Catholic education fosters the search for knowledge as a lifelong spiritual and academic quest. Consequently Brother André *“can never be simply a place where students accumulate skills and information, a place where they learn to get ahead and sell their gifts on the open market”*. (Ontario Bishops, This Moment of Promise). Brother André is a place where the ultimate purpose of education is to *“educate the soul”* (Trafford, 1998).

CATHOLIC GRADUATE EXPECTATIONS

The expectations of Catholic graduates, therefore, are described not only in terms of knowledge and skills, but in terms of values, attitudes and actions. A document from the Institute of Catholic Education, states that this concise and inspiring vision of the Catholic school graduate, as someone who 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 their God-given potential.
- A collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.
- A caring family member who attends to family, school, parish, and the wider community.
- A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

CATHOLIC SCHOOL COUNCIL

The Catholic School Council is an important organization for parents and other members of the community. The Education Improvement Commission, in a recent report, enthusiastically endorsed the involvement of parents in their children’s education and proposed a meaningful role for school councils.

The fundamental purpose of school council is to improve student learning. The commission recommended three “strategies” that will allow school councils to achieve this purpose.

- to foster participation by parents and partnerships with community groups
- to be involved in plans to improve the school
- to influence decisions made by principals, school boards, and the Ministry of Education and Training

Brother André has a very active school council and we encourage all parents to consider their involvement in the council.

CHAPLAINCY OFFICE

The central goal of the Chaplaincy Team is to serve the community of Brother André. By offering a ministry of presence, it is hoped that it will provide a caring and healing environment.

In striving to build a Christian community that celebrates life and our common faith in Jesus, we are creating support groups that will empower each member to live a life that will proclaim God's message, build community and foster Christian service.

The Chaplaincy Team seeks to draw people to responsible participation in the life, mission and work of the church within the context of the school faith community. It works in creating an environment in which students and staff can become fully human, fully Christian, and more fully alive.

The Chaplaincy Team leader is Mrs. S. Arena.

GENERAL INFORMATION

A detailed Code of Student Behaviour is found in the *Student Agenda* which is provided to each student during the opening week of school. This "agenda" includes the Calendar for the Academic year 2010-2011, the Student Code of Conduct, school policies and procedures, and essential information on evaluation and exams. Below please find a brief sampling of these.

EQUITY

The policy of the Government of Ontario is that there is equal education opportunity in the province and that it is inappropriate for any school to deny a student access to a course solely on the basis of the student's gender, except where so described in the Ministry of Education guidelines. Courses developed in this school are available to both male and female students.

STUDENT RESPONSIBILITIES

Students must respect God, themselves, others, property, environment and authority. Students are expected to put forth their best efforts to learn. Students are also expected to be punctual in attending all scheduled classes and activities.

ATTENDANCE POLICY

Regular attendance is a key component of the learning process and of the evaluation of achievement in courses offered at Brother André C.H.S. Regular attendance at school is critical for the student's learning and achievement of course expectations. The Ministry of Education has stated in **Ontario Secondary Schools (1999)**: "...where, in the principal's judgement, a student's frequent absences from school are jeopardizing his or her successful completion of a course, school staff should meet with the student and the parents to explain the potential consequences of the absences, including failure to gain credits, and discuss steps which could be taken to improve attendance."

SCHOOL UNIFORM

The school uniform was created at the request of the parent community and is fully supported by the staff of Brother André. Students who enroll at Brother André do so with a full awareness of the uniform requirements. Therefore, when a student chooses Brother André, he or she agrees to abide by the established uniform policy. Both staff and parents regard the school uniform as a means of creating a distinct school identity. Students who do not respect the dress code are in effect undermining this goal. ***Only uniform items purchased from R. J. McCarthy Ltd. are allowed.***

To order school uniforms, you may order online at www.rjmccarthy.com, or contact the call centre 416-593-6900, ext. 1, to have your uniform delivered to your home or workplace, free of charge, or visit the Scarborough retail store at 12 Trojan Gate, Scarborough (Kennedy Rd. & Finch Ave E.).

Students wearing non-uniform items will be disciplined.

ASSESSMENT AND EVALUATION

Assessment and Evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in the document **Program Planning and Assessment, 2000**, and in the curriculum policy document for each discipline. A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course in Grades 9-12 will be determined as follows:

- 70% of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- 30% of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

In all their courses, students are provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of knowledge, inquiry, communication and application. An assessment of the student's learning skills will also take place. **Formal examinations** are held twice yearly at the end of each semester, in January and June. Only serious legitimate reasons for being absent, such as a death in the immediate family or serious illness verified by a physician, will be accepted during an examination period. Time at the conclusion of the examination period will be set aside for students who miss exams with legitimate reasons. Students receive grades at mid-semester – an indication of progress to that point. Four report cards are issued to parents/guardians during the school year:

- **Mid-semester 1 (early November)**
- **Semester 1 Final (end of January)**
- **Mid-semester 2 (mid April)**
- **Semester 2 Final (end of June)**

PROVINCIAL REPORT CARD

- 📖 To be used throughout the province.
- 📖 Implemented for all students who began secondary school after September 1, 1999.
- 📖 Includes learning skills: works independently/teamwork/organization/work habits/homework/initiative

SCHOOL ORGANIZATION

Brother André C.H.S. offers full programs for its students from Grade 9 through Grade 12. Brother André is a semestered school; the first semester will run from September to January and the second semester will run from February to June.

DAILY SCHEDULE

Each day consists of four periods and a lunch break of 40 minutes.

Warning Bell	8:20
Rossini's William Tell Overture	8:20
Homeroom 1	8:24-8:30
Period 1	8:30-9:45
Period 2	9:50-11:05
Period 3	11:10-1:10
LUNCH A	11:10-11:50
LUNCH B	11:50-12:30
LUNCH C	12:30-1:10
Period 4	1:15-2:30

Student with Lunch A	
11:10-11:50 (lunch)	11:50-11:55 (5 minutes travel time)
11:55-1:10 (75 minutes class)	
Student with Lunch B	
11:10-11:50 (40 minutes in class)	
11:50-12:30 (lunch)	12:30-12:35 (5 minutes travel time)
12:35-1:10 (35 minutes in class)	
Student with Lunch C	
11:10-12:30 (80 minutes in class)	
12:30-1:10 (40 minute lunch)	

STUDENT ACTIVITY FEE

\$100.00 Student Activity Fee (SAF)

At the time of registration, students will be asked to submit a cheque to cover a variety of activity fees for the 2010-2011 academic year. The Student Activity Fee (SAF) is used to fund a broad range of activities including student government, athletics, retreats, clubs and yearbook. A part of this fee also supports the work of the Catholic School Council. Locks

(\$5.00) can be purchased from the school and will be available on the first day of class for students in grades ten to twelve. Grade nine students will be given a lock during their orientation in August.

COURSE FEE

Please note that some courses require additional fees and payments for materials and specific activities. These are outlined in the course description section of this Course Calendar. These fees and payments will be collected in the first few classes of the particular courses.

COURSE SELECTION CHANGE POLICY

The course selection process, which begins in February, requires students to make important decisions and to plan ahead for their academic career. When students choose their courses in the spring, staffing and hiring decisions are made based on those choices. Selecting and registering in courses is a very serious process. At Brother André, we encourage students to think carefully about their selection of courses and to discuss their choices with their parents/guardians. In addition to this, we provide counselling to ensure that students are choosing courses that are appropriate for them and their future plans. **Course selection changes:** will be accepted up to ten days after the “Course Selection Verification forms” have been issued. Course changes are permitted in late August due to the failure of a prerequisite course in June or upon successful completion of a summer school course. These changes will be initiated by guidance and accommodated during the last week of August.

We do recognize that on occasion students make inappropriate selections, develop a different career plan over the summer months, or that there are instances where a timetable has an imbalance or errors. For those instances the Guidance Department offers the opportunity for students from Grade 9 and 10 to sign up for course changes on a “first come first served” basis on the first Wednesday of the school year.

Grade 10 and Grade 11 students entering Grade 11 and Grade 12 in September 2010 will be given their timetables in early June 2010. At that time course change requests will be examined by the Counsellor and ONLY if space is available will changes be made. In September the Grade 11 and 12 students will have to submit a written request and application for change – these will be examined once the issues of Grade 9 and 10 students have been resolved.

Requests to change teachers WILL NOT be accommodated at any time.

DROPPED COURSES/COURSE LOAD

Students in GRADES 9, 10, and 11 must carry a full work load of 8 courses and are therefore not permitted to drop any of their courses. Students who are in their fourth year of study are permitted to carry a minimum of 3 credit courses per semester if 24 or more credits have been earned. A student is expected to carry all courses through to the end of the semester. Upon discussion with the appropriate Vice-principal and Guidance counsellor, part-time status will only be granted in second semester and only to those grade 12 students requiring a **specific sixth university or college course** that cannot be earned during the regular day school program offered at Brother André due to unavailability.

RE-TAKING COURSES

Students are permitted only **two (2)** attempts at a particular course while enrolled in a regular program at Brother André. If students wish to try a course for the third time they will do so through the Continuing Education mode (summer or night school) or by enrolling at another high school.

PREREQUISITE OR RECOMMENDED PREPARATION

The term **Prerequisite or Recommended Preparation** may appear before a course description. Prerequisites are determined by the Ministry of Education and must be observed at all times. Recommended preparation is suggested by the Department Head based on his/her professional judgment.

COURSES OF STUDY

These courses of study have been developed according to the requirements of the Ontario Ministry of Education. On different occasions during the school year, parents are also afforded the opportunity for direct consultation with teachers regarding courses of study, assessment and evaluation policies and other points of interest concerning specific courses of study. An outline of each course of study and the evaluation policy will be given to each student at the beginning of each semester.

ADVANCED PLACEMENT PROGRAM

The Advanced Placement (AP) program is an opportunity for highly-motivated, capable students to enroll in a challenging program.

The College Board in the United States sets the curriculum for the courses which are offered and administers the examination in courses. Students enrolled in the AP courses which are offered in Biology, Calculus, Chemistry, English, Physics, History and Geography would study the curriculum set out by the Ontario Ministry of Education as well as the additional material in the AP curriculum. The Ontario credit would be granted based on the evaluation of the Ministry curriculum at that grade level. The extra work to complete the AP curriculum is assessed and a maximum of 5% would be added to the student's mark to recognize that they have completed their studies in more detail and in a shorter time period.

The advantage of the AP program is that it allows students to experience the rigour of a university course while still in high school. Many of our students who have participated in the AP program over the last years speak of the excellent preparation they received for their university courses. In addition, at those universities which participate in the AP program, the AP credit may be recognized as a first year university credit, allowing the student to expand their options by choosing an alternate first year course, or to move into a second year course in that subject area. Students must write an AP exam to qualify for the university credit.

Students who have enrolled in the AP programs in the past have also performed very well on the contests in Biology, Chemistry and Mathematics organized by the University of Waterloo and the University of Toronto. These students then enhance their chances of receiving scholarships from the Universities of their choice.

In 2010-2011 at Brother André C.H.S. students in grades 9, 10 and 11 may enroll in Pre-AP courses in Mathematics, Science, English, Geography (grade 9), and History (grade 10). For grade 11 students, pre-AP courses are available in English, Biology, Chemistry, Physics, Mathematics and History. These courses are designed to prepare students for the AP curriculum in grade 12.

Within these courses students will receive the regular grade level curriculum but there will be additional material taught. Students will be evaluated on the regular Ontario curriculum for that grade level and any additional material will be assessed on the AP scores of **1 through 5 (5 being the highest)**. These level scores will be added to the final grade level marks (to a maximum of 5%) to reflect the additional, in-depth studies.

For more information regarding the AP program, please contact Mr J. Merlin or Mrs. E. Butash.

GUIDANCE SERVICES

The Guidance Department offers a variety of services for students, parents, and teachers. Counsellors are assigned to all students and are available to assist in making decisions about academic program and career choices.

ACADEMIC SERVICES

- ❖ Assistance with secondary school course selections.
- ❖ Information on night school and summer school courses.
- ❖ Information on post secondary education (college, university, apprenticeship, alternate education).
- ❖ Provide information to students who wish to apply to post secondary institutions for financial assistance, student loans or scholarships.
- ❖ Assistance with post secondary research and applications.

CAREER SERVICES

Guidance will assist students to explore information through:

- ❖ guidance across the curriculum
- ❖ special Career Program
- ❖ printed information and research
- ❖ presentations
- ❖ speakers
- ❖ individual interviews

PERSONAL SERVICES

Counsellors are available to assist students with personal concerns and, when appropriate, with parental consent, may refer students and/or families to the York Catholic District School Board Support Services. The Guidance Department works closely with Chaplaincy, Student Services and other departments to offer a variety of interventions and support mechanisms.

ONTARIO STUDENT RECORD (OSR): RECORDING AND REPORTING PROCEDURES

The Ontario Student Record (OSR) is the official school record for a student. Every Ontario school keeps an OSR for each student enrolled at that school. The OSR contains achievement results, credits earned and diploma requirements completed, and other information important to the education of the student. Students and their parents (if the student is not an adult) may examine the contents of the OSR. These records are protected by the Education Act and Freedom of Information legislation.

CROSS DISCIPLINARY FOCUS

Brother André C.H.S. will endeavour to identify the core knowledge, skills and attitudes that all secondary school graduates are expected to have in order to succeed in the world of work or post-secondary education. These outcomes are summarized under the headings of *Literacy, Numeracy, Research Methodologies, Critical Thinking, Personal Life Management, Citizenship, Global Perspectives and Technological Competence*.

PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Prior Learning Assessment and Recognition will allow students to challenge and earn up to **four (4)** credits towards the secondary school diploma, with a maximum of **two (2)** credits from any one discipline. This involves two components: *challenge* and *equivalency*. Students may challenge a course and be granted credit if they can demonstrate the required skills and knowledge through formal tests and other assessment strategies. Determining equivalency involves the assessment of credentials from other jurisdictions. Applicants must attend a **mandatory** information session. This process will apply to all Gr. 10-12 courses. (For information please check www.ycdsb.ca Adult and Continuing Education {ACE}.)

POST-SECONDARY EDUCATION ADMISSION REQUIREMENTS

It is the responsibility of the student to ensure that he/she fulfills the requirements for the Ontario Secondary School Diploma and any post-secondary admission requirements. Students may be required to take courses specifically designed for entrance to a college or university program. Counsellors are available to assist students and their parents/guardians with the selection of appropriate courses. Applicants to college and university should consult with their counsellors as early as possible to determine requirements to specific programs.

ONTARIO STUDENT TRANSCRIPT (OST)

- is a record of credits attempted and completed.
- will record all Grade 9 to 12 courses **attempted** by the student, where a final percentage grade is obtained.
- identifies compulsory credits, including credits that are substitutions for compulsory credits identified by the Ministry as diploma requirements.
- confirms whether the student has completed 40 hours of Christian service and whether the student has successfully completed the Ontario Secondary School Literacy Test.
- as of September 1, 1999, it will include the record of the achievement of exceptional students who have alternative learning expectations in an individualized, non-credit program.

LIBRARY INFORMATION CENTRE

The Library Information Centre is an integral part of Brother André Catholic High School's educational program. The Teacher-Librarian, in partnership with subject teachers, focuses on the development and implementation of information literacy skills essential to the student's successful academic achievement. Information literacy refers to the ability to acquire, critically select, and effectively use and communicate information in ways which promote knowledge, higher level thinking skills and wisdom. The Information Studies program taught in the Brother André CHS Library Information Centre stresses the development of research, presentation, and information and electronic literacy skills. Students become more competent users of information and thus, better able to successfully complete research assignments required in their courses. In addition, the Teacher-Librarian ensures that a strong print collection and online subscription databases are available for staff and students to meet a wide variety of curricular needs.

The Library Information Centre teaching program also develops life-long literacy skills and promotes a love of reading. The White Pine Award, a reading initiative of the Ontario Library Association provides a unique opportunity for students to build on an enjoyment of reading as well as encouraging literacy at all levels.

The Library Information Centre is a dynamic teaching and learning environment that reflects our Christian values and the **Ontario Catholic School Graduate Expectations**.

STUDENT SERVICES DEPARTMENT

The Student Services Department offers a wide variety of programs covering the spectrum of academic needs as formally recognized through an Identification, Placement, Review Committee (IPRC). These meetings are held at the elementary schools in the spring in preparation for the Grade 9 program.

THE SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

The Special Education Advisory Committee (SEAC) of the York Catholic District School Board was established to make recommendations to the Board with respect to any matter affecting the establishment and development of special education programs and services for students with exceptional needs. SEAC members are available as a resource for students with exceptional needs, parents/guardians of such students, schools, educators, trustees and the community. SEAC holds regular monthly meetings which are open to the public. All parents and interested members of the public are invited to attend these meetings. For more information on SEAC or special education services in the York Catholic District School Board, please contact the Superintendent of Student Services at (416)221-5050 or (905)713-2711.

In order to better inform parents on the special education delivery model, a parent handbook was developed and is available upon request. The handbook includes: role descriptions, procedures, and program outline.

The Ministry of Education requires all boards to submit a special education plan. The Student Services Department has developed the special education plan and received feedback from all partners in education. Special education information, including the special education plan can be accessed through the Instructional Service/Curriculum at www.ycdsb.ca.

FUNCTIONAL LIFE SKILLS (FLS)

This program is for students with special needs. A primary goal of this service is the practical integration of these young people into school life through regular classroom experiences and into society through work programs. Students in our functional life skills (FLS) program work on (non-credit) K courses and benefit through the support of the educational assistants, behavioural resource, speech and language or physical management personnel who offer their service as needed. Our peer helpers (senior students enrolled in the Peer Helping Course - GPP301 or Drama in the Community - ADC301) provide a balance in our FLS program by offering their enthusiasm and support.

WORK EXPERIENCE

Senior Students in our Functional Life Skills programme are given an opportunity to experience the world of work. Candidates for this programme must demonstrate a level of independence.

LOCALLY DEVELOPED COURSES

These courses meet educational needs not met by provincial curriculum policy documents. They are developed to accommodate educational and/or career preparation needs of students. Such courses have been developed for students receiving special education services whose need for particular course content cannot be met by a course based on provincial curriculum policy documents.

TUTORIAL PROGRAM

This is an alternative educational setting recommended for students through the school's Student Services Committee. It responds to the needs of students for whom the school is considering more intensive and/or comprehensive support. Students may complete their studies using Ministry of Education correspondence courses from the Independent Learning Centre.

GIFTED

In Grade 9, Pre-Advanced Placement classes in English, Science, Mathematics and Geography are offered in order to meet the needs of the gifted learner identified through an Identification, Placement and Review Committee (IPRC). Please refer to information on the Advanced Placement program (AP) which is offered to our gifted students. (page 8)

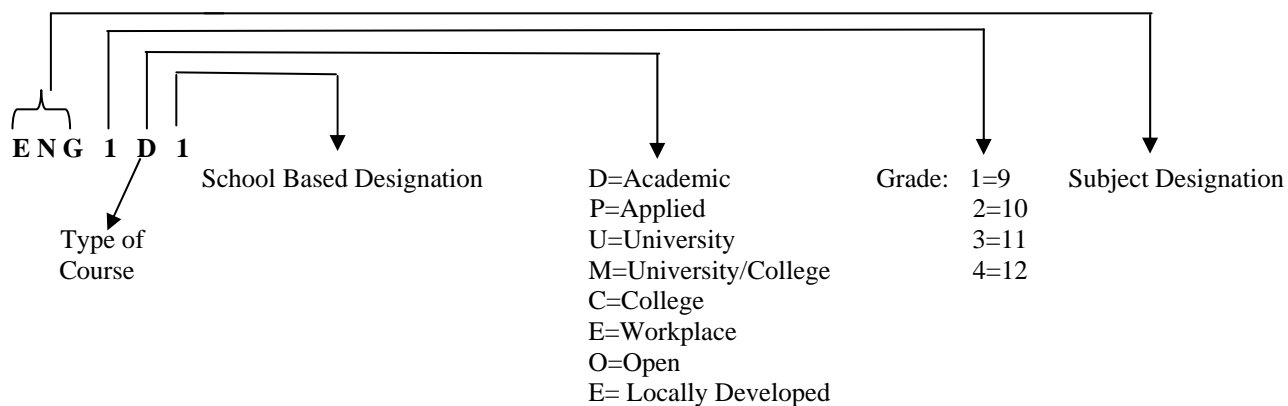
ADVICE TO STUDENTS: MAKING A DECISION

As always, you the student must choose courses of studies based on a number of considerations. You should be asking the following questions:

- ? What has been my achievement level thus far?
- ? Which subjects do I find most interesting and most stimulating?
- ? What is my goal at the end of high school?
- ? Do I have strong study habits and study skills?
- ? What do my teacher(s) recommend?
- ? Which subjects will give me greatest enjoyment and provide me with a successful year?
- ? Which combination of subjects will give me a strong foundation and keep all doors open for me?

COURSE CODING

Course codes at Brother André reflect government stipulations across the province. All courses have the first 5 characters as mandated by the Ministry of Education and a sixth character for school use:



LEVELS OF DIFFICULTY

In order to provide for individual differences within the student population, different types of courses are offered at the secondary level: academic, applied, university, university/college, college, workplace, open and locally developed. It must be noted that post-secondary institutions may require courses of a particular destination in order to be considered for admission.

ONTARIO SECONDARY SCHOOL (OSS) COURSES IN GRADE 9 AND 10

- ❖ ACADEMIC (D) – Courses develop students’ knowledge and skills through the study of theory and abstract problems. Students focus on the essential concepts of a subject and explore related concepts as well. Practical applications are incorporated as appropriate.
- ❖ APPLIED (P) – Courses focus on the essential concepts of a subject and develop students’ knowledge and skill through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.
- ❖ OPEN (O) – These courses are designed to prepare students for further study in certain subjects and to enrich their education generally.
- ❖ LOCALLY DEVELOPED (L) – These courses are locally developed courses, offered by school boards, to accommodate the educational or career preparation needs of students or the special needs of exceptional students.

NOTE:

Students who intend to crossover from a Grade 9 *Applied* course to a Grade 10 *Academic* course will be encouraged to complete additional course work of up to 30 hours in order to demonstrate achievement of the learning expectations. ***In math this is a compulsory requirement.***

ONTARIO SECONDARY SCHOOL (OSS) COURSES IN GRADE 11 AND 12

- ❖ UNIVERSITY (U) – will equip students with the knowledge and skills to meet the requirements for university
- ❖ UNIVERSITY/COLLEGE (M) – will equip students with the knowledge and skills to meet the entrance requirements for specific programs at universities and colleges
- ❖ COLLEGE (C) – will equip students with the knowledge and skills to meet the requirements for most college programs or for admission to apprenticeship or other training programs
- ❖ WORKPLACE (E) – will equip students with the knowledge and skills to meet the expectations of employers or the requirements for admission to certain apprenticeship or other training programs
- ❖ OPEN (O) – will broaden students’ knowledge and skills in subjects that reflect their interests

TRANSFER COURSES

A transfer course is a partial-credit course that bridges the gap between courses of two different types in the same subject and grade. Students who revise their educational and career goals and who wish to change from one destination-related subject to another may do so by taking a transfer course. This additional course work can be taken in summer school.

GRADUATION

A) REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD) STUDENTS WHO ENTERED GRADE 9 AS OF SEPTEMBER 1999 or later

1) 30 CREDITS REQUIRED

► 18 Compulsory credits:

- 4 credits in English (including at least 2 from Senior division)
- 1 credit in French-as-a-second language
- 3 credits in Mathematics
- 2 credits in Science
- 1 credit in Canadian Geography
- 1 credit in Canadian History
- 1 credit in the Arts
- 1 credit in Physical and Health Education
- .5 credit in Civics
- .5 credit in Career Studies

1 CREDIT FROM EACH OF THE 3 GROUPS BELOW

GROUP 1	GROUP 2	GROUP 3
1 additional credit in English / French as a Second Language/ Classical or an International Language / Social Science / Cdn. and World Studies / Guidance and Career Education / Co-op*	1 OF Phys. Ed. /Arts / Business/ Co-op*	1 OF Grade 11 or 12 Science OR 1 OF grade 9-12 Tech/ Co-op*

* Co-op may be used for a maximum of two times for any Group 1, 2 or 3

- **8 elective credits:** may be earned in all subject areas, including those on a compulsory list
- **4 mandatory Religious Education credits**

A credit is granted to a student on the successful completion of a course that has been scheduled for a minimum of 110 hours, by a secondary school principal on behalf of the Minister of Education.

2) 40 HOURS CHRISTIAN COMMUNITY SERVICE

Upon entry to grade nine, students will be given a “Christian Service Record Card”. Students are to maintain the log in this record card until they have completed 40 hours. When a student has completed their 40 hours, the record card must be submitted to the main office.

3) PROVINCIAL SECONDARY SCHOOL LITERACY TEST (OSSLT)

All students must successfully complete the Ontario Secondary School Literacy Test (OSSLT) in order to earn the Ontario Secondary School Diploma. The test will be administered in Grade 10. The test is based on Ontario curriculum expectations for language and communication, particularly reading and writing, up to and including Grade 9.

The test will determine who has attained the provincial expectations for literacy. It will identify areas for remediation for students who are unsuccessful in completing the test. School boards are required to provide remedial assistance. Students have the opportunity to take the Ontario Secondary School Literacy Test twice. Students who are unsuccessful in attaining the provincial expectations for literacy will be selected to enroll in the

Ontario Secondary School Literacy Course (OLC401). The final test result shall be recorded on the Ontario Student Transcript.

▶ OSSLT ACCOMMODATIONS

Students who are receiving special education programs and services, and who have an Individual Education Plan (IEP) will receive the same accommodations as set out in the student's IEP that are available to the student in the course of his or her regular school work, including examinations and other forms of evaluation. The content of the Literacy Test will not be altered.

▶ OSSLT DEFERRALS

Students who might benefit from a deferral of the test may include students who have been identified as exceptional and students registered in English as a Second Language/English Literacy Development courses who have not yet acquired the level of proficiency in English required for successfully completing the test. The principal determines if a deferral should be granted and a time period for the deferral.

▶ OSSLT EXEMPTIONS

Students whose IEP indicates that the student is not working towards the attainment of the Secondary School Diploma may, with parental consent and approval of the principal, be exempted from participating in the OSSLT.

B) REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL CERTIFICATE

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

- **7 Compulsory Credits:**
 - 2 credits in English
 - 1 credit in Canadian Geography or Canadian History
 - 1 credit in Mathematics
 - 1 credit in Science
 - 1 credit in Physical and Health Education
 - 1 credit in the Arts or Technological Studies
- **7 Elective Credits**

C) REQUIREMENTS FOR THE CERTIFICATE OF ACCOMPLISHMENT

Students who leave school before fulfilling the requirements for the requirements for the **Ontario Secondary School Diploma** or the **Ontario Secondary School Certificate** may be granted a **Certificate of Accomplishment**. This certificate may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training. Students who return to school to complete additional credit and non-credit courses will have their transcript updated, but will not be issued a new **Certificate of Accomplishment**. The **Ontario Secondary School Diploma** or **Ontario Secondary School Certificate** will be granted when a student has fulfilled the appropriate requirements.

POLICY ON SUBSTITUTIONS FOR COMPULSORY COURSES:

To meet individual student needs, the principal may replace up to three compulsory courses (or the equivalent in half courses). Course substitutions may be made by selecting from the student's remaining courses which meet the compulsory credit requirements that are offered by the school.

CORE PROGRAM

COMPULSORY GRADE 9 COURSES:

Students entering Grade 9 are **required** to take the following courses:

1. English
2. French
3. Geography of Canada
4. Math
5. Religion
6. Science

ELECTIVES:

Students entering Grade 9 will **choose two (2)** of the following courses:

1. Intro to Information Technology in Business
2. Exploring Technological Design
3. Vocal Music
4. Instrumental Music
5. Visual Art
6. Physical Education

COMPULSORY GRADE 10 COURSES:

Students entering Grade 10 are **required** to take the following courses:

1. English
2. Canadian History
3. Civics and Career Studies
4. Math
5. Religion
6. Science

ELECTIVES:

Students entering Grade 10 will **choose two (2)** of the following courses:

1. Introduction to Business
2. Introduction to Computer Studies
3. Physical Education
4. French
5. Spanish
6. Italian
7. Visual Arts
8. Art and Crafts for the Terrified
9. Instrumental Music
10. Vocal Music
11. Drama
12. Computer Studies
13. Communications Technology
14. Construction Technology
15. Hospitality Services
16. Transportation Technology
17. Computer Technology
18. Technological Design

COMPULSORY GRADE 11 COURSES:

Students entering Grade 11 are **required** to take the following courses:

1. English
2. Math
3. Religion

ELECTIVES:

Students entering Grade 11 will **choose five (5)** additional courses.

COMPULSORY GRADE 12 COURSES:

Students entering Grade 12 are **required** to take the following courses:

1. English
2. Religion

ELECTIVES:

Students entering Grade 12 will **choose four (4) to six (6)** additional courses.