



Course Selection 2009 - 2010



*The
Heart*

Sacred Heart High School
Walkerton, Ontario



Bruce-Grey Catholic District School Board



Administration

Principal.....M. Kuntz
 Vice-Principal.....L.Fischer
 Office Secretaries.....C. Wilhelm
R. MacDonald
C. Kelly

Department Heads

Computer Studies..... D. Gagnon	Mathematics..... D. Hicks
English, Drama, Dance French, Music S. Sakal	Physical Education, Extra-Curricular Activities.....B. King
Guidance, Special Ed., Co-op Education..... C. Hambrock	Religion, Chaplaincy, Social Science..... P. King
History, Geography, Business..... D. Johnson	Science..... D. Cantlon
	Tech, Family Studies, Visual Arts R. Schnerch

Guidance Counsellors

Guidance Counsellor..... E. King
 Guidance Counsellor.....C. Mount
 Guidance Counsellor.....J. Slosser
 Guidance Secretary K. Stuempfle

Special Education/ Resource

Resource Teacher..... M. Kuntz
 Resource Teacher..... C. Hopcraft
 Resource Teacher..... J. Lang
 Resource Teacher.....C. Muegge
 Resource Teacher.....H. Detzler

Library

Librarian J. Gorecki
 Librarian Technician..... K. Kunkel

Student Success

Student Success Teacher.....C. Hambrock
 Student Success Teacher..... J. Cote

■ *Principal's Message*

As the twenty-first century unfolds, we continue to see a multitude of changes. We, at Sacred Heart High School, are working hard to prepare students for the demands these changes present. We are proud of our school community and welcome you as a part of it.

Sacred Heart has a long and proud tradition throughout Walkerton and region. Not only are there many opportunities to get involved in extra-curricular activities and teams, but student and teachers get to know each other, creating a caring community atmosphere. The foundation of this is that we offer a Catholic education. That means we are concerned about the development of the whole person: intellectually, physically, emotionally, socially and spiritually. We are committed to providing a strong Catholic education through the integration of Catholicism across the curriculum and in particular in our Religious Studies courses and religious celebrations.

We also believe that parents are the prime educators of their children, so we involve parents in our school through frequent reporting periods and home contacts.

In addition to the regular programs. We offer special education in integrated classrooms settings, including special support as needed. We also offer a French Immersion program.

This booklet will give the information students and parents need to make decisions regarding the 2009-2010 school year. If you have any questions, please feel free to ask.

May all students experience the utmost success in the upcoming school year and in the years to come.



Murray Kuntz
Principal

** Please note: This simplified Course Selection Calendar contains information regarding Grade 9 Courses only. The full course calendar showing all courses offered for Grade 9 to 12 will be available at the school after January 12th, 2009.*

The Philosophy of Catholic Secondary Schools

A Catholic Secondary School is a school where God, His Truth and His Life are integrated into the entire syllabus, curriculum and life of the school. Academic excellence in every area is stressed within a Christ-centred approach. Catholic secondary schools continue to nurture students in a Christian Community. This Christian community involves students, teachers, parents and pastors reaching out to all people to minister to their needs, their sufferings and their upward climb to fulfilment in Christ.

Catholic Secondary Schools offer courses of study which are developed from the most current Ministry of Education & Training guidelines. Each student, within the secondary schools, is expected to take a full credit Religious Studies course each year.

The philosophy of Catholic Secondary Schools may be summarized as a joyful experience lived fully in a Christ-centred environment.

Sacred Heart High School Mission Statement

The Catholic community of Sacred Heart reinforces the role of the family, school and Church as one in nurturing the spiritual, academic, social, physical and emotional development of each person in our faith community; recognizing that commitment to learning, prayer, discipleship, service, respect for self and others and responsible citizenship are intrinsic to Gospel values.

■ *Provincial Expectations of the Ontario Catholic School Graduate*

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

Diploma Requirements (O.S.S.D.)

The Ontario Secondary School Diploma

In order to earn an Ontario Secondary School Diploma, (O.S.S.D.) a student must earn a minimum of 30 credits, including **18** compulsory credits. (O.S.S. 3.1)

4	credits in English* (1 credit per grade)
1	credit in French as a second language
3	credits in Mathematics (including at least one credit from Grade 11 or 12)
2	credits in Science
1	credit in Canadian Geography
1	credit in Canadian History
1	Career Studies (.5) & Credit Civics (.5)
1	credit in the Arts
1	credit in Physical and Health Education
Plus one credit from each of the following groups:	
1	additional credit in English, or French as a second language, or a Native language, or a Classical or an International language, or Social Sciences and the Humanities, or Canadian and World Studies, or Guidance and Career Education, or Co-operative Education**
1	additional credit in Health and Physical Education, or the Arts, or Business Studies, or Co-operative Education**
1	Computer Studies (Gr. 10- 12) or Science (Gr. 11 or 12) or Technology (Gr. 9 - 12) or Co-operative Education.**
in addition, students attending Bruce-Grey Catholic Secondary Schools are required to take 4 courses in Religious Education (1 Course per year) * the grade 11 World Religion courses meets the requirement of 1 additional English, a third language, Social Science, or Canadian & World Studies.	
In addition to the compulsory credits, students must complete:	

- ✓ 12 optional credits***
- ✓ 40 hours of community involvement activities
- ✓ the provincial literacy requirements

*A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a *Grade 12* compulsory English course. **A Maximum of 2 credits in cooperative education can count as compulsory credits. ***May include up to four credits achieved through approved Dual Credit courses.

*** Students are required to take 1 religion course each year at SHHS.**

The Ontario Secondary School Certificate

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

Compulsory credits (total of 7)

- 1 credit in Canadian geography or Canadian History
- 1 credit in mathematics
- 1 credit in science
- 1 credit in health and physical education
- 1 credit in the arts or technological education
- 2 credits in English

Optional credits (total of 7)

7 credits selected by the student from available courses.

The provisions for making substitutions for compulsory credits also apply to the Ontario Secondary Certificate.

4 Year Planner

	Year 1	Year 2	Year 3	Year 4
Religion	HRE 1O	HRE 2O	HR_ 3_	HRE 4_
English	ENG 1_	ENG 2_	ENG 3_	ENG 4_
French	FSF 1_			
Mathematics	M_M 1_	M_M 2_	M__ 3_	
Science	SNC 1_	SNC 2_		
Geography (Canadian & World Studies)	CGC 1_			
History (Social Science & Humanities)		CHC 2_ CHV 2O (1/2)		
Guidance & Career Education		GLC 2O (1/2)		
Health & Physical Education (Social Science & Humanities)	PPL 1O			
Arts*				
Business				
Technology				

Compulsory Credits for each year have the partial course code provided and are shaded. Level of the courses must be selected in accordance with post secondary plans.

Three (3) additional compulsory credits are required from the groups of credits as shown on page 6 of the course calendar.

* A full credit in the Arts is required, this credit must be completed at the Grade 9 or Grade 10 level.

■ *Bruce-Grey Catholic District School Board* *Secondary School Graduation Certificates*

Students graduating with an O.S.S.D. will also be presented with the Bruce-Grey Catholic District School Board Graduation Certificate.

■ *Ontario Secondary School Literacy Test (OSSLT)*

In the grade 10 year, each student will be required to successfully achieve a passing grade on a Ontario Secondary School literacy test. Successful completion of the Ontario Secondary School Literacy Test (OSSLT) will be indicated on the transcript as a qualification for the OSSD.

Students who have been eligible to write the OSSLT at least twice and have been unsuccessful at least once are eligible to take the Literacy Course. The Literacy Course does count as a compulsory English credit. (OLC 401)

■ *Community Service*

Prior to graduation, each student must complete 40 hours of voluntary community service. The community service hours will be tracked by the school. The hours cannot be associated with any course.

■ *Religious Studies*

The Theology program at the high school is unique and has a very special character. It is essential and important to our schools because it aims at creating a healthy relationship between the student and his/her God, and between the student and the Christian community. No education can hope to be complete unless it deals with life's basic and ultimate questions. **In Hamilton Diocese each student in the Catholic school must take a Theology Course in each of four years** to affirm his/her commitment to Catholic Education and to establish a sound moral and theological base for all learning.

The Institute for Catholic Education has collaborated with various Catholic provincial groups to integrate Catholic expectations within each of the credit courses delivered under Secondary School Reform. This integration is supported in the Theology courses which focus on Church and Biblical teachings.

■ *Defintion of Terms*

■ *The Ontario Secondary School Diploma*

Students and parents should note the distinction between the Ontario Secondary School Diploma and the Ontario Student Transcript.

Diplomas are issued by the Ontario Ministry of Education & Training and state that a student has successfully completed the minimum requirements for the Ontario Secondary School Diploma.

■ *The Ontario Student Transcript*

The Ontario Student Transcript (OST) is a cumulative and continuous record of a student's successful completion of secondary school courses.

A copy of the Ontario Student Transcript is issued by the school when requested by the student. The transcript lists all the courses successfully completed, the marks and credit values. Also listed are Grade 11 and 12 courses not successfully completed. It is an important document for employment purposes and for admission to post-secondary institutions. The OST is kept in the OSR folder.

Course Withdrawals: Withdrawal after a specified time from any Grade 11 or 12 course will be recorded on the OST. If a student (including a student with a completed Individual Education Plan) withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first provincial report card in a semestered or non-semestered school, the course will not be recorded on the OST.

If a student withdraws from a course after five instructional days following the issue of the first provincial report card in a semestered or non-semestered school the withdrawal is recorded on the OST by entering a "W" in the "Credit" Column. The student's percentage grade at the time of the withdrawal is recorded in the "Percentage Grade" column.

■ *The Ontario Student Record*

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. The OSR folder contains biographical data, schools attended, retirement from an Ontario school and names of parents or guardians. It may contain special health information, photographs, and information on school activities. It also contains report cards, the Ontario Student Transcript (OST), the documentation file (when required), a record of accumulated instruction in French as a Second Language and a record of accumulated instruction in Native as a Second Language (when applicable).

■ *Access to the Ontario Student Records*

Access to an OSR means the right of those authorized by the Education Act to examine the contents of the OSR. Under the Freedom of Information and Protection of Privacy Act, 1987, students and parents or guardians who are authorized to have access to the contents of the OSR also have the right to receive a copy of the contents of the OSR. The provisions of this section apply during both the period of use and the period of retention and storage.

1. **Students**

Every student has a right of access to his / her OSR.

2. **Parents and Guardians**

A parent or guardian of a student who is not an adult has a right of access to the student's OSR. Under both the Children's Law Reform Act and the Divorce Act, 1985, the legal right of a non-custodial parent to have access to a child includes the right to make inquiries and to be given information concerning the child's health, education, and welfare.

3. **Educational Personnel**

Only supervisory officers and the principal and teachers of the school shall have access to the OSR, for the purpose of improving the instruction of the student, without the written consent of the adult student or of the parent(s) or guardian(s) of a student who is not an adult.

4. **Other**

No individual (including board officials) other than those identified previously in section 3 shall have access to the OSR without the written consent of the adult student or of the parent(s) or guardian(s) of a student who is not an adult.

Prior Learning Assessment & Recognition

What is Prior Learning Assessment and Recognition (PLAR)?

Prior Learning Assessment and Recognition is a formal evaluation and accreditation process. Students may obtain credits towards the secondary school diploma (OSSD) for knowledge and skills that they have acquired outside of secondary school. The prior learning is assessed and evaluated to determine whether the student has met the provincial course expectations. Students may “challenge” a specific course for credit or may obtain credits through the “equivalency” process if they have credentials from outside Ontario.

Eligibility

Secondary school students who are enrolled in a regular day school program in an Ontario secondary school may challenge a course for credit.

Mature students (at least 18 years of age) who have returned to secondary school after having been out of school for at least one year will be able to challenge Grades 11 and 12 courses for credit beginning in September, 2003.

What courses may be challenged for credit?

Students may challenge for credit only Grades 10, 11 or 12 courses *taught* in the Bruce-Grey Catholic District School Board which are developed from a provincial policy document. These courses are described in the schools’ course calendars.

A maximum of four credits may be earned through the PLAR challenge process with no more than two credits in any one discipline.

Prior Learning Assessment and Recognition (PLAR) for Mature Students

What is Prior Learning Assessment and Recognition (PLAR)?

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby mature students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Mature students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum documents in order to earn credits towards the secondary school diploma. The PLAR process for mature students involves “equivalency” and “challenge”. Requirements concerning the application of these procedures differ from those for regular day school students because of the broader life experience of mature students. For more information please contact the school (519) 881-1900.





Course Information

Course Coding Explanation

All subjects are coded using letters and numbers, with the first three letters signifying the course.

Grade Level	Level of Difficulty	Credit Value
1 - Year 1 (Gr. 9)	D- Academic	1 - One (1) credit course
2 - Year 2 (Gr. 10)	P - Applied	F - French Immersion 1 credit
3 - Year 3 (Gr. 11)	O - Open	2 - Two (2) credit course
4 - Year 4 (Gr. 12)	U - University	4 - Four (4) credit course
	M - University/College	5 - ½ credit course
	C - College	
	E - Workplace	
	L- Locally Developed	

Example:

grade level level of difficulty
 ↓ ↓
ENG 2D1 ←—— credit value
 ↑
 course description

French Immersion Program

Sacred Heart offers students a French Immersion Program. Students in the French Immersion Program require a total of eight (8) credits taught in French, including a course in Français in each grades 9 - 12 to be eligible for the French Immersion Certificate. Completion of eight credits is noted on the students transcript as an area of specialization.

The following immersion courses are offered to students:

Year 1	FIF 1DF (Immersion) HRE 1OF (Religion) CGC 1DF (Geography)
Year 2	FIF 2DF (Immersion) HRE 2OF (Religion) CHC 2DF (History)
Year 3	FIF 3UF (Immersion)
Year 4	HRT 3MF (Religion)

The Grade 9 Program

All Grade 9 students must take **7 core** subjects and 1 elective course.

All Grade 9 students will take the following core subjects in grade 9, selecting the appropriate level; academic or applied. Locally Developed Compulsory Courses are also offered in Grade 9 English, Math and Science for students who are currently working below grade level.

Core Subjects:

English	ENG 1D1 (Academic), ENG 1P1 (Applied), ENG 1L1 (Locally Developed)
Mathematics	MPM 1D1 (Academic), MFM 1P1 (Applied), MAT 1L1 (Locally Developed)
Science	SNC 1D1 (Academic), SNC 1P1 (Applied), SNC 1L1 (Locally Developed)
Geography	CGC 1D1 (Academic), CGC 1P1 (Applied), CGC 1DF (French Immersion)
French (Core) or Français (French Immersion)	FSF 1D1 (Academic), FSF 1P1 (Applied), FIF 1D1 (Applied),

The following open level subjects are also core subjects:

Religious Studies	HRE 1O1 (English) or HRE 1OF (French Immersion)
Physical Education	PPL 1OF (Female) or PPL 1OM (Male)

Electives: (Choose One)

The following open level subjects are elective courses:

Dance	ATC 1O1
Drama	ADA 1O1
Music	AMU 1O1
Visual Art	AVI 1O1
Computer/Information Technology	BTT 1O1
Introduction to Business	BBI 1O1
Technological Studies - Exploring Technologies	TIJ 1O1
Learning Strategies	GLS 1O1
Food and Nutrition	HFN 1O1

Grade 9 Course Descriptions

THE ARTS

**Dance, Grade 9, 10 ,
Open**

**ATC 101
(same as ATC 201)**

This course emphasizes the basic movements of one or more world dance forms, and the scientific and safety principles related to dance. Students will create movement vocabulary for dance compositions, express themselves through movement, and investigate the historical and cultural development of dance. They will also learn about creative influences on dancers and choreographers, and the role of criticism in the art of dance.

Prerequisite: None

Dramatic Arts, Grade 9, Open

ADA 101

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

Prerequisite: None

**Music, Grade 9, Open
Open**

**AMU 101
(same as AMU 201)**

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

Prerequisite: None

Visual Arts, Grade 9, Open

AVI 101

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

Prerequisite: None

■ *Grade 9 Course Descriptions*

■ **BUSINESS STUDIES**

Introduction to Business, ***BBI 101***
Grade 9,10, Open (same as ***BBI 201***)

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information 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.

Prerequisite: None

■ **CANADIAN WORLD STUDIES**

Geography of Canada, ***CGC 1D1***
Grade 9, Academic
Geography of Canada, ***CGC 1DF***
Grade 9, Academic, Immersion

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

Prerequisite: None

Geography of Canada, ***CGC 1P1***
Grade 9, Applied

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

Prerequisite: None

■ **COMPUTERS/INFORMATION TECHNOLOGY**

Computer - Information and ***BTT 101***
Communicaton (same as ***BTT 201***)
Technology in Business
Grade 9, 10, Open

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.

Prerequisite: None

Grade 9 Course Descriptions

ENGLISH

English, Grade 9, Academic **ENG 1D1**

This course emphasizes the analytical reading, writing, oral communication, and thinking skills that students need for success in high school academic programs and their daily lives. Students will study and interpret texts from contemporary and historical periods, including short stories, poems, and short essays, and will investigate and create media works. An important focus will be the correct and effective use of spoken and written language.

Prerequisite: None

English, Grade 9, Applied **ENG 1P1**

This course emphasizes key reading, writing, oral communication, and thinking skills that students need for success in high school and their daily lives. Students will study plays, short stories, and newspaper and magazine articles, and will describe and create media works. An important focus will be the correct use of spoken and written language.

Prerequisite: None

English, Grade 9 **ENG 1L1** *Locally Developed Compulsory Course*

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the English Grade 11 Workplace Preparation course. The course is organized by strands that develop listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts.

Students develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

Prerequisite: None

FRENCH

Core French, Grade 9, Academic **FSF 1D1**

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

Prerequisite: None

Core French, Grade 9, Applied **FSF 1P1**

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 skills. 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.

Prerequisite: None

French Immersion, Grade 9, Academic **FIF 1D1**

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.

Prerequisite: None

Grade 9 Course Descriptions

GUIDANCE AND CAREER EDUCATION

Learning Strategies 1: GLS 101 Skills for Success in Secondary School, Grade 9, Open

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

Prerequisite: For GLS 101 - None

MATHEMATICS

Principles of Mathematics MPM 1D1 Grade 9, Academic

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 also 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.

Successful completion of this course prepares students for Principles of Mathematics, Grade 10, Academic (MPM2D) or Foundations of Mathematics, Grade 10, Applied (MFM2P).

Learning through abstract reasoning is an important aspect of this course.

Prerequisite: None

Foundations of Mathematics MFM 1P1 Grade 9, Applied

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.

Successful completion of this course prepares students for Foundations of Mathematics, Grade 10, Applied (MFM2P). (**Note:** Students who wish to take Principles of Mathematics, Grade 10, Academic [MPM2D] after completing this course will need to take a transfer course.)

Prerequisite: None

Mathematics Grade 9 MAT 1L1 Locally Developed Compulsory Course

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 LDCC course, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses.

The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

Prerequisite: None

Grade 9 Course Descriptions

PHYSICAL EDUCATION

Healthy Active Living Education, Grade 9, Open

*PPL 10F (Female)
PPL 10M (Male)*

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.

Prerequisite: None

RELIGION

Catholicism and Personal Belief, Grade 9, Open *HRE 101*

Catholicism and Personal Belief, Grade 9, Open, Immersion *HRE 10F*

The purpose of this course is to assist students to understand both the joys and the demands of living out the Christian faith as expressed in the Creed. Using the Beatitudes as a touchstone, students examine the attitudes and actions that characterize the Christian life. They will understand and nurture the virtues which will enable them to deepen their relationship with God and live their lives in keeping with the precepts of the Church and spirit of the scriptures.

Prerequisite: None

■ *Grade 9 Course Descriptions*

■ **SCIENCE**

Science, Grade 9, Academic ***SNC 1D1***

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 properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

Prerequisite: None

Science, Grade 9, Applied ***SNC 1P1***

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.

Prerequisite: None

Science, Grade 9 ***SNC 1L1*** ***Locally Developed Compulsory Course***

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking and the relationship between science, society, and the environment, to prepare students for success in everyday life, in the workplace and in the Science Grade 11

Workplace Preparation course.

Students explore a range of topics including science in daily life, properties of common materials, life sustaining processes in simple and complex

■ **SOCIAL SCIENCES**

Food and Nutrition, ***HFN 101 /HFN 201*** ***Grade 9, 10, Open***

This course explores the factors that affect attitudes and decisions about food, examines current issues of body image and food marketing, and is grounded in the scientific study of nutrition. Students will learn how to make informed food choices and how 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.

Prerequisite: None

■ **TECHNOLOGICAL EDUCATION**

Exploring Technologies, Grade 9, Open ***TIJ 101***

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.

Prerequisite: None

SHHS Student Dress Code Policy

It is the endeavor of Sacred Heart High School to outline reasonable standard of dress which will mark our school as a special place. As a Catholic educational institution, Sacred Heart reflects a distinctive atmosphere within the community at large. Education is a professional activity. The way students dress needs to portray this distinction. Appropriate dress and grooming are the responsibility of the student, and where appropriate, the parents of the student.

The clothing worn is to be neat, appropriate, clean, presentable, and modest.

1. All tops must have sleeves that completely cover both shoulders.
2. All necklines must be appropriate and modest.
3. All undergarments must be covered at all times.
4. Tops must overlap the bottoms whether you are standing or sitting. Visible midriiffs or bare backs are not permitted.
5. Pajama pants are not permitted.
6. Blue denim clothing is permitted.
7. Clothing must not be tattered, ripped or frayed.
8. All shorts and skirts must be no shorter than one hand width above the knee.
9. Clothing must not promote or make reference to drugs, alcohol, sexuality, or other inappropriate behaviors.
10. Clothing must not have pictures or writing that can be interpreted with a negative or double message.
11. Military or camouflage clothing is not permitted.

It is expected that students will accept the responsibility for dressing and conducting themselves in a manner consistent with a Catholic Secondary School. The dress code is also in effect during examinations and for any off-site trip or excursion.

Notwithstanding the above, the suitability of student dress rests with school administration.

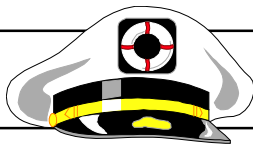
Students who are considered to be violating the above policy will be instructed to change into more suitable attire.

1. Teachers who notice that students are not in compliance with the dress code policy are to send the student to change. The teacher will contact the office to let the vice-principal or principal know so a record of the incident is maintained.
2. If the student claims to have no appropriate attire available, the teacher is to send the student to the office to see the vice-principal or principal. The administrator will maintain a record of the incident and use the appropriate documentation for following up which may include:
 - a. discussion with the student
 - b. contact with parents

Habitual neglect of the dress code may result in a suspension from school.

It is trusted that this dress code policy will be carried out in the spirit that is intended. Staff and students will work together in implementing these guidelines. A final decision, if necessary, will rest with the principal or vice-principal.

Hats



Hats are to be removed upon entry to the school. Hats should be stored in the student's locker or in their book bag during the school day. Hats are permitted to be worn at the end of the school day, on the way out of the building.

Any student who is observed wearing a hat in the building will be asked to give the hat to the staff member. It is expected that the student will cooperate. The staff member will deliver the hat to the office and report the name of the student.

First offense - the student will be able to get the hat back at the end of the day.

Second offense - the hat will be returned at the end of the semester.

The administrator will maintain a record of the incident and use the appropriate documentation for following up which may include

- a. discussion with the student
- b. contact with parents

Habitual neglect of the dress code may result in a suspension from school.



Bruce-Grey Catholic District School Board
