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# Grade 9 Course Selection 2008 - 2009

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**The  
Heart**

**Sacred Heart High School**  
Walkerton, Ontario



Bruce-Grey Catholic District School Board

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**Administration**

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

**Department Heads**

Computer Studies..... D. Gagnon	Mathematics..... B. 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 Secretary ..... K. Stuempfle

**Special Education/ Resource**

Resource Teacher..... M. Kuntz  
 Resource Teacher..... P. Lippert  
 Resource Teacher..... J. Lang  
 Resource Teacher.....C. Muegge

**Library**

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

**Student Success**

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

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## *Principal's Message*

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Sacred Heart has a long and proud tradition throughout Walkerton and region. The contributions of over a century of Catholic people attest to the high regard they have placed on Catholic education. We are striving today through our Chaplaincy Services, Religious Studies Programs and Christian Catholic atmosphere to carry on the legacy of Faith.

The physical plant houses a host of excellent facilities. Our academic staff is top-notch, providing a quality Catholic education of the highest academic calibre. Our support staff is superior and essential to the day-to-day operations, which provide a positive learning environment for our students. We have been blessed with a student population made up of caring and gifted young people on a journey of self-improvement and self-discovery. They demonstrate a true love for this community, which is mirrored by their parents who support their children and the rest of the school through their active concern and assistance. Together all staff, students, and parents form the Sacred Heart High School community which is centred on the formation of God's people based on Roman Catholic teaching and tradition. We are supported in this by our parish priests from the surrounding parishes, our Bruce-Grey Catholic District School Board staff and our Chaplaincy services.

Students who choose to enrol at Sacred Heart High School are choosing to become part of our community. As a student of "The Heart" you have a responsibility to be a good citizen and good ambassador of our school. You demonstrate this when you show that you care for others, when you work hard at achieving your academic and spiritual goals, when you value your successes and learn from your mistakes, and when you display a sense of pride, loyalty, and love for this school.

Sacred Heart High School is an exceptional place to spend your high school years for many academic, spiritual and social reasons. By joining our community you are declaring your acceptance of all of our policies and procedures and agreeing to be bound by them or withdraw from our school. This means that our religious expectations, our dress code, our attendance and discipline policies, and all other expected behaviours, procedures, and consequences are to be followed as part of the contract you enter with us upon the acceptance of your registration. Failure to abide by or support those policies and procedures is seen as a breach of your contract with us and will serve as an indication of your desire to withdraw from our community and transfer to another school.

We look forward to welcoming you either as a new student or as a returning student to our community. The information contained in this booklet will assist you in the selection of courses and levels of difficulty. Please use this course calendar, with the guidance from your parents, to assist you in making appropriate educational decisions as you prepare to become part of the school's long tradition. We will strive to serve with pride and excellence.

Wishing you all the best in 2008-2009 at SHHS!

Murray Kuntz  
Principal

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## ***The Philosophy of Catholic Secondary Schools***

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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***

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*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.*

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## ■ *Provincial Expectations of the Ontario Catholic School Graduate*

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- 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	Religion (1 credit per grade)
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
<b>Plus one credit from each of the following groups:</b>	
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	additional credit in Science, or Technology Education, 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 cooperatative education can count as compulsory credits. \*\*\*May include up to four credits acheived through approved Dual Credit courses.

### 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.

#### Non-credit courses

Alternative (non credit) courses are ones that are offered but are not part of the Ontario curriculum. Normally, students who are not working towards an Ontario Secondary School Diploma because of circumstances that greatly impede their learning would be involved in an alternative (non-credit) program.

## 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.

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

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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)*

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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*

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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*

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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.

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## ■ *Defintion of Terms*

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### ■ *The Ontario Secondary School Diploma*

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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*

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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.

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## ■ *The Ontario Student Record*

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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*

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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.

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## ***Prior Learning Assessment & Recognition***

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### ***What is Prior Learning Assessment and Recognition (PLAR)?***

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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***

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#### ***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.

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## *Courses of Study*

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All courses of study are on file for students and parents to examine. Information on levels of difficulty, credit value, course objectives, text-books and sequence of topics studied are available. The courses offered by the schools have been developed according to the requirements of the Ontario Ministry of Education & Training.

## *Semestering*

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Our Secondary Schools offer full credit courses in each of two semesters during the regular school year. The semesters occur September to the end of January and February to June. There are a number of advantages for students involved in a semestered system:

Provincial Report Cards are issued twice during each semester. Additional reports are made available to parents on a regular basis by teachers as well. Formal Parent-Teacher interviews are held once per semester. The dates and times for these interviews are announced by the school using a variety of means.

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## **Assessment and Evaluation of Student Achievement**

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### ***Primary Purpose:***

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessments helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each course. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices.

### ***What is Assessment?***

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflect how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with descriptive feedback that guide their efforts towards improvement. Evaluation refers to the process of judging the quality of student work on the basis of established criteria and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement level outlined in this document in the curriculum policy document for each discipline.

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use assessment and evaluation strategies that:

- address both what students learn and how well they learn;
- are based on both on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart that appears in the curriculum policy document for each discipline;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair to all students
- accommodate the needs of exceptional students, consistent with the strategies outlined in their Individual Education Plan
- accommodate the needs of students who are learning the language of instruction
- ensure that each student is given clear direction for improvement;
- promote students' ability to assess their own learning and to set specific goals;
- include the use of samples of students' work that provide evidence of their achievement;
- are communicated clearly to students and parents at the beginning of the course and at other appropriate points throughout the course.

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## **Reporting Student Achievement**

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Student achievement must be communicated formally to students and parents by means of the Provincial Report Card, Grade 9-12. The report card provides a record of the students' achievements of the curriculum expectations in every course, at mid-semester and the end of each semester, in the form of a percentage grade. It also includes teachers comments on the student's strengths and the areas in which improvement is needed, along with ways in which it might be achieved. The report card contains separate sections for recording attendance and for evaluating the student's learning skills in each course.

A final grade is recorded for each 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 will be determined as follows:

- Seventy percent of the grade will be based on assessments and evaluations conducted throughout the course.
- Thirty percent 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 of their courses, students must be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectation, across all four categories of knowledge and skills. Evaluation should reflect each student's most consistent level of achievement.

### ***The Achievement Chart***

Each discipline achievement chart is organized into four broad categories of knowledge and skills: Knowledge/Understanding, Thinking/Inquiry, Communication, and Application/Making Connections. The achievement chart describes the level of achievement of the curriculum expectations within each category. The description associated with each level serves as a guide for gathering assessment information and enables teachers to make consistent judgement about the quality of student work and to provide clear and specific feedback to students and parents.

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## ■ *Levels of Achievement*

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*The following table provides a summary description in each percentage grade range and corresponding level of achievement.*

<b><i>Percentage Grade Range</i></b>	<b><i>Achievement Level</i></b>	<b><i>Summary Description</i></b>
80-100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard. A credit will be granted.
70-79%	Level 3	A high level of achievement. Achievement is at the provincial standard. A credit will be granted.
60-69%	Level 2	A moderate level of achievement. Achievement is below but approaching the provincial standard. A credit will be granted.
50-59%	Level 1	A passable level of achievement. Achievement is below the provincial standard. A credit will be granted.
Below 50%		Insufficient achievement of curriculum expectations. A credit will not be granted.

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

*It should be noted that an evaluation of achievement in the 80-100% range (level4) does not suggest that the student is achieving expectations beyond those specified for the course, but rather that he or she demonstrates a greater command of the requisite knowledge and skills than a student in the 70-79% range (level3). A student whose achievement is below 50% at the end of the course will not obtain a credit for the course.*

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## *Attendance*

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- Since daily assignments and/or participation are an integral part of every course, regular attendance and punctuality are important for students to successfully complete the requirements for their academic program.
- If a student is absent for a school authorized reason, it is the student's responsibility to arrange with the classroom teacher any work or assignments which are to be completed within a reasonable time. Prior notice of absences must be given to the teacher, whenever possible.
- A student will not be penalized for school authorized absences.
- Any assignments and/or test which are missed because of truancy or unauthorized absence will normally receive a mark of zero.

## *Final Examinations*

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- Students are responsible for knowing the dates and location of their exams.
- Students are expected to write their exams on the dates scheduled. In exceptional situations such as serious illness, extenuating circumstances, or death in the immediate family, students should notify the school as soon as possible and an alternate schedule may be arranged.
- Students must provide medical certificates for absences due to illness.
- **Please note: Examinations will not be rescheduled to accommodate family vacations.**

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## **Student Success**

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Completion of an Ontario secondary education provides students with the knowledge and skills they will need to be successful in whatever direction they follow in later life. Having an Ontario Secondary School Diploma (OSSD) opens an unlimited number of doors for students to go through, whether it be directly to the workplace or to post-secondary education.

Sacred Heart High School is firmly committed to helping every student achieve a successful outcome from their secondary school program. As a Catholic school community, we feel that creating a caring and supportive community in which every person's uniqueness is treasured is our primary goal. In recognition of their uniqueness, students are provided with an immense range of opportunities that allow them to explore their interests and develop their skills so that each student can reach his/her potential. Included in these opportunities are the following:

- 1) a wide range of course offerings including all course types at each Grade level
- 2) a wide range of pathways programs
- 3) access to Dual Credit and Specialist High Skills major Programs
- 4) career exploration opportunities including job shadowing and co-operative education programs
- 5) additional supports provided by school Chaplain, Guidance Counselors, Special Education Teachers and Student Success Teachers
- 6) Grade 8 to 9 Transitions program
- 7) a wide variety of co-curricular activities
- 8) an emphasis on the use of technology in the classrooms and other learning areas

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## **Student Success Teachers**

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Student Success Teachers work specifically in conjunction with the Guidance Counselors, Special Education teachers and administration as well as with all other staff members to provide supports to students, particularly those students who are identified as being "at-risk". These teachers offer programs such as credit recovery as well as meeting regularly with these students.

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## **Credit Recovery**

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Sacred Heart High School offers a credit recovery program that provides the opportunity for students to achieve a credit in a course or course previously failed. The decision as to whether an individual student is eligible for credit recovery is made by the school's Credit Recovery Team.

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## **Specialized Programs**

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### ***Dual Credit Programs***

Dual credit programs allow participating students to earn both a secondary school credit and a college-level credit for the same program. As per Ministry of Education guidelines, the school will be offering a dual credit program in 2007-08. More information about the specific program to be offered will be released in the spring.

### ***Summer Co-operative Education***

Through the Summer Co-operative Education program, students have the opportunity to gain work experience as well as earn credits during the summer. Information about this program will be made available to students in early spring.

### ***Transitions Plan***

In recognition of the fact that the transition from Grade 8 to Grade 9 can be a difficult one for many students, the school implements a Transitions plan to support students both while they are in Grade 8 as well as when they reach the secondary school. The Student Success Teacher plays a key role in this, making connections with students while they are in elementary school and when they get to Grade 9. Included in the transitions plan is a Summer Orientation Session for students held in August which allows them to get a little more used to their new school prior to the official first day of school.

### ***Specialist High Skills Major (SHSM)- Health and Wellness***

The Specialist High Skills Major (SHSM) is a ministry-approved program that allows students to focus their learning on a specific economic sector while meeting the requirements for their Ontario Secondary School Diploma (OSSD). Pursuing a SHSM provides many advantages to students including:

- 1) the opportunity to customize their secondary school education to suit their interests and talents while meeting the requirements for an OSSD.
- 2) explore, identify and refine career goals
- 3) take part in “reach ahead” activities in their post-secondary destination of choice
- 4) develop essential skills and work habits that are required in the sector

The Health and Wellness SHSM offered by the Bruce-Grey Catholic District School Board will focus on the preventative side of health, including physical fitness, mental health, and nutrition. As part of the program, students will

- 1) complete a bundle of 9 credits, including 4 “major” credits
- 2) complete 4 compulsory and 3 optional sector-recognized certifications and training courses
- 3) participate in experiential learning activities
- 4) participate in “reach ahead” activities
- 5) develop their Essential Skills (as identified by Human Resources and Social Development Canada) and use the Ontario Skills Passport

Grade	11			
	Apprenticeship	College	Workplace	University
<b>Major Courses</b>	Health and Physical Education (PPL 30) Health (PPZ0)	Health and Physical Education (PPL 30) Health (PPZ0),	Health and Physical Education (PPL 30) Health (PPZ0)	Health and Physical Education (PPL 30) Health (PPZ0)
<b>Other Required Courses</b>	Mathematics (MBF 3C), Biology (SBI 3C)	Mathematics (MBF 3C), Biology (SBI 3C)	Mathematics (MEL 3E), Science (SNC 3E)	Mathematics (MCR 3U), Biology (SBI 3U)

Grade	12			
	Apprenticeship	College	Workplace	University
<b>Major Courses</b>	Health and Physical Education (PPL 40), Foods and Nutrition Sciences (HFA 4M)	Health and Physical Education (PPL 40), Foods and Nutrition Sciences (HFA 4M)	Health and Physical Education (PPL 40), Child and Human Development (HPD 4E)	Health and Physical Education (PPL 40) Exercise Science (PSE 4U) English (ENG 4U),
<b>Other Required Courses</b>	English (ENG 4C), Co-operative Education (2 Credits)	English (ENG 4C), Co-operative Education (2 Credits)	English (ENG 4E), Co-operative Education (2 Credits)	Co-operative Education (2 Credits)

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## ***The Guidance, Career Education, Co-op, Special Education Program***

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### ***Guidance Career Education***

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The guidance and career education program is a vital and integral part of the program. Through the program, students will acquire the knowledge and skills that they need in order to learn effectively, to live and to work cooperatively and productively with a wide range of people, to set and pursue education and career goals, and to carry out the social responsibilities. The program will be delivered through various means, including classroom instruction, the teacher-adviser program, orientation and exit programs, completion of the annual education plan, career exploration activities, and individual assistance and short-term counselling.

It is important for you to become familiar with the role of your guidance counsellor. He/she will be able to offer you:

- Academic Counselling - covers or includes tutorial assistance, course selection and planning, post secondary program requirements, levels of difficulty and their implications.
- Career Counselling - supplies information on the career development process, career search and course planning including the business visitation program and Take Our Kids to Work.
- Personal Counselling - is available to you when you wish to discuss personal and interpersonal problems. Referrals are made to the school social worker, system support staff, community agencies when appropriate.
- Attendance Counselling - is done when referrals are made by teachers, parents and school administration.

### ***Education Planning***

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Support for students and parents with respect to education planning and course selection is offered through a variety of means. These include:

- 1) Guidance Counselors in particular as well as Special Education and Student Success Teachers are available to provide help to individual students as well as to groups. Other teachers can also provide subject-specific information as may be required.
- 2) Courses such as Career Studies (GLC 20) and GWL 30 can provide valuable career information.
- 3) The use of software programs including MyBLueprint.ca and Career Cruising can be very helpful in planning future employment.
- 4) A number of guest speakers that visit the school each year provide valuable advice.
- 5) A variety of print resources including information about Pathways Programs and a Guide to Selecting the Right Courses in Grade 9 are posted on the board's website ([www.bgcsdb.org](http://www.bgcsdb.org)) under the Student Success section.

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## **Career Centre**

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The Family “Y” Employment Centre provides the resources necessary for students to research post-secondary options as well as material to meet their present academic, volunteer and job needs. The Centre is equipped with the latest computer hardware and software (Bridges: Career Explorer/Career Cruising). Students are encouraged to use the centre in conjunction with in-school courses and on their own time. The website is: [www.ymcaowensound.on.ca](http://www.ymcaowensound.on.ca).

## **Co-op Education, Grade 11 - 12**

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Would you like to apply and further develop the knowledge and skills acquired in a course, gain valuable workplace experience and explore a career that interests you? Co-op allows students to develop work ethic, interpersonal and employability skills, while at the same time exploring a career of interest and earning 2 academic credits that are tied to any subject area.

**Co-operative Education** programs combine a full-semester, half-day work placement in the community with classroom theory to earn 2 credits. The **classroom component** includes pre-placement sessions prior to attending a community placement and reflective sessions throughout the semester. The pre-placement sessions will include health & safety training, a review of career opportunities in your community, issues related to confidentiality, work ethics, Employment Standards Act, the role of unions, and a personalized learning plan for the placement. The **placement component** provides the opportunity to enrich the knowledge and skills you have learned in school with a practical application at a community placement.

There is a formal application procedure for all Co-op programs which includes reviewing your Annual Education Plan (AEP) during an interview with a Co-op Teacher before being admitted into the program, and an interview with the placement supervisor prior to the start of the placement component.

### **Expectations of the Student**

- Maturity and having a positive attitude.
- Being punctual and in regular attendance as required by the employer & school.
- Demonstrate a willingness to learn.
- Possess the necessary educational background for the placement requested.
- Adhere to the policies and procedures of the workplace and the school.
- Follow safety regulations.
- Assume responsibility for their own transportation to and from the workplace.
- Assume any costs for the necessary equipment etc. that could be part of the placement requirements. Some placements require health tests and /or criminal background checks.



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## ■ *Special Education*

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Parental involvement in the planning of these programs is invited at the Annual Review of the IPRC and on an ongoing basis.

### *Individual Programs*

For students whose Individual Education Plan includes goals and expectations not derived from the Ontario Curriculum guidelines, an individualized program will be created. Programming will include some or all of the following: integration in regular classes (Open/Applied/Academic/Workplace), individual or small group classes or community placements.

### *Alternative Programming*

This program is designed for students whose Individual Education Plan indicates that the student is 3 years or more below expectations in Mathematics and/or Science and/or English. In grade 9 and 10, students will take special courses in Mathematics, Science and/or English. (They may take a Special Education Learning Strategies course.)

## ■ *Chaplain*

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- Chaplaincy reaches out to students and staff with a comprehensive retreat program and classroom presentations. This program covers the topics of choices, relationships, faith and family, and responsibility for social action.
- A Chaplaincy team, made up of students and staff, help prepare our school's liturgical celebrations and many other programs where our school can reach out to the community and to the world.
- Through Masses and para-liturgies, students are given the opportunity to experience Christ in a variety of settings. All students are expected to attend these celebrations.
- Twice each school year, the Sacrament of Reconciliation is celebrated within our school walls.
- Chaplaincy offers a safe, confidential place for students, staff and parents to discuss personal concerns.

## ■ *Computer Services*

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Computers for student use are available in various locations within the school (library, computer labs, technology area and regular classrooms in some cases).

The library is automated and has many CD ROM programs available for research. Computers are provided to students for educational use only between 8:30 and 3:20. When classes are not booked into the library, the computers are available on a first come, first served basis.

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## **Levels of Difficulty**

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### **Grade 9 and 10**

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All grade 9 and 10 courses are offered as “Academic,” “Applied,” “Open,” or “Locally Developed Compulsory Courses

#### ***Academic***

In an academic course, the essential concepts of a subject are learned and related material explored. Although knowledge and skills in the subject will be developed through both theory and practical applications, the emphasis will be on theory and abstract thinking as a basis for future learning and problem solving.

#### ***Applied***

Applied courses have the same core content as academic courses but with a focus on practical applications and directed toward students with a more concrete, hand-on approach to learning.

#### ***Open***

Some courses, for example physical education, are open and single streamed, that is they are neither academic nor applied but are available to students of all skill levels.

#### ***Locally Developed Compulsory Course***

These courses in English, Mathematics, Science and History provide students an opportunity to obtain sufficient background and skills development to prepare for Grade 11 and 12 Workplace Preparation courses.

#### ***Procedure for Students who Wish to Change Course Types***

When a student plans to switch from Academic to Applied or Applied to Academic at the end of Grade 9 the student is strongly encouraged to successfully complete additional course work of up to 30 hours. This course material will enable the student to demonstrate achievement of the learning expectations that are included in the one Grade 9 course but not the other.

\* Students who wish to take Principles of Mathematics, Grade 10, Academic (MPM 2D1) after completing the Foundations of Mathematics, Grade 9, Applied (MFM 1P1) **must take a transfer course.**

### **Grade 11 and 12**

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All grade 11 and 12 courses will be offered as “University”, “University/College,” “College” or “Workplace.”

#### ***University***

University preparation courses provide the knowledge and skills needed to meet university entrance requirements. Courses emphasize theoretical aspect of the subject and also consider related applications.

#### ***University/College***

University/College preparation courses are offered to prepare students to meet the entrance requirements of certain university and college programs. They focus on both theory and practical applications.

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## College

College preparation courses provide the knowledge and skills needed to meet the entrance requirements for most college programs. Courses focus on practical applications and also examine underlying theories.

## Workplace

Workplace preparation courses prepare students to move directly into the workplace after high school or to be admitted into apprenticeship programs or other training programs in the community. Courses focus on employment skills and on practical workplace applications of the subject content.

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## ■ *Course Information*

The school reserves the right to withdraw courses for which the number of students would make it unrealistic to offer. Courses for which there is a limited demand in any one year may be offered in succeeding or alternate years.

The students and their parents bear responsibility for choice of courses and, particular, those choices made contrary to the advice of the principal and staff. The Ministry of Education prerequisites for courses offered are given to help the students plan a continuous program.

At the beginning of semester two, students will be selecting their courses for the following year and the school master timetable will be constructed based upon this option selection. It is imperative that students and their parents consider this initial course selection with great care. Any requests for changes after the initial selection of course will not be guaranteed.

Ministry of Education documents outlining the courses of study for each subject are available from the principal. Parents wishing to read these documents should inquire at the Main Office.

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## ■ *Definition of a Credit*

A credit in grades 9, 10, 11 and 12 means the successful completion of a course for which a minimum of 110 hours has been scheduled. A student may earn a maximum of 8 credits in the two semesters of a school year.

The courses offered in this school have been developed according to the requirements of the Ontario Ministry of Education. All students have equal access to all courses and programs provided that prerequisite standards are met. A more detailed course of study for each program is available for review in the main office of the school upon request.

**Required** - a subject deemed mandatory by the Ministry of Education to be complete before taking this course.

**Recommended** - a subject that will be helpful in understanding this course.

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## Course Information

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### Course Coding Explanation

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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

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## **French Immersion Course Descriptions**

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### **Grade 9 French Immersion**

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

**FIF 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.

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

**CGC 1DF**

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.

#### **Religion, Catholicism and Personal Belief, Grade 9, Open**

**HRE 1OF**

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.

### **Grade 10 French Immersion**

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

**FIF 2DF**

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.

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

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

**CHC 2DF**

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.

**Prerequisite:** None

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

**HRE 2OF**

The course examines the relationship between the person and message of Christ and the dominant attitudes of contemporary culture. Beginning with the Gospel narratives as a 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

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## ***French Immersion Course Descriptions***

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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.

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 helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become a discerning believer formed in the Catholic faith community who respects the faith traditions, world religions and the life-journeys of all people of good will.

**Prerequisite:** None

### ***Grade 11 French Immersion***

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***French Immersion, FIF 3U1***  
***Grade 11, University Preparation***

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 precis. 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.

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

### ***Grade 12 French Immersion***

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***French Immersion, FIF 4U1***  
***Grade 12, University Preparation***

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.

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

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## ■ *Grade 9 Course Descriptions*

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### ■ *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

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## Grade 9 Course Descriptions

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### **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

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## ■ *Grade 9 Course Descriptions*

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### ■ *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

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## Grade 9 Course Descriptions

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### GUIDANCE AND CAREER EDUCATION

**Learning Strategies 1:** *GLS 101*  
**Skills for Success in Secondary School,** *GLE 101*  
**Grade 9, Open** *GLE 201*

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  
For GLE 101 and GLE 201 - Recommendation of principal

### 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

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## ■ *Grade 9 Course Descriptions*

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### ■ *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 , HRE 101  
Grade 9, Open*

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

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

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## Grade 9 Course Descriptions

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### SCIENCE

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

*SNC 1D1*

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

**Prerequisite:** None

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

*SNC 1P1*

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

**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 organisms, and electrical circuits. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills

in reading, writing, and oral language through relevant and practical science activities.

**Prerequisite:** None

### 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

#### *Integrated Technologies,*

*TTI 101*

*Grade 9, Open*

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

**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.

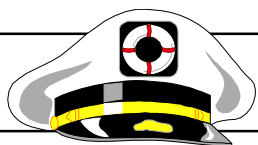
Students who are considered to be violating the above policy will be instructed to change into more suitable attire.

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**

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