

# St. Michael Catholic Secondary School

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[www.huronperthcatholic.ca/StMichael](http://www.huronperthcatholic.ca/StMichael)

## 2024-2025 Course Calendar



**Acting Principal:** Ms Carolyn Bell  
**Head of Student Services:** Mr. John Selbie

**Vice-Principal:** Mrs. Karen Hastings  
**Chaplain:** Ms. Natalie McKay

St. Michael Catholic Secondary School is a Catholic Secondary School  
 under the direction of the

### Huron-Perth Catholic District School Board

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Director: **Mr. Chris Roehrig**

### ***MISSION STATEMENT***

We are a Catholic School Board. We serve our students, working with the home, parish and school community to:

- Nurture a Christ-centred environment
- Provide student-focused learning opportunities
- Support the growth of the whole person

## PRINCIPAL'S MESSAGE TO PARENTS & STUDENTS

As you begin the process of choosing courses for the 2024-2025 school year, I encourage you to gather as much information as possible, in order to choose wisely. This course calendar is one valuable source of information available to you, but I also encourage you to use the following sources of information and guidance in this decision-making process:

- ❖ Pathways to Success document available from your child's Grade 8 teacher
- ❖ School-sponsored information meetings for parents and students
- ❖ Our St. Michael web site <http://stmichael.huronperthcatholic.ca/>
- ❖ Your guidance counsellors, classroom teachers, and teacher-advisors.

As you gather the information, I encourage you also to make choices that are consistent with your goals and abilities. In other words, please consider the following questions to assist you in making wise choices:

- ❖ Will my choices permit me to achieve my future goals?
- ❖ Will my choices present me with an opportunity to broaden my horizons and discover new interests and abilities?
- ❖ Will my choices present me with opportunities that are challenging and rewarding?

As you reflect on these questions, I encourage you to seek the advice and viewpoints of your parents and teachers, not only because of their valuable insight, but also because they truly want you to be successful. In making choices, you should also consider what you have learned from past experiences such as part-time jobs or level of progress in other subjects and grades.

To summarize, as you proceed with this decision-making process, I encourage you to gather as much information as possible, and then reflect maturely and thoughtfully in order to make the most suitable choices. From the school's point of view, we will continue to strive to provide a high-quality Catholic education that is consistent with our board's **Statement of Direction for Catholic Education Programs**, and consistent with all requirements of the Ministry of Education and Training. We will also continue to provide educational opportunities while simultaneously building and maintaining a sense of community and a sense of belonging for all students.

Ms. Carolyn Bell  
Acting Principal

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### **SPECIAL EDUCATION RESOURCE PROGRAM**

This program is offered at St. Michael in order to meet the needs of the various exceptionalities (behavioural, communications, intellectual, physical and multiple) as identified by the Identification, Placement, Review Committee (I.P.R.C.) and/or in a student's I.E.P. Our basic philosophy is that students' needs can best be met in the regular classroom and so we strive to provide an integrated program of studies with support. The objective of the resource program is to support and assist students in their program through implementation of differentiated instruction and strategic teacher planning in order to reach the needs of the diverse learners in our classrooms. The special education resource department can be reached at extension 3136.

### **SPECIAL EDUCATION ADVISORY COMMITTEE**

The Huron-Perth Catholic District School Board Special Education Advisory Committee (SEAC) continues to be an integral part in the establishment and development of special education programs and services for all exceptional students in our system. The committee is mandated to make recommendations to the Board on any issues affecting the programs and services for all exceptional pupils. Meetings are open to the public. Please contact the board office, specifically the special education consultant, for the date and time. Interested parents can obtain more information about the board's special education plan and receive a copy of the board's special education parent guide by contacting the school's principal.

### **SUPPORTED WORK EXPERIENCE (CO-OP)**

One of the main purposes of the supported Work Experience Program is to provide special needs students with useful and permanent employment in the community. This program gives the student an opportunity to gain some valuable experience while working at a particular type of job. Much useful information is gained in facing some of the problems that go with various positions.

The student is placed in a job in which he/she is interested and works in such places as restaurants, factories, garages, nursing homes, and stores. As well, there is an in-school component to the program facilitated by both the educational assistant and teacher.

### **STUDENT SUCCESS**

The Credit Recovery Program is a Student Success initiative. This program gives students, who have not demonstrated evidence of the required knowledge and skills in order to attain a credit, another opportunity to meet grade level expectations. All students who have completed a course and received a failing grade within the past two years of their education **may** be eligible for credit recovery.

Through collaboration with the subject teacher, the Student Success Teacher will develop a Credit Recovery Learning Plan for the student. The student must meet the overall expectations being recovered within a reasonable time frame. Once the expectations have been successfully demonstrated, the Credit Recovery Learning Plan is replaced by a certificate of achievement which will be stored in the student's Ontario School Record (OSR).

### **ADVANCED PLACEMENT**

The Advanced Placement (AP) Program is designed to give students a head start on university/college while still in the supportive environment of a secondary school classroom. Taking the optional international AP Exam sends a powerful message to colleges and universities that students are ready for post-secondary. Successful completion of the AP exam can enable students to gain admission, university credits (university/college specific), scholarships, and placement into advanced courses. Currently, St. Michael offers AP Exam preparation as part of its Grade 12 University Biology (SBI4U) program, Grade 12 Calculus and Vectors (MCV4U). AP is a registered trademark of the College Board. Preparation courses are necessary for Biology and History. SBI4U (AP) requires both pre-AP SBI3U and SCH3U.

### **CO-OPERATIVE EDUCATION (CO-OP)**

Co-operative Education is an alternative method of learning that coordinates the resources of the school and the community. It is a mode of experiential learning that integrates classroom theory with on-the-job experience. Co-operative Education provides the reality and relevancy to education that develops the "whole person" because it bridges the gap between classroom study and what a student needs to know to become a productive member of society.

The specific goals of the program are as follows:

- ❖ to give the students an opportunity to "try-on" a career
- ❖ to give students training and practical experience in a workplace setting
- ❖ to allow students to apply concepts learned in the classroom in a workplace setting
- ❖ to assist students in post-secondary goal setting
- ❖ to increase students' self-esteem and confidence
- ❖ to help students develop strong employability skills

Co-operative education courses at St. Michael enable students to spend half a day or a full day for a full semester in a curriculum-related community work setting. Upon the completion of the program, students are awarded two credits towards the Ontario Secondary School Diploma. Courses involve an in-school component relating to curriculum with intensive pre-employment training. The work experience involves monitoring and co-operative evaluation by both the instructor at school and the supervisor at the work site. The work site is utilized as a laboratory experience and is perceived as an extension of the classroom program.

The Co-op Education coordinator at St. Michael will assist you in answering your interests and questions. Feel free to make an appointment any time. The coordinator at St. Michael is Mr. Bryson Filipetti at extension 3149.

## **ONTARIO YOUTH APPRENTICESHIP PROGRAM**

Students participating in a trade related cooperative education placement may qualify for the Ontario Youth Apprenticeship Program (OYAP). While on placement earning credits, developing knowledge and skills, a student may be registered as an apprentice. An apprenticeship is an agreement between the student (who wants to learn a skilled trade), the employer (who teaches the skills), the school, and the Ministry of Training (apprenticeship branch). Students will get a head start on becoming a fully qualified journey person with a skill set that is in demand. Apprenticeships are an excellent way of learning valuable work skills and are a viable alternative to traditional post-secondary programs. An apprenticeship will continue after graduation, subject to employer satisfaction with student performance on the job. Students interested in OYAP must apply for technological Co-op. For more information about OYAP, contact any technology teacher or Mark Flanagan at 519-345-2440 extension 8089.

## **FRENCH IMMERSION**

The French Immersion program offered is primarily designed to meet the needs of students who, having successfully completed the Early French Immersion program at the elementary school level, wish to further develop their ability to communicate in the French language and to broaden their appreciation of French culture and the French speaking world.

Students pursuing their studies in French Immersion must receive a minimum of 5,000 hours of instruction at the French Immersion achievement level by the end of the program. This requires completion of 4 French Language Arts courses in addition to 6 courses in other subjects taught in French.

In year one and two, French Immersion students will take 3 of their courses in French. In subsequent years a variety of courses will be offered in Immersion, with a minimum of 2 courses to be offered each year.

The Ministry of Education French Immersion Certificate will be given to students when they complete the four language courses plus six other immersion credits. A certificate of immersion studies will be given to students that receive the 4 language courses and at least 3 other immersion credits.

## **ASSESSMENT IN TODAY'S SCHOOLS**

With the much broader purpose of education in today's changing social and cultural world comes the need to expand the ways in which students are assessed in a more technological and process-based curriculum. Emerging evidence suggests that assessment becomes a powerful way to enhance learning as an ongoing part of the learning process. To ensure that students develop essential thinking and communication skills, and ultimately become capable of functioning as confident, independent learners, assessment will be within a continual, co-operative, and comprehensive process. For students, this requires a greater involvement and responsibility for their own learning; awareness that evaluation involves behavioural as well as knowledge and skills objectives and an acceptance of a wider range of learning and evaluation experiences, including group and independent learning; as well as peer and self-evaluation. This integrated approach requires strategies besides traditional tests and examination: Interviews, Contracts, Inventories, Response Journals, Conferences, Discussions, Checklists, Anecdotal Response

Sheets, Seminars, Demonstrations, and Performances are all assessment tools that may be used by individual teachers. All students are required to write final exams, as described within each course outline issued at the beginning of the school semester. Expectations will be provided, in many cases, in the form of a rubric.

## **ACHIEVEMENT & ATTENDANCE**

### **REGULAR ATTENDANCE IS CONSIDERED AN ESSENTIAL COMPONENT OF EVERY COURSE AT ST. MICHAEL CATHOLIC SECONDARY SCHOOL.**

Regular attendance is vital to the process of learning. Normally, the lesson plan employs a variety of processes, including discussion among the students themselves. Therefore, when the processes and content of learning are disrupted by irregular attendance, both the individual student and his/her classmates suffer a loss of experience that cannot entirely be regained.

Students who habitually miss class will suffer in the evaluation process because their participation and achievement cannot be fully assessed. Where appropriate communication and counselling regarding attendance has taken place, and where the student is still unwilling to attend regularly, such a student will normally fail to achieve credit for the course.

To report on achievement, attendance and other matters of mutual concern, close contact will be kept through teacher-parent meetings, report cards, phone calls and individual interviews. Parents are encouraged to call the school to discuss matters relating to their son's or daughter's behaviour and achievement.

## **CODE OF STUDENT BEHAVIOUR**

At the beginning of each academic school year, all students are provided with a Student Planner outlining the school's Code of Student Behaviour. Parents and students are encouraged to carefully read it over and refer to the Planner from time to time as needed. Student planners are used not only as an effective organizational tool but also to sign in and out.

## **COURSES OF STUDY**

St. Michael Catholic Secondary School relies on the work of the Institute for Catholic Education (ICE) as the primary source for most of our Courses of Study. ICE is a co-operative organization, sponsored by the Assembly of Catholic Bishops of Ontario and made up of representatives of all stake-holders in Catholic education (trustees, supervisory officers, principals, teachers, and parents). ICE is nearing the completion of *Course Profiles* for all courses. These course profiles provide sample teaching and learning and assessment strategies designed to facilitate the student's proficiency in the course expectations as defined by the Ministry of Education. In addition, they are designed to facilitate the student's proficiency in Ontario Catholic School Graduate Expectations as defined by ICE. These course profiles are available from the principal, or on the Internet at <http://iceont.ca/ontario-catholic-curriculum>.

### COURSE LOAD AND COURSE CHANGES

Students in grades 9, 10 and 11 are expected to carry a full course load of four classes each semester so that 8 credits can be earned in the academic year. Students must meet with their guidance counselor to discuss any course changes they wish to make. The add/drop period runs for first five days of each semester, and during this period of time students may change the semester's courses. Course changes are not allowed after the 5th day of the semester unless there are extenuating circumstances that necessitate a change in course pathway (i.e. changing from the academic to applied pathway in English).

Grade 11 and 12 students should note that any course dropped 5 days following the issuing of midterm report cards will result in a course mark being entered on the transcript along with an indicator (W) that the course was withdrawn with no credit earned.

### SCHOOL LITURGIES

As a Catholic school, we at St. Michael believe that it is important for us to celebrate our faith. It is in this spirit that the Liturgies at St. Michael are a sharing of the gifts of the community in worship. It is an absolute expectation that students attend all liturgies and retreats. Together the students and staff, along with the Chaplaincy team, plan daily prayer, special services, penitential services, and Eucharistic celebration for special events. In addition to the actual planning of events, students are invited to share their artistic and musical talents in preparing banners and participating in the band and choir. Appointments should not be scheduled during mass times.

### THE LIBRARY

The Library at St. Michael Catholic Secondary School is a shared resource between both St. Michael and Stratford District Secondary School and is a component of the Stratford Educational Recreational Center (S.E.R.C.).

Students and staff have access to the following resources for work and recreational readings:

- a well-developed non-fiction collection
- an extensive collection of young adult and general fiction
- a growing digital library, including audio books, ebooks, and a variety of online databases to support resource based learning

This resource center can accommodate several classes, small groups and individuals, in its seminar rooms, work areas and reading lounge.

### ONTARIO STUDENT RECORD (OSR)

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario.

The Education Act requires the school principal to maintain an **Ontario Student Record (OSR)** for each student attending school. The OSR is a record of a student's educational history and progress through school in Ontario and follows the student when they transfer from one school to another. The Ministry of Education, under the Education Act, sets the guidelines for how the OSR is to be managed. The HPCDSB adheres to the Ministry's regulations as well as its own OSR procedure. The school principal is responsible for the OSR, which is maintained and secured in both an electronic and hard copy format. The student's OSR will be used by HPCDSB staff to support the classroom teacher in developing an educational program which best meets the student's needs. Staff working with the classroom teacher or indirectly/directly with the student may include early childhood education, special education, guidance counselling, student success, librarians or professional support staff. Student information, including learning profiles and achievement levels, is shared in order to design and deliver programming to meet the needs of all students in our schools as they progress through grade levels. When transferring from another school, the previous school may be contacted for information related to your child's education.

In keeping with the requirements of the Education Act and the PHIPA, written/signed consent is required prior to conducting assessments, or prior to the involvement of professionals, mainly: of Psychological, Speech and Language, Child and Youth Worker, Behaviour Team, Autism Team or Social Work staff.

### EDUCATION FOR ALL

St. Michael Catholic Secondary School offers many exceptional supports for students so that every student may reach his or her God-given potential.

The Learning Lab is a fully staffed learning space open throughout the entire school day where students can drop in during lunch or be assigned to attend by a teacher in order to receive assistance with completing assignments.

The St. Michael Student Success Team consists of administrators, guidance counsellors, Student Success teachers as well as Special Education Resource teachers. This team meets bi-weekly to discuss students of concern and to collaborate to implement solutions that are unique to students' needs. At the end of each semester the Student Success team reviews cases where students have not been successful at earning a course credit. These end-of-semester meetings focus on determining whether a credit recovery plan can be established for a student to meet the expectations of the course and ultimately earn the credit.

Our "Choices" program is an alternative classroom setting established to meet the needs of students who are temporarily unable to attend the regular classroom. Students are enrolled in a course in the Choices classroom upon the recommendation of the Student Success Team.

# UNDERSTANDING THE “CREDIT SYSTEM”

## DEFINITIONS

**CREDITS** – A “credit” is a value attached to a course and is granted “in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours.”

**PREREQUISITES** – A prerequisite is a course that the Ministry of Education states in their curriculum guideline must be taken before attempting a course at the next level. For example, MPM2D is the prerequisite for MCR3U – meaning that the student must be successful in MPM2D before he/she will be able to enroll in MCR3U.

### **ACADEMIC COURSES (designated with a D)**

These courses will focus on essential concepts and include additional requirements and greater emphasis on theory than on practical applications.

### **APPLIED COURSES (designated with a P)**

These courses will focus on essential concepts, but greater emphasis will be placed on practical applications than on theory.

### **DESTREAMED COURSES (designated with a W)**

These courses focus on key concepts and skills, as well as on making connections between related concepts, between different subject areas, and between the subject and the lived experiences of students. This curriculum is designed to support all students in developing an understanding of, and the ability to apply, the range of knowledge and skills appropriate for the grade level.

### **OPEN COURSES (designated with an O)**

These optional courses are designed to give students additional preparation for Grades 11 and 12 and to enrich their education generally. They are appropriate for all students.

### **UNIVERSITY PREPARATION COURSES (designated with a U)**

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for **university programs and applied degrees at colleges**. The range of courses offered and the content of these courses will allow students to prepare for university programs and related careers. Teaching and learning will emphasize theoretical aspects of the course content but will also include concrete applications. All university preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills.

### **LOCALLY DEVELOPED COURSES – (designated with a L)**

These are locally designed courses for Grades 9 and 10 that are prepared to assist students that are, according to their IEP, 2 or 3 grade levels behind, yet are capable of working to receive high school credits. A student can receive up to 6 credits at this level.

### **UNIVERSITY/COLLEGE PREPARATION COURSES (designated with an M)**

University/college preparation courses include content that is relevant for both university and college programs. These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for **specific university and college programs**. Teaching and learning will emphasize both theoretical aspects and related concrete applications of the course content. All university/college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills.

### **COLLEGE PREPARATION COURSES (designated with a C)**

College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for **college programs**. The range of courses offered, and the content of these courses will allow students to prepare for most college programs and related careers. All college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. It is important to note that applied degrees offered by colleges require university (U) or university/college (M) courses.

### **WORKPLACE PREPARATION COURSES (designated with an E)**

Workplace preparation courses are designed to equip students with the knowledge and skills they need for **direct entry into the workplace or training programs offered in the community**. The range and content of the courses offered will allow students to prepare for a variety of jobs, training programs, and careers. Cooperative education and work experience placements within the community are important components of workplace preparation courses. Workplace preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of generic employment skills, as well as independent research and learning skills. Workplace preparation courses in particular should also promote and stress the importance of lifelong learning.

#### Reading the Subject Code

#### **ENG 3 C**

The first three letters are the Subject code: **ENG** is the code for English

The digit indicates the secondary school year: year **3** is Grade 11

The last letter indicates the course pathway: **C** is College Preparation

**ENG3C** reads as **Grade 11 College Preparation English**

## Requirements for the Ontario Secondary School Diploma (OSSD) under OSS

Diploma Requirements	Total Required	Earned to date	Credits Remaining
<b>Compulsory Credits</b>	<b>18</b>		
English (1 credit per grade)	4		
French as a second language	1		
Mathematics (1 credit in Grade 11 or 12)	3		
Science	2		
Canadian history	1		
Canadian geography	1		
The arts	1		
Health and Physical Education	1		
Civics	0.5		
Career studies	0.5		
<b>Choose 1 additional from the following:</b> English French as a second language Social sciences and the humanities (Grade 11 religion) Canadian and world studies Guidance and career education or cooperative education	1		
<b>Choose 1 additional from the following:</b> Health and physical education The arts French as a second language Business studies Cooperative education	1		
<b>Choose 1 additional from the following:</b> Science (Grade 11 or 12) Technological education French as a second language Computer studies Cooperative Education	1		
<b>Optional Credits</b>	<b>12</b>		
<b>Total Credits Required for Graduation</b>	<b>30</b>		
<b>Community Involvement</b>	<b>40 hours</b>		
<b>Online Learning Graduation Requirement</b> N/A <input type="checkbox"/>	<b>2</b>		
<b>Specialist High Skills Major</b>			
<b>Ontario Secondary School Literacy Graduation Requirement</b>		Completed <input type="checkbox"/>	

### ONTARIO SECONDARY SCHOOL CERTIFICATE

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows:

7 required compulsory credits

- 2 credits in English
- 1 credit in mathematics
- 1 credit in science
- 1 credit in Canadian history or Canadian geography
- 1 credit in health and physical education
- 1 credit in the arts, computer studies, or technological education

7 required optional credits

- 7 credits selected by the student from available courses

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

### ONTARIO SECONDARY SCHOOL LITERACY TEST

All students are required to write this test in grade 10. It has been designed by EQAO (the Education Quality Accountability Office) and is intended to assess the student's competency in reading and writing expectations taught by the end of grade 9.



## CHOOSING A DESTINATION

Choosing whether to go to work, college, university, or to apprentice after secondary school is no easy task. It's a decision that our students make knowing that one thing is certain – good decisions are based on good planning. By accessing our Student Services team, and by virtue of taking the compulsory Career Studies course, students are able to focus on learning techniques and strategies to assist them in exploring a broad range of options, determining which occupational areas might be of interest to them, the educational training required for these occupations, and how to access further opportunities. Ultimately, choosing a destination will be influenced by interests and strengths, as well as course selection and achievement. Determining the appropriate pathway of study sets the stage for future career opportunities. The need to plan ahead, to research, and to investigate all options has never been more important.

Courses in the curriculum have been developed to provide clearer educational paths and to make it easier for students to select the appropriate courses. The provision of different pathways of courses leading to specific destinations allows the students to acquire a solid core of theoretical and applied learning and to focus their learning on goals that have relevance for them.

The following brief descriptors of the four destinations have been provided to serve as basic information for future investigation.

### World of Work

Employers are now demanding minimally a Certificate of Education and in most instances prefer an Ontario Secondary School Diploma. Students entering the world of work must possess good interviewing skills, job-readiness skills, communication skills, and a positive attitude. Students must also be punctual and dependable in order to successfully maintain gainful employment. The inherent dignity of work brings its own rewards. The personal gratification to be gained from steady employment is something to which we all aspire.

Students have the opportunity to “try on” careers through the co-operative education program. The program is a planned learning experience for which credits are earned, that integrates classroom theory and learning experiences at the workplace. Specific career education resources are available through the Student Services Department.

### University

There are twenty degree granting institutions in Ontario that offer undergraduate degrees, graduate degrees, and professional degrees. The basic requirement for admission to a degree program is six year 4 “U” or “M” courses; most programs have specific subject requirements and English 4U is common for all programs. Admission decisions are made based on grades though some programs/universities also require supplemental information, portfolios or auditions. Students apply to all universities in Ontario through the Ontario Universities Application Center. The Student Services Department provides workshops to help guide the students through the process.

University graduates generally do very well upon graduation with employment rates at approximately 95% upon graduation.

### Skilled Trades and Apprenticeship

Advances in technology are changing the nature of work in the trades. The forecast in the job market is such that Canada is going to have a dramatic demand for people with excellent technical skills training – 40% of new jobs will be in skilled trades and technologies in the next two decades.

There are over 130 skilled trades that can be classified into four sectors; Construction, Industrial, Motive Power and Service. To be employed in certain skilled trades, workers must earn a Certificate of Qualification. This certificate states that the individual has met provincial qualifications that include experience in the trade (apprenticeship) and successfully writing an examination. Apprenticeship is a combination of on-the-job training and classroom instruction. A three-way partnership is formed between the individual, the employer and the Ministry of Training, Colleges, and Universities.

The Ontario Youth Apprenticeship Program (OYAP) is a specialized program that enables students who are 16 years of age or older to meet secondary school diploma requirements while participating in an occupation that requires apprenticeship through co-operative education. Our School Board co-coordinator is Mr. Tim Martens.

### Ontario Colleges of Applied Arts and Technology

There are 29 colleges in Ontario that offer programs in Applied Arts, Business, Health and Human Services, and Technology. An Ontario Secondary School Diploma with grade 12 English at the “C” or “U” level is required for admission. Many programs have specific subject requirements. College programs can span over one, two, or three years. Collaborative college/university programs are usually four years long, and often require 6 U/M courses.

College graduates tend to do very well upon graduation with employment rates at approximately 93% provincially.

## ST. MICHAEL SUPPORT SERVICES

### STUDENT SERVICES DEPARTMENT

#### Guidance and Career Education

The guidance and career education program is a vital and integral part of the secondary school program. The goals of the guidance and career education program are outlined in the policy document entitled *Creating Pathways to Success: An Educational and Career/Life Planning Program for Ontario Schools Policy and Program Requirements, Kindergarten to Grade 12, 2013*.

The content of this program is founded on a vision in which all students leave secondary school with a clear plan for their initial post-secondary destination. The goals of the education and career/life planning program are to:

- ensure that students develop the knowledge and skills they need to make informed education and career/life choices through the effective application of a four-step inquiry process;
- provide opportunities for this learning both in and outside the classroom;
- engage parents and the broader community in the development, implementation, and evaluation of the program, to support students in their learning.

The four-step inquiry process includes Knowing Yourself (Who am I?), Exploring Opportunities (What are my opportunities?), Making Decisions and Setting Goals (Who do I want to become?), and Achieving Goals and Making Transitions (What is my plan for achieving my goals?).

Our Student Services Team fosters students' self-worth, their awareness and understanding of themselves and others, realizing that we are all children of the one Father and brothers and sisters in Jesus Christ.

These guidance goals will be achieved at St. Michael Secondary School by delivering components of the program that include individual assistance and counselling, classroom instruction, the maintenance and development of the Career Center with print and electronic resources, the ongoing communication of new electronic information and resources to students, parents and staff, large and small group sessions for students, workshops, and student/parent information evenings.

The guidance and career education program will help students relate what they learn in school to the community, understand and value education, recognize the learning opportunities available to them, make choices from among those opportunities, and adapt to changing circumstances. It will help them make transitions throughout their lives from family to school, from school to work, and from school to lifelong learning. Through learning activities and experiences that emphasize managing time, completing tasks, setting goals, resolving conflicts, volunteering, collaborating, and cooperating, students

will learn self-discipline, personal and social responsibility, and respect for others.

### CHAPLAINCY

Our Chaplaincy department provides a home and service for all and is based on a model striving towards St. John Paul's call to the New Evangelization and to find Christ, hope and love in all we do.

At St. Michael Catholic Secondary, under the direction of our chaplain, we try in a variety of ways, to foster intellectual, emotional, and spiritual well-being of our staff and students. Daily we provide opportunities for prayer, as well as celebrating the rhythm of our Catholic liturgical season. These are matched with Mass said at various times as well as confession offered semi-annually. Retreats are held for all grades, and a variety of optional experiences are available to students such as International Mission trips, poverty experiences with the homeless, nursing home visits, fundraising for charity, as well as Catholic social justice initiatives.

A significant portion of the team's time is dedicated to counselling students in regard to those personal matters that intimately affect their development as young people. Each student should feel secure in knowing that the chaplaincy team is here to serve in a personal and confidential manner.

We seek as a community to learn and remind each other that through Christ, we are made for authentic greatness.

### SERVICES

**Choices for Change** provides a youth worker every week to counsel students regarding problems related to drug and alcohol use and gambling (either their own use or the impact of someone else's use in their lives). Students can access this service through Student Services or by calling the Centre at 271-6730.

The **Perth District Health Unit** provides proactive Health Services to students. The Walk in Clinic provides educational counseling and testing for a wide variety of health concerns.

The **Health Line** provides an opportunity to ask questions about health, managing health issues, educational resources, referrals, or accessing the Health Unit and community resources. (Call weekdays 8:30 a.m. – 4:30 p.m. 271-7600 ext. 267).

**Huron Perth Center for Children and Youth** provides students with an opportunity to discuss family/personal issues (separation or divorce, communication, emotional problems, self-esteem, etc.) Students can arrange individual counselling by Huron-Perth staff through Student Services or by calling the Centre directly at 273-3373.

Leanna Hendriks is a member of the counselling team. Leanna is both a Children's Aid and St. Michael employee. A list of all external services and agencies is available to all students from Student Services. These helpful resources are also posted in locations throughout the school.

# STUDENT ACTIVITIES

ARE THERE LOTS OF CLUBS AND SPORTS? The answer to this question is YES!



## YOUR HIGH SCHOOL EXPERIENCE

@ ST. MICHAEL CATHOLIC SECONDARY SCHOOL

Your canvas awaits...how will you paint it?

SOCIAL JUSTICE CLUB	PHOTOGRAPHY CLUB
JUNIOR BAND	TEAM CAFFEINE
SENIOR BAND	BROADCAST CLUB
JAZZ BAND	DANCE TEAM
MUSIC ENSEMBLES	OPEN MIKE STUDIO TEAM
TENNIS	GOLF
BADMINTON	CHAPLAINCY TEAM
BASKETBALL	TRACK & FIELD
VOLLEYBALL	HOSA
CROSS COUNTRY RUNNING	WEE WARRIORS
NORDIC	CHOIR
HOCKEY	BASEBALL
RUGBY	SLO-PITCH
DECA	CURLING
YEARBOOK CLUB	SWIMMING
STUDENT COUNCIL	INTRAMURALS
WRITER'S CLUB	ASSISTANT COACHING
GAMER'S CLUB	DRAMA PRODUCTIONS
HOMEWORK CLUB	SPECIALIST HIGH SKILLS MAJORS
SOCCER	SKILLS ONTARIO TEAM
SCOREKEEPING	MARCH 4 MIKES
COMMUNITY KITCHEN	BIBLES & BAGELS
FOOD DRIVES	MATH CONTESTS
DOMINICAN REPUBLIC TRIP	SCIENCE OLYMPICS
MISSION TRIPS	
INTERNATIONAL TRAVEL	
ART CLUB	

...and many more...

### STUDENT COUNCIL

Each year, the student body of St. Michael selects a group of fellow classmates to represent them in all areas of student life, within both the school and the wider community. Student Council, also known as "Warrior Council", is formed each spring for the following year. It is comprised of a Prime Minister, Deputy Prime Minister, Student Trustee, Spirit Minister, Recording Secretary, as well as other representatives from both junior and senior grades.

The goals of the Warrior Council are to encourage every student within the school community to become involved and to instill a vibrant sense of school spirit throughout the building and at school-related events. In doing this, the Council strives to promote equality between all students and to create an atmosphere where Christian values are at the core.

Student Council is involved in carrying out various functions such as:

- the organization of dances, spirit activities, and school assemblies;
- the representation of student concerns or issues at the board level;
- the promotion of school sponsored activities such as March for Mikes, food drives, etc.

These functions, carried out by Student Council on behalf of the student body, help to build a sense of community and school spirit at St. Michael.

# SPECIALIZED PROGRAMMING



AGRICULTURE  
ARTS AND CULTURE  
BUSINESS  
CONSTRUCTION  
THE ENVIRONMENT

HEALTH AND WELLNESS  
NON-PROFIT  
SPORT  
TRANSPORTATION

Each SHSM consists of five required components:

1. **Bundle of credits**  
A defined bundle of credits consisting of eight to ten Grade 11 and Grade 12 credits, including cooperative education credits
2. **Certification and training experiences**  
Sector-recognized certifications and/or training courses
3. **Experiential learning and career exploration activities**  
Experiential learning and career exploration activities within the sector
4. **Reach ahead experiences**  
Learning experiences connected with the student's postsecondary plans
5. **Sector-partnered experiences**  
Experiences in which students engage with a sector partner to explore sector-related content, skills, and knowledge involving either ICE (innovation, creativity, and entrepreneurship), coding, or mathematical literacy.

**NOTE:** The requirements of each SHSM are unique and geared to a specific sector. The design of all SHSMs, however, follows the model described here and includes all five components.

For additional information please refer to the complete SHSM document at:  
<http://www.edu.gov.on.ca/morestudentsuccess/shsm.html>

## Agriculture

<b>Three (3) compulsory</b>		
Cardiopulmonary Resuscitation (CPR) Level C – includes automated external defibrillation (AED)	health and safety – basic	Workplace Hazardous Materials Information System (WHMIS) – generic (i.e., not site-specific) instruction

<b>Three (3) electives from the list below</b>			
advanced training in a technique (e.g., specific equipment maintenance, tilling, irrigation)	advanced training in a technology, land and forest survey skills	animal first aid	anti-oppression and allyship training
approaches to healing	basic electrical safety	chainsaw safety	compass/map/global positioning system (GPS)
customer service	equipment operation safety	fall protection	fire safety and fire extinguisher use
first aid/CPR/AED awareness	fundamentals of the combine – level 1	grain grading	hazardous atmospheres and confined spaces
health and safety – basic	herbicide and pesticide	hydraulics – basic	infection control
introduction to pest management	ladder safety training	land and forest survey skills	large animal handling
leadership skills	livestock medicine	livestock production	lockout/tagging
nutrient management	portfolio development	principles of drainage	project management
safe lifting	sector specific software 1	sector-specific sustainability practices	seed saving
sector-specific vehicle operation and safety	soil classification and testing	small engine maintenance	theory of combine settings and adjustments – level 2
sustainable resource management planning	vehicle lift safety	transgenic plant identification	Working at Heights
weed and pest identification and management			

## Arts and Culture

### 6 Trainings/Certifications Total

<b>Three (3) compulsory</b>		
Cardiopulmonary Resuscitation (CPR) Level C – includes automated external defibrillation (AED)	Standard First Aid	Workplace Hazardous Materials Information System (WHMIS) – generic (i.e., not site-specific) instruction

<b>Three (3) electives from the list below</b>			
advanced training in a technique (e.g., figure drawing, conducting, sewing)	advanced training in a technology (e.g., 3D printing, laser cutting, Serato)	advanced training in an art form (e.g., mime, tapdance, improvisation)	advanced training in art therapy
anti-oppression and allyship training	audition preparation	basic electrical safety	Beauty Specialist Certification Program – three-part course
curatorial techniques	customer service	elevated work platforms	event coordination
fall protection	first aid/CPR/AED awareness	framing and matting	game design
health and safety – basic	infection control	instructor certification	interactive art forms
ladder safety training	leadership skills	lighting and sound equipment maintenance	makeup/cosmetology
musical instrument repair	portfolio development	project management	proposal/grant writing
pyrotechnics	recording equipment	sector-specific software 1 (e.g., animation, graphic arts)	sector-specific software 2 (e.g., photography)
stage combat	technical staging	Working at Heights	wrapping and taping for performance and injury



## Arts and Culture SHSM Requirements

Arts and Culture SHSM Students Need 4 Major Credits from the list below			
Grade 11 (1-3 credits)		Grade 12 (1-3 credits)	
ADB3M	Drama- Musical Theatre	ADB4M	Drama-Musical Theatre
ADG3M	Drama- Acting/Improvisation	ADD4M	Drama-Production
AEA3O	Exploring and Creating in the Arts	ADG4M	Drama-Acting/Improv.
AMG3M	Guitar music	AEA4O	Exploring & Creating in the Arts
AMG3O	Guitar Music	AMG4M	Guitar Music
AMU3M	Music	AMU4M	Music
AVI3M	Visual Arts	AVI4M	Visual Arts
AWQ3M	Visual Arts Photography	AWN4M	Visual Arts Painting
CGG3O	Travel and Tourism	AWR4M	Visual Arts-Film/Video
CHW3M	World History (end of 15 <sup>th</sup> )	AWT4M	Visual Arts-Non Traditional
EPS3O	Presentation and Speaking Skills	CGR4M	The Env.&Resource Man.
HLS3O	Housing and Home Design	CGW4U	World Issues: Geography
HRF3O	World Religions-Daily Life	CHY4U	World History
HRT3M	World Religions-Perspective	ETS4U	Studies in Literature
HSP3U	SAP	EW4C4U	The Writers Craft
ICS3C	Intro. To Computer Programming	FIF4U	French Immersion
ICS3U	Intro. To Computer Science	FSF4U	Core French
TCE3E	Construction Tech: Electrical	HHS4U	Families in Canada
TCJ3E	Construction Tech	HSE4M	Equity and Social Justice
TDJ3M	Technical Design	HZT4U	Philosophy
TDJ3O	Technical Design	ICS4C	Computer Programming
TGJ3M	Communications Technology	ICS4U	Computer science
TGJ3O	Comm Tech: Broadcast & Print	IDC4U	Health and Wellness
TMJ3E	Manufacturing Technology	TCJ4E	Construction Technology
TXJ3E	Hairstyling and Aesthetics	TDJ4M	Technological Design
		TDJ4O	Technological Design
		TGJ4M	Communications Technology
		TGJ4O	Com Tech: Digital Imagery & Web
		TGP4M	Comm Tech: Photography
		TGV4M	Comm Tech: TV, Video & Movie
		TMJ4E	Manufacturing
		TXJ4E	Hairstyling and Aesthetics

### Don't forget Co-op! DCO3O

A&C Students need 1 Grade 11 or 12 English and 1 Business or Canadian World Studies			
1 English	1 Business or Canadian and World Studies		
Grade 11&12	Grade 11		Grade 12
ENG3 (C/E/U) ENG4 (C/E/U) OLC4O	BAF3M-Accounting BAI3E-Acc. Essent. BDI3C-Entrepreneurship BMI3C-Marketing BTA3O-Info & Com Tech CGF3M-Forces of Nature CGG3O-Travel & Tourism	CHA3U- Amer. History CHW3M-World History CLU3M-Cnd. Law HRT3M MEL3E-Math NBV3E-First Nations	BAT4M-Accounting CIA4U-Economics CLN4U-Cnd &int. Law ICS4C-Comp. Programing ICS4U- Computer Programing MEL4E-Math for Work OLC4O-Literacy Course FSF4U-Core French FIF4U-French Immersion

## Business

<b>Four (4) compulsory</b>			
Cardiopulmonary Resuscitation (CPR) Level C – includes automated external defibrillation (AED)	customer service	Standard First Aid	Workplace Hazardous Materials Information System (WHMIS) – generic (i.e., not site-specific) instruction

<b>Two (2) electives from the list below</b>		
advanced training in a technology (309)	advanced training in a technique (313)	anti-oppression and allyship training
business etiquette	cash handling and register training	counterfeit detection
effective networking	equity and inclusion	ergonomics
ethical considerations	first aid/CPR/AED awareness	fraud prevention
fundraising	health and safety – basic	infection control
leadership skills	negotiation training	personality inventory
portfolio development	project management	public speaking
retail representative	sector-specific software 1	specialized business program/competition (e.g., DECA)
successful exhibiting		



### Business SHSM Course Requirements

<b>Business SHSM Students Need 4 Major Credits from the list below</b>			
<b>Grade 11 (1-3 credits)</b>		<b>Grade 12 (1-3 credits)</b>	
BAF3M BAI3E BDI3C BMI3C  BTA3O CLU3M HRF30(V) HRT3M HSP3U ICS3C ICS3U TDJ3M TGJ3M TGJ3O	Financial Accounting Accounting Essentials Entrepreneurship Marketing: Goods, Services, Events Info. & Communications Tech. Understanding Cnd Law World Religions Religion SAP Intro to Computer Program Intro to Comp. Science Tech Design Comm. Tech Com Tech Broadcasting	BAT4M BOH4M CIA4U CGW4U CLN4U ICS4C ICS4U IDC4U TGJ4M TGJ4O TGP4M TGV4M	Financial Accounting Business Leadership Economic Issues World Issues Cnd and Int. Law Computer Programming Computer Science Health and Wellness Comm. Tech Comm. Tech: Digital Imagery Comm. Tech: Photography Comm. Tech: TV, Video, & Movie Prod.

**Don't forget Co-op! DCO3O**

<b>English (1 credit)</b>	<b>Business SHSM Students need to take 2 Math Courses</b>	
	<b>Grade 11</b>	<b>Grade 12</b>
ENG3 (E/O/U) ENG4 (E/O/U) OLC4O	MBF3C-College Math MCF3M-Functions and Applications MCR3U- Functions MEL3E-Mathematics for Work	MAP4C- College Math MCT4C-Math for College MCV4U-Calculus and Vectors MDM4U-Data Management MHF4U-Advanced Functions

## Construction

<b>Five (5) compulsory</b>				
Cardiopulmonary Resuscitation (CPR) Level C – includes automated external defibrillation (AED)	health and safety – basic	Standard First Aid	Working at Heights	Workplace Hazardous Materials Information System (WHMIS) – generic (i.e., not site-specific) instruction

<b>Two (2) electives from the list below</b>			
advanced training in a technique (313)	advanced training in a technology (309)	anti-oppression and allyship training	basic electrical safety
Canadian Welding Bureau (CWB) – flat	chainsaw safety	computer-aided design and computer-aided manufacturing (CAD/CAM)	confined space awareness
customer service	elevated work platforms	energy efficiency training (e.g., Energy Star, LEED)	fall protection
fire safety and fire extinguisher use	first aid/CPR/AED awareness	hoisting and rigging	infection control
insulated concrete forming	land surveying basics	leadership skills	lockout/tagging
ozone-depletion prevention	portfolio development	powder-actuated tools	project management
propane in construction	scaffold safety	sector specific software 1 (323)	sector-specific vehicle operation and safety
specialized skills training program/competition (e.g., Skills Canada provincial level, WoodLINKS)	suspended access equipment	traffic control	trenching safety

### Construction SHSM Required Courses

<b>Construction SHSM Students Need 4 Major Credits from the list below</b>			
AVI3M HLS3O SPH3U TCE3E TCJ3E TDJ3M/O TMJ3E TMS3E	Visual Arts Housing and Home Design Physics Electrical Construction Construction Technology Tech Design Manufacturing Technology Manufacturing Technology	AVI4M CGW4U IDC4U SPH4C SPH4U TCE4E TCJ4E TDJ4M TDJ4O TMJ4E TMS4E TTJ4E	Visual Arts World Issues Health and Wellness Physics Physics Construction Tech: Motion Control Construction Tech Technological Design Technological Design Manufacturing Design Manufacturing Technology Transportation Technology- Vehicle

**Don't forget Co-op! DCO3O**

<b>Construction SHSM Students need to take 2 Math and 1 Business or Science</b>			
English (1 Credit)	Math (2 credits)	Business Studies or Science (1 credit)	
ENG3 (E/C/U)	MBF3C	BAF3M -Accounting	ICS3C/U-Computer Pr/Sc
ENG4 (E/C/U)	MCF3M	BAI3E- Accounting	MEL3/4E-Workplace Math
OLC4O	MCR3U	BDI3C-Entrepreneurship	SBI3C/U/4C/U- Biology
	MEL3E/4E	BMI3C-Marketing	SCH3U/4C/U-Chemistry
	MAP4C	BTA3O- Info&Comm. Tech	SPH3U/4C/U-Physics
	MCT4C	BAT4M-Accounting	SES4U-Earth and Space
	MCV4U	BOH4M-Bus. Leadership	SNC4M-Science
	MDM4U	CGW4U-World Issues	OLC4O- Literacy Course
	MHF4U		

Note: if you choose a 4 credit Co-op, you can reduce to 3 major credits and you don't have to take Business and/or Science.



## Environment

<b>Four (4) compulsory</b>			
Cardiopulmonary Resuscitation (CPR) Level C – includes automated external defibrillation (AED)	compass/map global positioning system (GPS)	Standard First Aid	Workplace Hazardous Materials Information System (WHMIS) – generic (i.e., not site-specific) instruction

<b>Three (3) electives from the list below</b>			
advanced training in a technique (e.g., knots techniques)	advanced training in a technology (309)	animal and plant management	anti-oppression and allyship training
approaches to healing	bear safety	Below Zero	chainsaw safety
customer service	fall protection	fire safety and fire extinguisher use	first aid/CPR/AED awareness
geographic information system (GIS)	habitat restoration	Hike Ontario	infection control
introduction to stream assessment protocol	ladder safety training	land and forest survey skills	leadership skills
Leave No Trace	life-saving (Bronze Cross or higher)	Ontario Hunter Education	paddling techniques
Pleasure Craft Operator	portfolio development	project management	Project Wild
radio operator	sector specific regulations and legislations (327)	sector-specific vehicle operation and safety	seed saving (283)
search and rescue	soil classification and testing	species identification (e.g., fish, birds, plants, trees, small mammals)	sustainable resource management planning
tourism – basic (014)	water/ice safety	watershed management	wilderness first aid
wilderness survival	Working at Heights		

### The Environment

The Environment SHSM Students Need 4 Major Credits from the list below			
Grade 11 (1-3 credits)		Grade 12 (1-3 credits)	
BAF3M	Accounting	BAT4M	Accounting
BTA3O	Comm Tech.	BOH4M	Business Leadership
CGF3M	Forces of Nature	CGR4M	Environment and Resource
CGG3O	Travel and Tourism	CGW4U	Manag. Geography
CHW3M	World History	CLN4U	Law
CLU3M	Cnd. Law	HZT4U	Philosophy
EPS3O	Presentation and Speaking	PAF4O	Fitness
HLS3O	Skills Housing and Home	PLF4M	Rec. Leadership
HRF3O	Design Religion	PPL4O	Physed
HRT3M	World Religions	PSK4U	Kinesiology
MEL3E	Math	SBI4U	Biology
PAF3O	Fitness	SCH4U	Chemistry
PPL3O	Healthy Active Living	SPH4C/U	Physics
PPZ3C	Health for Life	SES4U	Earth and Space Science
SBI3C/U	Biology	SNC4M	Science
SCH3U	Chemistry	TCE4E	Construction Tech. Motion
SPH3U	Physics	TCJ4E	Construction Technology
TCE3E	Construction: Electrical	TDJ4	
TCJ3E	Construction Technology	TGJ4M	
TDJ3M/O	Technical Design	TMJ4E	
TGJ3O/E	Comm. Tech	TTJ4E	
TMJ3E	Manufacturing	IDC4O/U	
TTG3C/O			

**Don't forget Co-op! DCO3O**

The Environment SHSM Students need to take 1 Math	
English (2 Credit)	Math (1 credits)
ENG3 (E/C/U) ENG4 (E/C/U) OLC4O	MBF3C MCF3M MCR3U MAP4C MEL3/4E MCT4C MCV4U MDM4U MHF4U

## Health and Wellness

<b>Four (4) compulsory</b>			
Cardiopulmonary Resuscitation (CPR) – Level C or Health Care Provider (HCP); both include automated external defibrillation (AED)	infection control	Standard First Aid	Workplace Hazardous Materials Information System (WHMIS) – generic (i.e., not site-specific) instruction

<b>Three (3) electives from the list below</b>			
advanced training in a technique (e.g., feeding, assistance, airway management, IV insertion)	advanced training in a technology (309)	allergy awareness	ambulation, lifting, and transfers
animal first aid	anti-oppression and allyship training	approaches to healing	babysitting
behaviour management	child safety and injury prevention	communication skills	concussion awareness
conflict resolution	customer service	dietary considerations	equity and inclusion
ethical considerations	fire safety and fire extinguisher use	first aid/CPR/AED awareness	fitness
Food Handler Certification	group dynamics	lab practices	leadership skills
marine and wilderness first aid	medical terminology	mental health awareness*	Mental Health First Aid
non-violent crisis intervention	personal training	personality inventory	portfolio development
project management	safe body mechanics	safe food handling – basic	sign language
spa service (208)	specialized care (e.g., diabetes, dementia, nutrition)	sterile techniques	stress management techniques
waste management	wrapping and taping for performance and injury		



### Health and Wellness- Course Requirements

Health and Wellness SHSM Students Need 4 Major Credits from the list below			
Grade 11 (1-3 credits)		Grade 12 (1-3 credits)	
HLS3O HPC3O HRF30/M <b>HRT3M</b> HSP3U PAF3O PPL3O PPZ3O SBI3C/U SCH3U SPH3U TXJ3E	Housing and Home Design Raising Health Children (Parenting) Religion <b>Religion</b> SAP Fitness Healthy Active Living Health for Life Biology Chemistry Physics Hairstyling and Aesthetics	HFL4E HHS4U HSE4M HZE4U IDC4U PAF4O PAI4O PLF4O PPL4O PSK4U SBI4U SCH4U SNC4M SPH4C/U TXJ4E	Food and Healthy Living Families in Canada Equity and Social Justice Philosophy Health and Wellness Fitness Healthy Living Leadership Healthy Active Living Kinesiology Biology Chemistry Science Physics Hairstyling and Aesthetics

**Don't forget Co-op! DCO3O**

Health and Wellness SHSM Students need to take 1 Extra Science or SS Credit			
English (1 Credit)	Math (1 credits)	Science or Social Science (1 credit)	
ENG3 (E/C/U) ENG4 (E/C/U) OLC4O	MBF3C MCF3M MCR3U MEL3E MAP4C MCT4C MCV4U MDM4U MEL4E MHF4U	HPC30-Parenting HRF3O-Religion HRT3M-Religion HSP3C/U-SAP GLE4O- Learning Strategies ICS3C/U-Computer Pr/Sc SBI3C/U/4C/U- Biology SCH3U/4C/U-Chemistry SPH3U/4C/U-Physics	HFL4E- Foods MEL3E-Workplace Math SES4U-Earth and Space SNC4M-Science PSK4U- Kinesiology HSE4M- Equity and S. Just. HFL4E-Foods HZE4U-Philosophy TXJ4E-Hair IDC4O/U-H&W

### Non-profit

<b>Four (4) compulsory</b>			
Cardiopulmonary Resuscitation (CPR) Level C – includes automated external defibrillation (AED)	ethical considerations	Standard First Aid	Workplace Hazardous Materials Information System (WHMIS) – generic (i.e., not site-specific) instruction

<b>Three (3) electives from the list below</b>			
advanced training in a technique (313)	advanced training in a technology (309)	anti-oppression and allyship training	behavior management
communication skills	compass/map/global positioning system (GPS)	conflict resolution	customer service
environmental awareness	equity and inclusion	event coordination	first aid/CPR/AED awareness
fundraising	group dynamics	incident management	infection control
leadership skills	legal/administrative procedures	mental health awareness*	Mental Health First Aid
non-violent crisis intervention	personality inventory	portfolio development	project management
proposal/grant writing	sector-specific software 1	self-defence	social media networking
successful exhibiting	wilderness first aid		

### **Non-Profit SHSM Required Courses**

<b>Non-Profit SHSM Students Need 4 Major Credits from the list below</b>			
<b>Grade 11 (1-3 credits)</b>		<b>Grade 12 (1-3 credits)</b>	
BMI3C	Marketing	BOH4M	Business Leadership
CGG3O	Travel and Tourism	CGR4M	Environment
CHW3M	History	CGW4U	Geography
CLU3M	Law	CHY4U	History
EPS3O	Presentation and Speaking Skills	CIA4U	Economics
HPC3O	Raising Healthy Children	CLN4U	Law
HRF3O	Religion	HFL4E	Food and Healthy Living
HRT3M	Religion	HHS4U	Families in Canada
HSP3U	SAP	HSE4M	Equity and Social Justice
TGJ3M/O	Communication Tech.	HZT4U	Philosophy
		IDC4U	Health and Wellness
		PLF4M	Rec. Leadership
		TGJ4M	Communications Technology
		TGV4M	Comm. Tech- Video Broadcasting

**Don't forget Co-op! DCO3O**



<b>Non-Profit SHSM Students need to take 1 Math and a Business or Science Credit</b>			
English (1 Credit)	Math (1 credit)	Business Studies or Science (1 credit)	
ENG3 (E/C/U) ENG4 (E/C/U) OLC4O	MBF3C MCF3M MCR3U MEL3E/4E MAP4C MCT4C MCV4U MDM4U MHF4U	BAF3M -Accounting BAI3E- Accounting BD3C-Entrepreneurship BMI3C-Marketing BTA3O- Info&Comm. Tech BAT4M-Accounting BOH4M-Bus. Leadership	ICS3C/U-Computer Pr/Sc MEL3E-Workplace Math SBI3C/U/4C/U- Biology SCH3U/4C/U-Chemistry SPH3U/4C/U-Physics SES4U-Earth and Space SNC4M-Science

## Sports

<b>Three (3) compulsory</b>		
Cardiopulmonary Resuscitation (CPR) – Level C or Health Care Provider (HCP) – both include automated external defibrillation (AED)	Standard First Aid	Workplace Hazardous Materials Information System (WHMIS) – generic (i.e., not site-specific) instruction

<b>Three (3) electives from the list below</b>			
advanced training in a technique (e.g., fundamental skills in sport, fundamental movement skills, paddling technique, Spinning)	advanced training in a technology (309)	anti-oppression and allyship training	coaching – performance
coaching – theory	communication skills	compass/map/global positioning system (GPS)	concussion awareness
conflict resolution	customer service	equity and inclusion	ergonomics
ethical considerations	event coordination	first aid/CPR/AED awareness	geographic information system (GIS)
group dynamics	health and safety – basic	HIGH FIVE	incident management
infection control	instructor certification	leadership skills	life-saving (Bronze Cross or higher)
marine safety/marine first aid	officiating	personal training	Pleasure Craft Operator
portfolio development	project management	risk management	sector-specific software 1
sport nutrition	sport program design	sports team trainer certification	wilderness first aid
wilderness survival	working with individuals with disabilities	wrapping and taping for performance and injury	

### Sport SHSM Required Courses

SHSM Students Need 4 Major Credits from the list below			
Grade 11 (1-3 credits)		Grade 12 (1-3 credits)	
AWQ3M	Photography	BAT4M	Accounting
BAF3M	Accounting	BOH4M	Business Leadership
BMI3C	Marketing: Good, Services,	CLN4U	Law
CLU3M	Events Law	HFL4E	Food and Healthy Living
HPC3O	Raising Healthy Children	IDC4U	Health and Wellness
HSP3U	SAP	PAF4O	Fitness
ICS3U	Computer Science	PLF4M	Rec. Leadership
PAF3O	Fitness	PPL4O	Healthy Active Living
PPL3O	Healthy Active Living	PSK4U	Kinesiology
PPZ3C	Health for Life	SBI4U	Biology
SBI3C/U	Biology	SCH4U	Chemistry
SCH3U	Chemistry	SNC4M	Science
SPH3U	Physics	SPH4C/U	Physics
TGJ3M/O	Comm. Tech	TGJ4M	Comm. Tech
		TGP4M	Photography
		TGV4M	Comm. Tech. TV Production.

**Don't forget Co-op!-DCO3O**

Sport SHSM Students need to take 1 Math and a Business or Social Science Credit			
English (1 Credit)	Math (1 credits)	Business Studies or Social Science (1 credit)	
ENG3 (E/C/U) ENG4 (E/C/U) OLC4O	MBF3C MCF3M MCR3U MEL3E MAP4C MCT4C MCV4U MDM4U MEL4E MAF4U	BAF3M-Accounting BDI3C- Entrepreneurship BMI3C-Marketing BTA3O-Info. And Comm. CLU3M-Law HPC3O-Housing and Home Design HRF3O -Religion HRT3M-Religion HSP3U-SAP ICS3C/U-Computer Pr/Sc	BAT4M-Accounting BBB4M-Business HFL4E- Foods ICS4C/U- Comp. Science OLC4O-Literacy Course MEL3E-Workplace Math SBI3C/U/4C/U- Biology SCH3U/4C/U-Chemistry SPH3U/4C/U-Physics SNC4M-Science

## Transportation

<b>Four (4) compulsory</b>			
Cardiopulmonary Resuscitation (CPR) Level C – includes automated external defibrillation (AED)	health and safety – basic	Standard First Aid	Workplace Hazardous Materials Information System (WHMIS) – generic (i.e., not site-specific) instruction

<b>Three (3) electives from the list below</b>			
advanced training in a technique (313)	advanced training in a technology (309)	air brakes	anti-oppression and allyship training
basic electrical safety	computer-aided design and computer-aided manufacturing (CAD/CAM)	customer service	Drive Clean
elevated work platforms	environmental spills	ergonomics	fall protection
filling propane and motor fuel tanks	fire safety and fire extinguisher use	first aid/CPR/AED awareness	infection control
introduction to logistics	ladder safety training	leadership skills	lockout/tagging
original equipment manufacturer's training	ozone-depletion prevention	Pleasure Craft Operator	portfolio development
project management	sector-specific regulations and legislation	sector specific software 1 (323)	sector-specific vehicle operation and safety
specialized skills training program/competition (e.g., Skills Canada provincial level)	vehicle lift safety	Working at Heights	



### Transportation SHSM Required Courses

Transportation SHSM Students Need 4 Major Credits from the list below			
Grade 11 (1-3 credits)		Grade 12 (1-3 credits)	
BDI3C ICS3C ICS3U SPH3U TCJ3E TDJ3M/O TGJ3M TMJ3E TTA3C TTJ3O	Entrepreneurship Computer Programming Computer Science Physics Construction Technology Technical Design Comm. Tech Manufacturing Transportation Transportation	ICS4C/U SPH4C/U TCJ4E TDJ4M/O TGJ4M/O TMJ4E TTA4C TTJ4E	Computer Programming Physics Construction Technology Design Comm. Tech Manufacturing Transportation Transportation

**Don't forget your Co-op!-DCO3O**

Transportation SHSM Students need to take 1 Math and a Business or Science			
English (1 Credit)	Math (1 credits)	Business Studies or Science (1 credit)	
ENG3 (E/C/U) ENG4 (E/C/U) OLC3O/4O	MBF3C MCF3M MCR3U MEL3E/4E MAP4C MCT4C MCV4U MDM4U MHF4U	BAF3M -Accounting BAI3E- Accounting BDI3C-Entrepreneurship BMI3C-Marketing BTA3O- Info & Comm. Tech BAT4M-Accounting BBB4M- Int. Business BOH4M-Bus. Leadership	ICS3C/U-Computer Pr/Sc MEL3/4E-Workplace Math OLC4O- Literacy Course SBI3C/U/4C/U- Biology SCH3U/4C/U-Chemistry SPH3U/4C/U-Physics SES4U-Earth and Space SNC4M-Science

Note: if you choose a 4 credit Co-op, you can reduce your course selection to 3 major credits and you don't have to take Business and/or Science.

## *Grade 9 Program*

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### **DRAMA, Grade 9, Open (ADA10)**

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyze drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

### **VISUAL ARTS, Grade 9, Open (AV10)**

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary and historical context.

### **MUSIC, Grade 9, Open (AMU10)**

This course emphasized the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.

### **EXPLORING CANADIAN GEOGRAPHY, Grade 9, De-streamed (CGC1W)**

This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

Prerequisite: None

### **ENGLISH, Grade 9, De-streamed (ENL1W)**

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop

and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.

### **ENGLISH, Grade 9, Locally Developed (ENG1L)**

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, in the ENG2L course, 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.

### **DISCIPLESHIP AND CULTURE, Grade 9, Open (HRE10)**

This course engages students in the examination of the Christian narrative as revealed in Sacred Scripture. Students are invited to a deeper understanding of both the joy and the demands of living out the call to discipleship as it is described in the Scriptures. Students explore discipleship as encountered in the Sacred Tradition of the Church (Sacraments, Liturgical Year and Church Teaching and Law), as part of their ongoing personal growth and faith understanding. Students explore Catholic rituals, teaching, practice, morals and values, and virtues to facilitate a healthy and covenantal relationship with self, God and with others. Using theological reflection, they are challenged to explore the connections and disconnections of ethical concepts (euthanasia, abortion, sexuality, etc.) between the Church and contemporary culture. The course focuses on encouraging students to know and love by following in the footsteps of Jesus. As they learn of his words and deeds, they discover the importance of prayerfully serving the community to bring about the Reign of God.

### **HEALTHY ACTIVE LIVING EDUCATION (Females), Grade 9, Open (PPL1OF)**

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provided a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

### **HEALTHY ACTIVE LIVING EDUCATION (Males), Grade 9, Open (PPL10M)**

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provided a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

### **MATHEMATICS, Grade 9, De-streamed (MTH1W)**

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

### **MATHEMATICS, Grade 9, Locally Developed (MAT1L)**

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, in the Grade 10 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 mathematics literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

### **SCIENCE, Grade 9, De-streamed (SNC1W)**

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processed to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

### **SCIENCE, Grade 9, Locally Developed (SNC1L)**

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

everyday life and in the workplace. Students explore a range of topics including science in daily life, properties of common materials, life-sustaining processes in simple and complex organisms, and electrical circuits. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.

### **CORE FRENCH, Grade 9, Academic (FSF1D)**

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

### **LEARNING STRATEGIES 1: Skills for Success in Secondary School, Grade 9, Open (GLE1O)**

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: Must have an IEP and recommendation of the principal.

### **TECHNOLOGY AND THE SKILLED TRADES, Grade 9, Open (TAS1O)**

This hands-on course enables students to further explore the engineering design process and develop other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and technologies from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as precision measurement, as well as health and safety standards. Students will begin to explore job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers.

Prerequisite: None

### **EXPLORING HAIRSTYLING and AESTHETICS, Open (TXJ1O)**

This exploratory course introduces students to concepts and skills related to hairstyling and aesthetics, including hair, nail, and skin care applications. Students will develop an awareness of related environmental and societal issues, and will begin to explore secondary and postsecondary pathways leading to careers in the field.

Prerequisite: None

**Note: See next page for Grade 9 French Immersion courses.**

## ***Grade 9 Program (French Immersion)***

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**French Immersion students may choose the following three (3) French Immersion courses. In addition, they must choose five (5) others from the English section for a total of eight (8) courses. [Note: The prerequisite for Grade 9 Immersion French is the elementary Immersion French program, or equivalent.]**

### **FRENCH IMMERSION, Grade 9, Academic (FIF1D)**

This course provides opportunities for students to speak and interact in French independently in a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing, as well their ability to communicate in French with confidence, by using language learning strategies introduced in the elementary French Immersion program. Students will enhance their knowledge of the French language through the study of French Canadian literature. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Note: See previous page for the other Grade 9 courses.**

### **EXPLORING CANADIAN GEOGRAPHY, Grade 9, De-streamed (CGC1WF)**

This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

Prerequisite: None

### **DISCIPLESHIP AND CULTURE, Grade 9, Open (HRE1OF)**

This course engages students in the examination of the Christian narrative as revealed in Sacred Scripture. Students are invited to a deeper understanding of both the joy and the demands of living out the call to discipleship as it is described in the Scriptures. Students explore discipleship as encountered in the Sacred Tradition of the Church (Sacraments, Liturgical Year and Church Teaching and Law), as part of their ongoing personal growth and faith understanding. Students explore Catholic rituals, teaching, practice, morals and values, and virtues to facilitate a healthy and covenantal relationship with self, God and with others. Using theological reflection, they are challenged to explore the connections and disconnections of ethical concepts (euthanasia, abortion, sexuality, etc.) between the Church and contemporary culture. The course focuses on encouraging students to know and love by following in the footsteps of Jesus. As they learn of his words and deeds, they discover the importance of prayerfully serving the community to bring about the Reign of God.



## The Arts

### Drama

#### DRAMA, Open (ADA10)

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyze drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

#### DRAMA, Grade 10, Open (ADA20)

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

Prerequisite: None

Recommended prerequisite: ADA10

### Musical Theatre

#### DRAMA, Musical Theatre, Grade 11, University/College Preparation (ADB3M)

This course requires students to create and perform in dramatic presentations. Students will analyze, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyze the functions of playwrights, directors, actors, designers, technicians, and audiences. In this focus course students examine musicals in historical context, perform within the genre and experiment with their own musical theatre structures. This course is offered in partnership with the Stratford Festival Theatre. **[NOTE: This course is offered in even years and will be offered in 2024-2025.]**

Prerequisite: ADA10 or ADA20

#### DRAMA, Musical Theatre, Grade 12, University/College Preparation (ADB4M)

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

In this focus course students examine musicals in historical context, perform within the genre and experiment with their own musical theatre structures. This course is offered in

partnership with the Stratford Festival Theatre. **[NOTE: This course is offered in even years and will be offered in 2024-2025.]**

Prerequisite: ADG3M or ADB3M or by permission of the instructor.

### Acting

#### DRAMA, Acting/Improvisation, Grade 11, University/College Preparation (ADG3M)

This course requires students to create and perform in dramatic presentations. Students will analyze, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyze the functions of playwrights, directors, actors, designers, technicians, and audiences. In this focus course students examine musicals in historical context, perform within the genre and experiment with their own musical theatre structures. This focus course focuses on acting, explores acting theory through various sources: self-created, classical and contemporary works. This course is offered in partnership with the Stratford Festival Theatre. **[NOTE: this course is offered in odd years and will be offered in 2025-2026.]**

Prerequisite: Grade 9 or 10, Open (ADA10 or ADA20)

#### DRAMA, Acting/Improvisation, Grade 12, University/College Preparation – (ADG4M)

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

This focus course on acting explores acting theory through various sources: self-created, classical and contemporary works. This course is offered in partnership with the Stratford Festival Theatre. **[NOTE: This course is offered in odd years and will be offered in 2025-2026.]**

Prerequisite: ADG3M or ADB3M or by permission of the instructor.

### Theatre Production

#### DRAMA, Production, Grade 12, University/College Preparation – (ADD4M)

This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other text and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in

various cultures, and will analyze how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school. This focus course takes a practical approach to the production of theatre by allowing students to actively engage in a production company of their own.

Prerequisite: ADG3M or ADB3M or by permission of the instructor.

Recommended prerequisite: ADG4M or ADB4M

## Music

### **MUSIC, Open (AMU10)**

This course emphasized the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.

### **MUSIC, INSTRUMENTAL, Grade 10, Open (AMU20)**

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

Prerequisite: None

Recommended prerequisite: AMU10 or by permission of the instructor.

### **MUSIC, INSTRUMENTAL, Grade 11, University/College Preparation (AMU3M)**

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analyzing live recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.

Prerequisite: AMU10 or AMU20

### **MUSIC, INSTRUMENTAL, Grade 12, University/College Preparation (AMU4M)**

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyze how to apply skills developed in music to their life and careers.

Prerequisite: AMU3M

### **MUSIC, GUITAR, Grade 10, Open (AMG20)**

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures. [Note: This guitar-based course will include note reading, TAB and chord playing. There will be opportunities for playing and recording in groups.]

Prerequisite: None

### **MUSIC, GUITAR, Grade 11, University/College Preparation (AMG3M)**

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analyzing live recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers. [Note: This guitar-based course will include note reading, TAB and chord playing. There will be opportunities for playing and recording in groups.]

Prerequisite: AMG20

### **MUSIC, GUITAR, Grade 11, Open (AMG30)**

This course develops students' musical literacy through performance and the preparation and presentation of music productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyze music from various genres and periods, and they will develop skills transferable to other aspects of their life and their careers.

[Note: This guitar-based course will include note reading, TAB and chord playing. There will be opportunities for playing and recording in groups.]

Recommended Prerequisite: AMG20

### **MUSIC, GUITAR, Grade 12, University/College Preparation (AMG4M)**

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers. [This course is a continuation of AMG3M. Note reading, chord playing and classical technique will be further developed. As well, there will be the opportunity for recording and playing in a group. The Internet will be a resource for instructions and songs.]

Prerequisite: AMG3M or by permission of the instructor.

### **Media Arts**

#### **MEDIA ARTS, Grade 10, Open (ASM20)**

This course enables students to create media art works by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communications skills that are transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. Students will develop the skills necessary to create and interpret media art works.

**Prerequisite: None**

#### **VISUAL ARTS, Photography, Grade 11, University/College Preparation (AWQ3M)**

This course enables students to further develop their knowledge and skills in visual and media arts. Students will use the creative process to explore a wide range of themes through studio work and the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. **The focus of this course is photography.**

Prerequisite: AVI10, AVI20 or by permission of the instructor

Recommended Prerequisite: ASM20

#### **VISUAL ARTS, Film/Video, Grade 12, University/College Preparation (AWR4M)**

This course focuses on enabling students to refine their use of the creative process when creating art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of genres, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts. **The focus of this course is film/video.**

Prerequisite: AVI3M or by permission of the instructor

Recommended Prerequisite: AWQ3M

### **Visual Arts**

#### **VISUAL ARTS, Open (AVI10)**

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary and historical context.

#### **VISUAL ARTS, Grade 10, Open (AVI20)**

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

Prerequisite: None

Recommended prerequisite: AVI10

#### **VISUAL ARTS, Grade 11, University/College Preparation (AVI3M)**

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emergent technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g. photography, video, computer graphics, and information design).

Prerequisite: AVI10 or AVI20

#### **VISUAL ARTS, Grade 12, University/College Preparation (AVI4M)**

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

Prerequisite: AVI3M

## THE ARTS – PATHWAY CHARTS

<http://edu.gov.on.ca/eng/curriculum/secondary/arts910curr2010.pdf> - page 10

The courses offered at St. Michael are described in this course calendar. Other courses included in these pathway charts, although possibly offered elsewhere in the province of Ontario, are not offered at St. Michael.

### DRAMATIC ARTS

Career Planning: Samples of possible drama – related careers are: acting, choreographer, composer, cinematographer, public relations, dancer, director, film editor, broadcast producer, stage administrator, technical producer, script writer, teacher, stage hand, designer, wardrobe supervisor, plus many other possibilities, available in Career Centre in Student Services.

### MUSIC

Career Planning: Possible career-related directions are: music arranger, composer, concert singer, choir director, musical director, record producer, tape editor, teacher, music therapist, musician, conductor, piano tuner, singer, music teacher, plus many others. NOTE: MUSIC CERTIFICATES FOR DIPLOMA CREDIT: Satisfactory standing in Grade VII Practical *and* Grade I Rudiments examinations taken in the Royal Conservatory of Music, Toronto, are recognized by the Ministry of Education as one grade 11 credit towards the O.S.S.D. Satisfactory completion of Grade VIII Practical *and* Grade II Rudiments examinations taken at the Royal Conservatory of Music are the equivalent of one grade 12 credit towards the O.S.S.D. A student holding the above special qualifications should bring their original Conservatory transcripts to the Guidance office so that these equivalent credits can be applied to O.S.S.D. credits.

### VISUAL ARTS

Career Planning: Samples of possible career direction through visual arts courses are animator, artist, cartoonist, commercial artist, display designer, interior designer, artistic director, florist, photographer, teacher, technician of special effects, videographer, choreographer, illustrator, sculptor, art therapist, jewelry designer, plus many others. There are virtually hundreds of careers and employment opportunities where being creative and having even the basic drawing or design skills is an asset. These courses will enhance your chances of employment. See your art teacher or Career Information Centre for more insights.

## ***Business Studies***

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### **Accounting**

#### **FINANCIAL ACCOUNTING FUNDAMENTALS, Grade 11, University/College Preparation (BAF3M)**

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

Prerequisite: None

#### **FINANCIAL ACCOUNTING PRINCIPLES, Grade 12, University/College Preparation (BAT4M)**

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

Prerequisite: BAF3M

### **Business**

#### **LAUNCHING AND LEADING A BUSINESS, Grade 10, Open (BEP2O)**

This course introduces students to the world of business and what is required to be successful, ethical, and responsible in today's economy. Students will develop the knowledge and skills needed to be an entrepreneur who knows how to respond to local and global market opportunities. Throughout the course, students will explore and understand the responsibility of managing different functions of a business. This includes accounting, marketing, information and communication technology, financial management, human resources, and production.

Prerequisite: None

#### **BUSINESS LEADERSHIP: Management Fundamentals, Grade 12, University/College Preparation (BOH4M)**

This course focuses on the development of leadership skills used in managing a successful business. Students will analyze the role of a leader in business with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized throughout the course.

Prerequisite: None

### **Entrepreneurial Studies**

#### **ENTREPRENEURSHIP: THE VENTURE, Grade 11, College Preparation (BDI3C)**

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

Prerequisite: None

### **Marketing**

#### **MARKETING: Goods, Services, Events, Grade 11, College Preparation (BMI3C)**

This course introduces the fundamental concepts of marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice.

Prerequisite: None

### **Economics**

#### **ANALYSING CURRENT ECONOMIC ISSUES, Grade 12, University Preparation (CIA4U)\***

This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.

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



**UNDERSTANDING CANADIAN LAW, Grade 11,  
University/College Preparation (CLU3M)\***

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.

Prerequisite: CHC2D, CHC2P, CHC2DF or CHC2PF

**CANADIAN AND INTERNATIONAL LAW, Grade 12, University  
Preparation (CLN4U)\***

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.

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

**\* Note: these courses fall under Canadian and World Studies in the Requirements for the OSSD.**

**BUSINESS PATHWAY CHARTS**

<http://edu.gov.on.ca/eng/curriculum/secondary/business910currb.pdf> - page 10

The courses offered at St. Michael are described in this course calendar. Other courses included in these pathway charts, although possibly offered elsewhere in the province of Ontario, are not offered at St. Michael.

Career Planning: Samples of possible business-oriented career directions are accountant, administrator, auditor, banker, cost estimator, credit counsellor, financial aid officer, investment analyst, business economist, purchasing agent, sales administrator, entrepreneur, teacher, real estate agent, insurance agent, personnel manager, plus many others available in the Career Information Centre in Student Services.

## Canadian and World Studies

### Civics

#### **CIVICS and CITIZENSHIP, Grade 10, Open (CHV2O)**

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. Offered as a 0.5 credit.

Prerequisite: None

### Geography

#### **EXPLORING CANADIAN GEOGRAPHY, Grade 9, De-streamed (CGC1W)**

This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

Prerequisite: None

#### **FORCES OF NATURE: PHYSICAL PROCESSES AND DISASTERS, Grade 11, University/College Preparation (CGF3M)**

In this course, students will explore physical processes related to the earth's water, land, and air. They will investigate how these processes shape the planet's natural characteristics and affect human systems, how they are involved in the creation of natural disasters, and how they influence the impacts of human disasters. Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process and use spatial technologies to analyse these processes, make predictions related to natural disasters, and assess ways of responding to them. **[This course is offered in odd years. It will be offered in 2025-26.]**

Prerequisite: CGC1D or CGC1P

#### **TRAVEL AND TOURISM: A GEOGRAPHIC PERSPECTIVE, Grade 11, Open (CGG3OL)**

**[This course is offered as an E-Learning course only].** This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends as well as tensions related to tourism, and will predict future tourism destinations. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate the impact of the travel industry on natural environments and human communities.

Prerequisite: CGC1D or CGC1P

#### **WORLD ISSUES: A GEOGRAPHIC ANALYSIS, Grade 12, University Preparation (CGW4U)**

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world. **[This course is offered in odd years. It will be offered in 2025-26.]**

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

#### **THE ENVIRONMENT and RESOURCE MANAGEMENT, Grade 12, University/College Preparation (CGR4M)**

This course investigates interactions between natural and human systems, with a particular emphasis on the impacts of human activity on ecosystems and natural processes. Students will use the geographic inquiry process, apply the concepts of geographic thinking, and employ a variety of spatial skills and technologies to analyse these impacts and propose ways of reducing them. In the course of their investigations, they will assess resource management and sustainability practices, as well as related government policies and international accords. They will also consider questions of individual responsibility and environmental stewardship as they explore ways of developing a more sustainable relationship with the environment. **[This course is offered in even years. It will be offered in 2024-25.]**

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

### **NEW LIVING IN A SUSTAINABLE WORLD, Grade 12, Workplace Preparation (CGR4E)**

This course examines the impact of human activity on the natural environment. Students will explore the use of natural spaces and resources and the effects of planning decisions and consumer choices on natural systems. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate practical solutions to environmental issues, enabling them to make more sustainable decisions at home, in the workplace, and in the local community. **[This course is offered in odd years. It will be offered in 2025-2026].**

Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied

### **History**

### **CANADIAN HISTORY SINCE WORLD WAR I, Grade 10, Academic (CHC2D)**

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

Prerequisite: None

### **CANADIAN HISTORY SINCE WORLD WAR I, Grade 10, Applied (CHC2P)**

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities, since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to heritage and identities in Canada. Students will develop an understanding of some key political developments and government policies that have had an impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

Prerequisite: None

### **WORLD HISTORY TO THE END OF THE FIFTEENTH CENTURY, Grade 11, University/College Preparation (CHW3M)**

This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.

Prerequisite: CHC2D or CHC2P

### **NEW CANADA: HISTORY, IDENTITY AND CULTURE, Grade 12, University Preparation (CHI4U)**

This course traces the history of Canada, with a focus on the evolution of our national identity and culture as well as the identity and culture of various groups that make up Canada. Students will explore various developments and events, both national and international, from precontact to the present, and will examine various communities in Canada and how they have contributed to identity and heritage in Canada. Students will investigate the development of culture and identity, including national identity, in Canada and how and why they have changed throughout the country's history. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate the people, events, and forces that have shaped Canada.

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

### **NEW ADVENTURES IN WORLD HISTORY, Grade 12, Workplace Preparation (CHM4E)**

This course examines significant developments and events in world history from earliest times to the present. Students will explore a variety of social, cultural, economic, and political developments in different regions of the world and during different periods. In addition to investigating how conflict, religion, work, and technology have helped shape people's lives, students will examine the contributions of some individuals to our global heritage. Students will apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating a variety of human experience in world history. **[This course is offered in even years. It will be offered in 2024-2025.]**

Prerequisite: Canadian History since World War 1, Grade 10, Academic or Applied

### **Economics**



**ANALYSING CURRENT ECONOMIC ISSUES, Grade 12,  
University Preparation (CIA4U)**

This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.

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

**Law**

**UNDERSTANDING CANADIAN LAW, Grade 11,  
University/College Preparation (CLU3M)**

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.

Prerequisite: CHC2D, CHC2P, CHC2DF or CHC2PF

**CANADIAN AND INTERNATIONAL LAW, Grade 12, University  
Preparation (CLN4U)**

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.

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

## *Cooperative, Guidance and Career Education*

**Test drive a future career!** Most students are covered by general accident and personal liability with the School Board. In addition, most students are covered by Workers' Compensation through the Ministry of Education. Students should expect to participate in a selection interview during which attendance, punctuality, and career goals will be discussed. Students must be at least 16 years of age and have 16 credits. **Transportation is the responsibility of the student.**

### **Selecting a Co-op Course**

Students who are participating in the co-op experience will select the place holder **OTH2X** in My Blueprint.

Students who are wishing to participate in 4-credit co-op will select the place holder **OTH4X** in My Blueprint.

Students who select OTH2X or OTH4X will be timetabled in a subject specific co-op, DCO3O, and/or a combination of both.

### **Co-op**

#### **CREATING OPPORTUNITIES THROUGH CO-OP, Grade 11, Open (DCO3O)**

This course consists of a learning experience connected to a community and a cooperative education curriculum focused on developing skills, knowledge, and habits of mind that will support students in their learning, including their education and career/life planning, at school and beyond, today and in the future. Within the context of their experience connected to a community, students will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being and that will strengthen their inquiry, decision-making, and leadership skills. Students will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.

Prerequisite: None

### **Career Studies**

#### **CAREER STUDIES, Grade 10, Open (GLC2O)**

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use

them to their advantage – and develop a budget for their first year after secondary school (offered as a 0.5 credit).

Prerequisite: None

### **Learning Strategies**

#### **LEARNING STRATEGIES 1: Skills for Success in Secondary School, Open (GLE1O)**

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: Must have an IEP and recommendation of the principal.**

#### **LEARNING STRATEGIES: Skills for Success in Secondary School, Grade 10, Open (GLE2O)**

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: must have an IEP and recommendation of the principal.**

#### **ADVANCED LEARNING STRATEGIES: Skills for Success After Secondary School, Grade 11, Open (GLE3O)**

This course improves students' learning and personal-management skills, preparing them to make successful transitions to work, training, and/or postsecondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal management techniques to maximize their learning. Students will investigate trends and resources to support their postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.

**Prerequisite: must have an IEP and recommendation of the principal.**

**ADVANCED LEARNING STRATEGIES: Skills for Success After Secondary School, Grade 12, Open (GLE40)**

This course improves students' learning and personal-management skills, preparing them to make successful transitions to work, training, and/or postsecondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal management techniques to maximize their learning. Students will investigate trends and resources to support their postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.

**Prerequisite: must have an IEP and recommendation of the principal.**

**SPECIAL EDUCATION PATHWAY CHART**

<http://www.edu.gov.on.ca/eng/curriculum/secondary/guidance910currb.pdf>

<http://www.edu.gov.on.ca/eng/curriculum/secondary/guidance1112currb.pdf>

The courses offered at St. Michael are described in this course calendar. Other courses included in these pathway charts, although possibly offered elsewhere in the province of Ontario, are not offered at St. Michael.

## *E-Learning*

The course descriptions below are for the courses that are offered through an e-learning model of delivery.

**It is essential to note that to be successful in an e-learning course, a student must be organized, self-directed, self-motivated, and possess the ability to manage time well with little supervision.** There is limited enrollment for each course.

### **Courses offered by St. Michael Catholic Secondary School:**

#### **TRAVEL AND TOURISM: A GEOGRAPHIC PERSPECTIVE, Grade 11, Open (CGG3OL)**

This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends as well as tensions related to tourism, and will predict future tourism destinations. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate the impact of the travel industry on natural environments and human communities. **[This course is offered through online delivery only].**

Prerequisite: CGC1D or CGC1P

#### **ENGLISH, Grade 12, University Preparation (ENG4UL)**

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

Prerequisite: ENG3U

#### **INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY, AND SOCIOLOGY, Grade 11, University Preparation (HSP3UL)**

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines. **[NOTE: This course will be offered through online delivery only.]**

Prerequisite: ENG2D or CHC2D

#### **MATHEMATICS OF DATA MANAGEMENT, Grade 12, University Preparation (MDM4UL)**

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

Prerequisite: MCF3M or MCR3U

Students can also access other e-learning courses offered by St. Anne's CSS or provincially from another Catholic high school in the province. For courses and availability from other Catholic high schools, speak with your guidance counsellor.

**Courses offered by St. Anne's Catholic Secondary School:** BMI3CL – Business Marketing  
PPZ3CL – Health for Life  
ENG4CL – English, College Prep  
HRE4ML – Church and Culture  
SNC4ML – Science

## English

### **ENGLISH, Grade 9, De-streamed (ENL1W)**

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.

### **ENGLISH – Grade 9, Locally Developed (ENG1L)**

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, in the ENG2L course, 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.

### **ENGLISH, Grade 10, Academic (ENG2D)**

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

Prerequisite: ENL1W

### **ENGLISH, Grade 10, Locally Developed (ENG2L)**

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

Prerequisite: ENL1W

### **ENGLISH, Grade 10, Applied (ENG2P)**

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life.

Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course.

Prerequisite: ENG1W

### **ENGLISH, Grade 11, University Preparation (ENG3U)**

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

Prerequisite: ENG2D

### **ENGLISH, Grade 11, College Preparation (ENG3C)**

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

Prerequisite: ENG2P

### **ENGLISH, Grade 11, Workplace Preparation (ENG3E)**

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

Prerequisite: ENG2P or ENG2L

### **ENGLISH: Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11, University Preparation (NBE3U)**

This course explores the themes, forms, and stylistic elements of a variety of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also examines the perspectives and influence of texts that relate to those cultures. In order to fully understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or

self-governance, students will analyse the changing use of text forms by Indigenous authors/ creators from various periods and cultures in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English university or college preparation course.

Prerequisite: ENG2D

#### **ENGLISH: Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11, College Preparation (NBE3C)**

This course explores the themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also looks at the perspectives and influences of texts that relate to those cultures. In order to understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will study the use of text forms by Indigenous authors/creators from other periods in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English college preparation course.

Prerequisite: ENG2D or ENG2P

#### **ENGLISH, Grade 12, University Preparation (ENG4U)**

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

Prerequisite: ENG3U

#### **ENGLISH, Grade 12, College Preparation (ENG4C)**

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.

Prerequisite: ENG3C

#### **ENGLISH, Grade 12, Workplace Preparation (ENG4E)**

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will analyze informational, graphic, and literary texts and create oral, written, and media texts in a variety of forms for workplace-related and practical purposes. An important focus will be on using language accurately and organizing ideas and information coherently. The course is intended to prepare students for the workplace and active citizenship.

Prerequisite: ENG3E

#### **ENGLISH, Grade 12, Open - Ontario Secondary School Literacy Course (OLC4O)**

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

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

#### **ENGLISH PATHWAY CHART**

<http://edu.gov.on.ca/eng/curriculum/secondary/english910currb.pdf> - pages 10 - 11

**The courses offered at St. Michael are described in this course calendar. Other courses included in these pathway charts, although possibly offered elsewhere in the province of Ontario, are not offered at St.**

Career Planning: Samples of possible English – related careers are: media, advertising, librarian, public relations, teaching, publishing, administration, editor, interpreter, translator, professional writing, radio and television, investigative journalism, professional careers such as law, public relations, sports reporting, plus many more.

## ***French as a Second Language (Core)***

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### **CORE FRENCH, Grade 9, Academic (FSF1D)**

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

### **CORE FRENCH, Grade 10, Academic (FSF2D)**

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: FSF1D or FSF1P

### **CORE FRENCH, Grade 10, Applied (FSF2P)**

This course provides opportunities for students to communicate in French about everyday matters and topics of personal interest in real-life situations. Students will exchange information, ideas, and opinions with others in structured, guided, and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through using language learning strategies for understanding texts and communicating clearly. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: FSF1P or FSF1D

### **CORE FRENCH, Grade 11, University Preparation (FSF3U)**

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical

thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: FSF2D

### **CORE FRENCH, Grade 11, Open (FSF3O)**

This course provides opportunities for students to speak and interact in French in real-life situations. Students will develop their ability to communicate, making connections to previous experiences and using newly acquired skills in listening, speaking, reading, and writing. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: FSF2P or FSF2D

### **CORE FRENCH, Grade 12, University Preparation (FSF4U)**

This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: FSF3U

### **CORE FRENCH, Grade 12, Open (FSF4O)**

This course provides a variety of opportunities for students to speak and interact in French. Students will develop their listening, speaking, reading, and writing skills, use language-learning strategies in a variety of real-life situations and personally relevant contexts, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: FSF3U or FSF3O

### **CORE FRENCH PATHWAY CHART** (see French Immersion for link to Ministry PATHWAY CHART)

Career Planning: Samples of possible French-related careers are travel industry, hospitality industry, provincial and federal government positions, international trade and development, media and public relations, publishing, communications, translation & interpretation, journalism, teaching, global developer. The possibilities are manifold.



## ***French as a Second Language (Immersion)***

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### **Grade 9**

#### **FRENCH IMMERSION, Grade 9, Academic (FIF1D)**

This course provides opportunities for students to speak and interact in French independently in a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing, as well their ability to communicate in French with confidence, by using language learning strategies introduced in the elementary French Immersion program. Students will enhance their knowledge of the French language through the study of French Canadian literature. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

#### **EXPLORING CANADIAN GEOGRAPHY, Grade 9, De-streamed (CGC1WF)**

This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

Prerequisite: None

#### **DISCIPLESHIP AND CULTURE, Open (HRE1OF)**

This course engages students in the examination of the Christian narrative as revealed in Sacred Scripture. Students are invited to a deeper understanding of both the joy and the demands of living out the call to discipleship as it is described in the Scriptures. Students explore discipleship as encountered in the Sacred Tradition of the Church (Sacraments, Liturgical Year and Church Teaching and Law), as part of their ongoing personal growth and faith understanding. Students explore Catholic rituals, teaching, practice, morals and values, and virtues to facilitate a healthy and covenantal relationship with self, God and with others. Using theological reflection, they are challenged to explore the connections and disconnections of ethical concepts (euthanasia, abortion, sexuality, etc.) between the Church and contemporary culture. The course focuses on encouraging students to know and love by following in the footsteps of Jesus. As they learn of his words and deeds, they discover the importance of prayerfully serving the community to bring about the Reign of God.

### **Grade 10**

#### **FRENCH IMMERSION, Grade 10, Academic (FIF2D)**

This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will use a variety of language learning strategies in listening, speaking, reading, and writing, and will respond to and interact with print, oral, visual, and electronic texts. Students will develop their knowledge of the French language through the study of contemporary French literature and historically well-known French European literature. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: FIF1D or FIF1P

#### **FRENCH IMMERSION, Grade 10, Applied (FIF2P)**

This course emphasizes the development and use of skills and strategies in communication and interaction in French. Students will acquire literacy skills by using creative and critical analysis processes in listening, speaking, reading, and writing in real-life contexts. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: FIF1D or FIF1P

#### **ENSEIGNEMENT RELIGIEUX, Christ and Culture, Grade 10, Open (HRE2OF)**

This course both invites and challenges the adolescent to personalize the Gospel values and social justice principles that guide Catholics in understanding their role in shaping culture as disciples of Jesus. Students will explore such foundational topics as: what it means to be human, created in God's image, what is culture, Christ and culture, living together in solidarity, social justice, prayer and sacrament, friendship and intimacy. Connections between the living Church and contemporary culture are explored in terms of what it means to be a responsible Christian adolescent in a secularized, pluralistic world.

#### **HISTOIRE DU CANADA DEPUIS LA PREMIERE GUERRE MONDIALE, Grade 10, Academic (CHC2DF)**

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical

thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

Prerequisite: None

### **HISTOIRE DU CANADA DEPUIS LA PREMIERE GUERRE MONDIALE, Grade 10, Applied (CHC2PF)**

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities, since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to heritage and identities in Canada. Students will develop an understanding of some key political developments and government policies that have had an impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

Prerequisite: None

#### **Grade 11**

### **FRENCH IMMERSION, Grade 11, University Preparation (FIF3U)**

This course provides opportunities for students to consolidate the communication skills required to speak and interact with increasing confidence and accuracy in French in a variety of academic and social contexts. Students will use their skills in listening, speaking, reading, and writing and apply language learning strategies while exploring a variety of concrete and abstract topics. Students will increase their knowledge of the French language through the study of French literature from around the world. They will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: FIF2D

### **FRENCH IMMERSION, Grade 11, Open (FIF3O)**

This course provides opportunities for students to speak and interact in French in real-life situations for practical purposes. Students will develop their skills in listening, speaking, reading, and writing, and will explore and create a variety of texts, with a particular focus on using skills related to the study of French that can be applied in the workplace and beyond. Students will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: FIF2D or FIF2P

### **GRANDES RELIGIONS ET CROYANCES TRADITIONNELLES: PERSPECTIVES, ENJEUX ET DEFIS, Grade 11 (HRT3MF)**

This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs, and will learn

about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human expressions of belief.

Prerequisite: None

### **ETUDE DES RELIGIONS ET CROYANCES TRADITIONNELLES**

#### **Grade 11 (HRF3OF)**

This course enables students to study world religions and belief traditions in local, Canadian, and global contexts. Students will explore aspects of the human quest for meaning and will examine world religions and belief traditions as exemplified in various sacred teachings and principles, rites, and passages. They will also study the interaction throughout history between society and various belief traditions, and will have opportunities to develop research and inquiry skills related to the study of world religions and belief traditions.

This course examines various themes related to faith and culture. It explores issues related to every religious tradition, such as the existence of God, good and evil, consequences of actions, self-understanding and self-esteem, family life, the environment, war and peace, medical ethics, and life after death. The students will become more familiar with the place and functions of religion in human culture.

Prerequisite: None

#### **Grade 12**

### **FRENCH IMMERSION, Grade 12, University Preparation (FIF4U)**

This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will consolidate their listening, speaking, reading, and writing skills and apply language learning strategies while communicating about concrete and abstract topics, and will independently respond to and interact with a variety of oral and written texts. Students will study a selection of French literature from the Middle Ages to the present. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: FIF3U

### **FRENCH IMMERSION, Grade 12, Open (FIF4O)**

This course provides opportunities for students to consolidate communication and critical and creative thinking skills related to the study of French that can be applied in the workplace and beyond. Students will develop collaborative skills and self-confidence through hands-on activities in listening, speaking, reading, and writing, using French in real-life contexts and new and familiar situations. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: FIF3U or FIF3O

**ENSEIGNEMENT RELIGIEUX, Church and Culture, Grade 12,  
University/College Preparation (HRE4MF)**

This course enables students to deepen their understanding of how the Church engages contemporary culture with faith and reason, in pursuit of love, justice, and the common good. Students will have opportunity to learn how living the Baptismal vocation to a virtuous life, filled with the joy of the Gospel and nurtured by the sacraments, can transform them and society from within, allowing God to reign in human hearts. Students will also refine research and inquiry skills.

**FRENCH PATHWAY CHART**

<http://www.edu.gov.on.ca/eng/curriculum/secondary/fsl912curr2014.pdf> - page 18

**The courses offered at St. Michael are described in this course calendar. Other courses included in these pathway charts, although possibly offered elsewhere in the province of Ontario, are not offered at St. Michael.**

Career Planning: Samples of possible French-related careers are travel industry, hospitality industry, provincial and federal government positions, international trade and development, media and public relations, publishing, communications, translation & interpretation, journalism, teaching, global developer. The possibilities are manifold.

## ***Health and Physical Education***

### **Healthy Active Living Education**

#### **HEALTHY ACTIVE LIVING EDUCATION (Females), Grade 9, Open (PPL1OF)**

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provided a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

#### **HEALTHY ACTIVE LIVING EDUCATION (Males), Grade 9, Open (PPL1OM)**

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provided a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

#### **HEALTHY ACTIVE LIVING EDUCATION (Females) Grade 10, Open (PPL2OF)**

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

#### **HEALTHY ACTIVE LIVING EDUCATION (Males) Grade 10, Open (PPL2OM)**

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that

contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

#### **HEALTHY ACTIVE LIVING EDUCATION, Grade 11, Open (PPL3O)**

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

Recommended Background: PPL1OF/M or PPL2OF/M

#### **HEALTHY ACTIVE LIVING EDUCATION, Grade 12, Open (PPL4O)**

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

#### **RECREATION AND HEALTHY ACTIVE LIVING LEADERSHIP, Grade 12, University/College Preparation (PLF4M)**

This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.

Prerequisite: Any health and physical education course

## **Health for Life**

### **HEALTH FOR LIFE, Grade 11, College Preparation (PP23C)**

This course enables students to examine the factors that influence their own health practices and behaviours as well as those factors that contribute to the development of healthy communities. It emphasizes the concept of wellness, which addresses all aspects of well-being – physical, cognitive, emotional, spiritual, and social – and promotes healthy eating, physical activity, and building and maintaining a positive sense of self. Students will develop the skills necessary to make healthy choices and create a personal wellness plan. They will also design initiatives that encourage others to lead healthy, active lives. The course prepares students for college programs in health sciences, fitness, wellness, and health promotion.

Prerequisite: None

## **Introductory Kinesiology**

### **INTRODUCTORY KINESIOLOGY, Grade 12, University Preparation (PSK4U)**

This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.

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

## **Personal and Fitness Activities**

### **HEALTHY LIVING and PERSONAL and FITNESS ACTIVITIES, Grade 10, Open (PAF2OF) (FEMALES)**

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. This course offers the self-motivated student the opportunity to analyze her personal level of fitness and well-being through an in-depth study of, and participation in weight training and aerobic activities.

Prerequisite: None

### **PERSONAL AND FITNESS ACTIVITIES (Males) Grade 10, Open (PAF2OM)**

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. This course offers the self-motivated student the opportunity to analyze his/her personal level of fitness and well-being through an in-depth study of, and participation in weight training and aerobic activities.

Prerequisite: None

### **HEALTHY LIVING and PERSONAL and FITNESS ACTIVITIES, Grade 11, Open (PAF3O)**

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. Specific strategies that set this course apart from the PPL3O course include an emphasis on weight training, cross training and cardio-respiratory training.

Prerequisite: None

### **HEALTHY LIVING and PERSONAL and FITNESS ACTIVITIES, Grade 12, Open (PAF4O)**

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. Specific strategies that set this course apart from the PPL4O course include an emphasis on weight training, cross training and cardio-respiratory training.

Prerequisite: None



**HEALTH and PHYSICAL EDUCATION PATHWAY CHART**

<http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf> - page 23 and 24

The courses offered at St. Michael are described in this course calendar. Other courses included in these pathway charts, although possibly offered elsewhere in the province of Ontario, are not offered at St. Michael.

Career Planning: possible career-related directions are: trainer, physician, physical education teacher, physical therapist, occupational therapist, athlete, athletic coach, sports reporter, sports desk editor, chiropractor, park superintendent, massage therapist, nursing, nutritionist, pharmacist, recreational therapist, dancer, referee, coach recreation leader, fitness consultant, plus many more.

# Mathematics

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## **MATHEMATICS, Grade 9 (MTH1W)**

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

## **MATHEMATICS – Grade 9, Locally Developed (MAT1L)**

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, in the Grade 10 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 mathematics literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

## **PRINCIPLES OF MATHEMATICS, Grade 10, Academic (MPM2D)**

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

Prerequisite: MTH1W

## **FOUNDATIONS OF MATHEMATICS, Grade 10, Applied (MFM2P)**

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

Prerequisite: MTH1W

## **MATHEMATICS, Grade 10, Locally Developed (MAT2L)**

This course emphasizes the extension of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the 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 strengthening and extending key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to extend their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

Prerequisite: MTH1W or MAT1L

## **FUNCTIONS, Grade 11, University Preparation (MCR3U)**

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: MPM2D

## **FUNCTIONS AND APPLICATIONS, Grade 11, University/College Preparation (MCF3M)**

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

Prerequisite: MPM2D (strongly recommended) or MFM2P

## **FOUNDATIONS FOR COLLEGE MATHEMATICS, Grade 11, College Preparation (MBF3C)**

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

Prerequisite: MFM2P or MPM2D

### **MATHEMATICS FOR WORK AND EVERYDAY LIFE, Grade 11, Workplace Preparation (MEL3E)**

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

Prerequisite: MTH1W or MPM2D

### **ADVANCED FUNCTIONS, Grade 12, University Preparation (MHF4U)**

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

Prerequisite: MCR3U or MCT4C

### **CALCULUS AND VECTORS, Grade 12, University Preparation (MCV4U)**

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course. *Note: The Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).*

Prerequisite: MHF4U

### **CALCULUS AND VECTORS, Grade 12, Advanced Placement Exam Preparation (MCV4UA)**

This course meets all Ontario Curriculum expectations for the MCV4U course. In addition, it provides a more detailed extension of Calculus topics to include those studied in a typical first year university course. This course will cover topics such as implicit differentiation, rates of changes, applications of definite integrals, and differential equations. The course is intended for high achieving students, who are highly self-motivated and intent on studying Calculus at the university

level. Students will be required to attend approximately 15 after school sessions. *Note: The Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4UA).*

Prerequisite: MHF4U

### **MATHEMATICS OF DATA MANAGEMENT, Grade 12, University Preparation (MDM4U)**

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

Prerequisite: MCF3M or MCR3U

### **MATHEMATICS FOR COLLEGE TECHNOLOGY, Grade 12, College Preparation (MCT4C)**

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

Prerequisite: MCF3M or MCR3U

### **FOUNDATIONS FOR COLLEGE MATHEMATICS, Grade 12, College Preparation (MAP4C)**

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; solve financial problems connected with annuities, budgets, and renting or owning accommodation; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades.

Prerequisite: MBF3C or MCF3M or MCR3U

**MATHEMATICS FOR WORK AND EVERYDAY LIFE, Grade 12,  
Workplace Preparation (MEL4E)**

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

Prerequisite: MEL3E

[Note: Students should consult university prerequisites before selecting their senior math courses.]

**MATH PATHWAY CHART**

<http://edu.gov.on.ca/eng/curriculum/secondary/math1112currb.pdf> - pages 9 - 10

**The courses offered at St. Michael are described in this course calendar. Other courses included in these pathway charts, although possibly offered elsewhere in the province of Ontario, are not offered at St. Michael.**

Career Planning: Possible career-oriented directions from mathematics are: mathematician, economist, government researcher, industrial research, commercial banking, government personnel, teacher, research analyst, insurance broker, major corporation leader, investment analyst, business and commerce, astronomer, statistician, engineering, plus many other possibilities.

## *Religion*

**Students are required to take one religion course in each of their first four years.**  
**Students can take additional religion courses beyond the requirements listed above.**  
**NOTE: Grade 11 Religion satisfies the Category 1 compulsory credit for the OSSD.**

### **DISCIPLESHIP AND CULTURE, Grade 9, Open (HRE10)**

This course engages students in the examination of the Christian narrative as revealed in Sacred Scripture. Students are invited to a deeper understanding of both the joy and the demands of living out the call to discipleship as it is described in the Scriptures. Students explore discipleship as encountered in the Sacred Tradition of the Church (Sacraments, Liturgical Year and Church Teaching and Law), as part of their ongoing personal growth and faith understanding. Students explore Catholic rituals, teaching, practice, morals and values, and virtues to facilitate a healthy and covenantal relationship with self, God and with others. Using theological reflection, they are challenged to explore the connections and disconnections of ethical concepts (euthanasia, abortion, sexuality, etc.) between the Church and contemporary culture. The course focuses on encouraging students to know and love by following in the footsteps of Jesus. As they learn of his words and deeds, they discover the importance of prayerfully serving the community to bring about the Reign of God.

### **CHRIST AND CULTURE, Grade 10, Open (HRE20)**

This course both invites and challenges the adolescent to personalize the Gospel values and social justice principles that guide Catholics in understanding their role in shaping culture as disciples of Jesus. Students will explore such foundational topics as: what it means to be human, created in God's image, what is culture, Christ and culture, living together in solidarity, social justice, prayer and sacrament, friendship and intimacy. Connections between the living Church and contemporary culture are explored in terms of what it means to be a responsible Christian adolescent in a secularized, pluralistic world.

### **WORLD RELIGIONS AND BELIEF TRADITIONS IN DAILY LIFE, Grade 11, Open (HRF30)**

(This course is recommended for students taking ENG3C.)

This course enables students to study world religions and belief traditions in local, Canadian, and global contexts. Students will explore aspects of the human quest for meaning and will examine world religions and belief traditions as exemplified in various sacred teachings and principles, rites, and passages. They will also study the interaction throughout history between society and various belief traditions, and will have opportunities to develop research and inquiry skills related to the study of world religions and belief traditions.

Prerequisite: None

### **WORLD RELIGIONS AND BELIEF TRADITIONS: PERSPECTIVES, ISSUES, AND CHALLENGES, Grade 11, University/College Preparation (HRT3M)**

(This course is recommended for students taking ENG3U.)

This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human expressions of belief.

Prerequisite: HRE20 or ENG2D, or ENG2P

### **CHURCH AND CULTURE - Grade 12, Open (HRE40)**

(This course is recommended for students taking ENG4C.)

This course has the aim of assisting students in understanding themselves as moral persons living the way of Christ through an examination of the revelation of sacred Scripture, and the experience and teaching of the Catholic Church. It engages students in critical reflection on significant contemporary moral and ethical issues in light of Scripture, Church teaching, and their own experiences (i.e., Theological Reflection). Social and ecological justice issues are explored along with a study of topics that focus on Christian mercy and forgiveness. The graces and challenges of every day human living, understanding who we are, what we are called to be, and living in relationships, including marriage, and family life are explored from a Catholic perspective. Students are challenged to adopt the Christian stance in the political world.

Prerequisite: None

### **CHURCH AND CULTURE- Grade 12, University/College Preparation (HRE4M)**

This course enables students to deepen their understanding of how the Church engages contemporary culture with faith and reason, in pursuit of love, justice, and the common good. Students will have opportunity to learn how living the Baptismal vocation to a virtuous life, filled with the joy of the Gospel and nurtured by the sacraments, can transform them and society from within, allowing God to reign in human hearts. Students will also refine research and inquiry skills.

### **PHILOSOPHY: QUESTIONS AND THEORIES, GRADE 12 UNIVERSITY PREPARATION (H2T4U)**

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical



questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

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

#### RELIGION PATHWAY CHART

<http://www.iceont.ca/ontario-catholic-curriculum/>

Ontario Catholic Secondary Religious Education Curriculum Policy Document (2016)

The main focus of a religious course is to focus on the individual leading a good life in accordance with the gospel values taught to us by Jesus. This permeates every aspect of the school life including each and every academic discipline. Career Planning: Possible career-related directions are: priest, religious education worker, counsellors, social service worker, human rights worker, palliative care, church administrator, theologian, psychologist, teacher, foreign service worker, plus many more.

# Science

## Science

### SCIENCE, Grade 9 (SNC1W)

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

### SCIENCE, Grade 9, Locally Developed (SNC1L)

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

### SCIENCE, Grade 10, Locally Developed (SNC2L)

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking, and the environmental impact of science and technology, 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 the media, interactions of common materials, interdependence of organisms in communities, and using electrical energy. 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: SNC1L

### SCIENCE, Grade 10, Academic (SNC2D)

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter.  
Prerequisite: SNC1W

### SCIENCE, Grade 10, Applied (SNC2P)

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter.  
Prerequisite: SNC1W

## Biology

### BIOLOGY, Grade 11, University Preparation (SBI3U)

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.  
Prerequisite: SNC2D

### BIOLOGY, Grade 11, Pre Advanced Placement Preparation (SBI3UA)

This is a Pre-AP course that is intended for students who may be interested in the SBI4UA (Advanced Placement) course in grade 12. This course furthers students' understanding and provides an enriched extension of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. This course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.  
Prerequisite: SNC2D

### BIOLOGY, Grade 11, College Preparation (SBI3C)

This course focuses on the processes that occur in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields.  
Prerequisite: SNC2D or SNC2P

### BIOLOGY, Grade 12, University Preparation (SBI4U)

This course provides students with the opportunity for in depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct

investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.

Prerequisite: SBI3U or SBI3UA

Recommended: SCH3U

### **BIOLOGY, Grade 12, Advanced Placement (SBI4UA)**

This course meets all Ontario Curriculum expectations for the SBI4U course. In addition, it provides a more detailed extension of Biology topics to include those studied in a typical first year university course. A significant laboratory experiment component is included, covering such topics as animal behaviour, physiology, enzyme catalysis, molecular biology, aquatic productivity, evolutionary biology and genetics of organisms. The course is intended for high achieving students, who are highly self-motivated and intent on studying Biology at the university level. The course also prepares students to write the AP College Board Exam (to achieve advanced placement) if they so choose.

Prerequisites: SBI3U or SBI3UA

Highly recommended prerequisite: SCH3U

## **Chemistry**

### **CHEMISTRY, Grade 11, University Preparation (SCH3U)**

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility with a focus on quantitative relationships; and the chemistry of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as, the impact of some common chemical reactions on society and the environment.

Prerequisite: SNC2D

### **CHEMISTRY, Grade 12, College Preparation (SCH4C)**

This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment. **[This course is offered in odd years. It will be offered in 2025-2026.]**

Prerequisite: SNC2D or SNC2P

### **CHEMISTRY, Grade 12, University Preparation (SCH4U)**

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and

electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.

Prerequisite: SCH3U

## **Earth and Space Science**

### **EARTH AND SPACE SCIENCE, Grade 12, University Preparation (SES4U)**

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

Prerequisite: SNC2D

## **Physics**

### **PHYSICS, Grade 11, University Preparation (SPH3U)**

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Prerequisite: SNC2D

### **PHYSICS, Grade 12, College Preparation (SPH4C)**

This course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment. **[This course is offered in even years. It will be offered in 2024-2025.]**

Prerequisite: SNC2D or SNC2P

**PHYSICS, Grade 12, University Preparation (SPH4U)**

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

Prerequisite: SPH3U

**SCIENCE PATHWAY CHARTS**

[http://edu.gov.on.ca/eng/curriculum/secondary/2009science11\\_12.pdf](http://edu.gov.on.ca/eng/curriculum/secondary/2009science11_12.pdf) - pages 12 - 13

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Career Planning: Possible career-related directions from Science are geneticist, anatomist, geologist, botanist, biomedical engineer, forensic scientist, oceanographer, pathologist, physiologist, teacher, technician, chemist, chemical engineer, chemical processor, researcher, pharmacist, physicist, astronomer, nuclear technician, radiologist, horticulturist, food microbiologist, brewer, cosmetician, veterinarian, plastics lab technician, agriculturist, forester, dentist, nurse, environmental scientist, plus many others.

## Social Sciences and Humanities

### Family Studies

#### FOOD AND NUTRITION, Grade 10, Open (HFN20)

This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food-marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food-preparation skills and introduces them to the use of social science research methods in the area of food and nutrition.

Prerequisite: None

#### CLOTHING, Grade 10, Open, (HNL20)

This course introduces students to the world of clothing. Students will gain knowledge about clothing and demonstrate basic skills associated with various techniques and technologies used to create garments and accessories. Students will learn about the functions of clothing and accessories and what clothing communicates about the wearer. They will learn how to enhance their personal wardrobe by assessing garment quality, developing shopping strategies, and developing an understanding of the advantages and disadvantages of various retail formats. Students will develop research skills as they investigate topics related to clothing. **[NOTE: This course is offered in odd years and will be offered in 2025-26.]**

Prerequisite: None

#### RAISING HEALTHY CHILDREN, Grade 11 Open (HPC30)

This course focuses on the skills and knowledge parents, guardians, and caregivers need, with particular emphasis on maternal health, pregnancy, birth, and the early years of human development (birth to six years old). Through study and practical experience, students will learn how to meet the developmental needs of young children, communicate with them, and effectively guide their early behaviour. Students will develop their research skills through investigations related to caregiving and child rearing.

Prerequisite: None

#### HOUSING AND HOME DESIGN, Grade 11 Open (HLS30)

This course introduces students to a range of issues related to housing and home design. Students will learn about the needs that housing fulfils; housing options; home maintenance and safety; and environmental, economic, legal, and social considerations related to housing. They will use the elements and principles of design to analyse design and decorating decisions. Students will develop research skills as they investigate issues related to housing and home design.

**[This course will be offered in even years. It will be offered again in September 2024-25.]**

Prerequisite: None

#### FOOD AND HEALTHY LIVING, Grade 12, Workplace Preparation (HFL4E)

This course focuses on the fundamental food needs of young adults. Students will learn how to stock a kitchen, make nutritious food choices, and accommodate the food needs of others. Through a range of practical experiences, they will develop skills needed in food preparation for personal use and for employment in the food industry. They will also learn about dining etiquette in different contexts and about responsible consumer practices. Students will use social science research methods to investigate issues related to food preparation and nutrition.

Prerequisite: None

#### INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY, AND SOCIOLOGY, Grade 11, University Preparation (HSP3UL)

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines. **[NOTE: This course will be offered through online delivery only.]**

Prerequisite: ENG2D or CHC2D

#### SOCIAL SCIENCES & HUMANITIES PATHWAY CHARTS

<http://edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf> - pages 14 - 19

**The courses offered at St. Michael are described in this course calendar. Other courses included in these pathway charts, although possibly offered elsewhere in the province of Ontario, are not offered at St. Michael.**

Career Planning: Samples of possible Family Studies-oriented careers: senior citizens program director, recreation in nursing home, government policy advisor, food microbiology, quality controller, teacher, nursery school, daycare Centre teacher, infant stimulation worker for babies, playroom therapist in hospitals, dietitian, nutritionist, home economist, food service management, entrepreneur and many more.

## Technological Education

### **TECHNOLOGY AND THE SKILLED TRADES, Grade 9, Open (TAS10)**

This hands-on course enables students to further explore the engineering design process and develop other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and technologies from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as precision measurement, as well as health and safety standards. Students will begin to explore job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers.

Prerequisite: None

### **Communications Technology**

#### **COMMUNICATIONS TECHNOLOGY, Open (TGJ20)**

This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology and explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.

Prerequisite: None

#### **COMMUNICATIONS TECHNOLOGY – Grade 11, University/College Preparation (TGJ3M)**

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues and explore college and university programs and career opportunities in the various communications technology fields.

Prerequisite: None

Recommended Background: TGJ20

#### **COMMUNICATIONS TECHNOLOGY, Grade 12, University/College Preparation (TGJ4M)**

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic

communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology, and will investigate career opportunities and challenges in a rapidly changing technological environment.

Prerequisite: TGJ3M

### **Construction Technology: Carpentry**

#### **CONSTRUCTION TECHNOLOGY, Grade 10, Open (TCJ20)**

This course introduces students to building materials and processes through opportunities to design and build various construction projects. Students will learn to create and read working drawings; become familiar with common construction materials, components, and processes; and perform a variety of fabrication, assembly, and finishing operations. They will use a variety of hand and power tools and apply knowledge of imperial and metric systems of measurement, as appropriate. Students will develop an awareness of environmental and societal issues related to construction technology, and will explore secondary and postsecondary pathways leading to careers in the industry.

Prerequisite: None

#### **CONSTRUCTION ENGINEERING TECHNOLOGY, Grade 11, College (TCJ3C)**

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

Prerequisite: None

#### **CONSTRUCTION ENGINEERING TECHNOLOGY, Grade 12, College Preparation (TCJ4C)**

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

Prerequisite: TCJ3C



## **Construction Technology: Electrical**

### **CONSTRUCTION TECHNOLOGY: Electrical/Network Cabling, Grade 11, Workplace Preparation (TCE3E)**

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

Prerequisite: None

### **CONSTRUCTION TECHNOLOGY: Electrical/Network Cabling, Grade 12, Workplace Preparation (TCE4E)**

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

Prerequisite: TCJ3E, TCE3E or TCE3ET

## **Design Technology**

### **TECHNOLOGICAL DESIGN, Grade 10, Open (TDJ2O)**

This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design, and learn about secondary and postsecondary education and training leading to careers in the field.

Prerequisite: None

### **TECHNOLOGICAL DESIGN, Grade 11, University/College Preparation (TDJ3M)**

This course examines how technological design is influenced by human, environmental, financial, and material

requirements and resources. Students will research, design, build, and assess solutions that meet specific human needs, using working drawings and other communication methods to present their design ideas. They will develop an awareness of environmental, societal, and cultural issues related to technological design, and will explore career opportunities in the field, as well as the college and/or university program requirements for them. Prerequisite: None.

### **TECHNOLOGICAL DESIGN AND THE ENVIRONMENT, Grade 11, Open (TDJ3O)**

This course enables students to apply a systematic process for researching, designing, building, and assessing solutions to address specific human and environmental challenges. Through their work on various projects, students will explore broad themes that may include aspects of industrial design, mechanical design, architectural design, control system design, and/or apparel design. Students will develop an awareness of environmental and societal issues related to technological design, and will learn about secondary and postsecondary pathways leading to careers in the field.

Prerequisite: None

### **TECHNOLOGICAL DESIGN, Grade 12 (TDJ4M)**

This course introduces students to the fundamentals of design advocacy and marketing, while building on their design skills and their knowledge of professional design practices. Students will apply a systematic design process to research, design, build, and assess solutions that meet specific human needs, using illustrations, presentation drawings, and other communication methods to present their designs. Students will enhance their problem-solving and communication skills, and explore career opportunities and the postsecondary education and training requirements for them. (There are consumable supplies which students will be required to purchase for this course).

Prerequisite: TDJ3M

### **TECHNOLOGICAL DESIGN IN THE TWENTY-FIRST CENTURY, Grade 12, Open (TDJ4O)**

This course focused on the relationship between society and technological development. Students will use appropriate tools, techniques, and strategies to research, design, build, and assess prototypes for products and/or processes that respond to society's changing needs. Students will describe how social factors, including culture, media, politics, religion, and environmental concerns, influence technological design. Students will also learn about professional practices in the field, and will research postsecondary pathways leading to careers related to technological design.

Prerequisite: None

Recommended prep: TDJ3O

## **Hairstyling and Aesthetics**

### **EXPLORING HAIRSTYLING and AESTHETICS, Grade 9, Open (TXJ1O)**

This exploratory course introduces students to concepts and skills related to hairstyling and aesthetics, including hair, nail,

and skin care applications. Students will develop an awareness of related environmental and societal issues, and will begin to explore secondary and postsecondary pathways leading to careers in the field.

Prerequisite: None

#### **HAIRSTYLING and AESTHETICS, Grade 10, Open (TXJ20)**

This course presents hairstyling, make-up, and nail care techniques from a salon/spa perspective. Using materials, processes, and techniques used in the industry, students learn fundamental skills in hairstyling, giving manicures and facials, and providing hair/scalp analyses and treatments. Students will also consider related environmental and societal issues, and will explore secondary and postsecondary pathways leading to careers in the field of hairstyling and aesthetics.

Prerequisite: None

#### **HAIRSTYLING and AESTHETICS, Grade 11, Workplace Preparation (TXJ3E)**

This course enables students to develop knowledge and skills in cosmetology and offers a variety of applications that will equip students to provide services for a diverse clientele. Students will identify trends in the hairstyling and aesthetics industry, learn about related health and safety laws, and expand their communication and interpersonal skills through interactions with peers and clients. Students will also consider environmental and societal issues related to the industry, and will acquire a more detailed knowledge of apprenticeships and direct-entry work positions.

Prerequisite: None

Recommended prep: TXJ20

#### **HAIRSTYLING and AESTHETICS, Grade 12, Workplace Preparation (TXJ4E)**

This course enables students to develop increased proficiency in a wide range of hairstyling and aesthetics services. Working in a salon/spa team environment, students will strengthen their fundamental cosmetology skills and develop an understanding of common business practices and strategies in the salon/spa industry. Students will also expand their understanding of environmental and societal issues and their knowledge of postsecondary destinations in the hairstyling and aesthetics industry.

Prerequisite: TXJ3E or TXJ3ET

### **Manufacturing Technology**

#### **MANUFACTURING TECHNOLOGY, Grade 10, Open (TMJ20)**

This course introduces students to the manufacturing industry by giving them an opportunity to design and fabricate products using a variety of processes, tools, and equipment. Students will learn about technical drawing, properties and preparation of materials, and manufacturing techniques. Student projects may include a robotic challenge, a design challenge, or a fabrication project involving processes such as machining, welding, vacuum forming, or injection moulding. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about secondary and postsecondary pathways leading to careers in industry.

Prerequisite: None

#### **MANUFACTURING TECHNOLOGY, Grade 11, College Preparation (TMJ3C)**

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

Prerequisite: None

#### **MANUFACTURING TECHNOLOGY, Grade 12, College Preparation (TMJ4C)**

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

Prerequisite: TMJ3C

### **Transportation Technology**

#### **TRANSPORTATION TECHNOLOGY, Grade 10, Open (TTJ20)**

This course introduces students to the service and maintenance of vehicles, aircraft, and/or watercraft. Students will develop knowledge and skills related to the construction and operation of vehicle/craft systems and learn maintenance and repair techniques. Student projects may include the construction of a self-propelled vehicle or craft, engine service, tire/wheel service, electrical/battery service, and proper body care. Students will develop an awareness of related environmental and societal issues and will explore secondary and postsecondary pathways leading to careers in the transportation industry.

Prerequisite: None

#### **TRANSPORTATION TECHNOLOGY, Auto Service, Grade 11, College Preparation (TTA3C)**

This course enables students to develop technical knowledge and skills as they study, test, service, and repair engine, electrical, suspension, brake, and steering systems on vehicles, aircraft, and/or watercraft. Students will develop communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will develop an awareness of environmental and societal issues related to transportation and will learn about apprenticeship and college programs leading to careers in the transportation industry.

Prerequisite: None

### **TRANSPORTATION TECHNOLOGY: Heavy Duty and Agricultural Equipment, Grade 11, Open (TTH3C)**

This course enables students to develop technical knowledge and skills as they study, test, service, and repair engine, electrical, suspension, brake, and steering systems on vehicles, aircraft, and/or watercraft. Students will develop communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will develop an awareness of environmental and societal issues related to transportation and will learn about apprenticeship and college programs leading to careers in the transportation industry. This senior transportation technology class offers students Ag-transportation technology credit with a focus on Agricultural repair, service and Ag-business as it relates to agriculture. This course enables students to develop the specialized knowledge and skills required to work with Ag-electrical, Ag-hydraulics, Ag-equipment and Ag-business certifications relating to everyday practices in agriculture. Students will solve problems related to farm and heavy equipment systems. Students will study and then apply this knowledge to in-class projects and work experiences. Students will be exposed to the tools and materials of the agricultural trade.

Prerequisite: None

### **TRANSPORTATION TECHNOLOGY, Vehicle Ownership, Grade 11, Open (TTJ3O) (1 credit only)**

[This course is offered to female students only]. This general interest course enables students to become familiar with the options and features of various vehicles, issues of registration, and the legal requirements affecting vehicle owners. Students will also learn about vehicle financing and insurance, vehicle maintenance, emergency procedures, and the responsibilities of being a vehicle owner. Students will develop an awareness of environmental and societal issues related to vehicle ownership and use, and will explore career opportunities in the transportation industry.

Prerequisite: None

### **TRANSPORTATION TECHNOLOGY, Grade 11, College Preparation (TTJ3C)**

This course enables students to develop technical knowledge and skills as they study, test, service, and repair engine, electrical, suspension, brake, and steering systems on vehicles, aircraft, and/or watercraft. Students will develop communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will develop an awareness of environmental and societal issues related to transportation, and will learn about apprenticeship and college programs leading to careers in the transportation industry.

Prerequisite: None

### **TRANSPORTATION TECHNOLOGY, Auto Service, Grade 12, College Preparation (TTA4C)**

This course enables students to further develop technical knowledge and skills as they study, test, service, and repair engine management systems; power trains; steering/control, suspension, brake, and body systems on vehicles, aircraft, and/or watercraft; and/or small engine products. Students will

refine communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will expand their awareness of environmental and societal issues related to transportation and their knowledge of apprenticeship and college programs leading to careers in the transportation industry.

Prerequisite: TTA3C

### **TRANSPORTATION TECHNOLOGY: Heavy Duty and Agricultural Equipment, Grade 11, Open (TTH4C)**

This course enables students to further develop technical knowledge and skills as they study, test, service, and repair engine management systems; power trains; steering/control, suspension, brake, and body systems on vehicles, aircraft, and/or watercraft; and/or small-engine products. Students will refine communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will expand their awareness of environmental and societal issues related to transportation and their knowledge of apprenticeship and college programs leading to careers in the transportation industry. This senior transportation technology class offers students Ag-transportation technology credits with a focus on Agricultural repair, service and Ag-business as it related to agriculture. This course enables students to develop the specialized knowledge and skills required to work with Ag-electrical, Ag-hydraulics, Ag-equipment and Ag-business certifications relating to everyday practices in agriculture. Students will solve problems related to farm and heavy equipment systems. Students will study and then apply this knowledge to in-class projects and work experiences. Students will be exposed to the tools and materials of the agricultural trade.

Prerequisite: TTH3C

### **TRANSPORTATION TECHNOLOGY, Grade 12, College Preparation (TTJ4C)**

This course enables students to develop technical knowledge and skills as they study, test, service, and repair engine management systems; powertrains; steering/control, suspension, brake, and body systems on vehicles, aircraft, and/or watercraft; and/or small-engine products. Students will refine communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will expand their awareness of environmental and societal issues related to transportation and their knowledge of apprenticeship and college programs leading to careers in the transportation industry.

Prerequisite: TTJ3C

#### **Technology Cooperative Education**

Cooperative education allows students to explore a work placement that reinforces the skills they learn in the classroom. Students can pick the co-op code that ties to the in-class tech education they have received. The code also indicates the number of credits they will earn at the workplace. Refer to page 36, Tech Co-op, for more information.

**Ontario Youth Apprenticeship Program – OYAP**

Please refer to page 5.

**TECHNOLOGY PATHWAY CHARTS**

<http://edu.gov.on.ca/eng/curriculum/secondary/2009teched1112curr.pdf> - pages 12 - 16

**The courses offered at St. Michael are described in this course calendar. Other courses included in these pathway charts, although possibly offered elsewhere in the province of Ontario, are not offered at St. Michael.**

**COMMUNICATIONS TECHNOLOGY**

Career Planning: Samples of possible communications technology careers include: graphic designer, animator, film producer, illustrator, layout artist, package designer, art director, camera person, colour consultant, cinematographer, director make-up artist, set designer, special effects person, publisher, advertiser, lighting consultant, media relations, plus many more; visit the Career Information Centre.