

GRADE 9  
*Information Booklet*  
2012-2013



**ST. THERESA CATHOLIC SECONDARY SCHOOL**

**135 Adam St, Belleville, ON**

Phone: 613.968.6993

<http://sainttheresa.ca>



† Be You † Be Patient † Be Yourself † Be Daring † Be Outgoing  
† Be Proud † Be Bold † Be Positive † Be Well † Rounded  
† Be Bright † Be A Legend † Be Courageous † Be Energetic  
† Be Artistic † Be Real † Be True  
† Be Fun † Be Professional † Be  
† Best † Be Here † Be Amusing  
† Be Enjoyable † Be Alive † Be  
† Familiar † Be Sparkling † Be Hu-  
† Cool † Be Funky † Be Groovy † Be  
† Able † Be Stylish † Be Great †  
† Be Magnificent † Be Superb  
† Be Brilliant † Be  
† Be Breathtaking † Be  
† Be Luminous † Be  
† Be Inspiring † Be  
† Be You † Be  
† Be Adventurous † Be  
† Be Bold † Be  
† Be Bright † Be  
† Be Luminescent † Be  
† Be Risky † Be  
† Be Heroic

**Be A ...**

# ST HERESA



† Be Reasonable † Be Stylish † Be Great † Be Marvelous † Be Wonderful  
† Be Magnificent † Be  
† Be Inspiring † Be  
† Be Fantastic † Be  
† Be Brilliant † Be  
† Be Amazing † Be  
† Be Astonishing † Be Radiant

**Student**

**ST. THERESA CATHOLIC SECONDARY SCHOOL**  
**School Directory**

Principal ..... Mrs. N. McKeown

Vice-Principal ..... Mr. S. Tracze

**Department Heads**

Communications ..... Mrs. N. More

Guidance / Math ..... Mr. D. Mulder

Health and Physical Education ..... Mrs. A. Bunton

Science / Business / Technology ..... Mr. B. Turner

Religion / Arts ..... Mr. S. Roach

Social Sciences ..... Mr. K. McGuire

Student Services / Student Success ..... Ms. L. Romano

**Telephone Directory**

Main Office	613-968-6993	School Fax	613-968-9470
Student Services Fax	613-968-6989	Web Site	<a href="http://www.sainttheresa.ca">http://www.sainttheresa.ca</a>
REACH	613-391-8873	Email:	<a href="mailto:flhpthss@alcdsb.on.ca">flhpthss@alcdsb.on.ca</a>

**The Algonquin and Lakeshore Catholic District School Board**

151 Dairy Avenue, Napanee, Ontario, K7R 4B2

1-800-581-1116

Web Site – [www.alcdsb.on.ca](http://www.alcdsb.on.ca)

Mr. Jody DiRocco, Director of Education



Dr. Maryanne Bullock, Superintendent of School Effectiveness

Terri Slack, Superintendent of School Effectiveness

Lynn Wallace, Superintendent of School Effectiveness

Theresa K... Superintendent of School Effectiveness

John Brisbois, Trustee

Tom Dall, Trustee

Wilf Garrah, Trustee

Brian Kerby, Trustee

W... Trustee

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# CURA ET AUDAX VIRTUTE

## COURAGE AND SERVICE THROUGH VIRTUE

St. Theresa Catholic Secondary School is a community of faith, learning and relationships.

Through our liturgical celebrations, our moments of daily prayer, our school community interactions, our greater community outreach programs and our social justice initiatives, we endeavour to always live the teachings of the Gospel in very tangible ways.

While all students pursue their own personal academic goals, as a school we have also chosen specific areas on which to focus. We are maintaining our high expectations for student literacy and are also providing a focus on numeracy skills. We are working closely with our community to enhance opportunities for relevant learning and to allow students to explore the many pathways that their working lives might take.

While academics rooted in faith are our reasons for existence, we realize that St. Theresa's offers so much more. We offer opportunities to become involved in a wide variety of co-curricular activities. Students who are looking for an opportunity to become involved in our school or in the global community can find their niche at St. Theresa Catholic Secondary. Our varsity sports, intramural activities, clubs and leadership groups give students the opportunity to learn the importance of blending our spiritual, academic and social lives.

We invite you to consider the full package: faith, educational goals and relationship-building as you plan your high school experience.

Ms. McKeown  
Principal

Mr. Tracze  
Vice Principal

*If you seek me with all your heart,  
I will let you find me*

*Jeb. 29:13*

## ST. THERESA CATHOLIC SECONDARY SCHOOL MISSION STATEMENT

The role of the educational system is really quite simple: to give young people the skills and knowledge that they will need to be contributing members in an ever-changing society where dedication, teamwork and lifelong learning are critical. It is also hoped that throughout this process, young men and women will discover their own God-given strengths, talents, and passions so that they can be prepared for a career that is not only suitable and viable, but enjoyable.

The first step in helping our youth on this journey of discovery is to encourage them, with concrete data from the employment sector, to complete an Ontario Secondary School Diploma. At St. Theresa Catholic Secondary School, we are committed to helping each and every student strive toward individual full potential and to fulfill personal goals. We have a variety of customized programs to assist with that successful outcome. We offer specialized courses, such as Specialist High Skills Major, Cooperative Education experiences, Credit Rescue and Recovery Programs and Alternate Off-Site Programming. More importantly, we offer a supportive, faith-based environment and a team of caring professionals who work one on one to offer each and every student a personalized timetable and a chance to succeed in reaching personal goals. This commitment is echoed in the St. Theresa Catholic Secondary School Mission Statement:



### ***St. Theresa Catholic Secondary School Mission Statement***

*We are all created in the likeness and image of God.*

*St. Theresa Catholic Secondary School is an inclusive Catholic faith community, rooted in the teachings of Jesus.*

*We respect the dignity of each person --- body, mind and soul.*

*Each individual is encouraged to choose a pathway with openness to God's calling.*

# ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS

Distinctive expectations for graduates of Catholic Schools are determined and shaped by the vision and destiny of the human person emerging from our faith tradition. This Christian anthropology or world view reveals the dignity and value of the person. Our tradition tells us that God creatively and lovingly calls each of us into the wonder of life, sustaining us by the power of the Holy Spirit, throughout the human journey, into life eternal. We acknowledge that the journey includes moments of brokenness and sin. We recognize in the person of Jesus, the risen Christ, the human face of God sharing our life in order to heal us of our brokenness and liberate us from sin. This Christian vision of the human journey is best understood within the context of relationship. It is accomplished in community, in solidarity with brothers and sisters in the Church and beyond.

Catholic education views human life as an integration of body, mind, and spirit. Rooted in this vision, Catholic education fosters the search for knowledge as a lifelong spiritual and academic quest. The expectations of Catholic graduates, therefore, are described not only in terms of knowledge and skills, but in terms of values, attitudes and actions.

## THE GRADUATE IS EXPECTED TO BE:

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

# INFORMATION FOR PARENTS AND STUDENTS

## ORGANIZATION OF ST. THERESA'S SCHOOL PROGRAMS

St. Theresa Catholic Secondary School operates on a two semester timetable. Students take four courses from September to January (Semester One), and then take four different courses from February to June (Semester Two).

In years one, two and three, students are expected to carry a full course load (4 credits per semester) to ensure favourable progress in accumulating specified requirements for their Ontario Secondary School Diploma (O.S.S.D.).

## COMMUNICATION WITH PARENTS

Through the co-operation of parents, teachers and the parishes, we can ensure the successful development of all our students. The best results are obtained when all the partners in Catholic education communicate regularly. We have an introductory meeting in the fall, individual parent/teacher interviews to discuss students' progress after the October and March reports, and two other written reports. We welcome parental requests for interviews at any time. By working together, we best serve the interests of our students and your children.

In an effort to communicate with students and parents concerning attendance and progress we have a number of reporting times.

	<u>Semester 1</u>	<u>Semester 2</u>
• Interim Reports	early October	early March
• Midterm Reports	mid November	mid April
• Final Reports	early February	early July

Newsletters and upcoming events are posted regularly on St. Theresa's website (<http://sainttheresa.ca>)

## COURSE SELECTION AND CHANGES

It is the **RESPONSIBILITY OF ALL STUDENTS TO MAKE CERTAIN THEY EARN CREDITS IN COURSES WHICH WILL ENABLE THEM TO MEET THEIR LONG-TERM GOALS.** Students are urged to consult with teachers, counsellors and parents in order to determine the proper course and/or stream best suited for their success. All students are expected to register for a full timetable.

**COURSES CAN BE OFFERED ONLY WHEN SELECTED BY A REASONABLE NUMBER OF STUDENTS AND AT THE DISCRETION OF THE PRINCIPAL.** Some courses, therefore, may not be offered even though they appear in the calendar's descriptions. A list of these cancellations will be made available as early as possible.

# INFORMATION FOR PARENTS AND STUDENTS

## COURSE TRANSFERS DURING THE YEAR

Course transfers are possible if made early in the semester. ***Students are expected to follow the timetable that has been built in response to their choices. However, at times adjustments are made if post-secondary and career choices are affected.*** Any transfers are dependent upon available space in appropriate classes, and it being feasible to timetable the change. All course/stream changes made after two weeks into the semester shall require the written approval of the teacher, principal, parent/guardian and teacher counsellor. It is imperative that courses be chosen with prudence and forethought to post-secondary destinations. Students need to research Apprenticeship, College and University calendars and websites to ensure correct course requirements. Websites such as OSCA ([www.osca.on.ca](http://www.osca.on.ca)) are helpful planning tools.

## THE PATH TO SUCCESS

Education is a team effort between students, family, parish and the school, which is strengthened by our communication links. If at any time parents or guardians have questions about students or the school, please do not hesitate to contact the Principal, Vice-Principal, Guidance/Resource Teacher or the subject teacher.

Students are urged to strive to achieve their highest potential. In order to achieve this success, students are expected to attend classes on a regular basis, to be punctual and to be prepared for each class with all required materials and with assigned work completed. A copy of the school's attendance policy is distributed to each student in September and is published in the St. Theresa agenda book.

## CODE OF CONDUCT & THE SAFE SCHOOLS POLICY

The Algonquin and Lakeshore Catholic District School Board and the St. Theresa Catholic Secondary School community is committed to a Code of Conduct and the Safe Schools Policy. The central tenets are as follows:

- We see a school community in which Christ's teachings and our Catholic faith have a central place.
- We see a school community which is in a cooperative and supportive relationship with the Home, Parish and other members of its broader constituency.
- We see a school community which provides an education that is of the highest quality which is demanding, supportive and which promotes confident, hopeful, life long learning in all students.
- We see a school community which enables students to develop an awareness of their individual gifts and talents in order to be truly responsible to themselves and others.

**A complete copy of the Code of Conduct is available each year to parents and students and is published in the School Agenda Book. The Safe Schools Policy is available at the Ministry of Education site for the government of Ontario ([www.edu.gov.on.ca](http://www.edu.gov.on.ca)).**

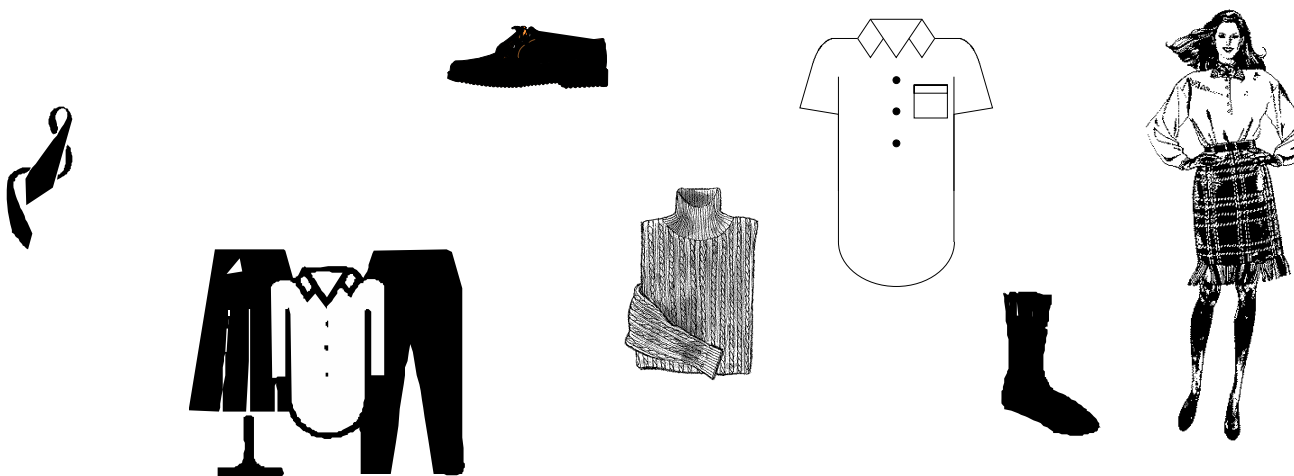
Students are expected to strive for a high standard of personal conduct and to treat their staff and fellow students with respect and courtesy at all times. Students are also expected to attend all of their classes and to arrive punctually and be prepared to participate. Many of these expectations are essential habits to help foster academic success.

# SCHOOL DRESS CODE AT ST. THERESA CATHOLIC SECONDARY SCHOOL

The uniform has several purposes and benefits: it reduces the cost of clothing over the years at secondary school; it creates a sense of belonging to the school community; it creates a feeling of self-worth and personal pride; it reduces the competition for brand name clothing; and it creates an atmosphere suitable for the business of learning.

<u>FEMALE</u>	<u>MALE</u>
<ul style="list-style-type: none"> <li>• School blue or white golf shirt (long or short sleeved)</li> <li>• School turtleneck</li> <li>• Undershirts must be white or navy blue</li> <li>• Kilt, school dress pant or school shorts</li> <li>• School sweatshirt or school vest</li> <li>• Socks or tights – navy, burgundy, black or white – no pattern</li> <li>• Black shoes including laces and sole</li> </ul>	<ul style="list-style-type: none"> <li>• School blue or white golf shirt (long or short sleeved); or dress shirt (tucked in) with St. Theresa tartan or navy crested tie</li> <li>• School turtleneck</li> <li>• Undershirts must be white or navy blue</li> <li>• School dress pants or school shorts</li> <li>• School sweatshirt or school vest</li> <li>• Black shoes including laces and sole</li> </ul>

**NOTE: A school shirt MUST be worn under the sweatshirt for both male and female uniforms. Long sleeved shirts under short sleeve shirts is NOT part of the dress code.**



**Civies Day occurs on the last Friday of each month.**

*A Successful Life: To laugh often and much; to win the respect of intelligent people and the affection of children; to earn the appreciation of honest critics and endure the betrayal of false friends; to appreciate beauty, to find the best in others; to leave the world a bit better, whether by a healthy child, a garden patch or a redeemed social condition; to know even one life has breathed easier because you have lived.*

*Ralph Waldo Emerson*

# ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment and evaluation helps teachers to identify students' difficulties as well as to detect weaknesses in programming. Assessment and evaluation are important tools for adapting curriculum and instructional approaches to meet students' needs and for determining the overall effectiveness of programs and classroom practices.

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well students are achieving the curriculum expectations. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation is the process of judging the quality of a student's work on the basis of established achievement criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade. Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in the secondary curriculum policy documents. These documents can be accessed at the Ministry of Education website: [www.edu.gov.on.ca](http://www.edu.gov.on.ca) and link to Secondary Curriculum.

## EVALUATION AND EXAMINATION POLICIES

Evaluation is based on the level of achievement that the student demonstrates in the skills and knowledge covered in a course. Seventy per cent of the evaluation is based on classroom work and may be determined through a variety of methods such as ongoing class demonstrations, presentations, essays, performances and classroom tests and quizzes. Thirty percent of the evaluation is based on a final summative evaluation that may be determined through a variety of methods in the latter portion of the course. These could include a portfolio, essay, examination and/or demonstration. This final evaluation reflects the range and level of student skills and knowledge towards the conclusion of the course.

At the beginning of every course, each student is given a course outline indicating assessment and evaluation procedures for the course. Course outlines are available upon request in the Administrative Office.

## THE ONTARIO STUDENT RECORD

The Ontario Student Record is the official school record for a student.

Every Ontario school keeps an OSR for each student enrolled at that school. The OSR contains achievement results, credits earned and diploma requirements completed, and other information important to the education of the student. Students and their parents/guardians (if the student is not an adult) may examine the contents of the OSR upon request to the Principal. The Education Act and Freedom of Information legislation protect these records.

*"All of us do not have special talent but all of us should have an equal opportunity to develop our talents."*

*John F. Kennedy*

# THE ONTARIO STUDENT TRANSCRIPT

The Ontario Student Transcript (O.S.T.) provides a comprehensive record of a student's overall achievement in high school. The credits that a secondary school student has earned towards fulfilment of the requirements for the graduation diploma will be recorded on the O.S.T. The Ontario Student Transcript is an official and consistent summary of a student's achievement in Ontario secondary school credit courses. A current, accurate and complete copy of the O.S.T. will be included within the Ontario Student Record.

The transcript, which is part of the Ontario Student Record (OSR), will include the following information:

- the student's achievement in Grades 9 and 10, with percentage grades earned and credits gained for successfully completed credit courses;
- a list of all Grade 11 and 12 courses taken or attempted by the student, with the percentage grades earned and the credits gained;
- identification of any course that has been substituted for one that is a diploma requirement;
- the student's final result on the provincial secondary school literacy test or course;
- the completion of community service hours;
- an indication of any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12 course.

The Ministry of Education and Training has a policy of full disclosure. This policy states that all grade 11, 12 and OAC courses attempted by students must be recorded on the Ontario Student Transcript. Full disclosure does not apply to students in grades 9 or 10. Any grade 11 or 12 course completed, dropped or failed will appear on a student transcript along with the marks earned in the program. **Full disclosure will take effect five (5) instructional days following the issue of the Mid-Term Provincial report card.**

## SCHOOL COUNCIL

This council is actively involved in providing support and services for the students of St. Theresa Catholic Secondary School. All parents/guardians are eligible to run for school council. We welcome your participation. This council initiates activities and programs in the following areas: spirituality, guidance, career education, positive growth, communication and fund raising. The work of the council will bring significant benefit to the school community.

## TRANSPORTATION

If you have questions or concerns regarding your son's or daughter's school transportation, please contact the Tri-board transportation authority at 1-866-569-6638, extension 316.

# PROGRAMS AND SERVICES AT ST. THERESA

## PASTORAL SERVICES

Our Pastoral Services Team is comprised of our priest chaplain, a department head teacher, and the coordinator of Pastoral Care Services who work together to assist members of our school community in their spiritual growth through morning prayer, prayer services, retreats, celebration of the sacraments, organizing liturgies, counselling, providing and supporting opportunities for social justice initiatives, pro-life participation, charitable activities and serving as a liaison between our students and the Archdiocese of Kingston, the Archbishop and our Parish Priests.

A Christian view of life permeates all subjects in Catholic schools. Education in religion is also taught as separate courses, and the Board requires that all students enrol in a religion course in each year of secondary school.

Students are also expected to live the Christian message through prayer, attendance at school liturgies, and through service to others.

## CAREER AND GUIDANCE EDUCATION (STUDENT SERVICES)

The Guidance and Career Education Program is a vital and integral part of the secondary school program. Through this program, students will acquire the knowledge and skills that they require in order to learn effectively, to live and work cooperatively and productively with a wide range of people, to set and pursue education and career goals, and to carry out their social responsibilities.

The program is delivered through various means, including classroom instruction, orientation and exit programs, completion of the annual education plan, career exploration activities, and individual assistance and short-term counselling.

The goals of the guidance and career education program are outlined in the policy document entitled ***Choices Into Action: Guidance and Career Education Program Policy for Elementary and Secondary Students, 1999.***

Guidance staff assists students with:

### **Individual Counselling**

About courses, careers, college, university and apprenticeship opportunities and personal concerns.

### **Interest Inventories**

To learn more about yourself and potential career opportunities.

### **Career Cruising/myBlueprint.ca**

Computer information about jobs and careers.

### **Hard & Soft Copy Information**

About careers, colleges, universities, apprenticeships and other opportunities. Records of total credits earned towards graduation.

### **Special Programs**

Information on special programs such as dual credits, Specialist High Skills Majors.

### **Scholarship and Financial Aid**

Information, applications and planning.

### **Group Sessions**

On job search techniques, post-secondary planning, study skills, life skills, and personal issues.

### **Peer Tutoring / Peer Mentoring**

Provided by student volunteers.

### **Registration and Orientation**

For next year, workplace, college, apprenticeship or university destinations.

**Appointments can be requested by talking with the secretary in Student Services or by contacting a teacher-counsellor.**

St. Theresa's Student Services Department encourages students and parents/guardians to participate fully in the programs, workshops, lessons and individual sessions intended to assist students in moving successfully toward their post-secondary destinations. In addition, students are assisted in accessing the following community agencies & resources:

- St. Theresa Chaplain Services
- Children's Mental Health
- Hastings & Prince Edward County Health Unit
- Children's Aid Society
- Attendance Counselling
- Local Police Service
- Youthhab
- Job Connect
- Addiction Assessment Counselling

# PROGRAMS AND SERVICES AT ST. THERESA

## STUDENTS AND THE YOUTH COUNSELLOR

St. Theresa Catholic Secondary School has a Child and Youth counsellor to assist students who may be experiencing some of the following difficulties:

- Poor attendance or academic difficulties
- Considered at risk of dropping out
- Self esteem and emotional issues
- Problem solving and decision making
- Social skills and behaviour management
- Personal or family crises which impact school performance

See a counsellor for a referral.

## ANNUAL EDUCATION PLAN

Each student in Grade 7 to 12 will prepare an annual education plan. Students in Grades 7 to 11 will prepare their plan with the assistance of their parents and guidance counsellor. Students will use the plan to set long and short term goals and to review and revise them each year. The annual education plan for students in Grades 9 to 12 will identify:

- the student's goals for academic achievement;
- the student's course selections for the following year;
- the extracurricular activities, Cooperative Education programs and work experience opportunities in which the student will be participating both in and outside school;
- a range of possible post-secondary goals.

Beginning in Grade 10, students should consider and research the requirements for continued study at a college or university or private vocational school; apprenticeships or internships; or direct entry into the work force.

The plan will be reviewed at least twice a year.

Excellent websites to assist in this plan:

[www.careercruising.com](http://www.careercruising.com)

User Name: Algonquin

Password: 1220

[www.myBlueprint.ca](http://www.myBlueprint.ca)

Activation Key: Sttheresacss

## EXPERIENTIAL LEARNING OPPORTUNITIES

Planned learning experiences that take place in the community, including job shadowing, Take Our Kids to Work day, job twinning, Mission Employable, work experience and virtual work experience, and cooperative education, provide students who are enrolled in courses of all types and in all disciplines with the opportunity to enhance their school programs. Experiential learning can assist all students who are bound for university, college, apprenticeship, or the workplace, in making career decisions as well as in developing the knowledge, skills, and attitudes that are essential in today's society. All forms of experiential learning are a valuable complement to students' academic experience and preparation for the future. When organized in a sequential fashion that meets career development needs, experiential learning can maximize student growth and development, and is encouraged. See a counsellor regarding any of these types of experiential learning opportunities.

*“Whatever your discipline, become a student of excellence in all things. Take every opportunity to observe people who manifest the qualities of mastery.”*

*Tony Buzan*

# PROGRAMS AND SERVICES AT ST. THERESA

## STUDENT SUCCESS STRATEGIES

Every student learns differently. Now there are exciting new ways for them to participate in high school and earn the credits they need.

- **Student Success Teams** work with school staff, students, parents and the wider community to ensure that, together, we help more students earn the credits necessary to graduate. A new addition to secondary schools is the Student Success Teacher who advocates for and mentors students, monitors students, and develops interventions for struggling students. Such interventions may include credit rescue, credit recovery, and other opportunities.
- **The Credit Recovery Program** (CRP) is designed for students who are most at risk of falling behind in their credit accumulation and leaving school without an Ontario Secondary School Diploma as a result. The CRP provides a student who has failed a credit, a second opportunity to meet grade level expectations to achieve the same credit. Eligibility of a student to participate in CRP will be determined by the factors which impacted on the student's lack of success the first time through the credit, the student's program pathway, the student's overall academic performance, and the principal's direction.
- **Specialist High Skills Major** offers an opportunity for students who have a career path in mind to customize their learning. Students take "bundles" of six to twelve courses that help them prepare for specific employment sectors, such as hospitality and tourism, arts and culture, construction, manufacturing, and primary industries.

### **St. Theresa Specialist High Skills Major**

- Students can enrol in the following industry specific High Skills Majors at St. Theresa:

Hospitality & Tourism  
Information & Communication  
Transportation  
Health & Wellness  
Application pending approval – Sports: Fitness & Management Systems

Students have an opportunity to develop skills and gain valuable work experience and complete industry valued certifications (i.e. WHIMIS, First Aid, Customer Service, etc.). In addition, partnerships with post-secondary institutions give students reach ahead opportunities.

- **Transitions**  
Students who have difficulty making the move from elementary to high school will get the support they need through increased individual attention, monitoring, and programming tailored to fit their individual situation. Secondary schools work closely with their elementary counterparts to gather information that will assist them in ensuring a successful transition for students.
- **Cooperative Education** is a great way to learn skills and gain experience from the workplace, and get a "head start" with building a resumé. Students can now include two co-op credits within the 18 compulsory credits that they need to graduate.

- **Dual Credit Programs**

The Dual Credit Program provides secondary students with the opportunity to earn up to four, non compulsory dual credits by participating in apprenticeship training and post-secondary courses that count toward both their secondary school diploma and their post-secondary diploma or apprenticeship certification. The course codes for dual credit classes differ from the course codes delivered at the home school.

Dual Credits are one example of programming that supports the Learning to 18 mandate of the Ministry of Education to improve the graduation rate, address the achievement gap and to increase confidence in public education. Dual credit programs are intended to assist secondary students in the completion of their OSSD and create a successful transition to college and apprenticeship programs. All dual credit programs involve a dedicated role for secondary school teachers ranging from direct instruction to support and supervision of students.

All Dual Credit delivery models are approved and funded by the Ministry of Education and Ministry of Training, Colleges, Universities through School/College/Work Initiative (SCWI). Our board is using the following delivery approaches: dual credit based on college-delivered level 1 apprenticeship involving a dedicated role for secondary teachers, dual credit based on college-delivered course involving a dedicated role for secondary teachers, dual credit based on team-teaching of matched college and secondary curriculum. Consult your Guidance Counsellor for details.

**Dual Credit Offerings in 2011 – 2012 School Year** \* Dependent on enrolment

Automotive Service Technician – OYAP	Sem II, February – April	Loyalist
Brick and Stone Mason Apprenticeship – OYAP	Sem II, February – April	St. Lawrence
Carpentry Apprenticeship – OYAP	Sem II, February – April	St. Lawrence
Construction Renovations (SHSM)	Sem II, February – June	Loyalist
Cook/Culinary Arts – OYAP	Sem II, February – June	Loyalist
Early Childhood Education – OYAP Child & Youth Worker	Sem II, February – June Sem I	Loyalist Loyalist
Esthetics and Nails	To be announced	Loyalist
Hairstylist – OYAP @ SLC	Sem I & II	St. Lawrence
ROOTS	Sem I	Loyalist
Addictions	Sem I	St. Lawrence

For more information contact your high school Guidance Department

# PROGRAMS AND SERVICES AT ST. THERESA

## COMMUNICATIONS TECHNOLOGY

St. Theresa is extremely proud of its advances in communication technologies. With three computer labs and access to computers in the library as well as many classrooms, students become involved and competent in the many areas of computer literacy. ***All students entering grade 9 are introduced to Information Technology in September and perform electronic research in the grade 9 programme. All students must sign a contract (found in agenda) to obtain a login for computer use in the school.***

## THE ST. THERESA LIBRARY INFORMATION CENTRE

The St. Theresa Library Information Centre is staffed by teacher-librarians Mrs. McCabe and Mrs. Brown. They are available to assist students with their research, writing and presentations. They work in collaboration with subject teachers to teach research and literacy skills, to promote print literacy and to encourage a love of reading.

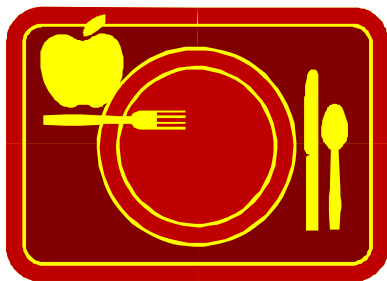
Our library continues to evolve, adding new print and electronic resources to meet the needs of the school population. Our fiction collection includes audio books. We are developing a collection of E-books for research. Magazines are a popular choice for leisure reading. All of our library resources may be accessed by way of our online catalogue. The library intranet provides assistance with documentation as well as access to our databases, which are available at school or from home.

The St. Theresa Library Information Centre is open from 8:00 a.m. until 3:00 p.m. Monday through Thursday and from 8:30 a.m. until 2:30 p.m. on Friday (including lunch hour daily). Come and explore our facilities!

## BUSINESS PARTNERSHIP

St. Theresa has forged partnerships with local businesses and industry to allow students to apply their skills and knowledge in the context of actual circumstances.

## CAFETERIA



The cafeteria, located in the spectacular Great Hall, offers a full menu of food and beverage items. It is run by St. Theresa in partnership with Brown's Fine Foods. Healthy food choices are offered daily including salads, subs, wraps and sandwiches, as well as hot choices. The outstanding service and quality of our cafeteria was awarded the Eat Smart Award from 2008 through to 2011..

# PROGRAMS AND SERVICES AT ST. THERESA

## PROGRAMS FOR STUDENTS WITH SPECIAL NEEDS

### *Special Education*

Special Education teachers provide support to students with various learning needs. In collaboration with classroom teachers, Special Education teachers may offer:

- assistive technology support
- literacy and numeracy assistance
- support for EQAO testing
- support in all subjects
- time management and study habit strategies
- an alternate setting for test and exam writing
- recommendations for accommodations and modified evaluation
- recommendations for Queen's On-Line To Success and/or other enrichment activities

### *Exceptional Students*

A student may be identified as an exceptional learner requiring an enriched, modified or accommodated program and evaluation. The student's exceptionality and placement are subject to review each year through the IPRC process.

An exceptional student's needs may be met by the regular subject teacher(s) working in partnership with the Special Education teacher(s). Students may receive assistance in a number of ways, such as:

- regular program within the classroom by the teacher
- withdrawal support in the Special Education Resource room
- indirect support through programming assistance provided to the subject teacher by the Special Education teacher
- Special Education class with partial integration (Life Skills Developmental Centre)

Planning and support is based on close co-operation between the subject teacher, the Special Education teacher(s) and parents. Parents can obtain the Board's Special Education Parent Guide - Policies and Programs through the school's Special Education Department or through Student Services at the Board office, Napanee.

# PROGRAMS AND SERVICES AT ST. THERESA

## ***Individual Education Plan (IEP)***

An Individual Education Plan (IEP) is developed for every student who has been identified as exceptional by an Identification, Placement, and Review Committee (IPRC). Accommodations and modifications to programming are described in the plan. If your child has modifications to programming, you will see a check mark in the IEP box on the report card for every course to which the modifications apply. If you are a parent/guardian of an identified exceptional learner, you will receive a copy of the current Individual Educational Plan for your son/daughter within 30 days of placement. Students who have not been formally identified as exceptional but who have special needs and are receiving special education services may also have an IEP.

## ***Special Education Advisory Council (SEAC)***

The Board's Special Education Advisory Committee (SEAC) makes recommendations to the Board regarding establishment and development of Special Education Programs and Services for the exceptional pupils of the Board.

Information regarding SEAC and its nomination process can be obtained through the Principal or the Board's Student Services Department.

## **COOPERATIVE EDUCATION**

### **WHAT IS CO-OP?**

Cooperative Education is a program that offers senior students the opportunity to extend classroom learning into supervised learning experiences in the community while earning two or four credits. Students will gain further knowledge of a subject area through practical experience. Co-op can be related to any course that the student has taken or is taking while enrolled in the Co-op program, regardless of whether the student is bound for college, university, apprenticeship or the workplace.

### **WHY CO-OP?**

If you have always wondered about your future career, then Co-op makes the choice easier. The Co-op candidate has the opportunity to try out a possible career and see if the career is right for them. Each student also has the chance to hear about what other students are doing through integration classes during the semester where students reflect and share so you can learn first hand about many different careers.

# PROGRAMS AND SERVICES AT ST. THERESA

## THE SKILLED TRADES

Apprenticeship is an agreement between a person who wants to learn a skilled trade and an employer who needs a skilled worker. Eighty to ninety percent of training occurs on the job, where the apprentice learns by watching, practising and performing tasks. Ten to twenty percent is theoretical, in-school training, delivered by an approved agent.

**The average age of a trades person in Canada is over 48 years old. This means in the next seven to ten years, there is going to be almost 100% turnover in the skilled trades. Frequently there is a huge demand for journey people in a variety of trades and students of St. Theresa should consider a trade as a career.**

The theory component for the following apprenticeships will be offered through OYAP:

- |  |                                    |
|--|------------------------------------|
| • <b>Automotive Service Technician</b> | Loyalist College, Belleville       |
| • <b>Cook</b>                          | Loyalist College, Belleville       |
| • <b>Early Childhood Educator</b>      | Loyalist College, Belleville       |
| • <b>Construction Craft Worker</b>     | Life Long Learning Centre, Cobourg |
| • <b>Hairdresser</b>                   | St. Lawrence College, Kingston     |
| • <b>Carpenter</b>                     | St. Lawrence College, Kingston     |

***NOTE: Transportation to Loyalist College and Life Long Learning Centre is supported by Algonquin & Lakeshore Catholic District School Board and OYAP***

These programs allow secondary school students to complete Part One of the theoretical components needed for all apprenticeship training. To be successful, the student will be required to meet the training requirements of the Ministry of Training, Colleges and Universities. The student will complete secondary school Cooperative Education credits in conjunction with the College or approved Training Centre program.

The **Automotive, Construction Craft Worker and Cook** apprenticeships require students to have a full semester for the combined Co-op/theory programs.

The **Hairdresser, Early Childhood Educator and Carpenter** apprenticeships require the students to be registered as apprentices with an employer. For timetabling requirements contact the Co-op office.

**If you have an interest in a trade other than those listed above, see your Guidance Counsellor or Cooperative Education Teacher since every apprenticeship program can be individually tailored for students.**

## The Algonquin Lakeshore Technology Centre (Off site)

The Algonquin & Lakeshore Catholic District School Board and Sir James Whitney School have formed a partnership in order to provide technological training for their students. Course offerings include Transportation, Construction, Hairstyling & Aesthetics and Hospitality & Tourism. These courses will be provided off campus in two credit blocks. Please consult the course calendar under the Technology sections, grade 10 through 12, for specifics on these course offerings.

For more information and details, see your  
**Guidance Counsellor and/or Cooperative Education Teacher**  
regarding the Application Procedure for all Cooperative Education and Apprenticeship Programs .

# ONTARIO SECONDARY SCHOOL DIPLOMA

## ***Definition of a Credit:***

Recognizing the successful completion of a course for which a minimum of 110 hours is scheduled, a credit is granted to a student by the principal of a secondary school on behalf of the Minister of Education. Partial credits may also be offered in certain designated courses and those open courses where a minimum of 55 hours is scheduled.

**In order to earn an OSSD a student must:**

- **earn 30 credits (18 compulsory and 12 optional credits)**
- **complete 40 hours of community involvement activities**
- **successfully complete the provincial Literacy Test or Ontario Literacy Course**

## **18 Compulsory Credits**

- 4 credits in English (*1 credit per grade*)\*
- 3 credits in mathematics (at least 1 credit earned in Grade 11 or 12)
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics

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

- 1 additional credit in English, or a third language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education
- 1 additional credit in health and physical, or the arts, or business studies, or cooperative education\*
- 1 additional credit in grade 11 or 12 science, technological education, cooperative education or computer studies

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

\* A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

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

\*\*\* The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

## **In addition to the compulsory credits, students must complete 12 Optional Credits**

Credits to be earned in courses of their choice, selected from the full list of courses available in the school course calendar. Optional credits allow students to build an educational program that suits their individual interests and meets apprenticeship/workplace, college, or university requirements.

# ONTARIO SECONDARY SCHOOL DIPLOMA

## GRADUATION LITERACY REQUIREMENT

All students are required to meet the literacy graduation requirement in accordance with Ministry of Education policy. Most students will meet the requirement by successfully completing the Ontario Secondary School Literacy Test (OSSLT) or the Ontario Secondary School Literacy Course (OSSLC). Some students may be allowed to meet the requirement by successfully completing a special adjudication process.

### The Ontario Secondary School Literacy Test (OSSLT)

The OSSLT is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. Its purpose is to determine whether students have the skills in reading and writing that they will need to succeed at school, at work, and in daily life. Students who are working towards their diploma will normally take the OSSLT when they are in Grade 10. Those who do not take the test in the year following the year in which they enter Grade 9 will require a deferral. Once students have successfully completed the literacy test, they may not retake it. Students working towards a certificate are not required to complete the OSSLT. A student will take the OSSLT in the language of instruction of the school in which he or she is enrolled at the time of test administration.

### The Ontario Secondary School Literacy Course (OSSLC)

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). To be eligible for the course, a student must have been eligible to write the OSSLT at least once. Students who complete the course successfully will meet the provincial literacy requirement for graduation.

### The Adjudication Process

In June 2004, the ministry introduced an adjudication process. School boards may now establish adjudication panels at the end of the school year to provide certain students with an additional opportunity to meet the literacy graduation requirement. These students include those who would otherwise be eligible to graduate in June but, through no fault of their own, have not been able to take advantage of the normal opportunities to write the OSSLT, and/or have not been able to enrol in or complete the OSSLC, owing to unforeseen circumstances. Also eligible for the adjudication process are students who were receiving special education programs or services, and who had an IEP documenting required accommodation, but, owing to unforeseen circumstances, did not have access to these accommodations when they were taking the OSSLT. Please contact your Guidance Counsellor to determine if you are eligible for the Adjudication Process.



**“There is a brilliant child locked inside every student.”**

**Marva Collins**

# ONTARIO SECONDARY SCHOOL DIPLOMA

## 40 HOURS OF COMMUNITY INVOLVEMENT

Students must complete a minimum of 40 hours of community involvement as a requirement of the Ontario Secondary School Diploma. These 40 hours may be completed at any time during the student's high school years and may take place in a variety of settings, including not-for-profit organizations, business, public sector institutions and informal settings. Students, in collaboration with their parents, will decide how they will complete the community involvement requirement. Students may complete any number of eligible activities as outlined in the Algonquin and Lakeshore Catholic District School Board Community Involvement pamphlet available in the Guidance office.

Activities must be completed outside of normal instructional school hours, may not be a part of a credit program and students may not receive pay for their community involvement activities. Students will maintain a record of their community involvement activities on their **COMMUNITY INVOLVEMENT COMPLETION FORM**. The purpose of community involvement is to encourage students to develop an awareness and understanding of civic responsibility and of the role they can play to contribute to their communities. Examples of community involvement activities include: activities within the school such as Student Council committee work, helping an elderly neighbour, volunteering at a local hospital, helping at a community event and tutoring an elementary school student.

## THE ONTARIO SECONDARY SCHOOL CERTIFICATE

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

- 2 credits in English
- 1 credit in Canadian Geography or Canadian History
- 1 credit in Mathematics
- 1 credit in Science
- 1 credit in Health and Physical Education
- 1 credit in the Arts or Technological Education

**Optional Credits** (total of 7)

## THE CERTIFICATE OF ACCOMPLISHMENT

The Certificate of Accomplishment may be granted on request to students who leave school before earning the Ontario School Diploma or the Ontario Secondary School Certificate. There are no compulsory courses required for this certificate.

## SUBSTITUTIONS FOR COMPULSORY CREDITS

To meet students' individual needs, the Principal may substitute up to three compulsory credit courses with courses from the remainder of those that meet the compulsory credit requirements. The decision to make a substitution for a student should be made only if the student's educational interests are best served by such substitutions. The Principal will determine whether or not a substitution should be made in consultation with parents or the adult student and appropriate school staff. Each substitution will be noted on the student's Ontario Student Transcript.

*“Education is the most powerful weapon which you can use to change the world.”*

*Nelson Mandela*

# COURSE INFORMATION FOR OSS STUDENTS

## DEFINITIONS OF TYPES OF COURSES

### OVERVIEW: Grades 9 and 10

In these years, students select from academic, applied, locally developed, and open courses in order to add to their knowledge and skills base, explore their interests, and determine the type of educational program they are best suited to undertake in Grades 11 and 12. Students are not required to make binding decisions about a particular educational and career path.

#### Types of Courses

Four types of courses are offered in grades 9 and 10: open, locally developed, applied and academic.

**Open Courses:** Courses are designated to prepare students for further study in a subject, and to enrich their education generally. Open courses comprise a set of expectations that are appropriate for all students. Courses include: Religion, Art, Drama, Music, Dance, Guitar, Learning Strategies, Hockey, Hospitality, Computers, Physical and Health Education, and Technology in Grade 9.

## A GUIDE FOR CHOOSING ACADEMIC OR APPLIED IN GRADES 9 & 10

The following information will assist Grade 8 teachers, students and their parents in choosing appropriate Grade 9 course types.

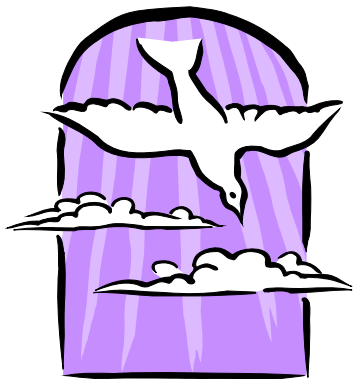
**An Alternative Course** is a non-credit course. The course expectations as an alternative course are individualized for the student and generally focus on preparing the student for daily living.

**Locally Developed Compulsory Courses** were designed to meet the needs of students who may be unable to meet the expectations of the academic and applied courses in Grades 9 and 10. Like other types of courses, there is a standard curriculum. A student may count no more than 6 such locally developed courses as compulsory credits.

An **Applied Course** covers the essential concepts of a subject. Knowledge and skills will be developed through both theory and practical application, but the focus will be on practical application. In applied courses, familiar, real-life situations will be used to illustrate ideas, and students will be given more opportunities to experience hands-on applications of the concepts being studied. Likely destinations are apprenticeships, world of work, and some college programs.

In an **Academic Course**, students will learn the essential concepts of a subject and explore related materials as well. Although knowledge and skills in the subject will be developed through both theory and practical application, the emphasis will be on theory and abstract thinking as a basis for future and problem solving. Likely destinations are university and some college programs.

Students choose academic or applied types of courses in the core subjects only: Mathematics, Science, Geography, English, French and History.



*“The future belongs to those who believe in the beauty of their dreams.”*

*Marie Curie*

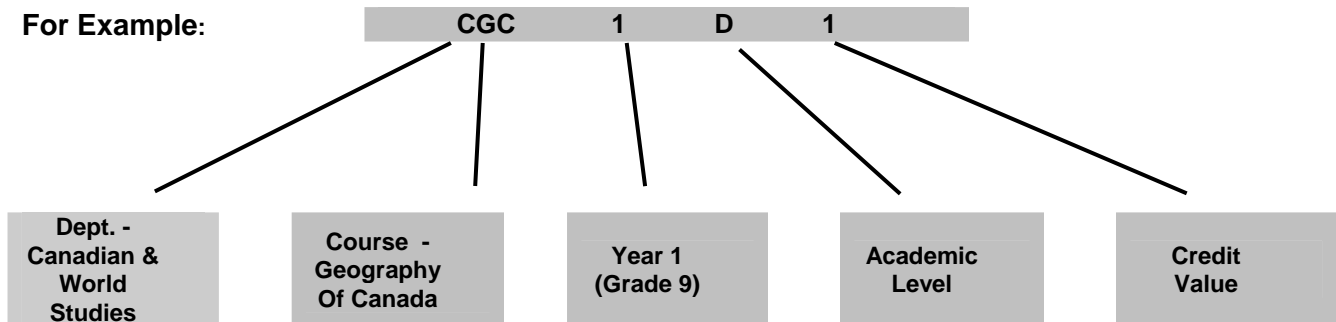
# COURSE CODING SYSTEM

## COURSE CODES

The Course Code Identifies

the course  
the year of study  
the level

For Example:



### Course Code Explanations

#### Course Codes:

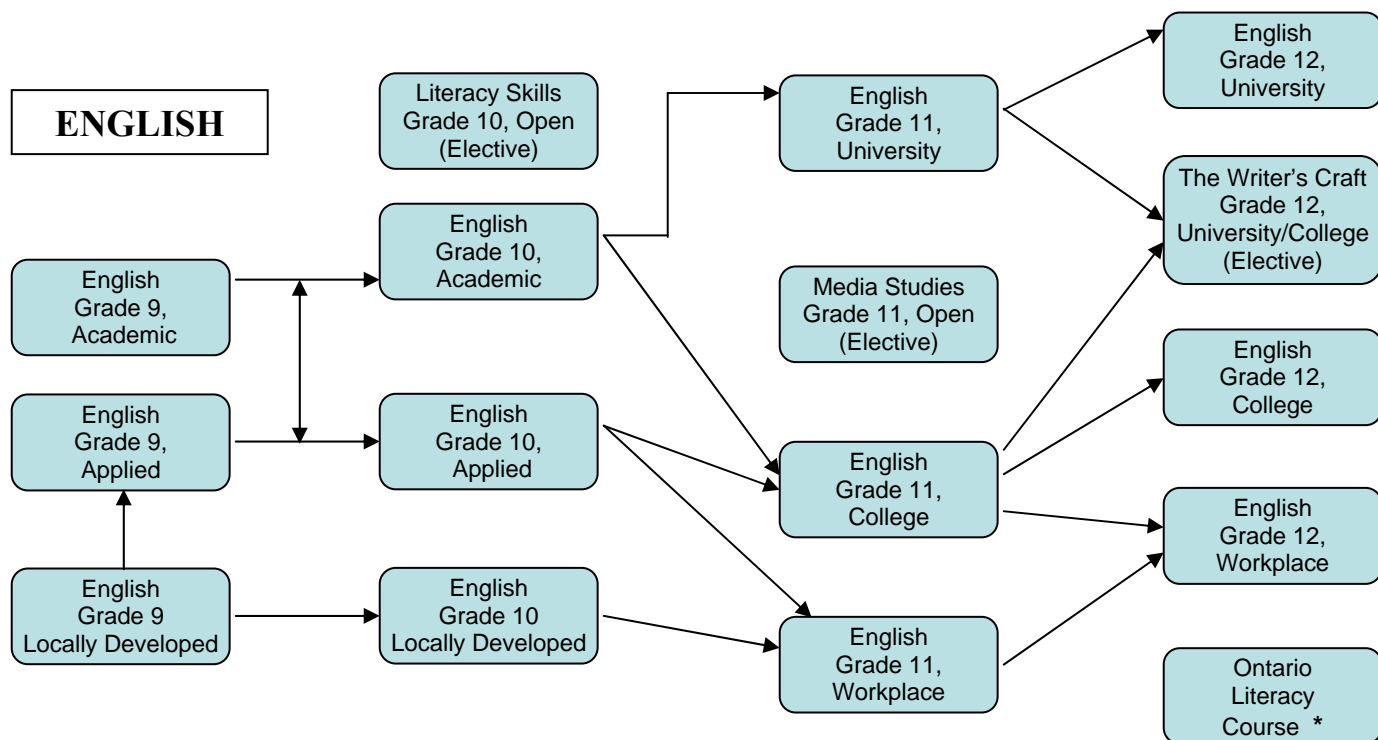
- first three characters indicate the area of study and subject course code as indicated in the Ministry of Education *Common Course Codes* and/or *The Ontario Curriculum Grades 11 and 12 Course Descriptions and Prerequisites*.
- fourth character indicates the grade
  - 1 = grade 9
  - 2 = grade 10
  - 3 = grade 11
  - 4 = grade 12
- fifth character indicates the course type
  - O = Open courses (Grades 9 - 12)
  - D = Academic (Grades 9 & 10)
  - P = Applied (Grades 9 & 10)
  - L = Locally developed compulsory courses (Grades 9 )
  - U = University destination courses (Grades 11 & 12)
  - C = College destination courses (Grades 11 & 12)
  - M = University/College Destination courses (Grades 11 & 12)
  - E = Workplace Destination courses (Grades 11 & 12)

**ST. THERESA CATHOLIC SECONDARY SCHOOL  
A Guide to Destination Pathways**

A student's program pathway consists of a comprehensive and integrated set of courses, supports and experiences that can be spread over a number of semesters or years that will lead a student toward post-secondary destinations that include apprenticeship, college, workplace, community living or university. A program pathway should reflect the goals that motivate the student to complete secondary school. Personalizing a school-designed program pathway by including courses of interest and areas of specialization can maximize student engagement, build confidence and assist in planning for success.

"Pathways thinking" signals a new way to engage in the course selection process. Students and parents are encouraged to "begin with the end in mind" and investigate, select, and sequence courses, supports, and experiences in ways that maximize students' opportunities for a successful outcome. Program pathways provide students and their families with a greater variety and a wider range of program options than have been previously available.

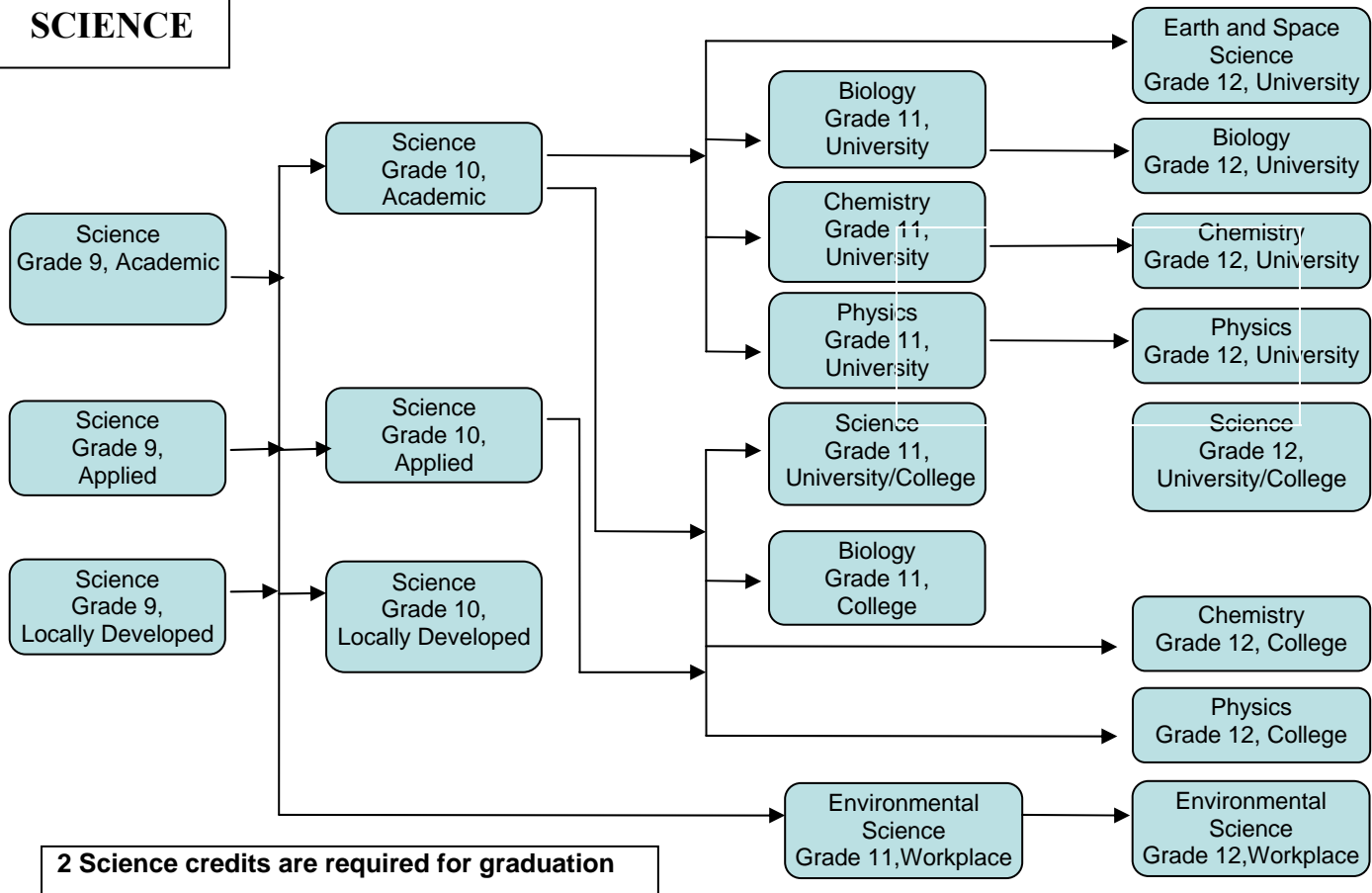
School-designed program pathways have built-in flexibility and transition points so that students can move from one course type to another or from one program pathway to another. Students may change or revise their program pathway as appropriate to their developing needs and interests. Program pathway information is available in all Guidance Offices of the Algonquin and Lakeshore Catholic District School board.



All Program/Course Pathways are designed to lead students to pursue the destination of their choice. Students are not locked into a particular pathway. As goals and achievements change, so may the student's pathway.

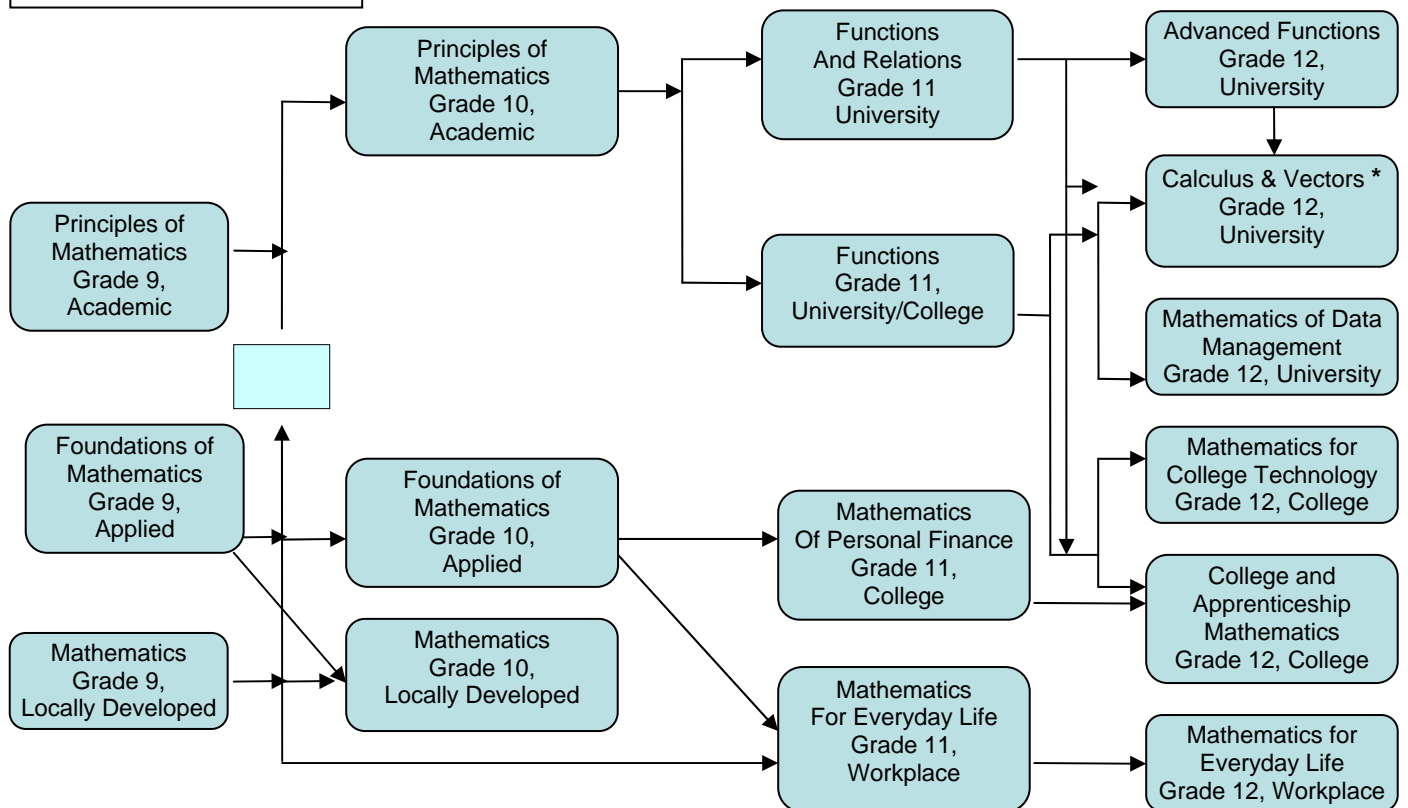
\* Students who complete the course will meet provincial literacy requirement for graduation.

# SCIENCE



\* Advanced Functions can be taken concurrently or precede Calculus & Vectors

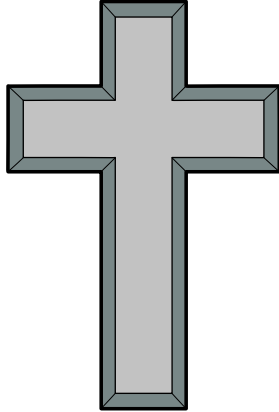
# MATHEMATICS



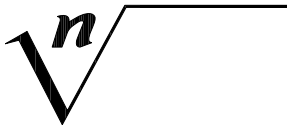
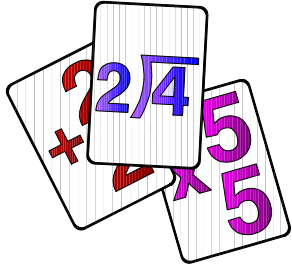
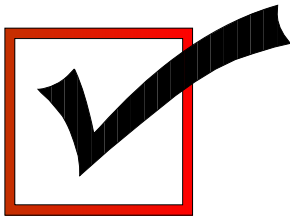
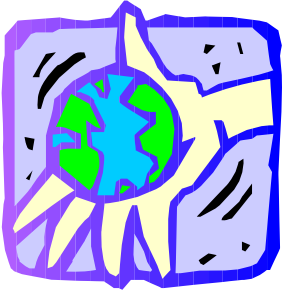
**3 Math credits are required for graduation with at least 1 credit earned in Grade 11 or Grade 12**

COURSES  
OFFERED AT  
ST. THERESA CATHOLIC SECONDARY SCHOOL

*Excellent!*



**A+**



# Course Descriptions for the Arts: Grade 9

## THE ARTS

### Drama,

**Grade 9, Open ADA101**

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

### Dance,

**Grade 9, Open ATC101**

This course gives students the opportunity to explore their technical and compositional skills by applying the elements of dance and the tools of composition in a variety of performance situations. Students will generate movement through structured and unstructured improvisation, demonstrate an understanding of safe practices with regard to themselves and others in the dance environment, and identify the function and significance of dance within the global community.

### Music,

**Grade 9, Open AMU101**

This course emphasizes the creation and performance of music using the voice 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 – Vocal/Choral

**Grade 9, Open**

**AMV101**

This course emphasizes the creation and performance of music using the voice 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.

### Visual Arts - Expressing Aboriginal Cultures,

**Grades 9, Open NAC101**

This course examines Aboriginal cultures in Canada through an exploration of art forms – painting, sculpture, storytelling, dance, and music – created by Aboriginal artists. Students will learn to identify Aboriginal art forms and describe relationships between the art forms and Aboriginal traditions, philosophy, and culture. Students will also create their own art forms to express their understanding of Aboriginal identity, relationships, and sovereignty.

### Visual Arts,

**Grade 9, Open AVI101**

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.

### Guitar,

**Grade 9, Open AMG101**

The focus of this course is to enable the student to play guitar for personal development and life long enjoyment. This is a beginner course designed for students who have not played guitar or have limited playing experience. The students will learn skills and basic guitar theory that will allow them to develop and improve their playing skills. Students will investigate and develop knowledge of chords, chord structure, scales, music theory, transpositions and song structure. Students will be exposed to various forms of music (rock, blues, country and classical) and the contributions of various composers and virtuosos.

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# Course Descriptions for Business Studies: Grade 9

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## INFORMATION TECHNOLOGY

**Information and Communication Technology in Business,**

**Grade 9,                      Open                      BTT101**

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



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# Course Descriptions for Canadian and World Studies: Grade 9

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## GEOGRAPHY

**Geography of Canada,**

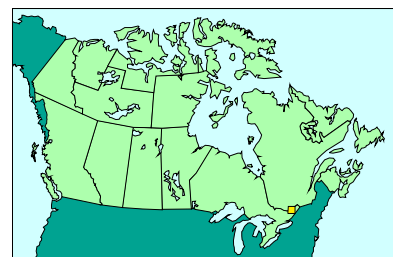
**Grade 9,                      Academic                      CGC1D1**

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

**Geography of Canada,**

**Grade 9,                      Applied                      CGC1P1**

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



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# Course Descriptions for English: Grade 9

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## COMPULSORY COURSES

**Grade 9, Academic ENG1D1**

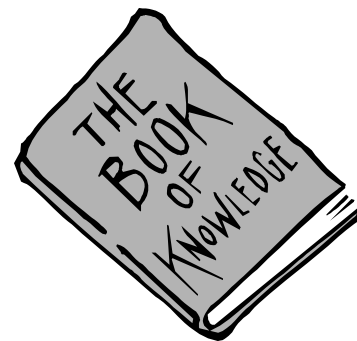
This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

**Grade 9, Applied ENG1P1**

This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 applied English course, which leads to college or workplace preparation courses in Grades 11 and 12.

**Grade 9, Locally Developed ENG1L1**

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



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# Course Descriptions for French As a Second Language: Grade 9

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## COMPULSORY COURSES

**Core French,**

**Grade 9, Academic FSF1D1**

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

**PREREQUISITE: GRADE 8 CORE FRENCH**

**Core French,**

**Grade 9, Applied FSF1P1**

This course emphasizes the concurrent development of oral communication, reading, and writing skills, using a broad-based theme such as the media. Students will enhance their ability to understand and speak French through conversations, discussions, and presentations. They will also read a variety of material and participate in a selection of written forms.

**PREREQUISITE: GRADE 8 CORE FRENCH**

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# Course Descriptions for Guidance and Career Education: Grade 9

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## Learning Strategies 1: Skills for Success in Secondary School,

Grade 9,                      Open                      GLS1O1/GLE1O1/GLE2O  
1

*(GLE is for students with an IEP only)*

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

**PREREQUISITE:** FOR GLE1O and GLE2O – RECOMMENDATION OF PRINCIPAL



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# Course Descriptions for Native Languages, Level 1 & 2: Grade 9

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## Native Languages, 1: Mohawk

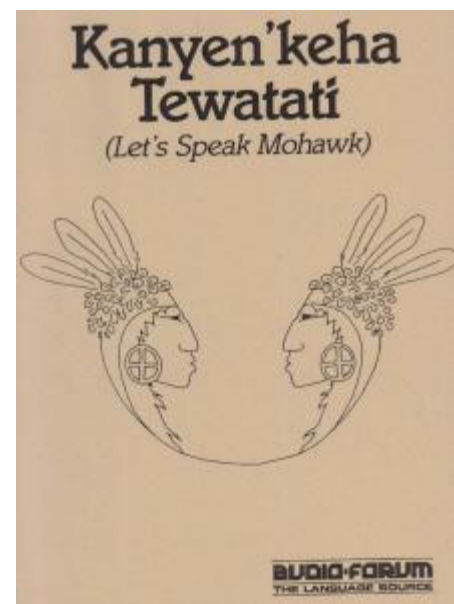
Grade 9,                      Open (NL1)                      LNMAO1

This course is open to the entire student body and will allow students who have no prior Native language experience to develop an appreciation for a native language and culture, to explore and experience a unique world view, and to learn to speak a Native language. Students will use the language being studied for greetings and daily routines, become familiar with its writing and sound system, and practise basic vocabulary and phrases. Students will also use information technology during course-related activities.

## Native Languages, 2: Mohawk

Grade 9,                      Open (NL2)                      LNMBO1

This course will enable students to experience the unique respect for life that permeates Native languages and cultures. Students will expand their vocabulary and knowledge of phrases and expressions, using them in simple dialogues, narrative writing, grammatical constructions, and reading, and to exchange information electronically. This course is open to any student who has successfully completed at least four years of elementary Native languages study, has successfully 'completed NL1, or demonstrates the required proficiency.



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# Course Descriptions for Health and Physical Education: Grade 9

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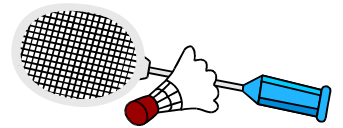
## Healthy Active Living Education,

Grade 9,

Open

PPL101

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



**St. Theresa Secondary School is a fully licensed Hockey Canada Skills Academy.  
“Achieving Athletic and Academic Excellence”**

**Note:** St. Theresa is one of only six schools in Ontario to be fully licensed as a Hockey Canada Skills Academy. The Skills Academy program features a professional curriculum developed and endorsed by Hockey Canada and delivered by certified skills instructors

Expectations in these courses are the same as the core course at that level.

## Hockey Skills Introductory Academy Course,

Grade 9,

Open

PAL101Y

This course is designed to introduce students to hockey in the school setting. The course emphasizes regular participation in a variety of activities on and off the ice. Approximately one third of the course content will be on ice with the remaining units covering the expectations of the core curriculum at this level. There will be a student activity fee assessed to cover some of the costs associated with programming.



**St. Theresa Secondary School  
A Licensed Hockey Canada Skills  
Academy™**

### *Quote:*

*“A good hockey player plays where the puck is.  
A great hockey player plays where the puck is going to be”  
Wayne Gretzky*



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# Course Descriptions for Mathematics: Grade 9

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**NOTE:** Due to the requirements of the math curriculum all students must obtain a scientific calculator for their respective math program.

## Principles of Mathematics,

**Grade 9, Academic MPM1D1**

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

## Foundations of Mathematics,

**Grade 9, Applied MFM1P1**

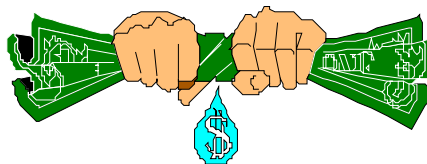
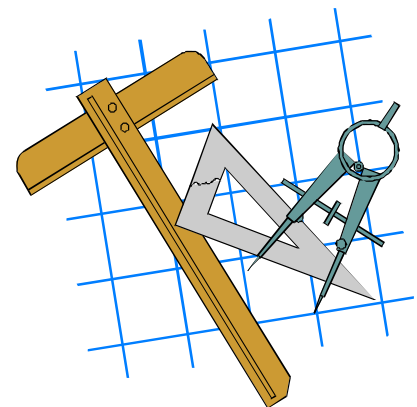
This course enables students to develop understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real-life examples to develop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

*Successful completion of this course prepares students for Foundations of Mathematics, Grade 10 Applied (MFM2P). (Note: Students who wish to take Principles of Mathematics, Grade 10, Academic MPM2D after completing this course will need to take a transfer course – taken online or through Summer School).*

## Mathematics,

**Grade 9, Locally Developed MAT1L1**

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 the Mathematics Grades 11 and Grade 12 Workplace Preparation courses. Three strands related to money sense, measurement, and proportional reasoning, organize the course. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem solving skills and continue to develop their skills in reading, writing, and oral language through relevant and practical math activities.



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# Course Descriptions for Science: Grade 9

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## SCIENCE

### Grade 9, Academic SNC1D1

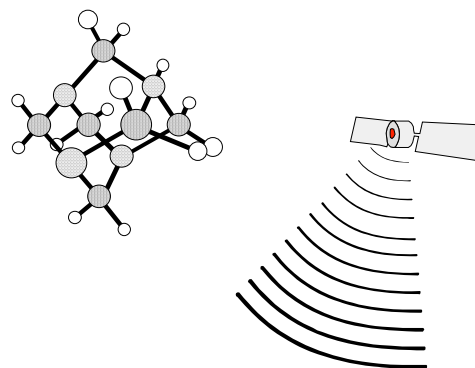
This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics; and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity..

### Grade 9, Applied SNC1P1

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science to everyday situations. They are also given opportunities to develop practical skills related to scientific investigation. Students will plan and conduct investigations into practical problems and issues related to the impact of human activity on ecosystems; the structure and properties of elements and compounds; space exploration and the components of the universe; and static and current electricity.

### Grade 9, Locally Developed SNC1L1

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



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# Course Description for Religious Education: Grade 9

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## RELIGION

### Grade 9, Open HRE101

Through the study of the beatitudes, the commandments, and scripture, students will be led to challenge their values and to reflect on choices they are making. They will have opportunities to develop an awareness of social justice and fairness within our school as well as our global community. Students will participate in classroom and school prayer, liturgical celebrations and sacraments.



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# Course Descriptions for Technological Education, Part A: Broad-based Technology: Grade 9

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## HOSPITALITY AND TOURISM

Exploring Hospitality and Tourism,

Grade 9, Open TFJ101

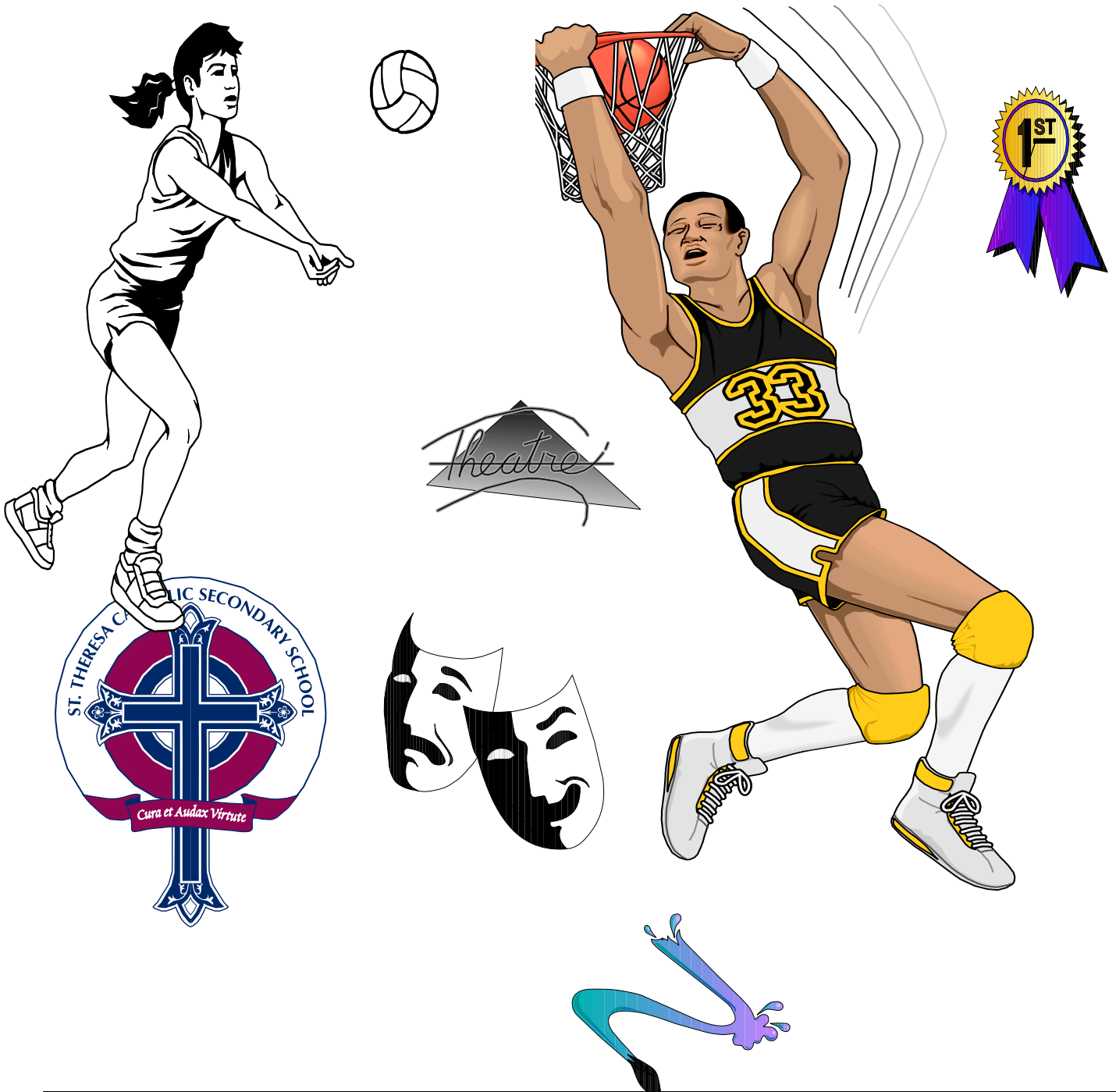
This exploratory course introduces students to concepts and skills related to hospitality and tourism, focusing on the areas of food handling, food preparation, the origins of foods, event planning, and local tourism. Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and postsecondary pathways leading to careers in the field.



**Education is not is not filling a bucket but  
lighting a fire**

**William B. Yeats**

# Extracurricular



**GET INVOLVED WITH EXTRA CURRICULAR LIFE AT ST. THERESA**

The St. Theresa community encourages students to become actively engaged in their secondary school life. The commitment and level of involvement dictates the type of secondary school experience each student will have. Students can make a difference when they are actively engaged in all aspects of secondary school life. There are numerous activities for your involvement. The four main areas that activities fall into are Leadership, Recreation, The Arts and Athletics. Active involvement is recognized yearly at Awards Ceremonies and through the School Letter Recognition Program.

**School Letter Recognition Program:**

Involvement in any school or community activity will enable students to earn points towards one of two school letters. The School Letter Recognition Program encourages students' involvement and participation in various activities. It has become a very popular award at our Annual Awards Ceremony and one that many students strive to achieve. To earn their School Letter the student will have to accumulate a required number of points.

Junior Letter - 100 points

Senior Letter - 200 points

<u>POINTS</u>		<u>ACADEMIC AVERAGE</u>	
Major Sports	up to 10 points	< 50%	0 points
Minor Sports	up to 5 points	51 to 59%	2 points
School Councils	up to 10 points	60 to 69%	4 points
Major School Clubs	up to 10 points	70 to 79%	6 points
Minor School Clubs	up to 5 points	80 - 89%	8 points
Special Events	up to 5 points	90% or >	10 points
Intramurals	up to 5 points per team/activity		
Special Recognition	up to 5 points		
points are awarded per semester - 1 <sup>st</sup> semester points based on 1 <sup>st</sup> semester marks - 2 <sup>nd</sup> semester points based on 2 <sup>nd</sup> semester marks			

**ACADEMIC AWARDS**

***Honour Roll Designation***

Students who achieve 80% or better average in 8 courses/credits throughout the academic school year.

***Certificate of Distinction***

Students who achieve 90% or better average in 8 courses/credits throughout the academic school year.

***Ontario Scholar***

Students who graduate with more than an 80% average in a minimum of six grade 12 courses.

***Academic Awards Night – “A Celebration of Excellence”***

Each Fall students are awarded certificates for highest and silver standing in each subject. Students, who qualify, will also be awarded Honour Roll or Distinction Certificates.

# GET INVOLVED WITH EXTRA CURRICULAR LIFE AT ST. THERESA

## **STUDENT LEADERSHIP GROUPS**

### ***Social Justice Group (J.E.D.I.)***

This group meets regularly to plan projects relating to poverty, pro-life, visiting seniors, Amnesty International, missions, etc. Ongoing activities include McQuigge Lodge visiting, Open Door Café lunch program, Skate for Life conference, letter writing to stop torture, support for the Dominican Republic group, assistance for Gleaners Food Bank and Good Baby Box.

***Community Service Committee:*** A subgroup of Jedi, the main purpose of this club is to help organize school events such as pictures, team/school jacket sales, Christmas sharing baskets, Santa Claus parade, award night, Random Acts of Kindness week and other special events.

### ***S. Unit***

The purpose of this group is to organize, coordinate and carry out activities for staff and students in order to increase school spirit and promote a positive school climate. The group meets on a regular basis to organize dances, spirit activities (i.e. formal) and other events. These activities help to make St. Theresa the best high school in the Quinte area.

### ***Intramural Council Executive (ICE)***

The St. Theresa Intramural Council Executive offers a variety of lunch hour athletic activities such as dodgeball, volleyball, basketball, soccer, floor hockey etc. In addition to lunch hour activities, after school hockey is also available. All students are welcome.

## **STUDENT GROUPS**

### ***Peer Mentoring***

St. Theresa has a peer mentorship program. This offers students the opportunity to build their leadership skills through mentoring younger students and participating in a mediation component. Mediation is a process where a neutral 3<sup>rd</sup> party facilitates a resolution between disputants. Students may build community service hours through participation in this program. All grade nine students will be partnered with a senior student in the peer mentorship program to assist with their transition to secondary school.

### ***Habitat For Humanity***

St. Theresa has chartered campus membership in Habitat for Humanity. Habitat for Humanity is an organization that builds low cost housing for financially disadvantaged families. Each year the group holds dances at St. Theresa's feeder schools in order to raise money for this organization. Students in this organization have travelled to South Carolina the last few years in order to participate in this very worthwhile project, as well as a partnership with the recently opened habitat Re-store in Belleville. Advisors are Mrs. Shortland and Mr. Sopaz.

### ***Broadcast Club***

Students use the Communications Technology facilities to broadcast news interests and promotional items over the closed circuit daily announcements. Meeting several times per week the group films, edits, directs and produces news broadcasts for the St. Theresa Community.

### ***Green Team***

This is a group of enthusiastic students who are committed to protecting the environment. Through education and awareness campaigns, they are actively working towards waste and energy reduction in our school and community. Earth week events, composting, promoting re-usable water bottles and lunch containers, and working with the recycling program are some of the groups' activities.

### ***Recycling Program***

In an effort to promote Agreen@ thinking here at St. Theresa, a team of dedicated students, under the supervision of grade 9 religion teachers, have incorporated a daily recycling program. The response to this program has been well received and the St. Theresa school community is looking forward to continuing the recycling routine.

### ***Yearbook***

Each year, students create and publish a yearbook to chronicle the year's life and successes at St. Theresa Catholic Secondary School through activities, sports, special events and people. We are always looking for students to help memorialize these special moments. We need photographers, writers, layout personnel, editors, fundraising people & sales people to create a successful yearbook that will carry on in our memories long after students have graduated. This is a terrific opportunity to get involved & to learn new skills. Help create the future yearbook to build your precious memories from the past on.

# GET INVOLVED WITH EXTRA CURRICULAR LIFE AT ST. THERESA

## **ARTISTIC PURSUITS**

### ***Art Club***

The Art Club provides students with a relaxing, creative opportunity to explore new mediums, work on personal projects and become involved in school ventures such as set designs for plays, school murals and community contests. Meet people with similar talents and interests in a fun, creative environment - join the Art Club.

### ***Choir***

The St. Theresa choir practices and performs for public performances, contests and other various school functions.

### ***Drama Association***

Students wishing to have fun, be creative and develop new friendships should consider joining this club. St. Theresa has excellent facilities for full performances either for school assemblies or a large production. Each year St. Theresa produces either a unique play or a full scale musical to be presented to the public. The drama club is a great way to become a part of an imaginative, energetic and positive group within our school.

### ***School Band***

The St. Theresa School band continues to grow musically. The band plays at school functions and at public events such as Music Festivals, concerts and benefit events like the MS walk for life. The band practices once a week after school. New members are always welcome.

### ***Senior Dance Club***

For those students that have already taken Dance as a credit course, or for those who have had outside dance training, we offer a venue for showcasing those dance talents via the Senior Dance Club. Our performances often take place in the surrounding community and/or at school Pep Rallies, assemblies, and in our ambitious STCSS Musical Theatre productions. Senior Dance Club is a great way to get involved with school spirit, build confidence levels and maintain physical fitness!

### ***Junior Dance Club***

For those students that have not yet taken Dance as a credit course and/or who just love to dance, we offer a venue for experimenting with various forms of dance and an opportunity to showcase their talents in one major public performance per school calendar year. Junior Dance Club is a great way to get involved with school spirit and build confidence levels!

### ***R.I.C.K. Book Club.***

Reading is for Cool Kids R.I.C.K. is a student run Book Club. They meet weekly and analyze books they read. This small group will read books in pairs and discuss them, or they may all read the same book and have open discussions. In their first year, R.I.C.K. organized a trip to Stratford to see different plays. Recently R.I.C.K. organized a successful book drive and donated over 500 books to local charities. In the Past, R.I.C.K, members have read challenging books such as A Handmaids Tale and A Brave New World. R.I.C.K. meets Fridays and is always looking for new members. Teacher Advisors are Mrs. Vinkle and Mrs. Shortland.

### ***Young Authors Awards***

The annual OECTA Young Authors Awards/Prix Jeunes Ecrivains celebrates the writing talents of students and the teaching talents of their teachers. Each year, students submit short stories, poems, nonfiction articles and reports in both English and French. The first place winners at the school level advance to the unit level and then to the Provincial competition.

### ***Other Extracurricular Activities***

Other extracurricular Activities that provide a focus in the Arts area within the school are the Coffee Houses and Stage Crew.

# GET INVOLVED WITH EXTRA CURRICULAR LIFE AT ST. THERESA

## **RECREATION / ACADEMIC ENDEAVOURS**

### ***Titanium***

In April of 2007 St. Theresa introduced its first ever student newspaper, entitled TITANIUM. Approximately twenty-five future journalists have contributed items relating to school news, sports, clubs, comics, horoscopes, fashion, movie reviews and other areas of interest. TITANIUM is a great way for students to meet new friends, have a voice within their school, and hone journalistic skills. New members are always welcome.

### ***School Reach***

The School Reach team welcomes those students with a passion for trivia. Since its formation in the Fall of 2001, the St. Theresa School Reach team has grown quickly in popularity. Our intellectual gladiators meet weekly with coaches Mr. Moran and Mrs. McCabe to ponder questions based on academic knowledge, popular culture and sports. Local high school teams compete in the Spring to win a berth in the Ontario finals.

### ***Model UN***

Each year several senior students participate in a two-day Model United Nations Conference generously hosted by the Hastings and Prince Edward District School Board, usually held at Moira Secondary School. Representatives from all high schools in the area present position papers for their various respective countries and then draft resolutions that try to solve global problems. Over the years, the organizers are always impressed by the strong contingent of St. Theresa students.

### ***Canadian Math League***

Students participate in the Canadian Math contest six times per year. The aim of these 30 minute contests, is to provide a stimulus for enrichment and problem solving. All students are welcome to write these contests.

### ***Ski and Snowboard Club***

Under the supervision of Mr. Bray, Mr. Mulder and several other staff members, St. Theresa Catholic Secondary School has provided day trips to Calabogie Peaks, Mount Tremblant and a weekend stay at Mount Ste. Anne. This is a very active club at Batawa Ski Hill as well.

### ***Travel Club***

The St. Theresa travel club is open to anyone at our school, who is in good academic standing. The travel club departs on a major trip at least every other year. In the past, we have travelled to Greece, Paris, The Riviera and Rome. The travel club welcomes new members and encourages students to explore the world with us. The teacher advisors for the travel club are Mrs. More.

### ***Fitness Centre***

A weight training facility is available to all students. Trained senior students will provide orientation and supervision of the facility. A small lifetime membership fee will be charged.

### ***Intarmurals***

A variety of lunch hour activities such as dodgeball, volleyball, soccer, basketball, floor hockey, etc. are offered to all students in an inclusive environment.

**Due to our proximity to the Yardman and the Wally Dever Arenas, St. Theresa Catholic Secondary School is also able to offer Intramural hockey for boys and girls from October - March.**

# INTERSCHOOL ATHLETICS

FALL SEASON	WINTER SEASON	SPRING SEASON
<b>Boys:</b> Junior Soccer Senior Soccer Junior Volleyball Senior Volleyball Cross Country Golf	<b>Boys:</b> Junior Basketball Senior Basketball Badminton Varsity Hockey Swimming Down Hill Skiing Curling Gymnastics	<b>Boys:</b> Junior Rugby Senior Rugby Track & Field Tennis
<b>Girls:</b> Junior Basketball Senior Basketball Junior Rugby Senior Rugby Cross Country Golf	<b>Girls:</b> Junior Volleyball Senior Volleyball Curling Badminton Down Hill Skiing Varsity Hockey Swimming Gymnastics	<b>Girls:</b> Junior Soccer Senior Soccer Track & Field Tennis

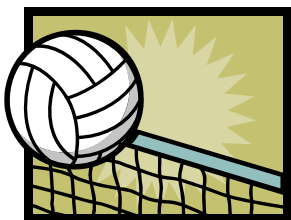
**Other sports may be offered depending on the level of interest and availability of coaches**

**Eligibility:**

You must be taking 3 credit courses during the playing season and you must purchase a student ID Card. You have five years of eligibility to play interschool athletics.

**Athletic Eligibility:**

Any time a student changes secondary schools, they are considered to be a transfer and must comply with the Ontario Federation of Schools Athletic Association (OFSAA) transfer policy before they are eligible to participate on a school team. Transfer forms are available from Community Service or Athletic Director and should be completed in early September to ensure participation.



# PATHWAY TO YOUR FUTURE

## WORKPLACE PATHWAYS

Students who will move from secondary school directly to the workplace have a wide variety of courses to choose from at the senior level. Cooperative education experiences are strongly encouraged so that students will have the opportunity to explore the workplace to determine the career direction they would like to pursue. Cooperative education will also give students the opportunity to develop the employability skills that are necessary in today's workplace. Students who are considering this pathway should speak with their guidance counsellor in order to select the most appropriate courses.

## APPRENTICESHIPS

The majority of trades now require Grade 12 for entry into apprenticeship. Some of the construction trades may have lower entry requirements but students need to be aware that individual employers may require a Grade 12 diploma as a condition of employment. Students should also be aware that employers may require additional math or technology courses beyond diploma requirements. Students can access recommended "Apprenticeship Subject Pathways" at [www.edu.gov.on.ca](http://www.edu.gov.on.ca) skill site. Students can also access local trade information at the school's guidance and co-op offices. There is growing demand for trade certifications. Reference "The Skilled Trades Handbook" published by the East Central Ontario Training Board (ECOTB). A book is available in the School Library or in Student Services.

## PRIVATE SCHOOLS (referred to as CAREER COLLEGES)

These privately owned and operated schools offer training for a variety of occupations from secretarial work to radio announcing. The levels of education required to take these courses vary with the schools and the particular course. In general, the candidate should have completed Grade 12 and received an OSSD. These schools are very costly and should be investigated prior to making any commitment. School counsellors will gladly assist any student in this investigation. These programs usually allow students to accelerate the training period.



## **PATHWAYS cont'd.**

### **CANADIAN FORCES**

A candidate may enter the Canadian Armed Forces under one of three plans:

- a) entry for military trades training requires Canadian citizenship, a minimum of 17 years of age with at least grade 10 education (grade 12 is the norm), good physical health and the ability to pass certain selection tests;
- b) entry to subsidized plans require acceptance by a Canadian university;
- c) entry as an officer requires the candidate to already have a university degree or college diploma. Entry into the regular officer-training program at one of the military colleges (Royal Military College in Kingston) requires university preparation courses.

A representative from the Canadian Armed Forces will present at St. Theresa to outline this particular pathway for students.

### **COMMUNITY COLLEGES**

There have been significant changes to legislation about the mandate of our Community Colleges. Some have now begun to offer Applied Degrees, some offer joint programs with universities where diplomas and degrees are granted. As a result, the admission requirements for some programs have changed dramatically. In the past, colleges have required the OSSD for admission. Students should consult calendars for specific admission requirements, as some university courses are required for some programs. The colleges do give consideration and sometimes considerable weight to other factors, such as interviews, portfolios, standardized tests, questionnaires and volunteer experience. Colleges vary in requirements for specific programs and students are advised to consult with a counsellor or college staff, and to check recent calendars. Good standing in English is important for all college programs. Presentations by local colleges are held at St. Theresa in the fall. The purpose of these sessions is to assist students in planning for a college pathway and to receive up to date information regarding college destinations.

Go to [www.ontariocolleges.on.ca](http://www.ontariocolleges.on.ca) for more information.

### **UNIVERSITIES**

The Ontario Universities' Council on Admission (OUCA) has developed guidelines based on the OSS program and curriculum. Final decisions about future admission requirements will be made at individual universities and they will issue further advice as necessary.

- The completion of the OSS Diploma, or equivalent, will be required for admission to an Ontario university. This will include the satisfactory completion of the Literacy Test and Community Involvement Hours.
- A minimum overall average of 60% in six Grade 12U or M courses will be necessary for consideration for admission to an Ontario university. Most universities and/or programs will have higher admission averages.
- Where there are prerequisite courses for admission to specific programs, it is probable that such courses will be required at the 'U' level, where offered. Consult individual university calendars.
- Universities may consider both Grade 11 and Grade 12 'U' and 'M' courses for admission and/or prerequisite purposes.
- Presentations by many universities are held at St. Theresa in the fall. The purpose of these sessions is to assist students in planning for a university pathway and to receive up to date information regarding university destinations.
- Students must ensure that they meet all the course requirements and diploma requirements specified by the universities to which they have applied.
- The universities encourage students to maintain breadth in their secondary school course choices, and to keep their options open.
- Go to [www.ouac.on.ca](http://www.ouac.on.ca) for more information.

# Course Offerings 2011 - 2012

## Codes:

C – College E – Workplace L – Locally Developed M – University/College O – Open U - University

Areas of Study	Course Name	Grade 9	Grade 10	Grade 11	Grade 12
<b>ARTS</b>	<ul style="list-style-type: none"> <li>Dance</li> <li>Drama</li> <li>Music.....<i>Guitar</i></li> <li>Music.....<i>Instrumental</i></li> <li>Music.....<i>Vocal/Choral</i></li> <li>Visual Arts</li> <li>Expressing Aboriginal Cultures</li> </ul>	ATC1O1 ADA1O1 AMG1O1 AMU1O1 AMV1O1 AVI1O1 NAC1O1	ATC2O1 ADA2O1 AMG2O1 AMU2O1 AMV2O1 AVI2O1	ADA3M1/3O1  AMU3M1 AMV3O1/3M1 AVI3O1/3M1	ADA4M1/4E1  AMU4M1 AMV4M1 AVI4M1/4E1
<b>BUSINESS</b>	<ul style="list-style-type: none"> <li>Information Technology</li> <li>Accounting</li> <li>Introduction to Marketing</li> </ul>	BTT1O1	BTT2O1	BTA3O1 BAF3M1 BMI3C1	BAT4M1
<b>CANADIAN AND WORLD STUDIES</b>	<ul style="list-style-type: none"> <li>Civics</li> <li>Geography of Canada</li> <li>Travel &amp; Tourism</li> <li>Geography: Canadian and World Issues: Global Challenges</li> <li>History 20<sup>th</sup> Century Canadian</li> <li>History, Identity and Culture - Canadian</li> <li>History: The West &amp; the World</li> <li>Economics</li> <li>Law</li> </ul>	CGC1D1/1P1	CHV2O5 (.5)  CHC2D1/2P1	CGG3O1  CHW3M1 CIE3M1 CLU3M1	CGW4U1  CHI4U1 CHY4U1/4C1 CIA4U1 CLN4U1
<b>ENGLISH</b>	<ul style="list-style-type: none"> <li>English</li> <li>Media Studies</li> <li>Writers Craft</li> <li>Literacy Course</li> </ul>	ENG1D/1P/1L	ENG2D/2P/2L	ENG3U/3C/3E EMS3O1	ENG4U/4C/4E  EWC4U1/4C1 OLC4O1
<b>FRENCH</b>	<ul style="list-style-type: none"> <li>Core</li> </ul>	FSF1D1/1P1	FSF2D1	FSF3U1	FSF4U1
<b>GUIDANCE</b>	<ul style="list-style-type: none"> <li>Leadership and Peer Support</li> <li>Career Studies</li> <li>Discovering the Workplace</li> <li>Learning Strategies for (Exceptional Students only)</li> <li>Navigating the Workplace</li> <li>Interdisciplinary Studies</li> </ul>	GLE1O1 GLS1O1	GLC2O5 (.5) GLD2O1	GPP3O1  GLE3O1	GLE4O1  GLN4O1 IDC4U1/4O1
<b>COOPERATIVE EDUCATION &amp; OYAP</b>	<ul style="list-style-type: none"> <li>Co-op</li> </ul>			Co-op	Co-op

# Course Offerings 2011 - 2012

**Codes:**

**C – College E – Workplace L – Locally Developed M – University/College O – Open U - University**

Areas of Study	Course Name	Grade 9	Grade 10	Grade 11	Grade 12
<b>MATHEMATICS</b>	<ul style="list-style-type: none"> <li>Math.....<i>Principles</i></li> <li>Math.....<i>Foundation</i></li> <li>Math.....<i>Locally Developed</i></li> <li>Math.....<i>Workplace</i></li> <li>Functions and Applications</li> <li>Functions</li> <li>Foundations for Mathematics</li> <li>Advanced Functions</li> <li>Data Management</li> <li>Calculus &amp; Vectors</li> <li>College and Apprenticeship</li> <li>Math for Technology</li> </ul>	MPM 1D1 MFM1P1 MAT1L1	MPM 2D1 MFM2P1 MAT2L1	MEL3E1 MCF3M1 MCR3U1 MBF3C1	MEL4E1  MHF4U1 MDM4U1 MCV4U1 MAP4C1 MCT4C1
<b>PHYSICAL EDUCATION</b>	<ul style="list-style-type: none"> <li>Healthy Active Living</li> <li>Hockey Skills Course</li> <li>Health for Life</li> <li>Exercise Science</li> </ul>	PPL1O1 PAL1O1Y	PPL2O1 PAL2O1Y	PPL3O1 PAL3O1Y PPZ 3O1	PPL4O1 PAL4O1Y  PSE 4U1
<b>NATIVE LANGUAGES</b>	<ul style="list-style-type: none"> <li>Native Languages – Mohawk</li> </ul>	LMNAO1 LMNBO1	LMNBO1 LMNCO1	LMNCO1 LMNDO1	LMNDO1 LMNEO1
<b>RELIGION</b>	<ul style="list-style-type: none"> <li>Religion.....<i>Be With Me</i></li> <li>Religion.....<i>Christ and Culture</i></li> <li>World Religions.....<i>Beliefs &amp; Issues</i></li> <li>World Religions ..... <i>Beliefs -Daily Life</i></li> <li>Church and Culture</li> </ul>	HRE1O1	HRE2O1	HRT3M1 HRF3O1	HRE4M1/O
<b>SCIENCES</b>	<ul style="list-style-type: none"> <li>Science.....<i>Principles</i></li> <li>Science.....<i>Foundations</i></li> <li>Science.....<i>Locally Developed</i></li> <li>Science - Environmental.....<i>Workplace</i></li> <li>Biology</li> <li>Chemistry</li> <li>Physics</li> <li>Science..(Grade 11 Eligible)..<i>Workplace</i></li> </ul>	SNC1D1 SNC1P1 SNC1L1	SNC2D1 SNC2P1 SNC2L1	SVN3E1 SBI 3U1/3C SCH 3U1 SPH 3U1	SBI4U1 SCH4U/4C SPH4U/4C SNC4E1
<b>SOCIAL SCIENCES</b>	<ul style="list-style-type: none"> <li>Hospitality and Tourism</li> <li>Parenting</li> <li>Individuals and Families in Society</li> <li>Philosophy...<i>Questions &amp; Theories</i></li> </ul>			HPC3O1	HFA4M1 HHS4M1 HZT4U1
<b>TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>Communication Technology</li> <li>Communication Technology – Photography and Digital Imaging</li> <li>Computer and Information Science</li> <li>Hospitality and Tourism</li> <li>Construction Technology.....<i>offsite</i></li> <li>Hairstyling and Aesthetics.....<i>offsite</i></li> <li>Transportation Technology.....<i>offsite</i></li> <li><i>Computer Engineering Technology</i></li> <li><i>Computer Technology</i></li> <li><i>Child Development &amp; Gerontology</i></li> </ul>	TFJ1O1	TGJ2O1  TFJ2O1 TCJ2O1	TGP3M1 ICS3U1/3C1 TFJ3C/3E1 TCJ3C2 TXJ3E2 TTJ3C2 TEJ3M1 TEJ3E1	TGP4M1 ICS4U1/4C1 TFJ4C/4E1 TCJ4C2/4E2 TXJ4E2 TTJ4C2  TOJ4C1

# More Ways to Succeed in High School

## **SPECIALIST HIGH SKILL MAJORS (SHSM)**

This program offers an opportunity for students who have a career path in mind to customize their learning, students focus on a career path that matches their skills and interests. As well, they will gain important skills on the job with actual employees, at skills training centres and at school.

## **ST. THERESA SPECIALIST HIGH SKILL MAJORS**

- Students can enrol in the following specific High Skills Majors:

Hospitality & Tourism  
Information & Communication  
Transportation  
Health & Wellness

\*NEW Sports – Fitness Management (Application pending Approval)

## **SPECIALIST HIGH SKILL MAJORS COMPONENTS:**

1. A package of required credits, including 4 ‘major’ credits in area of specialization and required credits in English, Mathematics and Science.
2. Certifications recognized by the sector, including:
  - CPR
  - First Aid
  - WHMIS
  - Customer Service
  - Hardware/Network
  - Smart Serve
  - Health and Safety
3. Work experience through cooperative education (a minimum of 2 credits)\*.
4. Completion of the Ontario Skills Passport (OSP) to document demonstration of essential skills and work habits.
5. “Reach ahead” experiences in the student’s post secondary destination.

\*A maximum of two (2) credits in Cooperative Education can count as compulsory credits as part of additional requirements.

## **GRADUATE FROM HIGH SCHOOL WITH:**

- A special SHSM red seal designation on your high school diploma (OSSD)
- Industry training certificates
- An OSP (Ontario Skills Passport)
- An OSSD (Ontario Secondary School Diploma)
- **A head start on your career**



**ST. THERESA**



**TITANS**

<http://sainttheresa.ca/>