

ST. MARY CATHOLIC SECONDARY SCHOOL

1918 Whites Road
Pickering, Ontario L1V 1R9
905-420-7166
905-420-8205(Fax)

The complete St. Mary Course Calendar contains information from the Durham Catholic District School Board and St. Mary CSS

Visit www.stmary.dcdsb.ca > Guidance for information regarding courses, pathway programs, post-secondary planning, and transitioning from Grade 8 to Grade 9.

Personal and Career Counsellors

Mr. Cecillon
Ms. Cayford
Ms. Foster-Leduc
Mrs. Stanesic
Mrs. Baglole (Student Success)

Guidance Office

905-420-7166 ext. 4
Ms. Knapp – Guidance Secretary

PRINCIPAL'S MESSAGE

Welcome to St. Mary Catholic Secondary School.

At St. Mary Catholic Secondary School, we take pride in our excellent academic programs. Our school offers students a wide variety of courses and we make every effort to serve the academic and spiritual needs of all students. Programs prepare students for the workplace, college and university pathways. While the multitude of courses being offered may seem overwhelming, our teachers and our guidance counsellors are available to provide support and guide students and their parents through the process of planning for their educational careers.

Our school community rests on a solid foundation, namely the dedication to Catholic education of our staff, students and parents. May God continue to bless our school and guide our students in their present and future endeavours.

Sincerely,

Michael O'Brien

SCHOOL UNIFORM POLICY

The official dress code for St. Mary Catholic Secondary School is as follows:

CLOTHING: The school colours are blue, white and grey. All students at St. Mary Catholic Secondary School must be in school attire as defined below. Students may wear any combination of clothing from the standard and/or optional list shown below. Students are expected to arrive and depart from school in full dress code. All students **MUST** wear a mandatory St. Mary CSS-issued second layer between Thanksgiving and May 1st (i.e., sweater, cardigan combination).

GIRLS

Standard: Kilt – #7125 grey/navy/red available only through McCarthy's
Cardigan – navy (embroidered) available only through McCarthy's
Golf Shirt – white (embroidered) – available only through McCarthy's

Optional: Dress slacks – grey – (available only from McCarthy's)
Vest and/or Pullover – navy (embroidered) – available only from McCarthy's
Turtleneck – white (embroidered) – available only through McCarthy's
Zippered Polo – navy (crested sweatshirt) – available only through McCarthy's
Tie – available only through McCarthy's

Further Notes:

- Ladies kilts are to hang no shorter than 3 inches above the knee. Only solid white undershirts are permitted.
- In-school footwear – low cut, solid black shoes (shoes must not have any designs coloured laces or coloured stitching). Socks, tights or pantyhose in navy are to be worn with the kilt. **Boots, sandals, flip-flops, clogs, etc. are not permitted.**

BOYS

Standard: Cardigan – navy (embroidered) – available only through McCarthy’s
Dress Slacks – grey – available only through McCarthy’s
Golf Shirt – white (embroidered) – available only through McCarthy’s

Optional: Vest and/or Pullover – navy (embroidered) – available only through McCarthy’s
Turtleneck – white (embroidered) – available only through McCarthy’s
Zippered Polo – navy (crested sweatshirt) – available only through McCarthy’s
Tie – available only through McCarthy’s

Further Notes:

- Boys pants re to be worn at the waist and not below. Only solid white undershirts are permitted.
- In-school footwear – low cut, solid black shoes. The shoes must not have any designs coloured laces or coloured stitching with the dress slacks. **Boots, sandals, flip-flops, clogs, etc. are not permitted.**

COATS and OVER LAYERS: With the implementation of the mandatory second layer of clothing all coats must be left in the students’ assigned lockers. In the classroom, the mandatory second layer may be removed with the teacher’s permission.

GROOMING: Hair is to be neat, clean and well groomed. Make-up and jewelry is to be within reasonable limits. General appearance should be neat and presentable.

UNIFORM SUPPLIER:

R.J. McCarthy Ltd.
700 Finley Avenue (east of Westney Ave. S. and south of Bayly St. W.)
Ajax, Ontario L1S 3Z2
Phone: (416) 593-6900 or 1-800-668-8261 (call centre)
Fax: (416) 593-6229
website: www.mccarthyuniforms.ca

HEAD START

DCDSB offers Grade 8 students transitioning into Grade 9 the opportunity to attend our 4 day Head Start program in late August. The program runs Monday to Thursday and provides students with an orientation to their local Catholic high school, while reviewing language and math skills. Students participate in ice breaking activities to make new friends and preview the Grade 9 curriculum for Mathematics and English.

The program also provides students with tips on how to deal with mental health issues such as stress, anxiety, managing your time and offer tips and suggestions on study skills to ensure achievement success.

Visit DCDSB’s [Continuing and Adult Education](#) site to register for this program or find the dates and times for Head Start at St. Mary CSS.

GRADUATION REQUIREMENTS

30 credits are required for an Ontario Secondary School Diploma (OSSD)

A. REQUIRED CREDITS..... 4

Durham Catholic District School Board:

- Religion & Family Life Education (one course per year)

B. COMPULSORY CREDITS.....18

- 4 credits in English (1 credit per grade)
- 1 credit in French as a Second Language
- 3 credits in Mathematics (at least 1 credit grade 11 or 12)
- 2 credits in Science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in the Arts (music, art, drama or dance)
- 1 credit in Health & Physical Education
- 0.5 credit in Civics & 0.5 credit in Career Studies

PLUS

- 1 additional credit in English, or French as a second language, or a Native language, or a classical or international language, or a Social Science, or Canadian and World Studies (grade 11 Religion fulfills this requirement) or guidance and career education, or cooperative education*
- 1 additional credit in Health and Physical Education, or Business Studies, or the Arts (music, art, drama, or dance) or cooperative education* **or French as a second language (group 2 or group 3, not both for French)**
- 1 additional credit in Science (grade 11 or 12) or Computer Studies (grades 10 - 12) or Technological Education (grades 9 - 12) or cooperative education* **or French as a second language (group 2 or group 3, not both for French)**

***A maximum of 2 credits in cooperative education or French as a second language can count as compulsory credits.**

C. OPTIONAL CREDITS 8

In addition to the 4 required Religion & Family Life Education and the 18 compulsory credits, students must earn 8 optional credits of their choice, selected from the full list of courses available in the school. Optional credits will allow students to build an educational program that suits their individual interests and meets university, college, apprenticeship, or work requirements.

D. CHRISTIAN COMMUNITY SERVICE

Catholic Christian Community Service is rooted in the call of the gospels to the kingdom of God. All Ontario students must complete a minimum of 40 hours of unpaid community service as part of the graduation requirements. In keeping with our mission as a Catholic School system, such service must be congruent with the teachings of Jesus Christ. This requirement is additional to the 30 credits needed for a high school diploma. Students will be able to

choose their own community involvement activities within guidelines as stated in the Community Service Passport that will be provided by the school. Students will be responsible for fulfilling this requirement on their own time and for responding to their experience according to the process outlined by Board and the school.

E. ONTARIO SECONDARY SCHOOL TEST OF READING AND WRITING

Students will take the Secondary School Test of Reading and Writing Skills in Grade 10. Students must pass the test in order to graduate, and their result will be recorded on their student transcript. Students who do not complete the test successfully will have the opportunity to receive remedial help to prepare them for re-testing. The test requirement is additional to the 30 credits needed for a high school diploma.

The Test of Reading and Writing Skills evaluates students' reading and writing skills based on curriculum expectations in language and communications up to and including Grade 9. ESL students will take the test only when they have reached this level in their language studies. Accommodations will be made for students in special education programs.

THE ONTARIO SECONDARY SCHOOL CERTIFICATE

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

Compulsory credits (total of 7)

- 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)

- 7 credits selected by the student from available courses

CERTIFICATE OF ACCOMPLISHMENT

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

EXPLANATION OF COURSE TERMINOLOGY

Types of Courses – Grades 9 and 10

For Grade 9, most students will choose between academic and applied courses in:

- Mathematics
- English
- Science
- Geography
- French

Some students will choose locally developed courses in English, Mathematics, History and Science at the recommendation of Program Support Services. **Extended French and French Immersion students will take Geography, French, Religion, and Physical Education through the Extended French/French Immersion stream.**

Academic Courses

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

Applied Courses

An applied course covers the essential concepts of a subject. Knowledge and skills will be developed through both theory and practical applications, but the focus will be on practical applications. In applied courses, familiar, real-life situations will be used to illustrate ideas, and the student will be given more opportunities to experience hands-on applications of the concepts studied.

Open Courses

An open course has one set of expectations for that subject at the grades 9 and 10 levels and is appropriate for all students.

Locally Developed Courses

A locally developed course meets the educational needs not met by provincial curriculum policy documents. Such courses may be developed to accommodate educational and/or career preparation needs of students.

Types of Courses - Grades 11 and 12

Workplace Preparation

Workplace preparation courses are designed to equip students with the knowledge and skills they need for direct entry into the workplace or for admission to apprenticeship programs and other training programs.

Open Courses

An open course has one set of expectations for that subject at the grade 11 or 12 level and is appropriate for all students.

College Preparation

College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs and related careers. Teaching and learning will emphasize concrete applications of the theoretical material covered in the course.

University / College Preparation

University / College Preparation courses include content that is relevant for both university and college programs. These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs. Teaching and learning will emphasize both theoretical aspects and related concrete applications of the course content.

University Preparation

University Preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. Teaching and learning will emphasize theoretical aspects of the course content but will also include concrete applications. **Students must successfully complete the appropriate prerequisite course at the academic level in grade 10 in order to take the corresponding university preparatory course in grade 11.**

Transfer Courses

A transfer course is designed to provide the knowledge and skills required to bridge the gap between two courses of different types. The only transfer course available to students in high school is in mathematics. If a student would like to take Grade 10 academic math after successfully competing Grade 9 applied math, he/she must successfully complete a transfer course, which is offered at summer school. Students will receive partial credit upon successful completion of a transfer course. In all other core subjects, students can move from applied to academic or vice versa from grade 9 to grade 10 without taking a transfer course.

COURSE CODING SYSTEM

Course codes reflect government stipulations across the province. All courses have 6 characters as mandated by the Ministry of Education.

<u>E</u>	<u>N</u>	<u>G</u>	1	D	1
Subject identifier			Grade	Stream	

- 1st three digits - subject/course identifier
- 4th digit - grade level 1 = Grade 9 2 = Grade 10 3 = Grade 11 4 = Grade 12
- 5th digit – stream
 - D** = Academic
 - P** = Applied
 - O** = Open
 - L** = Locally Developed
 - E** = Workplace
 - C** = College
 - M** = University / College
 - U** = University
- The 6th digit provides further definition of a course where necessary (e.g. **F** stands for **Extended French/French Immersion**, **A** stands for **Advanced Placement Preparation**).

GUIDELINES FOR SELECTION OF COURSES

This transition booklet is designed to help you choose the most appropriate level in each of the Grade 9 core subjects. There is also information about how to be successful in secondary school and diploma requirements. It is our hope that your transition to St. Mary Catholic Secondary School is smooth and that this booklet helps that process.

In Grade 9, students take 8 courses: 7 courses are compulsory and 1 is an optional elective.

Compulsory Courses – English, French, Geography, Math, and Science – are either academic or applied. Religion and Healthy Active Living are compulsory courses that all students take at the Open level.

When selecting academic and applied compulsory courses, the following should be considered:

- Achievement in Grades 7 and 8
- Learning Skills
- Post-secondary Plans
- Grade 8 Teacher Recommendations

Generally speaking:

- Achievement of Level 3 or 4 (70 - 100%) may indicate an **academic course** is appropriate in that subject.
- Achievement of Level 2 (60 – 69%) may indicate an **applied course** is appropriate in that subject.
- Achievement of Level 1 (50 – 59%) may indicate an **applied course** is appropriate in that subject.
- Achievement Below 50% or working on a modified or alternate program that is below grade 8 level – may indicate a **Locally Developed/Essential** course is appropriate in that subject.

Since considerable freedom of choice is given, especially in grades 11 and 12, both students and parents must exercise great care in the selection of courses. After the course selection process is completed, changes will be permitted only under the following conditions:

- change to course level
- a prerequisite course is lacking
- change to accommodate career planning

When choosing courses, students should ask themselves the following questions:

- Have I selected my course in the proper stream/destination?
- Have I included all the courses that are compulsory at my grade level?
- Have I included any compulsory credits that must be repeated?
- Do I understand the content of each course?
- Do I have the necessary prerequisite?
- Are my choices realistic? Do they reflect my level of ability?
- Think destination - Have I considered my future plans (apprenticeship, college, university, world of work)?
- Have I consulted my parents, teachers, counsellor?

Please visit www.stmary.cdcsb.ca > **Guidance for more detailed information on:**

- courses,
- pathway programs,
- post-secondary planning, and
- transitioning from Grade 8 to Grade 9

COURSE CODES AND DESCRIPTIONS (2018-2019)

Detailed Courses of Study for each course listed in this calendar are available for perusal by parents. Requests to examine a Course of Study should be directed to the Principal.

ADA101 Drama

(Open)

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

AMI101 Instrumental Music (beginner)

(Open)

This course is aimed at those who have never played an instrument and would like to learn. Instruments of instruction include and are limited to flute, clarinet, saxophone, oboe, bassoon, trumpet, french horn, euphonium, tuba and percussion. Emphasis will be placed on the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity, and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use. The above will be achieved through the study of instrumental music at the beginner level.

Note: All students enrolled in this course are required to participate in one performance ensemble. All ensembles meet one day per week before school. Attendance is mandatory at rehearsals and at the Christmas or Spring Concert depending on which semester the student is enrolled in the course.

AMI102 Instrumental Music (experienced)

(Open)

This course is aimed at those who have one or two years of experience on the following concert band instruments only: flute, clarinet, saxophone, oboe, bassoon, trumpet, french horn, euphonium, tuba, and percussion. Although a background in any string instruments or piano is beneficial, those instruments are not offered in this course so students with experience limited to strings or piano should register in AMI101: Instrumental Music (beginners). Emphasis will be placed on the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity, and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use.

Note: All students enrolled in this course are required to participate in one performance ensemble. All ensembles meet one day per week before school. Attendance is mandatory at rehearsals and at the Christmas or Spring Concert depending on which semester the student is enrolled in the course.

AMV101 Vocal Music

(Open)

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

Note: All students enrolled in this course are required to participate in one performance ensemble. All ensembles meet one day per week after school. Attendance is mandatory.

**ATC1O1 Dance
(Open)**

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.

**AVI1O1 Visual Arts
(Open)**

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.

**BTT1O1 Information & Communication Technology in Business
(Open)**

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

**CGC1D1 Geography of Canada
(Academic)**

This course explores Canada's distinct and changing character and the geographic systems and relationships 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.

**CGC1DF Geography of Canada – Extended French/French Immersion
(Academic)**

This course explores Canada's distinct and changing character and the geographic systems and relationships 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.

**CGC1P1 Geography of Canada
(Applied)**

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.

**CGC1PF Canadian Geography - Extended French/French Immersion
(Applied)**

This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore issues relating to food and water supplies, competing land uses, interactions with the natural environment, and other topics relevant to sustainable living in Canada. They will also develop an awareness that issues that affect their lives in Canada are interconnected with issues in other parts of the world. Throughout the course, students will use the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations.

**ENG1D1 English
(Academic)**

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 analyze 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.

**ENG1DA English
(Advanced Placement Preparation)**

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.

Note: Students taking this course should have achieved at level 4 (80% or higher) in grade 7 and 8 English. Also to be successful taking this course students should be independent and self-directed learners with the ability to process information quickly. The mandatory "Summer Reading" package (due on the first day of class) can be found on stmary.dcdsb.ca > Programs and Services > English.

**ENG1P1 English
(Applied)**

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.

**ENG1L1 English
(Locally Developed)**

Note: This course is intended for students whose destination is the workplace.

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.

**ELDAO1 English Literacy Development - Level 1
(Open)**

This course is intended for English language learners who have had limited access to schooling and thus have significant gaps in their first-language literacy skills. Students will use basic listening and speaking skills to communicate in English for everyday purposes; develop readiness skills for reading and writing; begin to read highly structured texts for everyday and school-related purposes; and use basic English language structures and sentence patterns in speaking and writing. The course will also help students become familiar with school routines and begin to adapt to their new lives in Canada.

**ESLAO1 English as a Second Language - Level 1
(Open)**

This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short

adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

**FEF1DF Extended French
(Academic)**

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

**FIF1DF French Immersion
(Academic)**

This course provides opportunities for students to speak and interact in French independently in a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing, as well their ability to communicate in French with confidence, by using language learning strategies introduced in the elementary French Immersion program. Students will enhance their knowledge of the French language through the study of French Canadian literature. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. This course is available only to students who are in the French Immersion Program with a minimum of 3800 hours of elementary French Immersion.

**FSF1D1 Core French
(Academic)**

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

**FSF1P1 Core French
(Applied)**

This course emphasizes the further development of oral communication skills, using the theme of media; the development of oral communication skills will be integrated with the development of reading and writing skills. Students will expand their ability to understand and speak French through conversations, discussions, and presentations. They will also read media-related short stories, articles, poems, and songs and write brief descriptions, letters, dialogues, and invitations.

**FSF1O1 Core French - No or Limited French Experience
(Open)**

This is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening, speaking, reading, and writing through discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary for lifelong language learning.

**GLE1O1 Learning Strategies 1: Skills for Success in High School
(Open)**

Prerequisite: Recommendation of the Principal and referral from the Program Support Department. GLE1O1 students must be on an I.E.P.

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.

**GLS10M U.P. (Ultimate Potential) Math
(Open)**

Prerequisite: Recommendation of the Principal and completion of registration form

UP Mathematics is a specialized program that provides student candidates with the opportunity to learn key math concepts, address gaps in learning, and develop problem-solving processes that are important for developing a good foundation for Applied and Academic mathematics programs.

**HRE101 Religion: “Discipleship and Culture”
(Open)**

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

**HRE10F Religion: “Discipleship and Culture” – Extended French/French Immersion
(Open)**

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

**MPM1D1 Principles of Mathematics
(Academic)**

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

**MPM1DA Principles of Mathematics
(Advanced Placement Preparation)**

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

Note: Students taking this course should have achieved at level 4 (80% or higher) in grade 7 and 8 mathematics. Also to be successful taking this course students should be independent and self-directed learners with the ability to process information quickly.

**MFM1P1 Foundations of Mathematics
(Applied)**

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

**MAT1L1 Mathematics
(Locally Developed)**

Note: This course is intended for students whose destination is the workplace.

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, in the Grade 10 LDCC course, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

**PAF1O3 Personal and Fitness Activities: Yoga & Pilates Focus – (female)
(Open)**

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

COURSE NOTE: This course is available for female students only.

**PPL1O3 (female) / PPL1O4 (male) Physical and Health Education
(Open)**

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

**PPL1OF (female) / PPL1OG (male) Physical and Health Education - Extended French /French Immersion
(Open)**

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

**SNC1D1 Science
(Academic)**

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.

**SNC1P1 Science
(Applied)**

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.

**SNC1L1 Science
(Locally Developed)**

Note: This course is intended for students whose destination is the workplace.

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.

**TIJ1O1 Exploring Technologies
(Open)**

This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and societal issues, and will begin to explore secondary and postsecondary education and training pathways leading to careers in technology-related fields.

COURSE NOTE: This course is a first time introduction, and will give students a direct connection to what you design and build. Students will develop and learn skills that will be advantageous in the workplace.

**TTJ1O1 Exploring Transportation Technologies
(Open)**

This exploratory course introduces students to concepts and skills related to transportation technology, which encompasses the maintenance, servicing and repair of various types of vehicles, aircraft and/or watercraft. Students will develop an awareness of related environmental and societal issues, and will begin to explore secondary and post-secondary pathways leading to careers in the field.



**GUIDELINES FOR SELECTION
OF COMPULSORY COURSES LEVELS**

ENGLISH

<p>Academic English (ENG1D1)</p> <p>If you take this course you can anticipate:</p> <ul style="list-style-type: none"> • One or more novel studies; • Frequent writing activities; • Independent reading assignments; • Group projects and /or presentations. • Media Studies • One Shakespearean play <p>Below is a Level 3 student work sample for Grade 9 Academic English. The student was asked to write a paragraph about what makes a school community "good".</p>	<p>Applied English (ENG1P1)</p> <p>If you take this course you can anticipate:</p> <ul style="list-style-type: none"> • At least one novel study; • Writing activities; • A variety of reading activities; • Cooperative work. • Media studies • Study one play <p>Below is a Level 3 student work sample for Grade 9 applied English. The student was asked to write a paragraph about what makes a school community "good".</p>
<p>Academic work sample</p> <p>There are many factors that affect making a "good" school community but I believe that the basis is 3 things: respect, teamwork and excellence. These qualities lead into one another, making the community. The first is respect, where every teacher and student respects each other, recognizing us for our own talents and knowing we are all equal. This can be strengthened through extra-curricular activities, so that "there is something for everybody". Once the respect is there, we can work together – also known as teamwork or the "school spirit". When working together, and with this respect, we can aim for excellence in whatever we set out to do – whether it be to raise money for a charity or to achieve outstanding academics. When a whole school enthusiastically works towards one goal, that is when respect, teamwork and excellence are evident. With these three traits, that is what truly makes a school community "good".</p>	<p>Applied work sample</p> <p>What are three essential elements of a positive and successful school community? In my opinion three very important elements of a highly effective school community are basically what our school believes in. Respect, excellence and community which to me means teamwork. I find that these three are very important elements because when we go to school we learn, which falls under academics and academics is like excellence. We also come to school and make friends which is community and teamwork. Lastly, we come to school knowing how to be kind and that falls under respect which is learning process. Above all, my opinion on the elements of a school community is what our school believes in.</p>
<p>Grade 8 Learning Skills of a potential academic student are mostly Excellent or Good</p>	<p>Grade 8 Learning Skills of a potential applied student are mostly Good, Satisfactory or Needs Improvement</p>

FRENCH

****Please note, your Core French level should be the same as your English class level (e.g. if you select Academic English, you should also choose Academic Core French)****

<p>Academic Core French (FSF1D1)</p> <p>In this course you can anticipate:</p> <ul style="list-style-type: none"> • Speaking French most of the time • Consistent use of grammar and vocabulary • Speaking and writing assignments • Guided group and independent activities, skits 	<p>Applied Core French (FSF1P1)</p> <p>In this course you can anticipate:</p> <ul style="list-style-type: none"> • Attempting to Speak French often • Development of grammar and vocabulary • Speaking and writing assignments • Guided group and independent activities, skits
<p>Open Core French (FSF1O1)</p> <p>This is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction.</p>	<p>Extended French/French Immersion (FEF1DF/FIF1DF)</p> <p>Students in the Extended French or French Immersion program will be selecting four compulsory courses in French:</p> <ul style="list-style-type: none"> • Extended French (FEF1DF) or French Immersion (FIF1DF) • Geography (CGC1DF or CGC1PF) • Physical Education and Health (PPL1OF or PPL1OG) • Religion (HRE1OF)

GEOGRAPHY OF CANADA

<p>Academic Geography (CGC1D1)</p> <p>If you take this course you anticipate:</p> <ul style="list-style-type: none"> • Abstract geography concepts will be emphasized • One or more major projects • Independent research and writing assignments • Applying math knowledge and skills with minimal instruction • Independently reading the textbook and other texts 	<p>Applied Geography (CGC1P1)</p> <p>If you take this course you can anticipate:</p> <ul style="list-style-type: none"> • Concrete geography concepts will be emphasized • At least one major project • A variety of writing activities • Learning to apply math knowledge and skills to geography • A variety of reading activities and texts
--	--

Learning Skills and Habits for Success

- ✓ Organization and time management
- ✓ Listening carefully and following specific instructions – asking for clarification if you don't understand
- ✓ Reviewing course notes regularly
- ✓ Preparing study notes and studying in advance for tests and final exam

MATHEMATICS

Academic Principles of Mathematics (MPM1D1)

Four Strands:

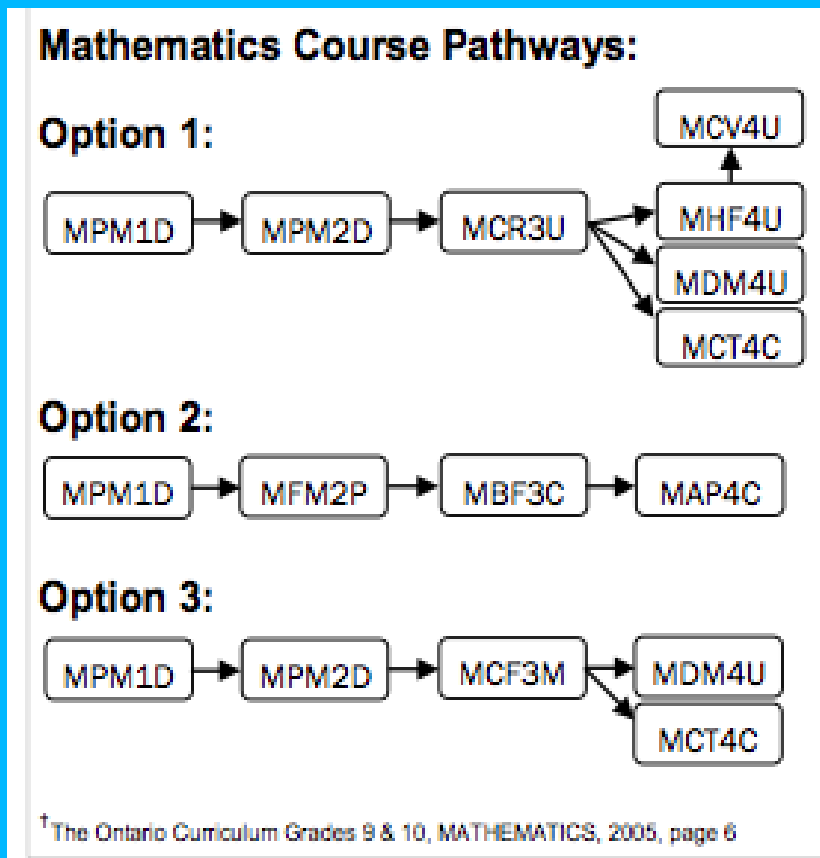
- Number Sense & Algebra
- Linear Relations
- Measurement & Geometry
- Analytic Geometry

If you take this course you can anticipate:

- Learning mathematical concepts through abstract reasoning
- Developing an understanding of mathematical concepts by exploring, investigating, problem solving and communicating
- You have competency and fluency in the following:
 - ✓ mental math (no calculator use)
 - ✓ multiplication and division
 - ✓ operations of integers/fractions
 - ✓ solving simple equations

Possible Routes after Graduation:

University, College, Apprenticeship, Workplace



Academic Principles of Mathematics: Advanced Placement Preparation (MPM1DA)

Advanced Placement Math is for students who have a keen interest in mathematics and may pursue a future career with a mathematical focus. As well, some students may choose to write the AP (Advanced Placement) Calculus exam in grade 12 which could lead to this course being counted as their first year university calculus course.

The course pathways can be the same as the MPM1D or students can continue taking Advanced Placement Math in each of the consecutive grades.

The curriculum is the same as the MPM1D course described above with the addition of the following topics from the Grade 10 Academic course: solving linear equations and factoring.

Students taking this course should have achieved at level 4 (80% or higher) in grade 7 and 8 mathematics. Also to be successful taking this course students should be independent and self-directed learners with the ability to process information quickly.

Applied Foundations of Mathematics (MFM1P1)

Three Strands:

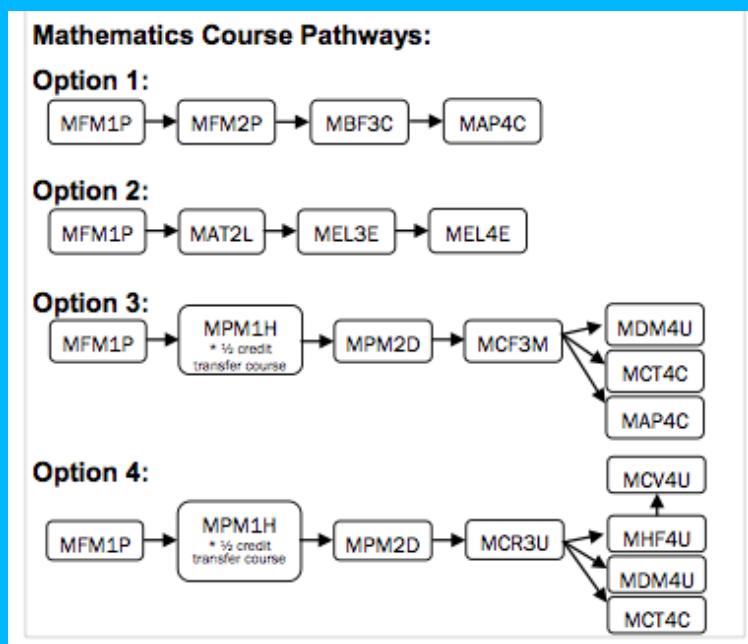
- Number Sense & Algebra
- Linear Relations
- Measurement & Geometry

If you take this course you can anticipate:

- Learning practical applications of math concepts
- Developing an understanding of mathematical concepts using a variety of methods, including hands-on activities, problem solving and communicating
- You have a working knowledge of the following:
 - ✓ mental math (no calculator)
 - ✓ multiplication and division
 - ✓ operations of integers/fractions
 - ✓ solving simple equations

Possible Routes after Graduation:

University (non-math related programs), College, Apprenticeship, Workplace



Locally Developed Mathematics (MAT1L1)

Three Strands:

- Money sense
- Measurement
- Proportional Reasoning

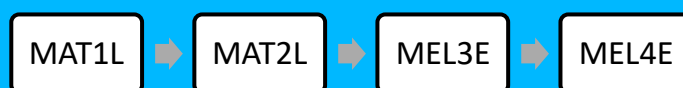
If you take this course you can anticipate:

- Learning essential concepts of mathematics
- Students require teacher direction and instruction to accommodate learning needs and to complete activities
- Students need to improve basic literacy and numeracy skills
- Learning skills need some improvement and consistent practice is necessary

Possible Routes after Graduation:

College (non-math related programs), Apprenticeship, Workplace

Mathematics Course Pathways:



Frequently Asked Questions:

1. **Question:** How many total mathematics credits are required for the Ontario Secondary School Diploma (OSSD)?
Answer: Three mathematics credits (one at the senior level – grade 11 and/or 12) are required.
2. **Question:** I am struggling with Grade 8 mathematics. Should I enroll in Grade 9 Academic mathematics just to “see how it goes”?
Answer: You are advised to take a mathematics course in the level in which you will be most successful. Think about your ability, interests, and future career options. There is an opportunity to move from Grade 9 Applied to Grade 10 Academic by taking a half-credit transfer course in summer school after completing Grade 9 Applied. Some students may move from Grade 9 Essential to Grade 9 Applied or from Grade 9 Applied to Grade 9 Academic with a summer school transfer course.
3. **Question:** Do I have to take all my core subjects at the same level?
Answer: No. You may take a combination of Essential, Applied and/or Academic courses depending on your strengths.

Math @ Home with your kids!

TVO Homework Help (Free 1-on-1 online math help with Ontario teachers for Ontario students grades 7 – 10) <https://homeworkhelp.ilc.org/>; 10 minutes a day minute math, Addition and Subtraction for Kids, IXL Math, Fraction strips by Mathies, Colour Tiles by Mathies, Rational Rods by Mathies, Mathcards, Number Pieces by the Math Learning Centre, Osmo Numbers, Money by Mathies, Fractions by Braincamp, SolveMe Mobiles, Sumaze!, Interactive Integers, Division Flashcards Match Games, Math Academy, Geonetry Pad , Khan Academy.

SCIENCE

<p>Academic Science (SNC1D1)</p> <p>If you take Academic Science you can anticipate:</p> <ul style="list-style-type: none"> • learning abstract science concepts • as well as some concrete applications • learning through inquiry-based problem solving • applying math knowledge and skills with minimal instruction in multiple strands • taking notes independently • performing laboratory investigations with detailed write-ups 	<p>Applied Science (SNC1P1)</p> <p>If you take Applied Science you can anticipate:</p> <ul style="list-style-type: none"> • learning practical applications of science concepts as well as some abstract concepts • learning through inquiry-based guided problem solving • learning how to apply some math knowledge and skills when solving density problems • taking structured notes • performing laboratory investigations and filling in reports
<p>Read the questions in each of the academic and applied science quizzes below. You don't have to know the answers; instead, think about how the questions are similar and how they are different.</p>	
<p>The following quiz on electricity is an example of the questions students in SNC1D can expect to answer:</p> <ol style="list-style-type: none"> 1. List four different examples of electric devices and put them in order from low to high power usage. 2. Lightning can be deadly. Describe how. 3. Set up and demonstrate several electrical circuits. Draw the resulting circuit diagram. 4. How does an electrician wire a house so that it is efficient and safe? 	<p>The following quiz on electricity is an example of the questions students in SNC1P can expect to answer:</p> <ol style="list-style-type: none"> 1. List four different examples of an electric device. 2. Define the term "electric current". 3. Draw a circuit diagram that includes: 1 battery, an open switch and two light bulbs wired in series. 4. Is it better to wire Christmas tree lights in series or parallel? Explain why.
<p>How are academic and applied questions different from each other?</p> <p>One of the differences you may have noticed is that the academic questions ask you to link ideas together and are open-ended, allowing you to explain some of your thinking. The applied questions ask you to provide more focused answers, sharing more factual information.</p> <p>If you enjoy linking concepts and considering how our world works in a big picture kind of way, academic science may be for you.</p> <p>If you enjoy learning the facts about how specific things work, then applied science may be for you.</p>	
<p>Learning Skills from grade 8 of a potential academic student are mostly Excellent or Good</p>	<p>Learning Skills from grade 8 of a potential academic student are mostly Excellent or Good</p>

The Achievement Categories:

This year, your child will be marked according to the 4 categories from the achievement chart.

They are:

Knowledge/Understanding – e.g. multiple choice questions, matching, general knowledge

Thinking/Inquiry – e.g. research, hypotheses, observations of labs

Communication – e.g. comparing/contrasting vocabulary, written paragraphs, explaining diagrams, oral presentations

Application – e.g. discussion questions for labs, questions from the real world that relate to something discussed in class

Notes from the Science Department

How to do well in Science:

- Come to class on time, prepared with supplies: pen, pencils, eraser and scientific calculator.
- Keep an organized notebook.
- Complete all assignments.
- Complete homework and make corrections.
- Listen to instructions.
- Ask questions when you don't understand and seek extra help as necessary!
- Review notes, homework and quizzes before tests. Re-do assigned problems.
- Catch up on work missed due to absence – use peer contact *and* teacher assistance.
- Organize study schedules to prepare for tests.

What you can do to help your son/daughter:

- ❖ show an interest in their success
- ❖ ask to see your child's notebook occasionally
- ❖ ask to see their assignments – so you can check their progress
- ❖ encourage your child to seek help when necessary
- ❖ ensure that you see mark updates, tests, quizzes & assignments – these are given regularly
- ❖ encourage your child to set goals – academically and otherwise

OPEN COMPULSORY COURSES

Open level courses are offered for all students at all levels of academic abilities and learning needs and strengths. Expectations are designed to be appropriate for all students. Generally elective courses like art, business, technology, and physical education are open courses.

Open Religion (HRE101)

The Religion course is designed to be an inclusive, welcoming environment for students of all faiths and denominations. The department focuses on breaking down barriers and is a safe space where all students find success and develop an understanding of the values of a faith based life.

Open Physical & Health Education (PAF103 or PPL103 Female, or PPL104 Male)

Through the curriculum, students learn to understand themselves, cope with challenges and change, communicate and interact with others in a healthy way, and think critically and creatively. Students learn, for example:

- to deepen their understanding of themselves, their strengths, and their values, and to use this information to make thoughtful decisions about their health
- to plan in advance, weigh pros and cons, and consider consequences when making decisions

3 Focus Areas – Active Living, Movement Competence and Healthy Living (including Sexual Education)

FINAL NOTES

- ✓ The most up to date information is found on-line – stmary.dcdsb.ca and the [St. Mary Course Calendar in Career Cruising](#).
- ✓ Consult your grade 8 teacher(s) to help choose courses for grade 9.
- ✓ Changes to your selection can be made up until June 30, 2018. Contact the Guidance office for information on how to make a change once your courses are submitted.