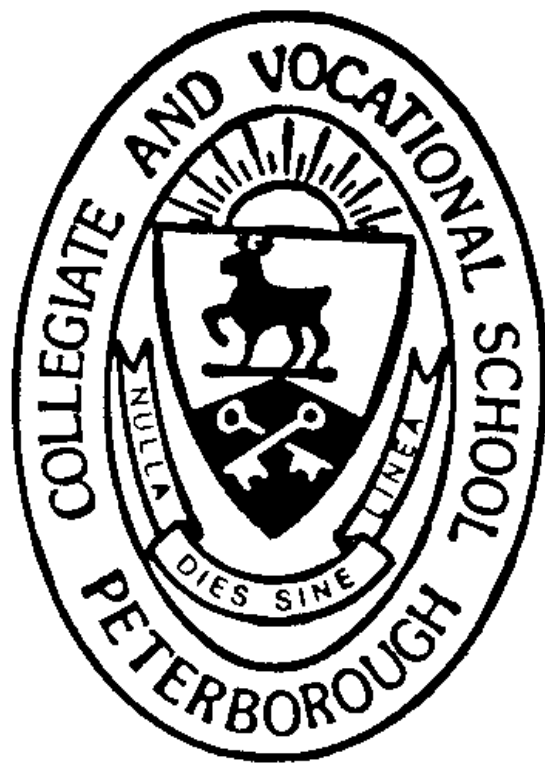


PETERBOROUGH COLLEGIATE

Founded 1827



COURSE CALENDAR

2010-11

Grades 9 to 12

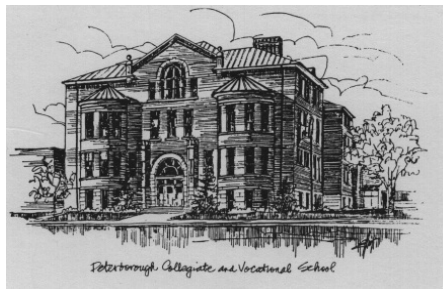
Principal - Denise Severin
Vice-Principal - Ron Macdonald
Student Services - Al Cook

Organizational Structure:
9 to 12 - Semestered
School Colours - Garnet & Grey
School Teams - Raiders

TABLE OF CONTENTS

A STATEMENT OF THE SCHOOL'S OVERALL GOALS AND PHILOSOPHY.....	1
REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL DIPLOMA.....	2
REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL CERTIFICATE.....	2
REQUIREMENTS FOR THE CERTIFICATE OF ACCOMPLISHMENT.....	3
COMMUNITY INVOLVEMENT ACTIVITIES.....	3
THE PROVINCIAL SECONDARY SCHOOL LITERACY DIPLOMA REQUIREMENT.....	3
SUBSTITUTIONS FOR COMPULSORY COURSES.....	4
PRE-REQUISITES.....	4
COURSE CODES.....	4
COURSES OFFERED IN THE SCHOOL AND RELATED INFORMATION.....	5
TYPES OF COURSES IN GRADES 9 & 10.....	5
TYPES OF COURSES IN GRADES 11 & 12.....	6
GIFTED/ENRICHED PROGRAM.....	6
ADVANCED PLACEMENT OPPORTUNITIES.....	7
TRANSFER COURSES.....	7
PCVS COURSE OFFERINGS BY GRADE.....	8
INTEGRATED ARTS PROGRAM & COURSE OFFERINGS.....	43
SPECIALIST HIGH SKILLS MAJOR.....	49
PRIOR LEARNING ASSESSMENT & RECOGNITION.....	53
ALTERNATIVE WAYS OF EARNING CREDITS.....	54
E-LEARNING OPPORTUNITIES & COURSE OFFERINGS.....	54
SCHOOL ASSESSMENT, EVALUATION AND REPORTING GUIDELINES.....	55
STATEMENT OF STUDENT RIGHTS & RESPONSIBILITIES.....	55
SCHOOL POLICY REGARDING STUDY PERIODS (SPARES).....	56
SCHOOL POLICY REGARDING FULL-TIME, PART-TIME STATUS.....	56
PCVS CODE OF BEHAVIOUR.....	56
RESTORATIVE PRACTICE.....	64
THE GUIDANCE AND CAREER EDUCATION PROGRAM.....	65
SCHOOL SUPPORT SERVICES.....	65
CO-OPERATIVE EDUCATION PROGRAM.....	66
ONTARIO YOUTH APPRENTICESHIP PROGRAM.....	68
THE ONTARIO STUDENT TRANSCRIPT.....	69
PROCEDURES FOR COURSE CHANGES.....	69
SPECIAL EDUCATION PROGRAM.....	69
ENGLISH AS A SECOND LANGUAGE.....	70
SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC).....	73
PETERBOROUGH COUNTY-CITY YOUTH SUPPORT SERVICES.....	74

201 McDonnell Street
Peterborough, Ontario
K9H 2W1



Telephone: (705) 742-0425
Fax: (705) 742-2177
website: <http://pcvs.kprdsb.ca>

A STATEMENT OF THE SCHOOL'S OVERALL GOALS AND PHILOSOPHY

PRINCIPAL'S MESSAGE

Peterborough Collegiate and Vocational School has long been a school known for its' high academic standing, athletic achievement, and excellence in the arts. As the second oldest high school in Ontario, P.C.V.S. has enriched the lives of young people for the past 180 years. The long history of tradition and excellence has earned our school a special place in the hearts and minds of our community. This historic building, with its beautiful architecture, woodwork and marble staircases continues to inspire us today.

We believe that students should be offered a range of opportunities that will allow them to be successful in their chosen area and as such, we offer programs that can lead to post-secondary pathways to college, university, apprenticeships and the world of work.

Students at P.C.V.S. are able to enroll in a number of specialized programs. The Integrated Arts Program is comprised of 225 students. Each year students entering grade nine are interviewed and selected from across the region to participate in this unique learning opportunity. With a population of almost a thousand, the entire student body is offered a range of enrichment courses in addition to the core subjects. Students may choose to become involved in Outdoor Education classes, Earth and Space science, Writers' Craft, Musical Theatre, Theatre in the Community, dance, computer technology or woodworking to name just a few. As an ESL school, we welcome and support students from many countries while providing them with programs that support English language development.

At P.C.V.S. we offer our students a unique High Skills Major pathway in Technical Theatre with a particular focus on fashion and costume design as well as set design and construction. Beginning in the 2010/11 school year, PCVS will also offer High Skills Major pathways in International Business and Healthy Active Living.

Gifted and talented students are encouraged to participate in a number of special programs, including enriched programming, Insights, Academic Olympics and the Model United Nations (M.U.N.) Course (which culminates in a trip to the Hague).

We believe that young people need opportunities to develop and demonstrate their leadership abilities. Student leadership and student government are an integral and vital part of the school community. P.C.V.S. is structured on the traditional model of houses, which allows students to become more involved and to exhibit leadership in many ways.

P.C.V.S. is well known for our physical education programs and produces championship basketball, volleyball, cross-country skiing, rowing, curling, field hockey, soccer and cross-country running teams.

Rugby and hockey are two of the most recent varsity teams to be added to the roster of extracurricular sports offered to our students.

We are proud of the commitment and support from our School Council, our long-standing traditions, our intimate environment and our ongoing student achievement in academics, the arts and athletics. We look forward to sharing the year ahead with you.

REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL DIPLOMA

In order to earn the Ontario Secondary School Diploma, a student must:

- earn 18 compulsory credits;
- earn 12 optional credits;
- complete 40 hours of community involvement activities;
- successfully complete the provincial secondary school literacy diploma requirement.

Students must earn the following compulsory credits:

- 4 credits in English (1 credit per grade)
- 1 credit in French as a second language
- 3 credits in mathematics (at least 1 credit 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
- .5 credit in civics
- .5 credit in career studies

plus:

- GROUP ONE: 1 additional credit in English, or French as a second language, or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and World Studies, or Guidance and Career education, or Co-operative Education*
- GROUP TWO: 1 additional credit in health and physical education, or the arts, or business studies, or co-operative education*
- GROUP THREE: 1 additional credit in science (Grade 11 or 12), computer studies or technological education or co-operative education.*

**A maximum of two credits in co-operative education can count as compulsory credits.*

As part of the diploma requirements, students must complete a minimum of 40 hours of Community Involvement activities and successfully complete the Grade 10 Literacy Diploma Requirement. Information on these two requirements follows.

REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL CERTIFICATE

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

Compulsory credits (total of 7)

- 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

REQUIREMENTS FOR THE 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 Accomplishment is a way 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.

COMMUNITY INVOLVEMENT ACTIVITIES

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities. These activities may be completed at any time during their years in the secondary school program.

Community involvement activities may take place in a variety of settings, including not-for-profit organizations, public sector institutions (including hospitals), and informal settings. Students may not fulfil the requirement through activities that are counted towards a credit (cooperative education and work experience, for example), through paid work, or by assuming duties normally performed by a paid employee. The requirement is to be completed outside students' normal instructional hours – that is, the activities are to take place in students' designated lunch hours, after school, on weekends, or during school holidays.

Further information about community involvement and the forms required for recording participation will be provided by the teacher advisor and are also available in the Guidance Office.

It is the student's responsibility to ensure that their planned placement meets the Ministry's criteria for community involvement. Please check with a guidance counsellor if you are uncertain as to whether or not your choice(s) will count towards your community involvement hours.

THE PROVINCIAL SECONDARY SCHOOL LITERACY REQUIREMENT

All students must successfully complete the provincial secondary school literacy diploma requirement in order to earn a secondary school diploma. The test portion will be based on the Ontario curriculum expectations for language and communication – particularly reading and writing – up to and including Grade 9.

Students who are unsuccessful may try the test again each year when it is administered by the Education Quality and Accountability Office. (EQAO)

Accommodations: The necessary accommodations must be made to ensure that students who are receiving special education programs and services and who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the secondary school literacy diploma requirement. Students needing such accommodations may or may not have been formally identified as exceptional by an Identification, Placement, and Review Committee (IPRC). The accommodations made will be the same as those that are set out in the student's IEP and/or that are available to the student in the course of his or her regular school work, including examinations and other forms of evaluation. While accommodations such as alternative forms of print and extra time are acceptable, the actual content of the secondary school literacy test must not be altered.

Deferrals: If a parent or an adult student requests a deferral, the principal will determine whether or not a deferral should be granted and, if so, for what period of time. A principal may also initiate consideration of a deferral.

Exemptions: Students whose IEP indicates that the student is not working towards the attainment of a secondary school diploma may, with parental consent and the approval of the principal, be exempted from participating in the secondary school literacy test.

**Students who have been eligible to write the Ontario Secondary School Literacy Test (OSSLT) at least twice, and who have been unsuccessful at least once, are eligible to take the Ontario Secondary School Literacy Course. When these students successfully complete the OSSLC, they will have met the provincial literacy requirement for graduation and will earn one credit.*

SUBSTITUTIONS FOR COMPULSORY COURSES

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits. To meet individual students' needs, principals may replace up to three of these courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma and not less than fourteen for those aiming to earn the Ontario Secondary School Certificate.

PRE-REQUISITES

Most courses from Grades 10 to 12 will have pre-requisites. Students are advised that they must have a passing grade in the pre-requisite course(s) to be admitted to a specific class. Students will be removed from any course they may be taking if it is determined that they do not have the proper pre-requisite(s). In the following course listings, you will find the "pre-requisite" listed directly below the course name. Some courses do not have a defined pre-requisite, but they do note a 'recommended' pre-requisite. Students are advised to consider these 'recommended' pre-requisites when selecting courses.

COURSE CODES

The first three characters of the course codes are those given in the Ministry's list of common course codes.

The fourth character indicates the grade of a course, as follows: 1 (Grade 9), 2 (Grade 10), 3 (Grade 11) and 4 (Grade 12). For courses in ESL, classical/ international languages, and Native languages only, it indicates the level of a course, as follows: A (Level 1), B (Level 2), C (Level 3), D (Level 4), and E (Level 5).

The fifth character indicates the type of course, as follows: D (academic), P (applied), O (open), E (workplace preparation), L (locally developed), C (college preparation), U (university preparation), M (university/ college preparation). Example: SNC 2D is Grade 10 Academic Science.

Course codes beginning with "K" indicate courses consisting of alternative expectations, which do not lead to credits. These codes are structured somewhat differently: the fourth character indicates the year of attendance in secondary school (A for the first year, B for the second, etc.); and the fifth character, N, indicates a non-credit course.

COURSES OFFERED IN THE SCHOOL AND RELATED INFORMATION

PCVS is a semestered school. This means that the school year is broken into two semesters. Semester One runs from September until the end of January, and Semester Two runs from February until the end of June. Each semester has three reporting periods: Progress (October and March), Mid-Term (November and April) and Final (January and June).

Credits: A credit is a means of recognition of the successful completion of a course for which a minimum of 110 hours has been scheduled. A credit is granted to a student by the principal of a secondary school on behalf of the Ministry of Education.

Types of Secondary School Courses: The curriculum for secondary school is organized into several types of courses. The new system of courses is intended to enable students to choose courses that are suited to their strengths, interests, and goals. In Grades 9 and 10, the types of courses offered are: enriched, academic, applied, open and locally developed (essential). Courses in Grades 11 and 12 are designed to prepare students for a post-secondary destination – that is, for university, university/college, college, apprenticeship training, or the workplace.

TYPES OF COURSES IN GRADES 9 & 10

The types of courses in Grades 9 & 10 are defined as follows:

Enriched courses are designed for the identified gifted and/or talented learner. These courses develop and challenge students' knowledge and skills through in-depth exploration of theory and abstract problems. Like academic courses, Enriched programs incorporate practical applications as appropriate. Students and parents should be aware that enriched courses will have a significant homework component as well as a number of independent assignments. Students with a mark of 85% or greater are encouraged to apply. Enriched courses are identified by a '6' as the course code's 6th character; eg., MPM 1D6 is Grade 9 Enriched Math. Interested students are required to obtain departmental (English, Math or Science) endorsement to register in these courses.

Academic courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate. Students and parents should understand that academic courses will have a heavier homework component and more independent assignments than other types of Grade 9 courses. Academic course codes have a 'D' for their 5th character, eg; MPM 1D1 is Grade 9 Academic Math.

Applied courses focus on the core concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study. Applied course codes have a 'P' for their 5th character, eg; CGC 1P1 is Grade 9 Applied Geography.

Locally Developed (Essential) courses are designed to accommodate students who experience difficulty with the provincial curriculum. Placement is determined through the I.P.R.C. process or at the recommendation of teachers and counsellors. Boards are allowed to develop and offer locally developed courses in Grade 9 English, mathematics and science, and Grade 10 English, mathematics, and either science or Canadian history. (The Kawartha Pine Ridge District School Board has decided to offer Grade 10 Canadian history.) Locally developed course codes have a 'L' for their 5th character, eg; ENG 1L1 is Grade 9 Locally Developed English.

All types of courses set high expectations for students while preparing them for studies in the senior grades. The types of courses differ in the balance between essential concepts and additional material, and in the balance between theory and application. In planning courses of study, teachers take into account the need to adapt instructional approaches and materials to reflect the differences between the course types.

Open courses comprise a set of expectations that are appropriate for all students. These courses are found in areas such as physical education, the arts and technological education. Open level course codes have an ‘O’ for their 5th character, eg; AVI 101 is Grade 9 Open Visual Art.

Students in Grade 9 will make the choice between enriched, academic, applied and locally developed/essential courses primarily on the basis of their strengths, interests and needs. It is imperative that students consult their parents and Grade 8 teachers before making final choices. The selection of courses for an exceptional student should also be guided by information in the student’s Individual Education Plan.

Switching from one level in Grade 9 to a different level in Grade 10 may require additional course work in order to demonstrate achievement of the learning expectations that will be required. For example, moving from Grade 9 Applied math to Grade 10 Academic math requires the completion of a ‘transfer’ course at summer school.

TYPES OF COURSES IN GRADES 11 AND 12

In Grades 11 and 12, students will choose from among four destination-related course types: university preparation, university/college preparation, college preparation, and workplace preparation.

Open courses are also offered in Grades 11 and 12. Students will make their choices on the basis of their interests, achievement, and career goals. All university preparation courses, university/college preparation courses, college preparation courses, and workplace preparation courses have been developed in collaboration with representatives of universities, colleges, apprenticeship programs, or the business community, as appropriate, and are designed to enable students to meet the entrance requirements of post-secondary institutions or apprenticeship or other training programs, or the expectations of employers in the workplace.

The following is a brief description of the types of courses that are available in the various disciplines of the Ontario curriculum in Grades 11 and 12:

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

University/college preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.

College preparation courses are designed to equip students with the knowledge and skills they need to meet the requirements for entrance to most college programs or for admission to apprenticeship or other training programs.

Workplace preparation courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workplace directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.

Open courses are designed to broaden students’ knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace in mind.

Prerequisites are specified for many of the courses offered in Grades 11 and 12. They are identified in the curriculum policy documents.

GIFTED/ENRICHED PROGRAM

Peterborough Collegiate believes in meeting the learning needs of all students. The intention is for these enriched courses to lead to Advanced Placement Programs in Grades 11 and/or 12 (see below). Students identified as

Gifted and those who demonstrate high achievement are also provided with the opportunity to participate in enrichment activities such as Trent University Model United Nations, Insights, Math Contests, Academic Olympics, the Reading Tutor Program, and the Model United Nations in The Hague.

ADVANCED PLACEMENT (AP) OPPORTUNITIES

The Advanced Placement Program is interwoven with the Ontario Curriculum in the Gifted/Enriched courses. Advanced Placement enrichment exposes students to university-level content and expectations, giving them an advantage when applying to universities in Canada, the United States, or abroad. AP results are accepted by many Canadian universities which increasingly offer advanced standing (university credit) in a number of specified courses, to candidates with good AP exam results. The Canadian AP website offers more in-depth information (www.ap.ca) with respect to the number and subject listing for universities. Students are also encouraged to ask universities about their AP policies.

The Advanced Placement Program (AP) is a cooperative educational endeavour of secondary schools and universities. Through AP courses, high school students engage in university-level study. For each AP course, except Studio Art, an AP exam is administered at the school and graded by the American College Board. Many colleges and universities use satisfactory AP grades to grant credit, placement or both. There is a cost for each AP exam of approximately \$100.00.

Successful completion of a course designated as AP ensures the attainment of the associated university level credit. Course credit and/or advanced placement at the post-secondary level are awarded by the college or university, not by the American College Board, the school, or the AP Program. Students seeking university/college credit through the AP Program should consult each individual institution's calendar.

Students who take AP courses derive many benefits. AP courses give high-school students the opportunity to participate in classes that are more rigorous and in-depth than most other high-school offerings. To participate in an AP class is to enter a world of intense discussion and thought, a class where students are given the intellectual responsibility to think for themselves and to learn to reason, analyse and understand. Such intellectual training inevitably helps students succeed in their post-secondary education, where these skills are essential.

The AP courses are enriched courses of study based on the Grade 12/College Board courses of the same discipline. The students will expand on topics normally covered in Grade 12 courses. Advanced Placement courses incorporate the topics found in the majority of first year university courses. The rigorous demands of the courses require dedication and mature thinking as well as some additional time beyond the scheduled timetable in order to ensure adequate preparation for the AP exam or portfolio submission. Upon successful completion of the course material, credit will be granted and students will be prepared to take the AP exam or submit other required work. The exam and fieldwork will have fees attached to them.

TRANSFER COURSES

A transfer course is a partial-credit course that bridges the gap between courses of two different types in the same subject and grade. Students who revise their educational and career goals and who wish to change from one destination-related stream to another in a particular subject may often do so by taking a transfer course. Transfer courses enable students to achieve the expectations not covered in one course type but required for entry into a course in the next grade.

The availability of transfer courses will depend on the number of students requesting the program; generally they are offered at summer school

A list of Ministry of Education approved transfer courses is available from the Guidance Department.

GRADE 9 COURSE OFFERINGS FOR 2010-2011

Arts		
Drama	ADA 101	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.
Instrumental Music	AMU 101	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 emphasis of this course will be on instrumental music. Students with no instrumental music background are welcome to select this course if they wish to learn how to play a musical instrument.
Visual Art Course Fee: \$12	AVI 101	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.
Crafts - General Course Fee: \$15	AWA 101	Same as AVI 101 (above). Emphasis will be on arts and crafts.
Business		
Introduction to Business	BBI 101	This course introduces students to the world of business, including the concepts, functions, and skills required for meeting the challenges of operating a business in the twenty-first century on a local, national, and/or international scale. Students will also learn concepts and skills related to personal finance, entrepreneurship, and international business.
Canadian and World Studies		
Geography of Canada, Academic	CGC 1D1	This course explores Canada's distinct and changing character and the geographical 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 analyze and evaluate geographic issues and present their findings.

Geography of Canada, Applied	CGC 1P1	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.
English		
English, Academic <i>Language Power</i> Text - \$12	ENG 1D1	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.
English, Enriched <i>Language Power</i> Text - \$12	ENG 1D6	This course is an enriched version of the Academic English Program (please see descriptor above).
English, Locally Developed	ENG 1L1	This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, in the Grade 10 ENG 2L1 course, and in the Grade 11 Workplace Preparation course.
English, Applied <i>Language Power</i> Text - \$12	ENG 1P1	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.
Learning Strategies		
Learning Strategies	GLE 1O1 or GLS 1O1	This course explores learning strategies and helps students become better, more independent learners while increasing their personal management skills, both in school and in other contexts. Students will learn how to develop and apply a range of strategies to improve their learning and achievement, particularly their literacy, communication, and planning skills. This course will increase students' confidence, motivation and ability to learn. Enrolment in either of these courses is through the Special Education Department.

French		
French, Academic Course Fee: \$12 to \$15	FSF 1D1	This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, 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.
French, Enriched Course Fee: \$12 to \$15	FSF 1D6	This course is an enriched version of Academic French (please see descriptor above). Students with a keen interest in French language and culture are encouraged to apply.
French, Applied Course Fee: \$12 to \$15	FSF 1P1	This course emphasizes the concurrent development of oral communication, reading, and writing skills, using broad-based themes. Students will enhance their ability to understand and speak French through conversations, discussions, and presentations. They will also read short stories, articles, poems, and songs, and write brief descriptions, letters, dialogues, and invitations.
Mathematics		
Principles of Mathematics - Academic	MPM 1D1	This course enables students to develop understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a relationship. They will also explore relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multistep problems.
Mathematics, Enriched	MPM 1D6	This course is an enriched version of Principles of Mathematics - Academic (please see descriptor above).
Mathematics - Locally Developed	MAT 1L1	This courses emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Grade 10 locally developed course, and in the mathematics Grade 11 and 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.

Foundations of Mathematics - Applied	MFM 1P1	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.
Physical Education - Cost of PCVS T-shirt (mandatory for Grade 9 & 10 P.E.) is \$10.		
Healthy Active Living - Female Male	PPL 1OG PPL 1OB	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.
Science - Science students will pay an annual \$5.00 fee to cover the cost of consumable items. This is a one-time annual fee, regardless of the number of science courses taken in any given school year.		
Science, Academic	SNC 1D1	This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.
Science, Enriched	SNC 1D6	This course is an enriched version of the Academic Science Program (please see descriptor above).
Science, Locally Developed	SNC 1L1	This course emphasises reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking and the relationship between science, society, and the environment, to prepare students for success in everyday life, and in the 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 continue developing their skills in reading, writing, and oral language through relevant and practical science activities.

Science, Applied	SNC 1P1	This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science to everyday situations. They are also given opportunities to develop practical skills related to scientific investigation. Students will plan and conduct investigations into practical problems and issues related to the impact of human activity on ecosystems; the structure and properties of elements and compounds; space exploration and the components of the universe; and static and current electricity.
Social Science & Humanities		
Individual & Family Living	HIF 1O1	This course explores the challenges faced by all people: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will acquire knowledge and skills that are needed to make the transition to adulthood. Teachers will instruct students in developing inter-personal, decision-making, and practical skills related to daily life. Students will explore the functioning of families and the diversities found among families and within society.
Technological Education		
Construction Technology	TCJ 1O1	This exploratory course introduces students to concepts and skills in construction technology, which encompasses plumbing, electrical wiring, masonry, heating/cooling, carpentry and woodworking. 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 this field.
Exploring Technologies	TIJ 1O1	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 post-secondary education and training pathways leading to careers in technology-related fields.

GRADE 10 COURSE OFFERINGS FOR 2010-2011

Arts		
Drama	ADA 2O1	This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.

Guitar - Beginner Course Fee: \$5	AMG 2O1	Students will have opportunities to learn basic guitar techniques including picking and strumming, chordal accompaniments, various guitar styles through performance and listening activities, the reading of chord charts and melodic notation, song writing, and the history of the guitar. The following will be evaluated: creativity and listening skills and performance skills.
Instrumental Music	AMU 2O1	This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures. The emphasis of this course will be on instrumental music.
Vocal Music	AMV 2O1	This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures. The emphasis of this course will be on vocal music.
Dance	ATC 2O1	This course emphasizes the development of students' technique and creative skills relating to the elements of dance and the tools of composition in a variety of performance situations. Students will identify responsible personal and interpersonal practices related to dance processes and production, and will apply technologies and techniques throughout the process of creation to develop artistic scope in the dance arts.
Visual Art <i>Recommended Pre-requisite:: AVI 1O1</i> Course Fee: \$15	AVI 2O1	This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.
Visual Art - Introductory Course Fee: \$15	AVI 2ON	An introductory art course for students who did not take Gr. 9 Visual Art.
Fashion Art Course Fee - \$20	AWI 2O1	Please see the descriptor for AVI 2O1 above. In this course students will focus on the elements and principles of fashion, make-up and costume design.

Business Studies		
Introduction to Business	BBI 201	This course introduces students to the world of business, including the concepts, functions, and skills required for meeting the challenges of operating a business in the twenty-first century on a local, national, and/or international scale. Students will also learn concepts and skills related to personal finance, entrepreneurship, and international business.
Canadian and World Studies		
Contemporary Canadian History, Academic	CHC 2D1	This course explores the local, national, and global forces that have shaped Canada's national identity from World War I to the present. Students will investigate the challenges presented by economic, social, and technological changes and explore the contributions of individuals and groups to Canadian culture and society during this period. Students will use critical thinking and communication skills to evaluate various interpretations of the issues and events of the period and to present their own points of view.
Canadian History in the 20 th Century, Academic - ESL	CHC 2D7	This course is for ESL students. See descriptor for CHC 2D1, above.
Contemporary Canadian History, Locally Developed	CHC 2L1	This course emphasizes strengthening history-related knowledge and skills and to prepare students for success in everyday life, in the workplace, and in Grade 11 Workplace courses. Students are given the opportunity to continue developing their skills in reading, writing, and oral language through relevant and practical history activities. Students are given opportunities to improve their subject area knowledge and skills and to practice using them in order to strengthen their literacy skills. This course encourages students to examine their conceptual understanding and beliefs, develop and enhance their critical thinking skills, and engage in meaningful dialogue with teachers and with peers.
Contemporary Canadian History, Applied	CHC 2P1	This course explores some of the events and experiences that have influenced the development of Canada's identity as a nation, from World War I to the present. By examining how the country has responded to economic, social, and technological changes and how individuals and groups have contributed to Canadian culture and society during this period, students will develop their ability to make connections between historical and current events. Students will have opportunities to formulate questions, locate information, develop informed opinions, and present ideas about the central issues and events of the period.
Canadian History in the 20 th Century, Applied - ESL	CHC 2P7	This course is for ESL students. See descriptor for CHC 2P1, above.

Civics - (Half Credit)	CHV 205	This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy in local, national and global contexts, about political reactions to social change, and about political decision-making processes in Canada. They will explore their own and others' ideas about civics questions and learn how to think critically about public issues and react responsibly to them.
Civics - ESL (Half Credit)	CHV 207	This course is for ESL students. See descriptor for CHV 205, above.
English		
English, Academic <i>Pre-requisite: Grade 9 English (Academic or Applied)</i> <i>Language Power Text - \$12</i>	ENG 2D1	This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.
English, Enriched <i>Pre-requisite: Grade 9 Academic English + Department Approval</i> <i>Language Power Text - \$12</i>	ENG 2D6	This course is an enriched version of Grade 10 Academic English (see descriptor above).
English, Locally Developed <i>Pre-requisite: A Grade 9 English Credit</i>	ENG 2L1	In this course students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace, or in the Grade 11 Workplace Preparation course. The course is organized by strands that extend listening and talking skills, reading and viewing skills, and writing skills. In all strands the focus is on refining foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students build on their strategies and engage in the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.
English, Applied <i>Pre-requisite: Grade 9 English (Academic or Applied)</i> <i>Language Power Text - \$12</i>	ENG2P1	This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course.

Guidance and Career Education		
Career Studies - (Half Credit)	GLC 205	This course teaches students how to develop and achieve personal goals in education and work and contribute to their communities. Student learning will include assessing their own knowledge, skills, and characteristics and investigating economic trends, workplace organization, work opportunities, and ways to search for work. The course explores post-secondary learning options, prepares students for community-based learning, and helps them build the capabilities needed for managing work and life transitions. Students will design action plans for pursuing their goals.
Career Studies - ESL (Half Credit)	GLC 207	This course is for ESL students. See descriptor for GLC 205, above.
Discovering the Workplace	GLD 201	This course provides students with opportunities to discover and develop the workplace essential skills and work habits required to be successfully employed, and helps students make plans for continued learning and work. Students will develop an understanding of work through practical hands-on experiences in the school and in the community using real workplace materials. Students will investigate occupations of interest through experiential learning opportunities, such as worksite visits, job shadowing, work experience, simulations and entrepreneurial projects.
French		
French, Academic <i>Pre-requisite: Grade 9 Core French</i> Course Fee: \$12 to \$15	FSF 2D1	This course enables students to increase their knowledge of the French language, further develop their language skills, and deepen their understanding and appreciation of francophone culture around the world. Exploring a variety of themes, students will develop and apply critical thinking skills in discussion, in their analysis and interpretation of texts, and in their own writing.
Mathematics		
Mathematics, Locally Developed <i>Pre-requisite: Grade 9 Mathematics</i>	MAT 2L1	This course emphasizes the extension of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Mathematics Grade 11 and 12 Workplace Preparation courses. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on strengthening and extending key foundational mathematical concepts and skills by solving authentic everyday problems. Students have opportunities to extend their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing and oral language through relevant and practical math activities.

Foundations of Mathematics, Applied <i>Pre-requisite: Grade 9 Mathematics (Academic or Applied)</i>	MFM 2P1	This course enables students to consolidate their understanding of key mathematical concepts through hands-on activities and to extend their problem-solving experiences in a variety of applications. Students will solve problems involving proportional reasoning and the trigonometry of right triangles; investigate applications of piecewise linear functions; solve and apply systems of linear equations; and solve problems involving quadratic functions. The effective use of technology in learning and in solving problems will be a focus of the course.
Principles of Mathematics - Academic <i>Pre-requisite: Grade 9 Academic Math (70% or higher) or Grade 9 Applied Math with Transfer Course</i>	MPM 2D1	This course enables students to broaden their understanding of relations, extend their skills in multi-step problem solving, and continue to develop their abilities in abstract reasoning. Students will pursue investigations of quadratic functions and their applications; solve and apply linear systems; solve multi-step problems in analytic geometry to verify properties of geometric figures; investigate the trigonometry of right and acute triangles; and develop supporting algebraic skills.
Principles of Mathematics - Academic: Enriched <i>Pre-requisite: Grade 9 Academic Math + Department Approval</i>	MPM 2D6	This course is an enriched version of Grade 10 Principles of Mathematics - Academic (please see descriptor above).
Physical Education - Cost of PCVS T-shirt (mandatory for Grade 9 & 10 P.E.) is \$10.		
Healthy Active Living - Female Male	PPL 2OG PPL 2OB	This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices.
Science - Science students will pay an annual \$5.00 fee to cover the cost of consumable items. This is a one-time annual fee, regardless of the number of science courses taken in any given school year.		

<p>Science, Academic</p> <p><i>Pre-requisite: Grade 9 Science, Academic or Applied</i></p>	SNC 2D1	<p>This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter.</p>
<p>Science, Enriched</p> <p><i>Pre-requisite: Grade 9 Academic Science + Department Approval</i></p>	SNC 2D6	<p>This course is an enriched version of Grade 10 Academic Science (see descriptor above).</p>
<p>Science, Applied</p> <p><i>Pre-requisite: Grade 9 Science, Academic or Applied</i></p>	SNC 2P1	<p>This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter.</p>
Technological Education		
<p>Construction Technology</p>	TCJ 2O1	<p>This course introduces students to building materials and processes through opportunities to design and build various construction projects. Students will learn to create and read working drawings; become familiar with common construction materials, components, and processes; and perform a variety of fabrication, assembly, and finishing operations. They will use a variety of hand and power tools and apply knowledge of imperial and metric systems of measurement, as appropriate. Students will develop an awareness of environmental and societal issues related to construction technology, and will explore secondary and post-secondary pathways leading to careers in the industry.</p>
<p>Communications Technology</p>	TGJ 2O1	<p>This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology and explore secondary and post-secondary education and training pathways and career opportunities in the various communications technology fields.</p>

World of Work – WOW Program

This is a two-credit program. Please select GLD 201 and GWL 301

This two credit package is offered to grade 10 students as an introduction to the workplace and future employment opportunities. With a focus on preparing for the world of work, students will study the following:

1. Personal management skills
2. Interpersonal and teamwork skills
3. Literacy and numeracy skills
4. Strategies for success in the work environment

Students will develop the essential skills and work habits required to succeed in a work environment.

Guest speakers, worksite visits, job shadowing, and short work placements will all be used to give exposure to future work possibilities.

Participants will learn how to write an effective resume and will complete training that may be used to build an effective resume. Training may include such things as Health and Safety, First Aid and CPR certification.

Students who successfully complete the WOW Program will receive two credits: GLD 201 and GWL 301 and be well prepared to continue in the Coop Education program in grades 11 and 12.

See your Guidance or Resource teacher if you think this program would be of interest to you. The Recommendation of the Principal will be required to be accepted into the program.

GRADE 11 COURSE OFFERINGS FOR 2010-2011

Business Studies		
Accounting Workbook Fee - \$22	BAF 3M1	This course introduces students to the fundamental principles and procedures of accounting, with emphasis on accounting procedures used in service and merchandising businesses. Students will develop an understanding of the connections between financial analysis, control, and decision making in the management of a business, as well as the effects of technology and globalization on accounting procedures and the role of the accountant.
Accounting Essentials	BAI 3E1	This course introduces students to the accounting cycle of a service business. Students will use computer application software to record business transactions and to prepare financial statements. Students will also investigate banking and cash management, decision making, ethical behaviour, and career opportunities in the field of accounting.
Marketing	BMI 3C1	This course introduces the fundamental concepts of marketing, with an emphasis on in-depth analysis of the influence of changes in the economy and global marketplace, trends and issues, and the impact of technology. Students will analyse the buying patterns of various consumers and the effect of marketing strategies, and will engage in marketing research. Students will also develop and present a marketing plan for a specific product.

Marketing: Retail & Service	BMX 3E1	This course focuses on marketing activities in the retail and service sectors. Students will examine trends and global influences on marketing decisions, and will learn about the importance of customer service in developing a customer base and maintaining customer loyalty. Through hands-on learning, students will develop personal selling and information technology skills that will prepare them for a variety of marketing-related positions in the workplace.
Creative Arts		
<i>This is a three-credit package including drama, music (vocal) and theatre production. Students will work on a flexible timetable, which will mean committing time during lunch and after school to rehearsals, as well as evening performances. Students will rehearse and perform as professionals in the acting, music and theatrical fields.</i>		
Musical Theatre - Drama	ADB 3M9	This course requires students to create and to perform dramatic presentations. Students will analyse, interpret and perform works of drama from various cultures, including Western plays from around 1900. Students will also do research on different acting styles and conventions for their presentations, create original works, and analyse the functions of playwright, director, actor, producer, designer, technician and audience.
Theatre Production	ADD 3M9	This course requires students to create and to perform dramatic presentations. Students will analyse, interpret and perform works of drama from various cultures, including Western plays from around 1900. Students will also do research on different acting styles and conventions for their presentations, create original works, and analyse the functions of playwright, director, actor, producer, designer, technician and audience. The emphasis of this course will be on theatre production.
Vocal Music	AMT 3M9	This course emphasizes the appreciation, analysis, and performance of various kinds of music, including baroque and classical music, popular music, and Canadian and non-Western music. Students will perform technical exercises and appropriate repertoire, complete detailed creative activities, and analyse and evaluate live and recorded performances. They will continue to increase their understanding of the elements of music while developing their technical and imaginative abilities. The emphasis of this course will be on vocal music in a theatre production.
Drama <i>Pre-requisite: Grade 9 or 10 Drama</i>	ADA 3M1	This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences.
Drama	ADA 3O1	This course requires students to engage in dramatic processes and the presentation of dramatic works, and emphasizes the application of drama skills in other contexts and opportunities. Students will interpret and present works in a variety of dramatic forms, create and script original works, and critically analyse the processes involved in producing dramatic works. Students will develop a variety of skills related to collaboration and the presentation of dramatic works.

<p>Guitar - Advanced</p> <p><i>Pre-requisite: AMG 201 or Departmental Permission</i></p> <p>Course Fee: \$5</p>	<p>AMG 301</p>	<p>Students will have opportunities to learn basic guitar techniques including picking and strumming, chordal accompaniments, various guitar styles through performance and listening activities, the reading of chord charts and melodic notation, song writing and the history of the guitar. The following will be evaluated: creativity and listening skills, and performance skills. Students are expected to provide their own acoustic guitar.</p>
<p>Stage (Jazz) Band</p> <p><i>Pre-requisite: Grade 9 or 10 Music</i></p>	<p>AMH 3M1</p>	<p>This course develops students' musical literacy through performance and the presentation of music productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyze music from various genres and periods, and they will develop skills transferrable to other aspect of their life and careers. The course of study will emphasize the genre of stage band performance.</p>
<p>Instrumental Music - Repertoire</p> <p><i>Pre-requisite: Grade 9 or 10 Music</i></p>	<p>AMR 3M1</p>	<p>This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers. The emphasis of this course will be on instrumental music performance.</p>
<p>Vocal Music</p>	<p>AMV 3M1</p>	<p>This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers. The emphasis of this course will be on vocal music.</p>
<p>Dance</p> <p><i>Pre-requisite: Grade 9 or 10 Dance</i></p>	<p>ATC 3M1</p>	<p>This course emphasizes the development of students' artistry, improvisational and compositional skills, and technical proficiency in global dance genres. Students will apply dance elements, techniques, and tools in a variety of ways, including performance situations; describe and model responsible practices related to the dance environment; and reflect on how the study of dance affects personal and artistic development.</p>

Dance	ATC 301	This course emphasizes the development of students' movement vocabulary relating to global dance genres, and of their understanding of the elements of dance and the tools of composition in a variety of performance situations. Students will research and explain how physical, intellectual, and artistic skills developed in dance can be applied in a wide range of careers. They will apply technologies and techniques throughout the process of creation and presentation, and reflect on how studies in the dance arts affect personal identity
Visual Art <i>Pre-requisite: Grade 9 or 10 Visual Art</i> Course Fee: \$30	AVI 3M1	This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emergent technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g. photography, video, computer graphics, information design).
Visual Art - Ceramic Sculpture <i>Pre-requisite: Any Grade 9 or 10 Course in the Visual Arts</i> Course Fee: \$25	AWC 3M1	This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emergent technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form. The emphasis of this course will be on ceramic sculpture.
Art History	AWU 3M1	This course will offer the student an opportunity to investigate many forms of visual art by examining its history and theory; students will become familiar with the social, economic, religious and political trends of the times and will develop an understanding of how these factors play a significant role in the art that emerged from these times. This course will enhance the general foundation students receive through the visual arts courses at secondary school, but for those who have not enrolled in any studio course, it will be a thorough introduction to the history of the visual arts.
Computer Studies		
Computer Applications	BTA 301	This course provides students with the opportunity to develop the information technology skills and knowledge required in a business. Students will learn about the information technology work environment, use industry-standard software, conduct electronic research, investigate electronic business, and explore occupations and post-secondary programs that require information technology skills.

Computer and Information Science	ICS 3U1	This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use sub-programs within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. Students will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields. Through a focus on the development of computer simulations and game design, students become prepared for a variety of first-year university or college computer courses which are mandatory in a number of programs.
Co-operative Education		
Co-operative Education <i>(Application/Interview) - Two Credits</i>	WRK 502	This course prepares students to make successful transitions to post-secondary work and education or training. Students will explore the realities and opportunities of modern workplaces, while refining their employability skills and learning how to manage their careers. Students will target appropriate post-secondary education or training options and begin to implement an action plan for post-secondary success.
English		
English - Media Studies <i>Pre-requisite: Grade 10 English</i>	EMS 301	This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analysing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading, and writing.
English <i>Pre-requisite: Grade 10 Applied English</i>	ENG 3C1	This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course.
English, Workplace <i>Pre-requisite: Grade 10 English</i>	ENG 3E1	This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will study the content, form, and style of a variety of contemporary informational, graphic, and literary texts; and create oral, written, and media texts in a variety of forms for practical purposes. An important focus will be on using language clearly and accurately in a variety of formal and informal contexts. The course is intended to prepare students for the compulsory Grade 12 workplace preparation course.

English <i>Pre-requisite: Grade 10 Academic English</i>	ENG 3U1	This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures; as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.
English	ENG 3U6	This is an enriched version of ENG 3U1 - see descriptor above.
Social Sciences and Humanities		
Fashion & Creative Expression Course Fee - \$18	HNC 301	This course explores what clothing communicates about the wearer and how it becomes a creative and entrepreneurial outlet through the design and production process. Students will learn, through practical experiences, about the nature of fashion design; the characteristics and fibres and fabrics; the construction, production, and marketing of clothing; and how to plan and care for a wardrobe that is appropriate for an individual's appearance, activities, employment, and lifestyle. Students will develop research skills as they explore the evolution of fashion and its relationship to society, culture, and individual psychology.
Parenting	HPC 301	This course focuses on the skills and knowledge needed to promote the positive and healthy nurturing of children, with particular emphasis on the critical importance of the early years to human development. Students will learn how to meet the developmental needs of young children, communicate and discipline effectively, and guide early behaviour. They will have practical experiences with infants, toddlers and preschoolers, and will learn skills in researching and investigating questions relating to parenting. This course will help prepare students for one of life's greatest challenges, that of parenting a child.
World Religions <i>(Recommended Pre-requisites: Grade 10 Academic English & Grade 10 Academic History)</i>	HRT 3M1	This course enables students to discover what others believe and how they live, and to appreciate their own unique heritage. Students will learn about the teachings and traditions of a variety of religions, the connections between religion and the development of civilizations, the place and function of religion in human experience, and the influence of a broad range of religions on contemporary society. This course also introduces students to skills used in researching and investigating world religions.
Introduction to Anthropology, Psychology & Sociology	HSP 3M1	This course introduces the theories, questions, and issues that are the major concerns of anthropology, psychology, and sociology. Students will develop an understanding of the way social scientists approach the topics they study and the research methods they employ. Students will be given opportunities to explore theories from a variety of perspectives and to become familiar with current thinking on a range of issues that have captured the interest of classical and contemporary social scientists in the three disciplines.

French		
<p>Core French</p> <p><i>Pre-requisite: FSF 2D1</i></p> <p>Course Fee: \$12 - \$15</p>	FSF 3U1	<p>This course draws on a variety of themes to promote extensive development of reading and writing skills and to reinforce oral communication skills. Students will gain a greater understanding of French-speaking cultures in Canada and around the world through their reading of a variety of materials, including a short novel or a play. Students will also produce various written assignments. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.</p>
Geography		
<p>Regional Geography - Travel & Tourism</p> <p><i>Pre-requisite: Grade 9 Academic or Applied Geography</i></p>	CGG 301	<p>This course focuses on travel and tourism as a vehicle for the study of selected world regions. Using a variety of geotechnologies and inquiry and communication methods, students will conduct and present case studies that develop their understanding of the unique characteristics of selected world regions; the environmental, cultural, economic, and political factors that influence travel and tourism; and the impact of the travel industry on communities and environments around the world.</p>
History		
<p>American History</p> <p><i>Pre-requisite: Grade 10 Academic History</i></p>	CHA 3U1	<p>This course traces the social, economic, and political development of the United States from colonial times to the present. Students will examine issues of diversity, identity, and culture that have influenced the country's social and political formation and will consider the implications of its expansion into a global superpower. Students will use critical-thinking and communication skills to determine causal relationships, evaluate multiple perspectives, and present their own points of view. This course is to be offered every other year, with the next class in the year 2010-2011.</p>
<p>World History to the 16th Century</p> <p><i>Pre-requisite: Grade 10 Academic or Applied History</i></p>	CHW 3M1	<p>This course investigates the history of humanity from earliest times to the 16th Century. Students will analyze diverse societies from around the world with an emphasis on the political, cultural, and economic structures and historical forces that have shaped the modern world. They will apply historical inquiry, critical thinking, and communication skills to evaluate the influence of selected individuals, groups, and innovations and present their conclusions.</p>
<p>Understanding Canadian Law (Workplace Level)</p> <p><i>Pre-requisite: Grade 10 History</i></p>	CLU 3E1	<p>This course gives students practical information about legal issues that directly affect their lives. Students will examine the need for laws in society, the roots of Canada's legal system, the rights and freedoms that people in Canada enjoy, and the basic elements of criminal law and dispute resolution. Through experiences such as mock trials, debates, and case studies, students will apply inquiry and communication skills to develop and express opinions on legal topics of interest to them.</p>
Mathematics		

<p>Foundations for College Mathematics</p> <p><i>Pre-requisite: Grade 10 Applied Mathematics</i></p>	<p>MBF 3C1</p>	<p>This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations, as well as of measurement and geometry; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; and develop their ability to reason by collecting, analysing, and evaluating data involving one or two variables. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.</p>
<p>Mathematics - Functions & Applications</p> <p><i>Pre-requisite: Grade 10 Academic or Applied Mathematics (70% or higher)</i></p>	<p>MCF 3M1</p>	<p>This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to financial and trigonometric applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.</p>
<p>Mathematics - Functions</p> <p><i>Pre-requisite: Grade 10 Academic Mathematics (Recommended Final Mark of 80% or higher in MPM 2D1)</i></p>	<p>MCR 3U1</p>	<p>This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; and develop facility in simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.</p>
<p>Mathematics for Everyday Life</p> <p><i>Pre-requisite: Grade 9 Academic or Applied Math or a Ministry-approved locally developed Grade 10 Math course.</i></p>	<p>MEL 3E1</p>	<p>This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.</p>
Physical & Health Education		
<p>Physical Education</p> <p>Female</p> <p>Male</p>	<p>PPL 3OG</p> <p>PPL 3OB</p>	<p>This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills, and will be given opportunities to practise goal-setting, decision-making, coping, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.</p>

Health for Life Course Fee: \$30	PPZ 3O1	This course helps students develop a personalized approach to healthy living. Students will develop personalized weight training and cardiovascular workouts that are specific to their training and lifestyle goals. Students will examine the factors that affect their own health and the health of individuals as members of the community. They will learn about the components of the Vitality approach to healthy living - an initiative that promotes healthy eating, an active lifestyle, and a positive self-image. Throughout this course students will develop the skills necessary to take charge of and improve their own health, as well as to encourage others to lead healthy lives.
Science - Science students will pay an annual \$5.00 fee to cover the cost of consumable items. This is a one-time annual fee, regardless of the number of science courses taken in any given school year.		
Biology <i>Pre-requisite: Grade 10 Academic or Applied Science</i>	SBI 3C1	This course focuses on the processes that occur in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology microbiology, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields.
Biology <i>Pre-requisite: Grade 10 Academic Science</i>	SBI 3U1	This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.
Biology, Enriched <i>Pre-requisite: SNC 2D6 or dept. approval</i>	SBI 3U6	This course is an enriched version of Grade 11 university biology. See descriptor above.
Chemistry <i>Pre-requisite: Grade 10 Academic Science</i>	SCH 3U1	This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.
Chemistry, Enriched <i>Pre-requisite: SNC 2D1 or SNC 2D6</i>	SCH 3U6	This course is an enriched version of Grade 11 university chemistry. See descriptor above.

<p>Physics</p> <p><i>Pre-requisite: Grade 10 Academic Science</i></p>	SPH 3U1	<p>This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.</p>
<p>Environmental Science - Workplace Preparation</p> <p><i>Pre-requisite: Science, Grade 9 Academic or Applied or a Grade 9 or 10 Locally Developed Compulsory Science</i></p>	SVN 3E1	<p>This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in work and life after secondary school. Students will explore a range of topics, including the impact of human activities on the environment; human health and the environment; energy conservation; resource science and management; and safety and environmental responsibility in the workplace. Emphasis is placed on relevant, practical applications and current topics in environmental science, with attention to the refinement of students' literacy and mathematical literacy skills as well as the development of their scientific and environmental literacy.</p>
Technological Education		
<p>Construction Technology</p>	TCJ 3C1	<p>This course focuses on the development of knowledge and skills related to residential construction. Students will gain hands on experience using a variety of construction materials, processes, tools, and equipment; learn about building design and planning construction projects; create and interpret working drawings and sections; and learn how the Ontario Building Code and other regulations and standards apply to construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and explore career opportunities in the field.</p>
<p>Construction Technology</p>	TCJ 3E1	<p>This course enables students to develop technical knowledge and skills related to carpentry, masonry, electrical systems, heating and cooling, and plumbing for residential construction. Students will gain hands-on experience using a variety of materials, processes, tools, and equipment to design, lay out, and build projects. They will create and read technical drawings, learn construction terminology, interpret building codes and regulations, and apply mathematical skills as they develop construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and explore post-secondary and career opportunities in the field.</p>

Communications Technology: Print & Graphic Communications	TGG 3M1	This emphasis course is designed with a strong focus on print and graphic communications. This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audience production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues, and will explore college and university programs and career opportunities in the various communications technology fields.
Communications Technology: TV, Video and Movie Production	TGV 3M1	This emphasis course is designed with a strong focus on TV, video, and movie production. This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues, and will explore college and university programs and career opportunities in the various communications technology fields.

GRADE 12 COURSE OFFERINGS FOR 2010-2011

Business Studies		
Accounting for Small Business <i>Pre-requisite: BAI 3E1</i>	BAN 4E1	This course develops students' understanding of the fundamentals of accounting by having them examine each component of the accounting cycle, with an emphasis on a merchandising business. Students will use computer applications software to learn how accounting is practiced in the workplace. Students will acquire an understanding of payroll systems, inventory, specialized journals, subsidiary ledgers, income tax reporting, and budgeting.
Accounting <i>Pre-requisite: BAF 3M1</i> Workbook Fee: \$22	BAT 4M1	This course emphasizes study of accounting principles related to financial statements. Students will learn about ways in which information in these statements is used in making decisions, and about the effects on financial statements of using different methods of inventory valuation and adjusting and reversing entries. Students will also study various means of financing a business and ways in which the strength of a corporation can be determined through the reading of its annual report.

International Business Essentials	BBB 4E1	This course provides an introduction to international business. Students will explore the economic relationships that Canada has developed with other nations, and the impact of these relationships on productivity, prices, and variety of goods. This course also introduces students to a variety of career opportunities in international business.
International Business Fundamentals	BBB 4M1	This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for post-secondary programs in business, including international business, marketing, and management.
Creative Arts		
<i>This is a three-credit package in English, drama and careers in the Arts. Students must select all three (3) of the following courses.</i>		
English <i>Pre-requisite: ENG 3U1</i>	ENG 4U9	Please see the descriptor for ENG 4U1 for additional information. In addition, students will study script and theatre as a method of explaining literature.
Drama	ADD 4M9	This course requires students to experiment with forms and conventions in dramatic literature, and to create/adapt and present dramatic works. Students will do research on dramatic forms, conventions, themes, and theories of acting and directing from different historical periods, and apply their knowledge of these in analysing and interpreting dramatic literature, including Canadian works and works from various cultures in the late twentieth century. Students will also examine the significance of dramatic arts in various cultures. This course focuses on children's theatre.
Drama in the Community	ADC 4M9	Students will learn about and gain hands-on experience in jobs related to the theatre and teaching. Job skills, training, and post-secondary preparation will be explored. Students learn what the jobs are, where they are, and how to get one. Projects and experience with real clients in the community will help build portfolios and support admission to college, further training, or the workplace.
Drama <i>Pre-requisite: ADA 3M1</i>	ADA 4M1	This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other text and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

<p>Dramatic Arts - Exploring and Creating the Arts</p>	<p>AEA 4O1</p>	<p>This course offers students the opportunity to explore connections between dance, drama, media arts, music, and/or visual arts. Students will use the creative process individually and/or collaboratively to produce integrated art works that draw on various disciplines, and they will critically analyse art works and determine how interpreting these works affects their own development. Students will develop responsible practices that are transferable beyond the classroom. They will explore solutions to integrated arts challenges and discover that art is everywhere, influencing and reflecting society. Video and film production still make up a large portion of the course, however, the course has been broadened to incorporate more of the arts such as radio production, music, media and drama.</p>
<p>Music - Theory (Advanced Placement)</p> <p><i>Pre-requisite: AMU 3M1, AMIU4M1 or department approval</i></p>	<p>AMC 4MA</p>	<p>The AP offering in music theory emphasizes aspects of music such as melody, harmony, texture, rhythm, form, musical analysis, elementary composition and, to some extent, history and style. In the course students are required to read, notate, compose, perform (sing) and listen to music. The ultimate goal of this course is to develop a students' ability to recognize, understand and describe the basic materials and processes of music that are heard or presented in a score. This course will be offered alternating years with the next course in 2010-2011.</p>
<p>Instrumental Music - Repertoire</p> <p><i>(Pre-requisite: AMU 3M1)</i></p>	<p>AMR 4M1</p>	<p>This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers. The emphasis of this course will be on instrumental music performance.</p>
<p>Vocal Music</p> <p><i>Pre-requisite: AMV 3M1</i></p>	<p>AMV 4M1</p>	<p>This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers. The emphasis of this course will be on vocal music.</p>
<p>Popular Dance</p> <p><i>Pre-requisite: ATC 3M1 or ATC 3M8</i></p>	<p>ATC 4M1</p>	<p>This course emphasizes the development of students' technical proficiency, fluency in the language of movement in global dance genres, and understanding of the dance sciences. Students will explain the social, cultural, and historical contexts of dance; apply the creative process through the art of dance in a variety of ways; and exhibit an understanding of the purpose and possibilities of continuing engagement in the arts as a lifelong learner.</p>

<p>Visual Art (Painting & Drawing)</p> <p><i>Pre-requisite: AVI 3M1 or AWC 3M1</i></p> <p>Course Fee: \$45</p>	<p>AWM 4M1</p>	<p>This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts. Students will produce a body of work demonstrating a personal approach.</p>
<p>Visual Art (Printmaking)</p> <p><i>Pre-requisite: AVI 3M1 or AWC 3M1</i></p> <p>Course Fee: \$45</p>	<p>AWO 4M1</p>	<p>This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. The emphasis of this course will be printmaking.</p>
<p>Visual Art (Sculpture)</p> <p><i>Pre-requisite: AVI 3M1 or AWC 3M1</i></p> <p>Course Fee: \$45</p>	<p>AWP 4M1</p>	<p>This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. The emphasis of this course will be sculpture.</p>
<p>Visual Art (Photography)</p> <p><i>Pre-requisite: AVI 3M1, AWC 3M1 or AWU 3M1</i></p> <p>Course Fee: \$90</p>	<p>AWQ 4M1</p>	<p>This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. The emphasis of this course will be photography.</p>
<p>Studio Art (Non-traditional)</p> <p><i>Pre-requisite: A Senior Level (Grade 11 or 12) Visual Arts Credit</i></p> <p>Course Fee: \$60</p>	<p>AWT 4M1</p>	<p>This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. The emphasis of this course will be mixed media and will provide students with the opportunity to develop a portfolio.</p>

Art History	AWU 4M1	This course will offer the student an opportunity to investigate many forms of visual art by examining its history and theory; students will become familiar with the social, economic, religious and political trends of the times and will develop an understanding of how these factors play a significant role in the art that emerged from these times. This course will enhance the general foundation students receive through the visual arts courses at secondary school, but for those who have not enrolled in any studio course, it will be a thorough introduction to the history of the visual arts. The emphasis of this course will be on chronology, theme and critical writing.
Communications Technology		
Communications Technology <i>Pre-requisite: TGJ 3M1</i> (Recommended 60% or above)	TGJ 4M1	This course examines communications systems and design and production processes in the areas of electronic, live, recorded and graphic communications. Students will create, manage and distribute complex electronic, graphic, recorded or audio-visual projects independently and in project teams. Students will also study industry standards and regulations and health and safety issues and will explore careers, the importance of lifelong learning and the impact of communications technology on society and the environment. The knowledge and skills students develop will provide a basis for careers in areas such as publishing, advertising, print production, animation, photography, film, television and web design.
Computer Studies		
Computer & Information Science <i>Pre-requisite: ICS 3M1 or ICS 3U1</i>	ICS 4U1	This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. Students will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field through a focus on video game design and the development of computer simulations.
Co-operative Education		
Co-operative Education <i>(Application/ Interview)</i>	WRK 502	This course prepares students to make successful transitions to post-secondary work and education or training. Students will explore the realities and opportunities of modern workplaces, while refining their employability skills and learning how to manage their careers. Students will target appropriate post-secondary education or training options and begin to implement an action plan for post-secondary success.

English		
English <i>Pre-requisite: Grade 11 University or College English</i>	ENG 4C1	This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.
English <i>Pre-requisite: Grade 11 University, College or Workplace English</i>	ENG 4E1	This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will analyse informational, graphic, and literary texts and create oral, written, and media texts in a variety of forms for workplace-related and practical purposes. An important focus will be on using language accurately and organizing ideas and information coherently. The course is intended to prepare students for the workplace and active citizenship.
English <i>Pre-requisite: ENG 3U1</i>	ENG 4U1	This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.
English - The Writer's Craft <i>Pre-requisite: ENG 3U1 or ENG 3C1</i>	EWC 4C1	This course emphasizes the knowledge and skills related to the craft of writing. Students will investigate models of effective writing; use a workshop approach to write a variety of works; and make considered decisions for improving the quality of their writing. They will also complete a creative or analytical independent study project, and investigate opportunities for publication and for writing careers.
English - The Writer's Craft (University) <i>Pre-requisite: ENG 3U1</i>	EWC 4U1	This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

Ontario Secondary School Literacy Course (OSSLC)		
<p>Ontario Secondary School Literacy Course</p> <p><i>Pre-requisite: See Guidance</i></p>	<p>OLC 4O1</p>	<p>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. Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.</p>
French		
<p>Core French</p> <p><i>Pre-requisite: FSF 3U1</i></p> <p>Course Fee: \$12 - \$15</p>	<p>FSF 4U1</p>	<p>This course draws on a variety of themes to promote extensive development of French-language skills. Students will consolidate their oral skills as they discuss literature, culture and current issues. They will read a variety of texts and will write a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.</p>
Geography		
<p>Environment and Resource Management</p> <p><i>Pre-requisite: Any U, U/C or C course in Geography, English or the Social Sciences. A Strong Foundation in Science is Recommended</i></p>	<p>CGR 4M1</p>	<p>This course investigates the complexity and fragility of ecosystems and the pressures human activities place on them. Students will examine ecological processes, the principles of sustainability and strategies for resource management, with a focus on the challenges of environmental degradation and resource depletion. Students will use geotechnologies and skills of geographic inquiry to explain and evaluate various approaches to achieving a more sustainable relationship between people and their environment.</p>
<p>Canadian & World Issues: A Geographical Analysis</p> <p><i>Pre-requisite: Any U or U/C Course in Canadian & World Studies, English or Social Sciences & Humanities</i></p>	<p>CGW 4U1</p>	<p>This course examines the global challenges of creating a sustainable and equitable future focussing on current issues that illustrate these challenges. Students will investigate a range of topics, including cultural, economic, geopolitical relationships, and regional disparities in the ability to meet basic human needs and protection of the natural environment. Students will use geotechnologies and skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Canada and a world that is interdependent and constantly changing.</p>

History		
<p>Canadian History: Identity and Culture</p> <p><i>Pre-requisite: Any Grade 11 or 12 U or U/C Course in Social Science, English or Canadian & World Studies</i></p>	CHI 4U1	<p>This course explores the challenges associated with the formation of a Canadian national identity. Students will examine the social, political and economic forces that have shaped Canada from the pre-contact period to the present and will investigate the historical roots of contemporary issues from a variety of perspectives. Students will use critical-thinking and communication skills to consider events and ideas in historical context, debate issues of culture and identity, and present their own views. This course will be offered every other year, with the next course beginning in September, 2011.</p>
<p>World History: The West & The World</p> <p><i>Pre-requisite: Any Grade 11 or 12 U or U/C Course in Social Science, English or Canadian & World Studies</i></p>	CHY 4U1	<p>This course investigates the major trends in Western civilization and world history from the 16th Century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political and economic systems. They will use critical-thinking and communication skills to investigate the historical roots of contemporary issues and present their conclusions.</p>
<p>Canadian & International Law</p> <p><i>Pre-requisite: Any Grade 11 or 12 U or U/C Course in Social Science, English or Canadian & World Studies</i></p>	CLN 4U1	<p>This course examines elements of Canadian and international law in social, political, and global contexts. Students will study the historical and philosophical sources of law and the principles and practices of international law and will learn to relate them to issues in Canadian society and the wider world. Students will use critical-thinking and communication skills to analyze legal issues, conduct independent research, and present the results of their inquiries in a variety of ways. This course will be offered every other year, with the next course beginning September, 2010.</p>
<p>Canadian & World Politics Model United Nations</p> <p><i>(Application/ Interview)</i></p> <p><i>Pre-requisite: Any U, U/C or C course in History, English or the Social Sciences</i></p>	CPW 4U1	<p>This course examines Canadian and world politics from a variety of perspectives. Students will investigate the ways in which individuals, groups, and states work to influence domestic and world events, the role of political ideologies in national and international politics, and the dynamics of international cooperation and conflict resolution. Students will apply critical-thinking and communication skills to develop and support informed opinions about current political conflicts, events, and issues. The focus of this course is to prepare for the Model United Nations Conference. <i>NOTE: To be eligible to participate as a member of the delegation at the conference, students are required to maintain a high academic standard throughout the semester. Students who do not provide a solid, consistent effort may be removed from the course and/or be unable to take part in the trip and the conference. Cancellation fees for the conference registration and the plane tickets will apply.</i></p>

Mathematics		
<p>Mathematics - Foundations for College Math</p> <p><i>Pre-requisite: MBF 3C1 or MCF 3M1 or MCR 3U1</i></p>	MAP 4C1	<p>This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyze data using statistical methods; solve problems involving applications of geometry and trigonometry; solve financial problems connected with annuities, budgets, and renting or owning accommodation; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences and human services, and for certain skilled trades.</p>
<p>Mathematics - Mathematics for College Technology</p> <p><i>Pre-requisite: MCR 3U1 or MCF 3M1</i></p>	MCT 4C1	<p>This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, exponential, and trigonometric functions; continue to represent functions numerically, graphically, and algebraically; develop facility in simplifying expressions and solving equations; and solve problems that address applications of algebra, trigonometry, vectors, and geometry. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for a variety of college technology programs.</p>
<p>Mathematics - Calculus and Vectors</p> <p><i>Pre-requisite (or Co-requisite): MHF 4U1</i></p>	MCV 4U1	<p>This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course. Note: The Advanced Functions course (MHF 4U) must be taken prior to or concurrently with Calculus and Vectors (MCV 4U).</p>
<p>Mathematics - Mathematics of Data Management</p> <p><i>Pre-requisite: MCR 3U1 or MCF 3M1</i></p>	MDM 4U1	<p>This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analyzing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.</p>

<p>Mathematics - Mathematics for Work & Everyday Life</p> <p><i>Pre-requisite: MEL 3E1</i></p>	<p>MEL 4E1</p>	<p>This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics; apply the concept of probability to solve problems involving familiar situations; investigate accommodation costs and create household budgets and prepare a personal income tax return; use proportional reasoning; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. There will be a \$5.00 photocopy fee for materials for this course.</p>
<p>Mathematics - Advanced Functions</p> <p><i>Pre-requisite: MCR 3U1 or MCT 4C1</i></p>	<p>MHF 4U1</p>	<p>This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a pre-requisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.</p>
<p>Physical & Health Education</p>		
<p>Recreation and Fitness Leadership (Co-ed)</p> <p><i>Pre-requisite: Any Grade 11 or 12 Phys Ed Course (Application)</i></p> <p>Course Fee: \$350 - \$400</p>	<p>PLF 4C1</p>	<p>This course focuses on the development of leadership and coordination skills related to recreational activities. Students will acquire the knowledge and skills required to plan, organize and implement recreational events. They will also learn how to promote the value of physical fitness, personal well-being and personal safety to others through mentoring. The course will prepare students for college programs in recreational, leisure and fitness leadership. Activity fees throughout this course will total approximately \$300.00. <i>Students may wish to take this course on its own, or take the two-credit combination course below, which adds an Environmental Education component.</i></p>
<p>Environmental & Outdoor Education - TWO CREDITS</p> <p>Pre-requisite: Grade 10 Science, Applied or Academic</p> <p>Course Fee: \$350 - \$400</p>	<p>PLF 4CX & SVN 3M1</p> <p><i>(Students must select both course codes!)</i></p>	<p>This course is a two-credit option combining Recreation and Fitness Leadership - PLF 4C1 (see descriptor above), and Environmental Science - SVN 3M1.</p> <p>This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in life after secondary school. Students will explore a range of topics, including the role of science in addressing contemporary environmental challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationships between science, the environment, and society in a variety of areas.</p> <p>Students may NOT select SVN 3M1 on it's own - it MUST be selected in combination with PLF 4C1.</p>

Physical Education - Healthy Active Living Education (Co-ed)	PPL 4O1	This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills with a view to enhancing their mental health and their relationships with others.
Physical Education - Exercise Science <i>Pre-requisite: Any Grade 11 University or University/College Course in Science</i> Course Fee: \$25	PSE 4U1	This course focuses on the study of human movement and of systems, factors and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sports and the factors that influence an individual's participation in physical activity. The course prepares students for university programs in physical education, kinesiology, recreation, and sports administration.
Science - Science students will pay an annual \$5.00 fee to cover the cost of consumable items. This is a one-time annual fee, regardless of the number of science courses taken in any given school year.		
Biology - University Preparation <i>Pre-requisite: Grade 11 University Biology</i>	SBI 4U1	This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.
Chemistry - College Preparation <i>Pre-requisite: Grade 10 Science, Academic or Applied</i>	SCH 4C1	This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment.

<p>Chemistry - University Preparation</p> <p><i>Pre-requisite: Grade 11 University Chemistry</i></p>	<p>SCH 4U1</p>	<p>This course enables students to deepen their understanding of chemistry through the study of organic chemistry, energy changes and rates of reaction, chemical equilibrium, atomic and molecular structure, and electrochemistry. Students will further develop problem-solving and laboratory skills as they investigate chemical processes, at the same time refining their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in daily life, and on evaluating the impact of chemical technology on the environment.</p>
<p>Earth & Space Science</p> <p><i>Pre-requisite: Grade 10 Academic Science</i></p>	<p>SES 4U1</p>	<p>This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyze techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence.</p>
<p>Science - Workplace Preparation</p> <p><i>Pre-requisite: Science - Grade 10 Applied or a Grade 10 Locally Developed Compulsory Science</i></p>	<p>SNC 4E1</p>	<p>This course provides students with fundamental science knowledge and workplace skills needed to prepare them for success beyond secondary school. Students will explore hazards in the workplace, chemicals in consumer products, disease and its prevention, electricity at home and at work, and nutritional science. Emphasis is placed on current topics in science and relevant, practical activities that develop students' literacy and mathematical literacy skills and enhance their scientific literacy.</p>
<p>Science</p> <p><i>Pre-requisite: Science, Grade 10 Academic or any Grade 11 U, U/C or C course in Science</i></p>	<p>SNC 4M1</p>	<p>This course enables students, including those pursuing post-secondary programs outside the sciences, to increase their understanding of science and contemporary social and environmental issues in health-related fields. Students will explore a variety of medical technologies, pathogens and disease, nutritional science, public health issues, and biotechnology. The course focuses on the theoretical aspects of the topics under study and helps refine students' scientific investigation skills. This course held alternate years: 2010-11, 2012-13 etc.</p>

<p>Physics - College Preparation</p> <p><i>Pre-requisite: Grade 10 Science, Academic or Applied</i></p>	<p>SPH 4C1</p>	<p>This course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment.</p>
<p>Physics</p> <p><i>Pre-requisite: SPH 3U1</i></p>	<p>SPH 4U1</p>	<p>This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyze, qualitatively and quantitatively, data relating to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.</p>
<p>Social Sciences & Humanities</p>		
<p>Individuals & Families in a Diverse Society</p> <p><i>Pre-requisite: Any 'U' or 'U/C' course in Social Sciences & Humanities, English or Canadian & World Studies</i></p>	<p>HHS 4M1</p>	<p>This course applies current theories and research from the disciplines of anthropology, psychology and sociology to the study of individual development, family behaviour, intimate and parent-child relationships and the ways in which families interact within the diverse Canadian society. Students will learn the interpersonal skills required to contribute to the well-being of families, and the investigative skills required to conduct and evaluate research about individuals and families. This course is offered alternating years, with the next course in 2011-2012.</p>
<p>The Fashion Industry</p> <p>Course Fee - \$15</p>	<p>HNB 4O1</p>	<p>This course provides a historical perspective on fashion and design, exploring the origins, influence, and importance of fashion as an expression of national, cultural, religious, and personal identity. Students will learn about the many facets of the Canadian fashion industry, including both large-scale and small entrepreneurial enterprises, and its worldwide links, as well as gaining practical experience in garment design, production, and care. This course also refines students' skills used in researching and investigating various aspects of the fashion industry.</p>

<p>Challenge & Change in Society</p> <p><i>Pre-requisite: Any 'U' or 'U/C' course in Social Sciences & Humanities, English or Canadian & World Studies</i></p>	<p>HSB 4M1</p>	<p>This course examines the theories and methodologies used in anthropology, psychology and sociology to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will analyse cultural, social and biological patterns in human societies, looking at the ways in which those patterns change over time. Students will also explore the ideas of classical and contemporary social theorists, and will apply those ideas to the analysis of contemporary trends. This course is offered alternating years, with the next course in 2010-2011.</p>
<p>Technology</p>		
<p>Construction Technology</p> <p><i>Pre-requisite: TCJ 3C1</i></p>	<p>TCJ 4C1</p>	<p>This course enables students to further develop knowledge and skills related to residential construction and to explore light commercial construction. Students will gain hands on experience using a variety of materials, processes, tools, and about building design and project planning. They will continue to create and interpret construction drawings and will extend their knowledge of construction terminology and of relevant building codes and regulations, as well as health and safety standards and practices. Students will also focus on environmental and societal issues related to construction engineering technology, and explore career opportunities in the field.</p>
<p>Construction Technology</p> <p><i>Pre-requisite: TCJ 3E1</i></p>	<p>TCJ 4E1</p>	<p>This course enables students to further develop technical knowledge and skills related to residential construction and to explore light commercial construction. Students will continue to gain hands on experience using a variety of materials, processes, tools, and equipment; create and interpret construction drawings; and learn more about building design and project planning. They will expand their knowledge of terminology, codes and regulations, and health and safety standards related to residential and light commercial construction. Students will also expand their awareness of environmental and societal issues related to construction technology and explore entrepreneurship and career opportunities in the industry that may be pursued directly after graduation.</p>
<p>Communications Technology: Print & Graphic Communications</p> <p><i>Pre-requisite: Communications Tech. Grade 11 University/College</i></p>	<p>TGG 4M1</p>	<p>This emphasis course is designed for students looking to hone their knowledge and skills in the area of print and graphic communications. This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology, and will investigate career opportunities and challenges in a rapidly changing technological environment.</p>

<p>Communication Technology: TV, Video and Movie Production</p> <p><i>Pre-requisite: Communications Tech. Grade 11 University/College</i></p>	<p>TGV 4M1</p>	<p>This emphasis course is designed for students looking to hone their knowledge and skills in the area of TV, video, and movie production. This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology, and will investigate career opportunities and challenges in a rapidly changing technological environment.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

INTEGRATED ARTS PROGRAM

About the Program

The Integrated Arts Program at PCVS is an enrichment program of study in the Arts. The program was established in 1990 to meet the needs of students who have a special interest or talent in more than one of the Arts.

Drama is a way of learning about people through shared experiences where students:

- develop confidence
- work co-operatively
- create collectively.

Dance encourages physical expression through:

- teamwork
- modern dance, jazz
- choreography with props and costumes.

Contemporary Music provides opportunities to:

- develop performance techniques
- study composition and music history.

Visual Arts creates opportunities for:

- experimenting with creative thinking
- developing skills in drawing, painting, printmaking and sculpture.

Two three-credit packages will be offered: Musical Theatre and Theatre in the Community.

Advanced Placement opportunities are available in Grade 12 in Music Theory, Studio Art, and Art History.

Integrated Arts classes are blended with the regular PCVS academic programs. From Grades 9 to 12, students will have special classes with other Integrated Arts students as they explore their chosen areas of the Arts.

Entrance Requirements

Students must obtain application forms from the Student Services Department at PCVS (742-0425). Students usually enter from Grade 8.

INTEGRATED ARTS DIPLOMA REQUIREMENTS:

Regular Arts Diploma: 8 credits in the arts, including Grade 9 and 10 focus credits

Honours Arts Diploma: 10 or more credits in the arts, including Grade 9 and 10 focus credits

Questions?

May be directed to Ms. Tracey Hughes in the Integrated Arts Office (742-0425, extension 213).

INTEGRATED ARTS COURSE OFFERINGS FOR 2010-2011

Grade 9		
Drama	ADA 108	Students will have opportunities to learn to examine the nature of creative intelligence and explore the world of the arts, confidence, co-operative group skills and a deeper understanding of self through interaction with others. Students will develop skills in improvisation, original script writing and collective creations and to continue to study ways in which music relates to and interacts with drama, visual art and dance. The following will be evaluated: a growth scale through daily progress, theatre reviews, reflection journals and a month-long collective creation in the May production.
Integrated (Comprehensive) Arts Course Fee: \$15	ALC 108	This course integrates three or more of the arts (dance, dramatic arts, contemporary music, visual arts) and examines the similarities and differences among these subjects. Students will learn specialized arts vocabulary while investigating traditional concepts, stylistic elements, and principles unique to the various arts, as well as applications of new technologies.
Contemporary Music - Instrumental <i>Pre-requisite: Grade 8 Instrumental Music</i>	AMU 108	Students will have opportunities to learn how to perform a variety of challenging band music, to respond verbally and in writing to recorded music, to develop skills for composing music and to study ways in which music relates to and interacts with drama, visual art and dance.
Dance	ATC 108	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.

Visual Art Course Fee: \$15	AVI 108	Students will have opportunities to learn to develop skills in drawing, painting, print making, design and sculpture, explore local art spaces and sculpture, become more aware of the visual arts and their relationship to other fine art disciplines such as theatre and costume design, develop creative problem-solving, learn to critically appreciate the art of others, begin a portfolio and sketchbook approach to presentation, and continue to study ways in which music relates to and interacts with drama, visual art and dance. Evaluation will be based on process, product and a mid-term and final exam.
English	ENG 1P8 ENG 1D8	See the course descriptors for Grade 9 ENG 1P1 and ENG 1D1.
Healthy Active Living (Co-ed)	PPL 108	Students will have opportunities to learn to develop a movement vocabulary based on group and individual exercises through a street-style of movement, contact movement, sound and rhythm and hip-hop jazz, to continue to study ways in which music relates to and interacts with drama, visual art and dance. The following will be evaluated: daily participation and effort, group process and presentation, oral and written comprehension of the study of dance and performance-based exam.
Grade 10 - In Grades 10, Integrated Arts students are to take their area of focus (drama, dance, visual art or contemporary music) and a Second arts course - any course coded with a first letter "A" (plus TGJ, HNC and HNB) is an acceptable credit for accumulation towards the Integrated Arts Diploma.		
Drama <i>Pre-requisite: Grade 9 Integrated Arts Drama</i>	ADA 208	Students will have opportunities to learn; role playing, improvisation, collective script writing, independent study, about media through productions of radio drama, film and an arts newsletter to continue to study ways in which music relates to and interacts with drama, visual art and dance. The learning will be integrated with English under the following themes: Shakespeare, Anthology Collection, Science Fiction and Independent Study of an Art Form or Artist, Tolerance and Media.
Instrumental Music (Contemporary) <i>Pre-requisite: Grade 9 Integrated Arts Instrumental Music</i>	AMI 208	Students will have opportunities to learn how to perform a variety of challenging band music and to refine listening and creativity skills. The following will be evaluated: performance, creativity and listening activities with emphasis on performance.
Vocal Music (Contemporary)	AMV 208	Students will have opportunities to learn sight reading techniques and to develop vocal production through the rehearsal and performance of popular and classical vocal repertoire, to discuss and explore the elements of music through listening, performing and creating and to enhance knowledge of music history, theory and composition. The following will be evaluated: performance and creative activities, technology and individual and group projects.

Dance <i>Pre-requisite: Integrated Arts Program student or Departmental Permission</i>	ATC 208	This course requires students to develop their dance skills and learn the theoretical basis for working with anatomical structure in executing dance movements. Student learning will include the processes that form the basis for creating dance; the historical development of dance; students' own aesthetic appreciation of dance as they participate in dance class, rehearsals and performances; and the specialized vocabulary of dance criticism. Students will be required to purchase proper dance attire and will also be required to pay a fee of \$10.00.
Visual Art Course Fee: \$20 <i>Pre-requisite: Grade 9 Integrated Arts Visual Art</i>	AVI 208	Students will have opportunities to learn skills necessary to further enhance the creative process of drawing, painting, three-dimensional studies, theoretical and aesthetic concepts, as they apply to traditional and contemporary images of the art world, analytical and critical thinking skills in relation to one's own work and that of peers. The following will be evaluated: participation in and commitment to the process of art making, tests and assignments in art history and theoretical concepts, projects and presentations that demonstrate skills, proficiency and creativity, and the final exam.
English	ENG 2P8 ENG 2D8	See course descriptors for Grade 10 ENG 2P1 and ENG 2D1.
Grade 11		
<i>Musical Theatre - NOTE: Students must select all three courses in this three-credit package.</i>		
Drama	ADB 3M8	This course requires students to create and to perform dramatic presentations. Students will analyse, interpret and perform works of drama from various cultures, including Western plays from around 1900. Students will also do research on different acting styles and conventions for their presentations, create original works, and analyse the functions of playwright, director, actor, producer, designer, technician and audience.
Theatre Production	ADD 3M8	This course requires students to create and to perform dramatic presentations. Students will analyse, interpret and perform works of drama from various cultures, including Western plays from around 1900. Students will also do research on different acting styles and conventions for their presentations, create original works, and analyse the functions of playwright, director, actor, producer, designer, technician and audience. The emphasis of this course will be on theatre production.

Vocal Music	AMT 3M8	This course emphasizes the appreciation, analysis, and performance of various kinds of music, including baroque and classical music, popular music, and Canadian and non-Western music. Students will perform technical exercises and appropriate repertoire, complete detailed creative activities, and analyse and evaluate live and recorded performances. They will continue to increase their understanding of the elements of music while developing their technical and imaginative abilities. The emphasis of this course will be on vocal music in a theatre production.
Drama <i>Pre-requisite: Grade 10 Integrated Arts Drama</i>	ADA 3M8	This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences. The following will be evaluated: group process, performance pieces, written work and performance-based examination.
Stage (Jazz) Band <i>Pre-requisite: Grade 9 or 10 Music</i>	AMH 3M8	This course develops students' musical literacy through performance and the presentation of music productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyze music from various genres and periods, and they will develop skills transferrable to other aspect of their life and careers. The course of study will emphasize the genre of stage band performance.
Instrumental Music - Repertoire <i>Pre-requisite: Grade 10 Instrumental Music</i>	AMR 3M8	This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers. The emphasis of this course will be on instrumental music performance.
Dance <i>Pre-requisite: Grade 10 Integrated Arts Dance</i>	ATC 3M8	This course emphasizes the development of students' artistry, improvisational and compositional skills, and technical proficiency in global dance genres. Students will apply dance elements, techniques, and tools in a variety of ways, including performance situations; describe and model responsible practices related to the dance environment; and reflect on how the study of dance affects personal and artistic development.

<p>Visual Art - Ceramic Sculpture</p> <p>Course Fee: \$25</p> <p><i>Pre-requisite: Grade 9 or Grade 10 Visual Art</i></p>	<p>AWC 3M8</p>	<p>This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emergent technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form. The emphasis of this course will be on ceramic sculpture.</p>
<p>Grade 12</p>		
<p>Theatre in the Community - <i>NOTE: Students must select all three courses in this three-credit package.</i></p>		
<p>English</p>	<p>ENG 4U8</p>	<p>Please see the descriptor for ENG 4U1 for additional information. In addition, students will study script and theatre as a method of explaining literature.</p>
<p>Drama</p>	<p>ADD 4M8</p>	<p>Students will create their own children's theatre production from start to finish and perform it for audiences in the community. Students will use video-cameras, lighting equipment, microphones, sound mixing boards and sound equipment on location. Studies will include performing for children, working in co-operative groups, and effective presentation skills. Set, costume and lighting design will be applied.</p>
<p>Drama in the Community</p>	<p>ADC 4M8</p>	<p>Students will learn about and gain hands-on experience in jobs related to the theatre and teaching. Job skills, training, and post-secondary preparation will be explored. Students learn what the jobs are, where they are, and how to get one. Projects and experience with real clients in the community will help build portfolios and support admission to college, further training, or the workplace.</p>
<p>Drama</p> <p><i>Pre-requisite: Grade 11 Integrated Arts Drama</i></p>	<p>ADA 4M8</p>	<p>This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other text and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.</p>
<p>Instrumental Music - Repertoire</p> <p><i>Pre-requisite: Grade 11 Integrated Arts Instrumental Music</i></p>	<p>AMR 4M8</p>	<p>This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers. The emphasis of this course will be on instrumental music performance.</p>

<p>Dance</p> <p><i>Pre-requisite: Grade 11 Integrated Arts Dance</i></p>	<p>ATC 4M8</p>	<p>This course emphasizes the development of students' technical proficiency, fluency in the language of movement in global dance genres, and understanding of the dance sciences. Students will explain the social, cultural, and historical contexts of dance; apply the creative process through the art of dance in a variety of ways; and exhibit an understanding of the purpose and possibilities of continuing engagement in the arts as a lifelong learner.</p>
<p>Visual Art - Photography</p> <p><i>Pre-requisite: Grade 11 Visual Art, Art History or Ceramics</i></p> <p>Course Fee: \$90</p>	<p>AWQ 4M8</p>	<p>This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. The emphasis of this course will be photography.</p>

SPECIALIST HIGH SKILLS MAJOR (SHSM)

The SHSM is a ministry-approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements for the Ontario Secondary School Diploma (OSSD) and assists in the transition from secondary school to apprenticeship training, college, university, or the workplace.

- An SHSM enables students to gain sector-specific skills and knowledge in the context of engaging, career-related learning environments and helps them focus on graduation and on pursuing their postsecondary goals.
- Every SHSM must include the following five components, which are outlined in detail in individual guides for each sector:
 1. a bundle of 8–10 Grade 11 and Grade 12 credits that includes:
 - * 4 major credits that provide sector-specific knowledge and skills
 - * 2 - 4 other required credits from the Ontario curriculum, in which some expectations are met through learning activities contextualized to the sector.
 - * 2 cooperative education credits that provide authentic learning experiences in a workplace setting, enabling students to refine, extend, and practice sector-specific knowledge and skills
 2. sector-recognized certifications and/or training courses
 3. experiential learning and career exploration activities within the sector
 4. “reach ahead” experiences connected with the student’s chosen postsecondary pathway
 5. development of Essential Skills and work habits required in the sector, and the use of the Ontario Skills Passport (OSP) for purposes of documentation
- Successful completion of an SHSM is indicated on the student’s Ontario Secondary School Diploma by a red seal.

- The student receives an SHSM Record that documents his or her achievement of the required components, including sector-related certifications earned and/or training courses completed.
- Successful completion of an SHSM is indicated on the student's Ontario Student Transcript (OST).

Three Specialist High Skills Major programs should be offered for 2010-2011:

Arts and Culture – Technical Theatre

The Technical Theatre program is focused around set building, theatrical costume construction and design, lightings and sound production as well as theatrical make-up. Students are actively engaged in building sets, creating costumes, training others for applying stage make-up and providing support for drama productions both at the school and community level.

Certifications Offered:

Workplace Hazardous Materials Information Systems (WHMIS)

Standard First Aid

CPR, Level A

Fall Protection

Lift and Ladder Training

Customer Service

Course Selection Chart (Please see Guidance for course planning)

	Grade 11	Grade 12
SHSM Major Subjects	HNC 3O ATC 3M	HNB 4O ADD 4M
	EMS 3O AVI 3M	TCJ 4E ADC 4M
	TCJ 3E ADD 3M	TCJ 4C AMV 4M
	TCJ 3C ADB 3M	TGJ 4M AWM 4M
	TGJ 3M AMV 3M	ADA 4M AWO 4M
	ADA 3O AWC 3M	AVI 4M AWP 4M
	ADA 3M AWU 3M	ATC 4M AWQ 4M
	ATC 3O AMT 3M	AEA 4O
	AMG 3O	AWU 4M
ICS 3U	ICS 4U	
English		ENG 4E
		ENG 4C
		ENG 4U
Gr 11 or 12 Business Studies or Canadian & World Studies	CLU 3E	CGW 4U
	CGG 3O	CHI 4U
	CHW 3M	CPW 4U

	CHA 3U BTA 3O BMI 3C BAF 3M	CHY 4U CLN 4U BAT 4M
Coop	2 credit coop tied to SHSM Sector	2 credit coop tied to SHSM Sector

Health and Wellness – Fitness and Leadership (pending Ministry Approval)

This program will help students develop a personalized approach to healthy living. They will examine the factors that affect their own health and the health of individuals as members of the community. The program will also focus on the development of leadership and coordination skills related to recreational activities. Students will acquire the knowledge and skills required to plan, organize and implement recreational events. They will also learn how to promote the value of physical fitness, personal well being and personal safety to others through mentoring.

Certifications Offered:

Workplace Hazardous Materials Information Systems (WHMIS)

Standard First Aid

CPR, Level A

Infection Control

Customer Service

Leadership Group Activities

Fitness

Course Selection Chart (Please see Guidance for course planning)

	Grade 11	Grade 12
SHSM Major Subjects	PPL 3O PPZ 3O SBI 3U SPH 3U	PLF 4C PPL 4O SBI 3U SPH 3U
English		ENG 4E ENG 4C ENG 4U
Gr 11 or 12 Math Credits	MBF 3C MCF 3M	MHF 4U MDM 4U

	MEL 3E	MCV 4U
Gr 11 or 12 Science Credits	SBI 3C SNV 3E SNV 3M	SCH 4C SPH 4C SNC 4E SNC 4M
Coop	2 credit coop tied to SHSM Sector	2 credit coop tied to SHSM Sector

Business – International Business (pending Ministry Approval)

While students complete the requirements for the SHSM in International Business, they will be engaged in a variety of teaching and learning strategies that will assist them in discovering all of the opportunities and challenges that the world of business has to offer. Since the world has become a global marketplace, students will receive a solid base in business studies before exploring International Business. A key aspect of the discovery process will include the opportunity for students to participate in a variety of experiential learning opportunities and real-world applications. The SHSM program will enhance the business studies education that students are already receiving by further extending their knowledge and skills to real-life business studies education.

Certifications Offered:

Workplace Hazardous Materials Information Systems (WHMIS)

Standard First Aid

CPR, Level A

Customer Service

Counterfeit Detection

Summer Company

Ergonomics

Course Selection Chart (Please see Guidance for course planning)

	Grade 11	Grade 12
SHSM Major Subjects	BAF3M BAI3E BMI3C BMX3E	BAT4M BAN4E BBB4M BBB4E
English		ENG 4E ENG 4C

		ENG 4U
Gr 11 or 12 Math Credits	MBF 3C	MCV4U
	MCF 3M	MDM4U
	MEL 3E	MHF4U
	MCR3U	MAP4C
		MCT4C
		MEL4E
Coop	2 credit coop tied to SHSM Sector	2 credit coop tied to SHSM Sector

PRIOR LEARNING ASSESSMENT AND RECOGNITION

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR).

The PLAR process involves two components: “challenge” and equivalency. The “challenge process” refers to the process whereby students’ prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. Determining equivalency involves the assessment of credentials from other jurisdictions.

A maximum of four credits may be granted through the challenge process for Grade 10, 11 and 12 courses, with no more than two in one subject area. Students may challenge courses when they have been in place for at least one year.

PLAR Challenge Process

If students are interested in challenging a course for credit, they should obtain an information package from the Principal. This package will outline the detailed, subject specific requirements for the process. Students and their parents or guardians should be aware of the following:

- The challenge process must be completed independently.
- School staff and resources will not be provided.
- The process will require that the student present compelling evidence that they are likely to be successful in the challenge before their application is accepted.
- All costs related to collecting the required evidence, carrying out the preparatory work for the credit and attending the final assessment for the course are the responsibility of the student.

ALTERNATIVE WAYS OF EARNING CREDITS

The majority of secondary school students will earn their credits towards the Ontario Secondary School Diploma by enrolling in the courses offered in their secondary school. However, a number will wish to consider alternative ways of earning the required credits.

The options available to such students include:

- Correspondence Courses offered by the Independent Learning Centre
- Continuing Education (including summer school)
- E-learning (see below)

E-LEARNING OPPORTUNITIES

The Kawartha Pine Ridge District School Board (KPRDSB) will be offering dynamic e-learning courses. This innovative opportunity, developed by the Ministry of Education, provides equity of access to credit courses, pending sufficient enrollment, for all students seeking to realize their educational or career goals.

Through a web-based Learning Management System (LMS) that provides secure “virtual classrooms”, students will use real time and asynchronous technologies to access course content and collaborate with their teacher and classmates.

All traditional supports for student success are provided by the home school as well as access during the day to dedicated computers with high speed internet. Brochures with more information are available in the guidance department. Students are encouraged to discuss with their guidance counsellor the appropriateness of this learning opportunity for them. These courses may be selected through the regular course selection process but will require the completion of a registration form to finalize the process.

E-LEARNING COURSE OFFERINGS

In 2010-2011, the following e-learning courses will be offered:

VCIA4U	Economics, Grade 12 University
VCLU3M	Understanding Canadian Law, Grade 11 University/College
VICS3C	Computer & Information Science, Grade 11 College
VICS4C	Computer & Information Science, Grade 12 College

Full course descriptions are available on the board’s e-learning website at:

http://www.kprdsb.ca/programs/secondary_elearning.php*

Further information concerning these options are available from the Guidance Department.

SCHOOL ASSESSMENT, EVALUATION AND REPORTING GUIDELINES

Peterborough Collegiate & Vocational School has three official reports each semester; Progress, Mid-Term and Final. The school follows the Board and Ministry policies on assessment and evaluation.

At the beginning of the semester, teachers will distribute copies of course outlines.

More specific details are available in the P.C.V.S. Student Handbook.

STATEMENT OF STUDENT RIGHTS & RESPONSIBILITIES

RIGHTS:

STUDENTS	STAFF	PARENTS
<ul style="list-style-type: none"> • to learn in a safe and undisturbed environment. • to have freedom from physical and verbal harassment. • to take part in all programs offered by the school. • to be treated fairly. 	<ul style="list-style-type: none"> • to expect reasonable behaviour of students while involved in all activities, including trips. • to exclude students who are disruptive to the class. • to be treated fairly. 	<ul style="list-style-type: none"> • to expect that classes are conducted in an orderly manner. • to expect that the students are provided with a worthwhile program. • to receive communications, such as reports, from the school. • to be treated fairly.

RESPONSIBILITIES:

<ul style="list-style-type: none"> • to attend classes regularly and punctually. • to respect school property and equipment. • to be prepared to work and take an active part in class. • to accept responsibility for work missed during an absence. • to uphold the moral tone of the school and to be considerate of the physical and mental well-being of others, peers and staff. 	<ul style="list-style-type: none"> • to plan and conduct an effective program by assisting students to learn. • to provide student evaluation and report student progress. • to ensure a positive, safe learning environment by enforcing the rules of the school while recognizing the rights of all individuals. • to refer unco-operative students to the administration of the school. 	<ul style="list-style-type: none"> • to assist their son or daughter in following the student responsibilities as described. • to provide co-operation between the home and school to enhance the educational and social growth of their child. • to treat others fairly.
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

CONSEQUENCES: If a student fails to accept any of these responsibilities, he or she may be subject to one of the following: informal interview, formal interview, involvement of guidance personnel, parental or guardian involvement, withdrawal from classroom setting, removal of privileges, imposition of behavioural/performance contract, transfer to another school, suspension, expulsion, involvement or, referral to, outside agencies.

APPEALS: Students and guardians have the opportunity to appeal a consequence or situation that they consider unfair. Initial discussion should take place with the teacher or department head involved. If the problem is not resolved, please consult with Mr. Macdonald (Vice-Principal) or Ms. Severin (Principal).

SCHOOL'S POLICY REGARDING STUDY PERIODS (SPARES)

Students who have twenty-one (21) credits as of September will be allowed to have one (1) study period on their timetable for the year.

Students who have twenty-four (24) or more credits as of September will be allowed to have one (1) study period per semester on their timetable.

SCHOOL'S POLICY REGARDING FULL-TIME, PART-TIME STATUS

Students are expected to be full-time, three or four subjects per semester. Any part-time status must be approved by the school administrators; this will only occur in extenuating circumstances (i.e., chronic illness) and will normally be considered only in the final semester of the student's graduating year.

PCVS CODE OF BEHAVIOUR

DRESS CODE - Students at PCVS must dress in a manner that is appropriate for the school, workplace or an out-of-school activity. Whether or not clothing is appropriate for a learning environment will remain at the discretion of the teaching and administrative staff at PCVS.

Student attire should reflect what is appropriate in the work environment and should demonstrate respect of self and others. At no time should a student's undergarment be exposed.

Although this is not an exhaustive list, this specifically means that the following are NOT ACCEPTABLE: bathing suit tops, sport bras, spaghetti straps, tube tops, low cut, cut out backs, bare midriffs or ANY UNDERWEAR. For male students this specifically means underwear style or muscle shirts are not acceptable. Boxer shorts are underwear and should not be revealed by shorts, pants or shirts. Bandannas have been associated with gang involvement. The wearing of bandannas of any colour is prohibited. Spikes, chains, dog collars and studs are illegal under the Criminal Code of Canada and must not be worn to school.

Any clothing which is determined as inappropriate or offensive, or which condones or encourages the use of drugs, alcohol, sex, racism or violence is not allowed. Clothing or jewelry depicting drug symbols is not permitted. Above all, students should use good judgment in the choices of school attire. If you are unsure of whether or not an article of clothing is appropriate, it probably is not acceptable.

The Principle and Vice-Principal of PCVS reserve the right to make additions to the dress code as necessary. Students who wear items that do not adhere to the PCVS dress code will be required to change and/or may be sent home.

BULLYING - There are lots of ways to bully, but in all cases students who bully other students want to hurt or upset them (it's not an accident). Usually they hurt or upset them repeatedly and have an advantage over them, such as being bigger. Sometimes a group of students will bully a student. Below are some of the most hurtful ways that bullies behave inappropriately.

Physical bullying

- hitting, pushing, shoving, slapping, kicking, spitting at, or beating others up
- damaging or stealing someone's property

Verbal bullying

- name-calling, hurtful teasing
- insulting, humiliating, or threatening someone

Social bullying

- excluding others from “the group” or from an activity
- gossiping or spreading rumours about others
- setting others up to look foolish
- making sure others don’t associate with someone

Electronic bullying

- sending e-mail or phone text messages or pictures to threaten someone or hurt their feelings; single out, embarrass, or make them look bad; or spread rumours or reveal secrets about them

Gender-based bullying

- leaving others out or treating them badly because they are a boy or a girl
- making sexist comments or jokes

Racial/ethnocultural bullying

- treating others differently or badly because of their culture, racial or ethnic background, or the colour of their skin
- saying negative things about someone’s race, culture, ethnic background, or skin colour
- calling someone by a racially or ethnically derogatory term
- telling racist jokes

Sexual bullying

- touching, pinching, or grabbing someone in a sexual way
- making crude comments or spreading rumours about someone’s sexual behaviour
- calling someone “gay” or a “fag” or a “lesbian” or something similar to upset them
- making sexual gestures at someone

Religion-based bullying

- treating others differently or badly because of their religion
- saying negative things about someone’s religion

All of the above forms of bullying will not be tolerated at PCVS. Consequences for bullying can range from detentions and suspensions to criminal charges.

THE 20/20 RULE - 20/20 means this:

- Students must come prepared to class with ALL necessary materials/resources for that class. Students will not be permitted to go to their lockers for items they “forgot” during the first 20 minutes of a class.
- Others reasons that students might use (e.g., phone calls, need a drink, need to eat, earth day, ...) are not valid reasons for leaving the classroom – in the first or last 20 minutes of the period.
- In the last 20 minutes of the period, students must stay in their classrooms until the bell rings.
- Students on spares are not exempt - they must be out of the halls/not at their lockers during the first 20 and last 20 minutes of a class – plan, plan, plan.
- The same 20/20 principle applies for Assembly days and other “irregular” days.

WEAPONS - The following will not be tolerated:

- possession of any weapon or replica weapon, including but not limited to firearms;
- use of any object to threaten or intimidate another person; and
- causing injury to any person with an object.

LASER LIGHTS - Laser lights of any kind are not permitted – they are considered to be a weapon. Possession and/or use of a laser light at school will result in a suspension.

USE OF SCHOOL COMPUTERS -

- All students will be given an account and password in homeroom during the first week of school in September. After this time, if you do not know your login name or password, check with your teacher first. If this fails, see a computer teacher for assistance.
- Students are responsible for their accounts. Do not give your password to others. If you misuse your account, you will be held responsible.
- All students who wish to use the internet must read and sign the board’s Internet Use Policy. Completed forms should be returned to the library or the business office. See computer staff or library staff if you have questions about Internet use at PCVS.
- Food and drinks are not permitted in the computer labs. There should be no horseplay near computer equipment.
- Anyone found tampering with a computer, its settings or its software could lose the privilege of using computers at PCVS.
- Only computer staff are allowed to install software or hardware, or move equipment. Students are permitted to run only the software that has been made available to them by computer staff. School computers are not to be used to run games.
- Computers are available in the library at lunch. Students working on school projects will have priority. To use the library’s computers at any time, you must “sign in” at the desk with your library card.
- Students have 1 MB of space to use on the school’s computer system. This space is to be used for school purposes only. Please limit your printing to a reasonable amount. Make use of spell checking and on screen proofreading before printing. Ask for instructions before loading a printer with paper.
- When in doubt, ask FIRST before you do something about which you are unsure.

LOCKERS - Lockers are loaned to students for storage of belongings. Please keep your locker clean and locked at all times. Do not leave valuables or money in your locker or in the change rooms. School authorities may open your locker in an emergency or whenever it is deemed necessary. Only Dudley combination locks may be used on your locker. The combination must be registered at the office. Locks can be purchased from the school for \$6.00. Never tell anyone your combination.

You may only use the locker which has been registered in your name. It must be emptied and cleaned out by the end of the final exam period. The outside of all lockers shall not be altered. Any changes made by you to the inside of the locker (including stickers) must be reversed by you.

INCLEMENT WEATHER - NOTE: UNLESS IT IS EXPLICITLY STATED OTHERWISE, DURING INCLEMENT WEATHER THE SCHOOL WILL BE OPEN AND STUDENTS ARE EXPECTED TO BE IN THEIR CLASSES. In the event of inclement weather, including “snow days”, students are advised to listen to the following local radio stations for bus cancellations: 980 CRUZ; 101.5 WOLF; 105.1 CKQM; or 1420 CKPT. If parent(s)/guardian(s) choose to transport their child to school when a bus is cancelled, the parent(s)/guardian(s) are also responsible for picking their child up from school. STSCO (Student Transportation Services of Central Ontario) website is www.stsco.ca or for the Interactive Voice Response System (IVR), you can call 705-748-9240 or 1-866-433-4441 for information on cancelled buses.

SNOWBALLS - Throwing snowballs presents a safety concern. Students engaging in such activities will be suspended. This rule applies to PCVS property and the surrounding area (e.g., Confederation Park).

SKATEBOARDING AND IN-LINE SKATING - Skateboards, in-line skates or footwear with wheels and scooters present a possible safety hazard and are not permitted on school property.

INJURIES - Any injury that occurs on school property must be referred to the Main Office immediately.

SCHOOL MORATORIUM - Moratorium is defined as the period of 9 to 10 full days prior to the start of examinations. The moratorium is intended to give students ample time for review and study, and to minimize interruptions to classes preparing for examinations. There will be no excursions or assemblies during the moratorium. No meetings or practices for school teams or other organizations shall be obligatory for students during the moratorium.

STUDENT ACCOUNTABILITY - Once a student reaches the age of 18, parents/guardians will no longer be contacted without the express permission of the student. It is the student’s responsibility to notify individual teachers prior to their 18th birthday.

PROGRESSIVE DISCIPLINE - Many consequences for failing to live up to the expectations listed have been detailed in this document. However, a student may be subject to one of the following: informal interview, formal interview, involvement of guidance personnel, parental or guardian involvement, peer mediation, withdrawal from classroom setting, removal of privileges, imposition of behavioural/performance contract, transfer to another school, suspension, expulsion, involvement of, or referral to, outside agencies including the police.

TRESPASSING - PCVS and its grounds are private property. Please direct visitors to the office. Please do not invite outside friends to visit you during the day.

S.A.C. DANCE POLICY -

- A PCVS student must have a student card in order to attend any dance.
- A PCVS student with a student card may bring one guest who **MUST SHOW A STUDENT CARD OR APPROPRIATE IDENTIFICATION.**
- A student guest pass, signed by the guest’s Principal or Vice Principal, must be shown at the door.
- All coats, bags, hard-soled shoes, etc., must be checked.

- No smoking, alcohol or drugs are permitted at PCVS dances.
- No one may leave and re-enter the dance.
- Doors close at 9:00 pm. No one will be admitted to the dance after 9:00 without a permission slip signed by the dance coordinator (a member of SAC can tell you who this is).
- ANY STUDENT WHO BREAKS THE DANCE POLICY or who acts in an inappropriate manner will have his/her student card removed. The student will not be allowed to participate in any extracurricular activity until the card has been reinstated. The student must request permission directly from SAC at the next SAC meeting to have the card reinstated. In any event, the student will not be allowed to attend dances for the remainder of the school year.

ASSEMBLIES - Be on your best behaviour during assemblies. We often have visitors and the first impression you create is an important one. Show respect for all who participate in assemblies. You must remain in your seat once the assembly has begun. Please respect the beautiful old auditorium and refrain from putting your feet on the chairs or brass rails. Grades 9 and 10 have assigned seating and will sit with their classroom teachers. No hats are to be worn in the auditorium.

SCHOOL TRIPS - Please remember that school rules apply during these events and that you are always representing the school.

STUDENT PARKING - Due to very limited parking, all students are encouraged to walk or take public transit. Fourteen student parking spaces have been made available on a First Come - First Served basis. These spots are adjacent to the Armories Parking Lot, where a student parking sign is posted. Any unauthorized cars will be ticketed and may be towed.

ATTENDANCE - Your attendance is a vital factor in determining your academic success. When you are away, you must report to the Attendance Office prior to 8:40 am, at lunch, during a spare, or after school, with a note explaining your absence. You will receive an admit slip which you must show all of your teachers. An unexplained absence will be considered a skip. Your home will be called on each unauthorized absence. Your teacher, an attendance counsellor, or the vice-principal will contact your parent/guardian when you have missed an accumulated total of 6, 10, and 13 days absence in a course.

At each of these stages, your attendance pattern will be reviewed and the conditions for successful completion of your credit will be discussed. When a senior student (Grades 11 or 12) misses 13 days in a class, he/she may be removed from the course. If this occurs and you have three courses remaining, you will be allowed to continue as a student at PCVS. If you exceed 12 days absence in either of those courses, you may be asked to leave the school. These accumulated absences will not include documented medical absences or school activities. All students leaving school early must check out through the Attendance Office.

Student Responsibilities:

- a) The day following an absence, you must report to the Attendance Office with a note (from a parent or guardian if under 18) explaining your absence.
- b) You must report to the Attendance Office prior to 8:40 a.m.
- c) You must organize your time so that you obtain an Admit Slip outside of class time. If the Attendance Office is busy, this is not an excuse to be late.
- d) You must show teachers your Admit Slip as proof of the unexplained absence, so that missed work may be completed.
- e) You will not be admitted to class without an admit slip.

Grade 9 and 10:

- a) For all unexplained absences, a make-up period will be assigned.
- b) At six absences, the classroom teacher will call your parent or guardian to discuss your progress in the course.
- c) At ten absences, a guidance counsellor or the vice-principal will contact your parent/guardian to discuss your progress in the course.

Make-Up Period Procedure

- a) Make-up periods will occur during the lunch hour (11:20 to 11:50) in Room 105.
- b) A make-up period list will be distributed to Period 1 teachers every morning. They will post the list in class. You must check to see if you have been assigned a make-up period.
- c) If you skip a make-up period, you may be suspended.
- d) If you are late to a make-up period, it will be considered a skip (door closes at 11:25 a.m.).
- e) While you are in the make-up period, you are to complete the work missed during the absence. Regular classroom rules apply.
- f) If you have no work to do, bring a course-related book to read.

Grade 11 and 12:

- a) At six absences, the classroom teacher will call your parent/guardian to discuss your progress in the course.
- b) At ten absences, a guidance counselor or the vice-principal will contact your parent/guardian to discuss your progress in the course.
- c) At six unexplained absences, a letter outlining your attendance pattern will be sent home. This letter will include a response form that must be filled out by a parent/guardian and returned to the school.
- d) At ten unexplained absences a mandatory meeting with your parent/guardian will occur with the vice-principal.
- e) At thirteen unexplained absences you will be removed from the course.
- f) Make-up periods are not just for Grade 9 and 10 students. Grade 11 and 12 students with poor attendance may be added to the list to make up the time missed.

Consequences for Unexplained Absences

- a) Junior Students (under 16 years of age):
 - A mark of zero for all evaluation that occurs in class that day
 - a call home by the school
 - suspension after 2 unexplained absences

b) Senior Students (over 16 years of age)

- a mark of zero for all evaluation that occurs in class that day
- a call home by the school for every unexplained absence
- warning of 13 day absence maximum
- student removed from class after 13 absences unless there is medical documentation or extenuating circumstances.

LATES - If you are late, go directly to class and explain your reason. On the sixth and subsequent lates, you will be assigned a make-up period. On the ninth late your parent will be contacted and you will be assigned two make-up periods. At twelve lates you will be suspended from school for one day. Excessive lates will be treated as skips. If you arrive at the school after 9:45 a.m. please report to the Attendance Office. A late to class in excess of 30 minutes will be recorded as an absence.

SMOKING - Provincial law requires that public buildings and property be smoke free. No one is allowed to smoke on school property. To obey this law and keep school grounds clean, smokers should collect on the sidewalk in front of the McDonnell Street doors. Students who are found to be smoking on school property will be ticketed by the Health Unit's Bylaw Enforcement Officers.

CONTROLLED SUBSTANCES - Use or possession of drugs or alcohol at school or on school trips will result in the following:

- a) you will be reported and/or taken to the Principal or Vice-Principal immediately
- b) police will be called as required
- c) formal suspension from school will be imposed by the school administration
- d) if the incident occurs at a SAC function, your student card will be removed for 20 days from the date of your appearance before SAC. You will be excluded from extracurricular activities until your card is reinstated.
- e) additional penalties may be imposed by staff advisors if you are involved in any extracurricular activities.

DISPLAYS OF AFFECTION - Displays of affection past the hand-holding stage may be considered offensive and are inappropriate in school.

ELECTRONIC DEVICES - The use of electronic devices such as calculators, palm pilots, electronic day planners and laptops which function as educational support or aids are welcomed and encouraged.

THE "N.O. N.O." RULE – Not Out, Not On - However, "Game Boys" or similar hand-held electronic games, portable CD players, MP3 players, iPods and pagers are not permitted in the classroom unless specified by the teacher as a curriculum support. They may not be used during any tests or examinations. So, while students are inside the classroom, their CELL PHONES must be turned *off*, not just set to a silent/vibrate and not out. Text messaging is not permitted. They may be used outside only, either at lunch or during study periods. PCVS accepts no responsibility in the event such items are lost/stolen.

GOING TO LEAVE SCHOOL DURING THE DAY? - Sometimes you may have to leave the school during the school day, whether as a result of sudden illness or an appointment off the school property. Anytime you plan to leave once school has begun, you *MUST* check out with the Attendance Office. Again, a note is the easiest way to let the school know. If no note is provided, you will need to contact a parent/guardian before the school will release you.

VANDALISM - Vandalism is a serious offence. It includes malicious damage to any part of the school or the school's equipment. It is the responsibility of the students to help maintain the wonderful environment of PCVS. Any student who is caught vandalizing school property will be referred to the police.

PLAGIARISM - Plagiarism is the misrepresentation of the origin of a piece of work. It is a serious academic offence. The unauthorized, unacknowledged or misleading use of other people's words, work and ideas will not be tolerated and appropriate actions will be taken. Classroom teachers will review plagiarism, academic integrity and related policies at the beginning of each semester. In case of question, the onus is on the student to provide proof of authenticity.

Repercussions:

1. Any work containing plagiarized sections will receive a mark of "0".
2. The student's name will be given to the department head (who will keep a list of all incidents within their department - date, course, and teacher).
3. Plagiarism incidents will be reported to the Vice-Principal, who will contact the parents and issue a penalty, which may include a 1-day suspension.
4. The student may be asked to re-write the assignment, or to complete a plagiarism remediation package, with no mark awarded.
5. All students will be asked to write a letter of apology to the teacher, signed by themselves and their parents.

WHEN YOUR TEACHER IS AWAY - When a staff member is absent, they are either replaced by a regular or supply staff member. Students are expected to demonstrate respect and to be co-operative. All regular rules apply; students who do not co-operate shall be removed to the office.

FOOD IN CLASSROOMS - There is to be no food brought to or consumed in teaching areas.

DISCIPLINARY CONSEQUENCES - The Safe Schools Act stipulates what penalties are assigned to particular behaviours:

Discretionary Suspension:

- habitual neglect of duty
- persistent opposition to authority
- willful destruction of school or Board property
- the use of profane or improper language
- conduct injurious to the moral tone of the school, or to the physical or emotional well-being of self or others in the school
- infractions off school property for which suspension is required where the pupil's conduct in the community negatively impacts on the school

Mandatory Suspension:

- uttering a threat to inflict serious bodily harm on another person
- possessing alcohol or illegal drugs
- being under the influence of alcohol or illegal drugs
- swearing at a teacher or at another person in a position of authority
- committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school

- infractions leading to a mandatory expulsion

Infractions Leading to a Recommendation for Expulsion:

- possessing a weapon including a firearm
- using a weapon to cause or to threaten bodily harm to another person
- committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- trafficking in weapons or in illegal drugs
- committing sexual assault
- committing robbery
- giving alcohol to a minor
- the pattern of behaviour is so refractory that the pupil's presence is injurious to the effective learning environment of others.

APPEALS - You or your parent/guardian have the opportunity to appeal a consequence or situation that you consider unfair. Initial discussion should take place with the teacher or department head involved. If the problem is not resolved, please consult with the vice-principal or principal.

RESTORATIVE PRACTICE

Restorative Practice (RP) is a term used to describe a way of dealing with and preventing conflict in a community. It focuses on individuals accepting responsibility for their actions and on working to “repair the harm” in situations that have gone wrong. PCVS works to use RP techniques in the classroom, hallways and offices to ensure students, staff and all members of the PCVS community are provided with a chance to prevent harm from happening, resolve conflicts, and to encourage individuals to understand how our actions affect the greater community while taking positive steps to repair relationships. RP is a key part of the PCVS Code of Conduct and of our School Success Plan, both of which help PCVS to be a place where respect, integrity and kindness foster a positive learning environment for all. RP is often used in conjunction with other strategies and techniques to settle conflict and repair harm. RP is an on-going program within the KPRDSB and PCVS is taking a lead role in the development and delivery of this approach. For more information on Restorative Practice, please contact the school directly.

THE GUIDANCE AND CAREER EDUCATION PROGRAM

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

The program is delivered through various means, including classroom instruction, orientation and exit programs, completion of the education plans, 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 Schools, 1999*.

As stated in this document, students are expected to:

- understand the concepts related to lifelong learning, interpersonal relationships (including responsible citizenship), and career planning;
- develop learning skills, social skills, a sense of social responsibility, and the ability to formulate and pursue educational and career goals;
- apply this learning in their daily lives both at school and in the community.

SCHOOL SUPPORT SERVICES

The Guidance Department provides assistance to students in the four areas of personal, social, educational and vocational guidance. Through the guidance program, students are given opportunities to acquire the skills, knowledge and attitudes necessary to:

- know and appreciate themselves
- relate effectively to others
- develop appropriate educational plans
- explore career alternatives.

The ultimate goal is that students may be able to assume responsibility for making their own decisions based on accurate information.

To accomplish these aims, PCVS has a guidance program which includes both counselling and instruction of students. Appointments for individual counselling and consultation may be made by students and/or parents. Instruction is offered to students to assist them with their transition from elementary to secondary school, from secondary to post-secondary and from school to employment. Information is provided on post-secondary options, interest testing and job search skills.

Because the entrance requirements of colleges and universities are constantly changing, it is imperative that students maintain a close liaison with guidance personnel to assure that their individual program choices are appropriate.

The Guidance Department is involved in parent information evenings, group conferences, and in referring to and communicating with other professional and community agencies as needed.

Families of schools are supported by social workers skilled in evaluating students' personal needs. Referrals to the social workers must be made through guidance counsellors.

Guidance personnel welcome consultation with parents who are encouraged to call the school during school hours for an appointment.

Mr. A. Cook (Guidance Department Head)

Ms. J. Greenway (Counsellor)

Ms. S. Bird (School Board Counsellor)

CO-OPERATIVE EDUCATION PROGRAM

Co-operative education is an exciting concept that allows students to combine in-school instruction with on-the-job experience as an alternative way of earning credits towards an Ontario Secondary School Diploma. It provides students with the opportunity to discover their skills and career interests in the workplace while still attending school. It allows students to make informed career decisions when it comes time to select their post secondary path. Co-operative Education enables students to develop work ethic, interpersonal and employability skills, while at the same time exploring a career or interest and earning from 2 to 4 credits that are tied to any subject area. Co-operative education is primarily geared towards students in Grade 11 and Grade 12. To apply to the Co-operative Education Program, *an application form must be completed during the course selection process.*

The Co-operative Education Program combines a full semester, half-day work placement in the community with classroom theory to earn 2 credits. The classroom component includes pre-employment sessions prior to attending a community placement and reflective sessions throughout the semester. The in-school sessions will include health and safety training, job search techniques, confidentiality, work ethics, the role of unions, the Employment Standards Act and the development of a Personalized Placement Learning Plan. The placement component provides the opportunity to enrich the knowledge and skills learned in school with a practical application at a community placement.

A co-operative education course must be based on a related course (or courses) from an Ontario curriculum policy document or on a ministry-approved locally developed course in which the student is enrolled or which he or she has successfully completed. This related course is used as the tie-in course. The co-operative education course and the tie-in course(s) together constitute a student's co-operative education program.

Students may choose a placement from many employers in the following employment categories:

Accounting	Fitness	Pharmacy
Agriculture	Food Services	Photography
Animal Care	Graphic Arts	Plumbing
Auto Body	Hairdressing	Recreational
Auto Mechanics	Horticulture	Retail
Auto Parts	Information Systems	Sporting Goods Retail
Auto Servicing	Interior Design	Small Engines
Conversation	Laboratory	Social Services
Construction	Law Administration	Therapy
Dentistry	Law Enforcement	Travel & Tourism
Drafting	Machinist	Welding
Early Childhood Education	Maintenance & Repair	Woodworking
Educational Assistant	Manufacturing	

Electrical	Marketing
Electronics	Media
Engineering	Medical
Fashion Retail	Militia*
Financial	Music
Fine Arts	Nursing
Firefighting	Office Administration

- To select Militia Co-op enter WRK5OM on your option sheet . You will be required to attend a special information night as well as participate in a variety of testing procedures as part of the Militia Co-op application process. Acceptance into the Militia Co-op is also an acceptance into the Primary reserves of the Canadian Armed Forces. Successful applicants will participate in weekend training for the army reserve in addition to regular class hours. All training will be provided by the Canadian Armed Forces. Students have the opportunity to earn up to four credits and they receive significant financial compensation for their participation in the reserve program.
- To select Peer Tutoring enter WRK5OP on your option sheet. You will be required to meet with guidance or the co-op department head before this selection is approved. Students who select this course will be working primarily in Grade nine English, math and science class rooms.

Expectations of Students

1. Maturity and a positive attitude.
2. Being punctual and in regular attendance as required by the employer and school.
3. Demonstrate a willingness to learn.
4. Possess the necessary educational background for the placement requested.
5. Adhere to the policies and procedures of the workplace and the school.
6. Follow safety regulations.
7. Assume responsibility for their own transportation to and from the workplace.
8. Assume any costs of necessary equipment, etc., that could be part of the placement requirements.
9. Some placements require health tests.

How to Enrol in Co-operative Education

On your Course Selection Sheet, use the following codes:

Regular 2 credit co-op	WRK5O2
Regular 2 credit co-op, both semesters	WRK5OD
Full Day 4 credit co-op	WRK5O4
Militia co-op (military)	WRK5OM
Ontario Youth Apprenticeship Program (OYAP)	WRK5OY
Peer Tutoring Single Credit Co-op	WRK5OP

ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)

This program allows Ontario secondary school students to fast track into the trade of their choice. Two types of OYAP Programs exist.

1. The first program consists of a unique combination of Community College trades training and a high school Cooperative Education program. Students are registered as apprentices and attend the college one to three days a week to earn their Basic Level 1 of their trade qualifications. The remainder of the week is spent at a work placement with an employer earning three to four high school credits while accumulating hours toward their apprenticeship requirements. This full day program usually takes place during the second semester.

Positions in this program are only available to students who are in their Grade 12 year and eligible to graduate.

Student Involvement hours must be complete and documented at the time of indenturing. Candidates demonstrating success in the required Math, Science, English and Technological Studies will be interviewed by a panel from both education and industry to gain entrance into the program.

Successful candidates will require registration in a four credit Cooperative Education program during second semester. A related Cooperative Education placement, during Grade 11, is highly recommended. A transportation allowance will be available to subsidize the cost of attending the College Program. The cost of College training is absorbed by the Ministry of Training, Colleges and Universities.

Tentative Accelerated Programs for February 2011

Program Training Delivery Agent	Auto Service Tech.	Weld- ing	Small En- gines	Plum- bing	Gen- eral Car- penter	Pre- cision Mach- ining	CVST	Cook / Chef	ECE	Elec- trical	Hair- stylist	Hor- ticul- ture	Cons- truction Craft Worker	Brick & Stone- work
Fleming College					X		X	X						
Durham College	X	X	X	X		X			X	X	X			
Lifelong Learning Centre													X	
Loyalist College	X							X	X					
St. Lawrence College					X						X			X
Humber College												X		

2. A second form of OYAP participation is also available to any Cooperative Education student, with a placement in an Apprenticeship Trade, who is at least 16 years of age and has 16 credits. These OYAP students will not complete their trade's Basic Level 1 course at a Community College. The student will have a Learning Plan developed which is based on the training standards for the trade. Students can be registered as apprentices and the competencies achieved through the Coop placement are recognized toward their apprenticeship. The student will potentially earn between two and four secondary credits. An OYAP student in this program can participate in any one of more than 140 recognized trades.

Contact your Guidance, Tech or Cooperative Education teacher for more information

THE ONTARIO STUDENT TRANSCRIPT

The Ontario Student Transcript (OST) 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 OST. This record will include all the credits gained by the student.

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
- confirmation that the student has completed the community involvement requirement
- the student's final result on the provincial secondary school literacy test
- an indication of any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12 course

PROCEDURES FOR COURSE CHANGES

Students are encouraged to research post-secondary pre-requisites fully when making their initial course selections. Only in very exceptional cases will course and/or level changes be made after the first five days of a semester. Course and/or level changes are more difficult after classes have begun and are always subject to availability. Students under the age of 18 are required to have parental permission for course and/or level changes.

SPECIAL EDUCATION PROGRAM

Peterborough Collegiate values and supports all students and their chosen pathways. We are committed to providing special education services to all students identified through an Identification, Placement and Review Committee (I.P.R.C.) so they may reach their full potential. Peterborough Collegiate is pleased to announce an inclusionary model of program delivery for those students wishing a world of work focus through a combination of credit and non-credit bearing opportunities. Students will have the opportunity to access credit-based courses, and potentially earn credits toward their Ontario Secondary School Certificate or Certificate of Accomplishment.

Formerly referred to as “host programs” or “prep programs”, students were grouped in regional schools to provide specialized support. These programs are designed to address the needs of students requiring highly modified curriculum, will be delivered in an integrated setting at all Kawartha Pine Ridge District Secondary Schools. Students currently enrolled in host/prep programs outside of their home school will have the opportunity to remain at their current school, or elect to attend their local school.

Accommodations/Modifications: All identified exceptional students are in regular classes at the most appropriate levels of difficulty, with varied levels of accommodation. Modifications to programs may be made at the classroom level by the regular classroom teacher with the support of a Resource Teacher. The following options are also available to students according to their needs or preferences.Reading Tutor Program: This program is offered to Grade 9 students who require assistance with reading and writing. Grade 8 teachers will recommend students for this program based on elementary school evaluations.

Additional Support: Additional support is offered through the Co-operative Education Department Peer Tutor Program. For information on in-school tutors and access to private tutoring, check with the Guidance Office.

Scheduled Resource Support is available to develop students’ learning strategies. The Resource Teacher, subject teachers, and students work together to help students get the most out of their high school years.

Hand Timetabling/Program Planning - All identified students and others may receive individual attention in planning their course selections, keeping timetables balanced and planning for success.

Tests and Exams in an alternate setting are offered to all students with an IEP. Students may benefit from more time, a quiet setting, an oral exam or use of a computer.

Gifted/Enriched Programming in Grades 9 & 10: Peterborough Collegiate will be offering enriched classes in Grades 9 & 10 English, Math and Science. Please see descriptors under “course offerings”.

Talent Pool is a collection of students, including those identified Gifted and others, who want or need enrichment. Students may have opportunities such as the following:

- Peer Tutoring
- Program Planning
- Model United Nations Course
- Insights Workshops
- Job Shadowing

Students and parents are invited to contact Mr. Tom Quinn (Sp. Ed. Department Head), Ms. Elizabeth Campbell or Ms. Joan Clare (Educational Assistant) in Room 117, 742-0425, ext. 223.

ENGLISH AS A SECOND LANGUAGE

The English as a Second Language program offers academic, social, and cultural adjustment support to students. When ESL students enter the school we assess their language and numeracy abilities and assist with course selection based on both their interests and their capabilities. Course counselling, in conjunction with the Guidance Department, is available for students throughout high school. We offer credit-based Ministry of Education ESL language and literacy courses, as well as some ESL courses in other disciplines such as Canadian geography or history. In addition to taking ESL courses, students can also receive in-class support in other classes, or be withdrawn from classes for tests, assignments, and often exams upon the request of students or teachers.

The ESL Department works with teachers to monitor student progress. We offer students a meeting room for social and academic support and also help students in communicating with the school. We help arrange extra tutoring. We liaise with families and consult with and refer students to community-based social service agencies when necessary. We assist students with specific cultural or religious needs (such as informing teachers of fasting during Ramadan or providing prayer rooms).

In general, we help students integrate into high school life and support them throughout their entire time at PCVS. Together with the entire school community, we are committed to creating a multi-racial, culture-positive atmosphere within the school.

The PCVS ESL Department also offers support through English Literacy Development (ELD) courses.

- ESL and ELD courses should be taken every semester until the ESL teachers, in conjunction with other subject teachers deem the student has sufficient English to be successful. The ESL teachers will help select the appropriate levels for these courses based on assessments.
- It is recommended that ESL students take the specially organized ESL core courses, which are offered in rotation each year. These courses are designed to meet the needs of ESL students (smaller classes, teaching within a broader cultural framework) Students achieve a compulsory credit at the end of the course. For example, ESL Grade 9 Geography (CGC 1DL) is a Grade 9 compulsory credit on the final transcript. For this year's courses, contact the ESL Department at 742-0425, ext. 206.
- The full range of ESL courses may not be offered every year due to fluctuations in enrollment.

English As A Second Language Courses	
ESL AO1	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 every day 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.
ESL BO1	This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.
ESL CO1	This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations; read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.

ESL DO1	This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral-presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles, and summaries in English; and respond critically to a variety of print and media texts.
ESL EO1	This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts.
English Literacy Development Courses	
ELD AO1	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.
ELD BO1	This course is intended for English language learners who have limited access to schooling and thus have gaps in their first-language literacy skills. Students will use their developing listening and speaking skills to communicate in English for a variety of purposes; develop reading strategies to understand a variety of simple texts; produce simple forms of writing; apply increasing knowledge of English grammatical structures in speaking and writing; expand their vocabulary; and develop fundamental study skills. The course will also provide opportunities for students to become familiar with and use school and community resources and to build their knowledge of Canada and diversity.
ELD CO1	This course builds on students' growing literacy and language skills and extends their ability to communicate in English about familiar and school-related topics. Students will make brief oral presentations; improve their literacy skills through a variety of contextualized and supported reading and writing tasks; distinguish between fact and opinion in short written and oral texts; complete short guided-research projects; and engage in a variety of cooperative learning activities. The course will also enable students to strengthen and extend their study skills and personal-management strategies and to broaden their understanding of Canadian diversity and citizenship.

ELD DO1	This course extends students' literacy skills and ability to apply learning strategies effectively, and teaches them how to use community resources to enhance lifelong learning. Students will communicate with increased accuracy and fluency for a variety of academic and everyday purposes; perform a variety of guided reading, writing, and viewing tasks; and use media and community resources to complete guided-research projects. This course further develops the critical thinking skills students will need to participate in Canadian society as informed citizens.
ELD EO1	This course provides students with skills and strategies that will allow them to continue their education successfully and pursue pathways to employment that may involve apprenticeship and/or cooperative education programs. Students will communicate orally and in writing on a variety of topics; perform a variety of independent reading and writing tasks; interpret and create media texts; and use a range of media and community resources. This course also expands the critical thinking skills students will need in order to contribute to Canadian society as informed citizens.

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

The Special Education Advisory Committee is a legislated standing committee of the Board. The community representatives are nominated by their association and their appointment is approved by the Board. It is the role of the Special Education Advisory Committee to report and make recommendations to the Board regarding any matter effecting the establishment and development of special education programs and services for exceptional students.

The Kawartha Pine Ridge SEAC endeavors to:

- create an environment of quality education and equity, while promoting
- community awareness of the special needs of children
- foster understanding and trust to improve family and school communication
- review and respond to provincial legislation as it affects students with special needs
- ensure that the Board is able to make informed decisions as they relate to
- students with special needs

SEAC members are:

- mandated to report and make recommendations to the Board regarding any matter affecting the establishment and development of special education programs and services for exceptional students
- available to receive phone calls from families and staff who are seeking information and resources related to specific exceptionalities
- available to provide support and guidance to families in procedural matters
- willing to attend meetings at the school as an advocate or liaison at the request of either the family or the school
- attending workshops and monthly SEAC meetings to keep up-to-date with the Board and Ministry of Education and Training programs

- attending conferences and staying in constant contact with associations to maintain knowledge of current trends and research in their areas of expertise
- available to share information and act as a resource to both school staff and families
- endeavouring to promote understanding of all students with special needs

The Kawartha Pine Ridge District School Board invites all parents and interested members of the public to attend Special Education Advisory Committee meetings.

Please contact the Board Office at 742-9773, or a committee member for information or confirmation of attendance if you plan to attend.

PETERBOROUGH COUNTY-CITY YOUTH SUPPORT SERVICES

COUNSELLING SERVICES

KINARK Child & Family Services.	742-3803
Family Counselling Service.	742-4258
Peterborough Youth Services.	743-1681
Children’s Mental Health Program.	876-5114
Peterborough County-City Health Unit.	743-1000
Canadian Mental Health Association.	748-6711
Peterborough Native Friendship Centre.	876-8195
Anishnaabe-Kwewag (age 16+).. . . .	741-0900

HOUSING, CLOTHING & FOOD

Peterborough Food Bank.	749-0918
Salvation Army.	742-4391
Good Neighbours Care Centre.	742-9800
St. Vincent de Paul.	742-2585
Brock Mission/Cameron House.	748-4766
Youth Emergency Shelter (YES).. . . .	748-3851

HELP LINES

Telecare.	745-2273
Kids Help Line.. . . .	1-800-668-6868
Drug & Alcohol Info Line.. . . .	1-800-463-6273
Sexuality Facts of Life Line.	1-800-INFO-SEX

AIDS Hotline.	1-800-668-AIDS
Emergency.	911
SEXUALITY & PREGNANCY	
Sexual Health Clinic.	748-2021
Women’s Health Care Centre.	743-4132
Peterborough Crisis Pregnancy Centre.	742-4015
Peterborough AIDS Resource Network (PARN).	749-9110
Rainbow Services Organization.	876-1845
Babies First.	748-9144
Birthright.	745-7167
ABUSE - PHYSICAL, EMOTIONAL, SEXUAL	
Sexual Assault Response Team.	876-5022
Kawartha Sexual Assault Centre.	741-0260
YWCA Crossroads I and II.	743-4135
Children’s Aid Society.	743-9751
Peterborough Lakefield Community Police Service.	876-1122
Ontario Provincial Police.	1-888-310-1122
ALCOHOL, TOBACCO & DRUGS	
Peterborough County-City Health Unit.	743-1000
Four Counties Addiction Services Team.	876-1292
Alcoholics Anonymous, Al-Anon, Al-Ateen.	745-6111
Narcotics Anonymous.	1-905-433-7944
John Howard Society.	743-8331
HEALTHY EATING, HEALTHY WEIGHTS	
Peterborough County-City Health Unit.	743-1000
National Eating Disorder Centre.	1-416-340-4156