

St. Thomas of Villanova

Catholic Secondary School

2024 – 2025

Course Catalogue



EXCELLENCE IN HEART, MIND & BODY

REVISED: FEBRUARY 22, 2024

ST. THOMAS OF VILLANOVA CATHOLIC SECONDARY SCHOOL

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Principal's Message

Welcome to St. Thomas of Villanova Catholic Secondary School. The pages that follow show the diverse and rich academic programming that we offer at our school. From our hockey academy, 5 specialist high skills major programs (SHSM), STEM, and French Immersion options, Villanova has a variety of choices for our students. Through the support, direction and guidance of your teachers, parents/guardians and counselors, it is important that care is taken to select courses that will help you to prepare for your future. Please keep in mind when you are selecting your courses that choices should reflect your interests, abilities, educational goals, and future aspirations. It is important to take the time to carefully choose a program that will meet these requirements.

Parents and guardians, please do not hesitate to bring your questions and concerns about your child(ren)'s program to our teachers, counsellors, or administrative team. It is clear that when the school and the parents and guardians work together much success can be achieved. It is our shared goal to provide meaningful, enriching, and challenging opportunities for all of our students to develop knowledge, critical thinking, problem solving and collaborative skills. We encourage you to reflect deeply with your child(ren) upon choices which are reflective of their unique interests, affinities, educational goals, and aspirations. Our pathway programming offers exceptional opportunities for each learner to achieve the skills and confidence to meet success in reaching their post-secondary goals.

We look forward to working with you to ensure that St. Thomas of Villanova students have the highest quality programming that Catholic education has to offer. Wishing you much success in the coming year.

Sincerely,

Danielle Desjardins
Principal

Message from Student Services

Parents and students of St. Thomas of Villanova Catholic Secondary School are encouraged to make regular use of the Guidance and Counseling Services. Our counsellors advocate the notion of developmental guidance and provide support to students in a variety of ways, ranging from educational counselling, academic counselling, crisis-intervention and consultation services for parents, teachers and community agencies.

While guidance services are available for all students, it is important to note that a counsellor's role is not to make decisions for students, but rather to guide them through the decision making process. A counsellor assists students in the gathering of necessary information and in the development of effective critical thinking skills necessary for wise decision-making.

St. Thomas of Villanova's guidance counsellors are well trained and equipped to work closely with students so as to empower them to reach their potential.

Parents are encouraged to work closely with any of the counselors in order to provide the best education and development for the students.

Feel free to call the counsellor at school and set up an appointment.

Message from Special Education

The objective in the Special Education Department at St. Thomas of Villanova is to provide specialized programs to meet the individual needs of exceptional students. These students may have behavioral, intellectual, physical, developmental or multiple exceptionalities. In consultation with school personnel, parents/guardians and community agencies, the Department works to design specific programs for students who have been formally identified and/or needing an Individual Educational Plan.

Assistance with the application of classroom lessons, organizational skills and study habits, review for tests, exams, preparation for projects, seminars and Independent Study Units, and social skills can be provided by our Learning Support Services staff.

Assistance with the skills necessary to function on a daily basis, such as personal hygiene, social awareness, food preparation, work experience, community awareness and basic literacy and numeracy skills can be provided by our Life Skills staff.

Please contact the Special Education Department for further information.

MISSION STATEMENT

We, the community of St. Thomas of Villanova, are committed to the development of each individual's excellence in heart, mind and body, within our Roman Catholic tradition.

THE PURPOSE OF CATHOLIC SECONDARY EDUCATION

Catholic Secondary Education is designed primarily to ensure that its students receive an education in an atmosphere of Christianity, common understanding and mutual respect. With Christ as our model and the help of the Holy Spirit, we can imbue the entire educational process in our Catholic High School with Catholic Christian ideals. Catholic Secondary Education works towards fostering a sense of community in which a student learns to respect himself or herself and to respect others. A student learns self-discipline and the importance that self-discipline plays in his or her life.

SCHOOL PHILOSOPHY

St. Thomas of Villanova Catholic Secondary School was founded in order to provide opportunities for the spiritual, moral, intellectual, physical, aesthetic and social growth of its students. It is, therefore, committed to participate in the educational ministry of the Catholic Church by teaching the message of Christ, by building a genuine Christian community and inspiring service to all people. With Gospel values as the integrating force, St. Thomas of Villanova Catholic Secondary School strives to achieve the total development of students and faculty in an atmosphere of mutual support, love and self-discipline.

COURSE CODE LEGEND

The following codes represent the 5th character in the course code:

| | |
|----------|---|
| C | College |
| D | Academic |
| E | Workplace |
| L | Locally Developed These courses can only be selected in consultation with the Department Head of Special Education. |
| M | University/College |
| O | Open |
| P | Applied |
| W | De-Streamed |
| U | University |

The following codes represent the 6th character in the course code:

| | |
|----------|---------------------------------|
| 0 | No Prerequisite required |
| 1 | Prerequisite required |
| H | Hockey Academy Course |
| L | French Immersion Course |
| Z | S.T.E.M. Course |

COURSE CODE CHART – GRADE 9 STUDENTS ONLY

| Subject | Description | Course Code |
|---------------------------|------------------------|--------------------|
| Arts | Art | AVI100 |
| | Dance | ATC100 |
| | Drama | ADA100 |
| | Music | AMU100 |
| Business | Business | BEM100 |
| English | De-Streamed | ENL1W0 |
| | Locally Developed | ENG1L0 |
| French | De-Streamed | FSF1D0 |
| Geography | De-Streamed | CGC1W0 |
| Mathematics | De-Streamed | MTH1W0 |
| | Locally Developed | MAT1L0 |
| Physical Education | Co-Ed | PPL100 |
| | Hockey Academy | PAI1OH |
| Religion | Religion | HRE100 |
| Science | De-Streamed | SNC1W0 |
| | Locally Developed | SNC1L0 |
| Technology | Exploring Technologies | TAS100 |

“Locally Developed” courses may only be selected in consultation with the Special Education Department Head.

FRENCH IMMERSION – Students must take ALL 3 Courses listed below.

| Subject | Description | Course Code |
|------------------|-----------------------------|--------------------|
| French | French Immersion - Academic | FIF1DL |
| Geography | French Immersion - Academic | CGC1WL |
| Religion | French Immersion - Academic | HRE1OL |

GRADE 9 S.T.E.M.

Students must take ALL 4 Courses listed below.

| Subject | Course Code |
|--------------------|--------------------|
| Geography | CGC1WZ |
| Mathematics | MTH1WZ |
| Science | SNC1WZ |
| Technology | TEJ1OZ |

COURSE CODE CHART – GRADES 9 TO 12

| | | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|-------------------------|---|---------|----------|----------|----------|
| ARTS | Dramatic Arts (O) | ADA1O0 | ADA2O0 | ----- | ----- |
| | Dramatic Arts (M) | ----- | ----- | ADA3M1 | ADA4M1 |
| | Exploring and Creating the Arts (O) | ----- | ----- | ----- | AEA4O1 |
| | Music - (O) | AMU1O0 | AMU2O0 | ----- | ----- |
| | Music - Instrumental (M) | ----- | ----- | AMU3M1 | AMU4M1 |
| | Music - Vocal (O) | ----- | AMV2O0 | ----- | ----- |
| | Music - Vocal (M) | ----- | ----- | AMV3M1 | AMV4M1 |
| | Dance (O) | ATC1O0 | ATC2O0 | ----- | ----- |
| | Dance (M) | ----- | ----- | ATC3M1 | ATC4M1 |
| | Dance – Leadership Dance Course (M) | ----- | ----- | ----- | ATP4M0 |
| | Visual Arts (O) | AVI1O0 | AVI2O0 | ----- | ----- |
| | Visual Arts (M) | ----- | ----- | AVI3M1 | AVI4M1 |
| | Visual Arts (M) | ----- | ----- | ----- | AWM4M1 |
| BUSINESS | Financial Accounting Fundamentals (M) | ----- | ----- | BAF3M0 | ----- |
| | Financial Accounting Principles (M) | ----- | ----- | ----- | BAT4M1 |
| | Entrepreneurship: Venture Planning in an Electronic Age (C) | ----- | ----- | ----- | BDV4C0 |
| | Building the Entrepreneurial Mindset (O) | BEM1O0 | ----- | ----- | ----- |
| | Launching & Leading a Business (O) | ----- | BEP2O0 | ----- | ----- |
| | Marketing: Goods, Services, Events (C) | ----- | ----- | BMI3C0 | ----- |
| | Bus. Leadership: Management Fundamentals(M) | ----- | ----- | ----- | BOH4M1 |
| CATHOLIC STUDIES | Discipleship & Culture (O) | HRE1O0 | ----- | ----- | ----- |
| | Christ & Culture (O) | ----- | HRE2O0 | ----- | ----- |
| | Church And Culture (M) | ----- | ----- | ----- | HRE4M0 |
| | Church And Culture (O) | ----- | ----- | ----- | HRE4O0 |
| | Faith & Culture: World Religion (O) | ----- | ----- | HRF3O0 | ----- |
| | Faith & Culture: World Religions (M) | ----- | ----- | HRT3M0 | ----- |
| | Philosophy: Questions and Theories (U) | ----- | ----- | ----- | HZT4U1 |
| ENGLISH | Media Studies (O) | ----- | ----- | EMS3O1 | ----- |
| | Locally-Developed (L) | ENG1L0* | ENG2L1* | ----- | ----- |
| | Academic (D) | ----- | ENG2D1 | ----- | ----- |
| | Applied (P) | ----- | ENG2P1 | ----- | ----- |
| | English (C) | ----- | ----- | ----- | ENG4C1 |
| | English (E) | ----- | ----- | ----- | ENG4E1 |
| | English (U) | ----- | ----- | ----- | ENG4U1 |
| | English (De-streamed) | ENL1W0 | ----- | ----- | ----- |
| | English Studies in Literature (U) | ----- | ----- | ----- | ETS4U1 |
| | Writer’s Craft (C) | ----- | ----- | ----- | EWC4C1 |
| | Writer’s Craft (U) | ----- | ----- | ----- | EWC4U1 |
| | Contemporary Aboriginal Voices (C) | ----- | ----- | NBE3C1 | ----- |
| | Contemporary Aboriginal Voices (E) | ----- | ----- | NBE3E1 | ----- |
| | Contemporary Aboriginal Voices (U) | ----- | ----- | NBE3U1 | ----- |
| | Ontario Secondary School Literacy Course (O) | ----- | ----- | ----- | OLC4O0 |
| GUIDANCE | Career Studies, .5 credit (O) | ----- | GLC2O0 | ----- | ----- |
| | Discovering the Workplace (O) | ----- | GLD2O0 | ----- | ----- |
| | Leadership and Peer Support (O) | ----- | ----- | GPP3O0 | ----- |

COURSE CODE CHART – GRADES 9 TO 12

| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|--|---------|----------|----------|----------|
| LANGUAGES – CORE FRENCH | | | | |
| French (D) | FSF1D0 | FSF2D1 | ----- | ----- |
| French (U) | ----- | ----- | FSF3U1 | FSF4U1 |
| LANGUAGES – IMMERSION FRENCH | | | | |
| Geography (De-streamed) | CGC1WL | ----- | ----- | ----- |
| History (D) | ----- | CHC2DL | ----- | ----- |
| Civics, .5 credit (O) | ----- | CHV2OL | ----- | ----- |
| French (D) | FIF1DL | FIF2DL | ----- | ----- |
| French (U) | ----- | ----- | FIF3UL | FIF4UL |
| Career Studies, .5 credit (O) | ----- | GLC2OL | ----- | ----- |
| Culture, Foods and Food Practices (M) | ----- | ----- | HFC3ML | ----- |
| Discipleship & Culture (O) | HRE1OL | ----- | ----- | ----- |
| Church And Culture (M) | ----- | ----- | ----- | HRE4ML |
| World Religions (M) | ----- | ----- | HRT3ML | ----- |
| MATH | | | | |
| Foundations for College Mathematics (C) | ----- | ----- | ----- | MAP4C1 |
| Locally-Developed (L) | MAT1L0* | MAT2L1* | ----- | ----- |
| Foundations for College Mathematics (C) | ----- | ----- | MBF3C1 | ----- |
| Functions and Applications (M) | ----- | ----- | MCF3M1 | ----- |
| Functions (U) | ----- | ----- | MCR3U1 | ----- |
| Mathematics for College Technology (C) | ----- | ----- | ----- | MCT4C1 |
| Calculus and Vectors (U) | ----- | ----- | ----- | MCV4U1 |
| Data Management (U) | ----- | ----- | ----- | MDM4U1 |
| Everyday Life (E) | ----- | ----- | MEL3E1 | MEL4E1 |
| Applied (P) | ----- | MFM2P1 | ----- | ----- |
| Functions, Advanced (U) | ----- | ----- | ----- | MHF4U1 |
| Academic (D) | ----- | MPM2D1 | ----- | ----- |
| Mathematics (De-streamed) | MTH1W0 | ----- | ----- | ----- |
| Mathematics – S.T.E.M. | MTH1WZ | MPM2DZ | MCR3UZ | MHF4UZ |
| PHYSICAL EDUCATION | | | | |
| Healthy Living and Personal and Fitness Activities - Co-Ed (O) | ----- | ----- | PAF3O0 | PAF4O0 |
| Hockey Academy – Co-Ed (O) | PAI1OH | PAI2OH | PAI3OH | PAI4OH |
| Recreation and Healthy Active Living Leadership – Co-Ed (M) | ----- | ----- | ----- | PLF4M1 |
| Healthy Active Living Education - Co-Ed (O) | PPL1O0 | PPL2O0 | PPL3O0 | PPL4O0 |
| Kinesiology, Introductory – Co-Ed (U) | ----- | ----- | ----- | PSK4U1 |
| SCIENCE | | | | |
| Biology (C) | ----- | ----- | SBI3C1 | ----- |
| Biology (U) | ----- | ----- | SBI3U1 | SBI4U1 |
| Chemistry (U) | ----- | ----- | SCH3U1 | SCH4U1 |
| Chemistry (C) | ----- | ----- | ----- | SCH4C1 |
| Locally-Developed (L) | SNC1L0* | ----- | ----- | ----- |
| Science (De-streamed) | SNC1W0 | ----- | ----- | ----- |
| Science – S.T.E.M. | SNC1WZ | SNC2DZ | ----- | ----- |
| Academic (D) | ----- | SNC2D1 | ----- | ----- |
| Applied (P) | ----- | SNC2P1 | ----- | ----- |
| Physics (U) | ----- | ----- | SPH3U1 | SPH4U1 |
| Physics (C) | ----- | ----- | ----- | SPH4C1 |
| Science (E) | ----- | ----- | SVN3E1* | ----- |

COURSE CODE CHART – GRADES 9 TO 12

| | | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---------|----------|----------|----------|
| SOCIAL SCIENCE HUMANITIES/CANADIAN AND WORLD STUDIES | | | | | |
| Geography | Geography (De-streamed) | CGC1W0 | ----- | ----- | ----- |
| | Geography – S.T.E.M. | CGC1WZ | ----- | ----- | ----- |
| | Travel & Tourism (O) | ----- | ----- | CGG3O1 | ----- |
| History | History, American (U) | ----- | ----- | CHA3U1 | ----- |
| | Academic (D) | ----- | CHC2D0 | ----- | ----- |
| | Locally-Developed (L) | ----- | CHC2L0* | ----- | ----- |
| | Applied (P) | ----- | CHC2P0 | ----- | ----- |
| | Civics, .5 credit (O) | ----- | CHV2O0 | ----- | ----- |
| Economics, Law & Politics | | | | | |
| | Analysing Current Economic Issues (U) | ----- | ----- | ----- | CIA4U1 |
| | Law - Canadian and International Law (U) | ----- | ----- | ----- | CLN4U1 |
| | Law - Understanding Canadian Law (M) | ----- | ----- | CLU3M1 | ----- |
| Humanities | Families in Canada (C) | ----- | ----- | ----- | HHS4C1 |
| | Families in Canada (U) | ----- | ----- | ----- | HHS4U1 |
| | Raising Healthy Children (O) | ----- | ----- | HPC3O0 | ----- |
| | Challenge and Change in Society (U) | ----- | ----- | ----- | HSB4U1 |
| | Anthropology, Introduction (U) | ----- | ----- | HSP3U1 | ----- |
| First Nations, Métis, and Inuit Studies | | | | | |
| | Contemporary Indigenous Issues & Perspectives in a Global Context (M) | ----- | ----- | ----- | NDW4M1 |
| TECHNOLOGY | | | | | |
| | Dig. Tech. & Innovations in the Changing World | ----- | ICD2O0 | ----- | ----- |
| | Computer Programming (C) | ----- | ----- | ICS3C0 | ICS4C1 |
| | Computer and Information Science (U) | ----- | ----- | ICS3U0 | ICS4U1 |
| | Technology and the Skilled Trades (O) | TAS1O0 | ----- | ----- | ----- |
| | Construction – Electrical (E) | ----- | ----- | TCE3E0 | TCE4E0 |
| | Construction (O) | ----- | TCJ2O0 | ----- | ----- |
| | Construction (C) | ----- | ----- | TCJ3C0 | TCJ4C1 |
| | Technical Design (O) | ----- | TDJ2O0 | ----- | ----- |
| | Technical Design (M) | ----- | ----- | TDJ3M0 | TDJ4M1 |
| | Robotics (O) S.T.E.M. | TEJ1OZ | TEJ2OZ | ----- | ----- |
| | Robotics (M) | ----- | ----- | TER3M0 | TER4M1 |
| | Hospitality (O) | ----- | TFJ2O0 | ----- | ----- |
| | Hospitality (E) | ----- | ----- | TFJ3E0 | TFJ4E1 |
| | Communication (O) | ----- | TGJ2O0 | TGJ3O0 | TGJ4O0 |
| | Communication Technology (M) | | | | |
| | • Animation, Graphic Design, Photography, Video and Web Design | ----- | ----- | TGJ3M0 | TGJ4M1 |
| | • TV, Film & Video Production | ----- | ----- | TGV3M0 | TGV4M1 |
| | Green Industries (O) | ----- | THJ2O0 | ----- | ----- |
| | Green Industries (E) | ----- | ----- | THJ3E0 | THJ4E1 |
| | Green Industries (M) | ----- | ----- | THJ3M0 | THJ4M1 |
| | Transportation (O) | ----- | TTJ2O0 | TTJ3O0 | ----- |
| | Transportation (C) | ----- | ----- | TTJ3C0 | TTJ4C1 |
| | Hairstyling and Aesthetics (O) | ----- | TXJ2O0 | ----- | ----- |
| | Hairstyling and Aesthetics (E) | ----- | ----- | TXJ3E0 | TXJ4E1 |

ST. THOMAS OF VILLANOVA CATHOLIC SECONDARY SCHOOL

Course Descriptions and Prerequisites

This booklet contains the course descriptions for Grades 9 to 12.

ARTS

| | |
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| <p>ADA100</p> | <p>Drama, Grade 9, Open This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.</p> <p><u>Prerequisite: None</u></p> |
| <p>ADA200</p> | <p>Drama, Grade 10, Open 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.</p> <p><u>Prerequisite: None</u></p> |
| <p>ADA3M1</p> | <p>Drama, Grade 11, University/College Preparation 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.</p> <p><u>Prerequisite: Dramatic Arts, Grade 9 or 10, Open</u></p> |
| <p>ADA4M1</p> | <p>Drama, Grade 12, University/College Preparation 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><u>Prerequisite: Dramatic Arts, Grade 11, University/College Preparation</u></p> |
| <p>AEA4O1</p> | <p>Exploring and Creating the Arts, Grade 12, Open 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.</p> <p><u>NOTE:</u> This course has been customized for students who enjoy dance, performance and leadership.</p> <p><u>Prerequisite: None</u></p> |
| <p>AMU100</p> | <p>Music, Grade 9, Open</p> <p>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.</p> <p><u>Prerequisite: None</u></p> |

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| <p>AMU200 (Instrumental)</p> <p>AMV200 (Vocal)</p> | <p>Instrumental Music, Grade 10, Open 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.</p> <p>Prerequisite: None</p> |
| <p>AMU3M1 (Instrumental)</p> <p>AMV3M1 (Vocal)</p> | <p>Music, Grade 11, University/College Preparation 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.</p> <p>Prerequisite: Music, Grade 9 or 10, Open</p> |
| <p>AMU4M1 (Instrumental)</p> <p>AMV4M1 (Vocal)</p> | <p>Music, Grade 12, University/College Preparation 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.</p> <p>Prerequisite: Music, Grade 11, University/College Preparation</p> |
| <p>ATC100</p> | <p>Dance, Grade 9, Open This course gives students the opportunity to explore their technical and compositional skills by applying the elements of dance and the tools of composition in a variety of performance situations. Students will generate movement through structured and unstructured improvisation, demonstrate an understanding of safe practices with regard to themselves and others in the dance environment, and identify the function and significance of dance within the global community.</p> <p>Prerequisite: None</p> |
| <p>ATC200</p> | <p>Dance, Grade 10, Open 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.</p> <p>Prerequisite: None</p> |
| <p>ATC3M1</p> | <p>Dance, Grade 11, University/College Preparation This course emphasizes the development of students' artistry, improvisational and compositional skills, and technical proficiency in dance genres from around the world. 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> <p>Prerequisite: Dance, Grade 9 or 10, Open</p> |
| <p>ATC4M1</p> | <p>Dance, Grade 12, University/College Preparation This course emphasizes the development of students' technical proficiency, fluency in the language of movement in dance genres from around the world, 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>Prerequisite: Dance, Grade 11, University/College Preparation</p> |
| <p>ATP4M0</p> | <p>Dance – Leadership Dance Course, Grade 12, University/ College Preparation This course is a 'Leadership Dance Course' which integrates grade 12 students with students of special needs. The emphasis is on co-operative and leadership skills through the development of creative composition, and presentation skills within the classroom using dance as a medium. Leadership students will interact with special needs students through dance warm ups, games, and activities in a positive and encouraging setting. Leadership students will acquire and refine dance skills; compose and present dance works; interpret and evaluate a variety of dance presentations; and develop leadership skills.</p> <p>Prerequisite: None</p> |

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| AVI100 | <p>Visual Arts, Grade 9, Open This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.</p> <p><u>Prerequisite: None</u></p> |
| AVI200 | <p>Visual Arts, Grade 10, Open 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.</p> <p><u>Prerequisite: None</u></p> |
| AVI3M1 | <p>Visual Arts, Grade 11, University/College Preparation 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.</p> <p><u>Prerequisite: Visual Arts, Grade 9 or 10, Open</u></p> |
| AVI4M1 | <p>Visual Arts, Grade 12, University/ College Preparation 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.</p> <p><u>Prerequisite: Visual Arts, Grade 11, University/College Preparation</u></p> |
| AWM4M1 | <p>Independent Drawing and Painting, Grade 12, University/College Preparation This independent drawing and painting course focuses on studio activities in the visual arts. Students create artworks that explore a wide range of subject matter. Students taking this independent course will be required to work primarily on their own, utilizing the teacher as a facilitator and a mentor. This course caters to the student who has completed his or her secondary arts credits in order to further advance the student's skills in the areas of drawing and painting to enhance the student's portfolio. This course is NOT recommended for students who are not serious about art or are not motivated to work independently.</p> <p><u>Prerequisite: Visual Arts, Grade 12, University/College Preparation</u></p> |

ST. THOMAS OF VILLANOVA CATHOLIC SECONDARY SCHOOL

Course Descriptions and Prerequisites

This booklet contains the course descriptions for Grades 9 to 12

BUSINESS

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| <p>BAF3M0</p> | <p>Financial Accounting Fundamentals, Grade 11, University/College Preparation This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and ethics and current issues in accounting.</p> <p>Prerequisite: None</p> |
| <p>BAT4M1</p> | <p>Financial Accounting Principles, Grade 12, University/College Preparation This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course further develops accounting methods for assets and introduces accounting for partnerships, corporations, and sources of financing.</p> <p>Prerequisite: Financial Accounting Fundamentals, Grade 11, University/College Preparation</p> |
| <p>BDV4C0</p> | <p>Entrepreneurship: Venture Planning in an Electronic Age, Grade 12, College Preparation This course provides students with the opportunity to develop and apply entrepreneurial skills through the creation of a venture plan that capitalizes on the potential of e-commerce. Students will research and identify an opportunity for a venture. They will then complete the components of a venture plan that includes a website.</p> <p>Prerequisite: None</p> |
| <p>BEM1O0</p> | <p>Building the Entrepreneurial Mindset: Grade 9, Open In this course, students will learn what makes an entrepreneur thrive and the skills required to succeed in today's business environment. Students will begin to develop their own entrepreneurial mindset, and learn why it's important to take initiative, adapt to change, find creative solutions, and understand the financial considerations of entrepreneurship. This hands-on course will use business software and applications to help students plan and develop their entrepreneurial ideas and learn how to present them to a target audience. Throughout the course, students will enhance their communications skills as well as develop and refine their project management skills, including goal setting, time management, and networking.</p> <p>Prerequisite: None</p> |
| <p>BEP2O0</p> | <p>Launching and Leading a Business, Grade 10, Open This course introduces students to the world of business and what is required to be successful, ethical, and responsible in today's economy. Students will develop the knowledge and skills needed to be an entrepreneur who knows how to respond to local and global market opportunities. Throughout the course, students will explore and understand the responsibility of managing different functions of a business. This includes accounting, marketing, information and communication technology, financial management, human resources, and production.</p> <p>Prerequisite: None</p> |
| <p>BMI3C0</p> | <p>Marketing: Goods, Services, Events, Grade 11, College Preparation This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer-buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice.</p> <p>Prerequisite: None</p> |
| <p>BOH4M1</p> | <p>Business Leadership: Management Fundamentals, Grade 12, University/College Preparation This course focuses on the development of leadership skills used in managing a successful business. Students will analyze the role of a leader in business with a focus on decision-making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.</p> <p>Prerequisite: Any University, University/College, or College Preparation course in Business Studies, English, or Canadian and World Studies</p> |

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This booklet contains the course descriptions for Grades 9 to 12.

CATHOLIC STUDIES

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| <p>HRE100</p> | <p>Religious Education: “Discipleship and Culture”, Grade 9, Open This course engages students in the examination of the Christian narrative as revealed in Sacred Scripture. Students are invited to a deeper understanding of both the joy and the demands of living out the call to discipleship as it is described in the Scriptures. Students explore discipleship as encountered in the Sacred Tradition of the Church (Sacraments, Liturgical Year and Church Teaching and Law), as part of their ongoing personal growth and faith understanding. Students explore Catholic rituals, teaching, practice, morals and values, and virtues to facilitate a healthy and covenantal relationship with self, God and with others. Using theological reflection, they are challenged to explore the connections and disconnections of ethical concepts (euthanasia, abortion, sexuality, etc.) between the Church and contemporary culture. The course focuses on encouraging students to know and love by following in the footsteps of Jesus. As they learn of his words and deeds, they discover the importance of prayerfully serving the community to bring about the Reign of God.</p> <p><u>Prerequisite: None</u></p> |
| <p>HRE200</p> | <p>Religious Education: “Christ and Culture”, Grade 10, Open This course both invites and challenges the adolescent to personalize the Gospel values and social justice principles that guide Catholics in understanding their role in shaping culture as disciples of Jesus. Students will explore such foundational topics as: what it means to be human, created in God’s image, what is culture, Christ and culture, living together in solidarity, social justice, prayer and sacrament, friendship and intimacy. Connections between the living Church and contemporary culture are explored in terms of what it means to be a responsible Christian adolescent in a secularized, pluralistic world.</p> <p><u>Prerequisite: None</u></p> |
| <p>HRE4M0</p> | <p>Religious Education: “Church and Culture”, Grade 12, University/College Preparation This course enables students to deepen their understanding of how the Church engages contemporary culture with faith and reason, in pursuit of love, justice, and the common good. Students will have opportunity to learn how living the Baptismal vocation to a virtuous life, filled with the joy of the Gospel and nurtured by the sacraments, can transform them and society from within, allowing God to reign in human hearts. Students will also refine research and inquiry skills.</p> <p><u>Prerequisite: Must be taking or have taken University – level Gr. 12 English</u></p> |
| <p>HRE4O0</p> | <p>Religious Education: “Church and Culture”, Grade 12, Open This course has the aim of assisting students in understanding themselves as moral persons living the way of Christ through an examination of ethical theories, the revelation of sacred Scripture, and the experience and teaching of the Catholic Church. It engages students in critical reflection on significant contemporary moral and ethical issues in light of Scripture, Church teaching, and important thinkers. Social and ecological justice issues are explored along with a study of topics that focus on Christian mercy and forgiveness. The graces and challenges of relationships, marriage, and family life are explored from a Catholic perspective. Students are challenged to articulate and adopt the Christian stance in the political world.</p> <p><u>Prerequisite: None</u></p> |
| <p>HRF3O0</p> | <p>World Religion: “Faith and Culture”, Grade 11, Open This course engages students in the examination of world religions, particularly Judaism, Christianity and Islam, First Nations, Metis and Inuit Spiritualities, and locally appropriate religious tradition(s), if suitable. This is a survey course that will help students understand the basic similarities and differences between the religious traditions so they can interact with others with acceptance and familiarity. Ontario is a multi-faith global community. Students will deepen their understanding of the various faith traditions in their local community and around the world.</p> <p><u>Prerequisite: None</u></p> |

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| HRT3M0 | <p>World Religion: “Faith and Culture”, Grade 11, University/College Preparation This course engages students in the examination of world religions, particularly Judaism, Christianity, Islam and the First Nations, Metis and Inuit Spiritualities and a locally appropriate religious tradition. This is a survey course that will help students understand the basic similarities and differences between the religious traditions so they can interact with others with acceptance and familiarity. We live in a multi-faith global community. With the knowledge of this course, students ought to be able to understand more clearly the world’s religious affairs.</p> <p><u>Prerequisite: Grade 10 Open Religion or Grade 10 Academic or Applied English</u></p> |
| HZT4U1 | <p>Philosophy: “Questions and Theories”, Grade 12, University Preparation This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.</p> <p><u>Prerequisite: Any University or University/College Preparation Course in Social Sciences and Humanities, English or Canadian and World Studies.</u></p> |

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ENGLISH

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| <p>EMS301</p> | <p>Media Studies, Grade 11, Open 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 analyzing 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 judgment, and skills in viewing, representing, listening, speaking, reading, and writing.</p> <p><u>Prerequisite: English, Grade 10, Academic or Applied</u></p> <p>NOTE: This course will analyze media, its effect on today's society and its role in creating reality. Students will examine the central tenets of communication theory, television's role in molding our viewpoints, pop culture, print media, and the art of film making.</p> |
| <p>ENG1L0</p> | <p>English, Grade 9, Locally-Developed This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the Grade 10 LDCC Course. The course is organized into strands that develop listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and on using language clearly and accurately in a variety of authentic contexts. Students develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.</p> <p><u>Prerequisite: None</u></p> <p>(This course can only be selected in consultation with the Department Head of Special Education).</p> |
| <p>ENG2D1</p> | <p>English, Grade 10, Academic This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.</p> <p><u>Prerequisite: English, Grade 9, Academic or Applied</u></p> |
| <p>ENG2L1</p> | <p>English, Grade 10, (Locally-Developed) In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace, in the English Grade 11 Workplace Preparation course, or in the English: Contemporary Aboriginal Voices, Grade 11 Workplace Preparation course. The course is organized into 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 on 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.</p> <p><u>Prerequisite: A Grade 9 English credit</u> (This course can only be selected in consultation with the Department Head of Special Education).</p> |
| <p>ENG2P1</p> | <p>English, Grade 10, Applied 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.</p> <p><u>Prerequisite: English, Grade 9, Academic or Applied</u></p> |

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| ENG4C1 | <p>English, Grade 12, College Preparation This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.</p> <p><u>Prerequisite: English, Grade 11, College Preparation</u></p> |
| ENG4E1 | <p>English, Grade 12, Workplace Preparation This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will analyze informational, graphic, and literary texts and create oral, written, and media texts in a variety of forms for workplace-related and practical purposes. An important focus will be on using language accurately and organizing ideas and information coherently. The course is intended to prepare students for the workplace and active citizenship.</p> <p><u>Prerequisite: English, Grade 11, Workplace Preparation</u></p> |
| ENG4U1 | <p>English, Grade 12, University Preparation This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.</p> <p><u>Prerequisite: English, Grade 11, University Preparation</u></p> |
| ENL1W0 | <p>English, Grade 9, De-streamed This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.</p> <p><u>Prerequisite: None</u></p> |
| ETS4U1 | <p>English Studies in Literature, Grade 12, University Preparation</p> <p>This course is for students with a special interest in literature and literary criticism. The course may focus on themes, genres, time periods, or countries. Students will analyze a range of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete a culminating activity.</p> <p>Prerequisite: English, Grade 11, University Preparation</p> |
| EWC4C1 | <p>The Writer's Craft, Grade 12, College Preparation This course emphasizes 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.</p> <p><u>Prerequisite: English, Grade 11, College Preparation</u></p> <p><u>NOTE:</u> This course will focus on technical/mechanical aspects of writing with a focus on punctuation, structure, and grammar. Whereas EWC 4U1 emphasizes creative writing, this course is designed to improve practical writing skills and, therefore, is well suited for all students regardless of their post-secondary destinations. Students who are required to write aptitude/entrance tests or complete mandatory Expository Writing classes will benefit from this course.</p> |
| EWC4U1 | <p>The Writer's Craft, Grade 12, University Preparation This course emphasizes knowledge and skills related to the craft of writing. Students will analyze 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.</p> <p><u>Prerequisite: English, Grade 11, University Preparation</u></p> |

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| <p>NBE3C1</p> | <p>Understanding Contemporary First Nations, Metis, and Inuit Voices, Grade 11, College Preparation This course explores the themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also looks at the perspectives and influences of texts that relate to those cultures. In order to understand contemporary text forms and their themes of identity, relationship, and self-determination, <u>sovereignty</u>, or self-governance, students will study the use of text forms by Indigenous authors/creators from other periods in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English college preparation course.</p> <p><u>Prerequisite: English, Grade 10, Academic or Applied</u></p> |
| <p>NBE3E1</p> | <p>Understanding Contemporary First Nations, Metis, and Inuit Voices, Grade 11, Workplace This course explores themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media texts emerging from First Nations, Métis, and Inuit cultures in Canada, as well as some texts that relate to those cultures. In order to better understand contemporary texts, students will explore connections between traditional and contemporary text forms and cultural and community aspects of identity, relationships, and self-determination, sovereignty, or self-governance. Students will also create oral, written, and media texts focusing on the development of literacy, communication, and critical thinking skills necessary for success in the workplace and daily life. The course is intended to prepare students for the compulsory Grade 12 English workplace preparation course.</p> <p><u>Prerequisite: Locally Developed English, Grade 9 & 10, ENG1L0 & ENG2L1</u></p> |
| <p>NBE3U1</p> | <p>Understanding Contemporary First Nations, Metis, and Inuit Voices, Grade 11, University Preparation This course explores the themes, forms, and stylistic elements of a variety of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also examines the perspectives and influence of texts that relate to those cultures. In order to fully understand contemporary text forms and their themes of identity, relationship, and self-determination, <u>sovereignty</u>, or self-governance, students will analyse the changing use of text forms by Indigenous authors/creators from various periods and cultures in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English university or college preparation course.</p> <p><u>Prerequisite: English, Grade 10, Academic</u></p> |
| <p>OLC400</p> | <p>Ontario Secondary School Literacy Course, Grade 12, Open This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.</p> <p><u>NOTE:</u> This course must be selected and approved by your Guidance Counsellor. Eligibility requirement: Students who have been eligible to write the OSSLT at least once and who have been unsuccessful at least once are eligible to take the course</p> |

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GUIDANCE

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| GLC200 | Career Studies, Grade 10, Open This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school. Prerequisite: None |
| GLD200 | Discovering the Workplace, Grade 10, Open This course provides students with opportunities to discover and develop the workplace essential skills and work habits required to be successfully employed. Students will develop an understanding of work through practical hands-on experiences in the school and in the community, using real workplace materials. They investigate occupations of interest through experiential learning opportunities (such as worksite visits, job shadowing, work experience, simulations and entrepreneurial projects). This course helps students make plans for continued learning and work. Additional Notes: Although this course would be open to all students, it has been specifically written to meet the needs of students who: 1. Fit the profile of the students enrolled in workplace courses requiring opportunities to succeed in our secondary school. 2. Would benefit from learning the skills required for success in the workplace and demonstrating achievement of those skills both inside and outside the classroom. 3. Would benefit from having a related course for experiential learning program in grade 10. In many cases this course would be part of a designated school to work transition program. Prerequisite: None |
| GPP300 | Advanced Learning Strategies Leadership and Peer Support, Grade 11, Open This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communications, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles – for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities. Prerequisite: Career Studies, Grade 10, Open and recommendation of the Principal. |

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LANGUAGES – CORE FRENCH **French as a Second Language**

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| FSF1D0 | <p>Core French, Grade 9, Academic This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.</p> <p><u>Prerequisite: Minimum of 600 hours of French instruction, or equivalent</u></p> |
| FSF2D1 | <p>Core French, Grade 10, Academic This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.</p> <p><u>Prerequisite: Core French, Grade 9, Applied or Academic</u></p> |
| FSF3U1 | <p>Core French, Grade 11, University Preparation This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.</p> <p><u>Prerequisite: Core French, Grade 10, Academic</u></p> |
| FSF4U1 | <p>Core French, Grade 12, University Preparation This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.</p> <p><u>Prerequisite: Core French, Grade 11, University Preparation</u></p> |

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LANGUAGES – IMMERSION FRENCH

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| CGC1WL | <p>French Immersion, Exploring Canadian Geography, Grade 9, De-streamed This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada’s natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.</p> <p><u>Prerequisite: None</u></p> |
| CHC2DL | <p>French Immersion, Canadian History Since World War 1, Grade 10, Academic This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada’s evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.</p> |
| CHV2OL | <p>French Immersion, Civics and Citizenship, Grade 10, Open This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the Influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today’s world and of personal interest to them.</p> <p><u>Prerequisite: None</u></p> |
| FIF1DL | <p>French Immersion, Grade 9, Academic This course provides opportunities for students to speak and interact in French independently in a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing, as well their ability to communicate in French with confidence, by using language learning strategies introduced in the elementary French Immersion program. Students will enhance their knowledge of the French language through the study of French Canadian literature. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.</p> <p><u>Prerequisite: Minimum of 3800 hours of instruction in French, or equivalent</u></p> |
| FIF2DL | <p>French Immersion, Grade 10, Academic This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will use a variety of language learning strategies in listening, speaking, reading, and writing, and will respond to and interact with print, oral, visual, and electronic texts. Students will develop their knowledge of the French language through the study of contemporary French literature and historically well-known French European literature. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.</p> <p><u>Prerequisite: French Immersion, Grade 9, Academic or Applied</u></p> |
| FIF3UL | <p>French Immersion, Grade 11, University Preparation This course provides opportunities for students to consolidate the communication skills required to speak and interact with increasing confidence and accuracy in French in a variety of academic and social contexts. Students will use their skills in listening, speaking, reading, and writing and apply language learning strategies while exploring a variety of concrete and abstract topics. Students will increase their knowledge of the French language through the study of French literature from around the world. They will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.</p> <p><u>Prerequisite: French Immersion, Grade 10, Academic</u></p> |

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| FIF4UL | <p>French Immersion, Grade 12, University Preparation This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will consolidate their listening, speaking, reading, and writing skills and apply language learning strategies while communicating about concrete and abstract topics, and will independently respond to and interact with a variety of oral and written texts. Students will study a selection of French literature from the Middle Ages to the present. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.</p> <p><u>Prerequisite: French Immersion, Grade 11, University Preparation</u></p> |
| GLC2OL | <p>French Immersion, Career Studies, Grade 10, Open This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.</p> <p><u>Prerequisite: None</u></p> |
| HFC3ML | <p>French Immersion, Culture, Foods and Food Practices, Grade 11, University/College Preparation Grade 11 Food and Culture focuses on the foods, flavours, cooking techniques, and cultural traditions of global cuisines. In this course, students will develop practical cooking and food-related etiquette skills as they explore the origins and development of diverse food traditions, examining how Canadian food choices and traditions have been influenced by other cultures.</p> <p><u>Prerequisite: None</u></p> |
| HRE1OL | <p>French Immersion, Grade Nine Religious Education, Grade 9, Open This course uses the Beatitudes as a framework to examine the attitudes and actions that characterize the Christian life. Students will derive knowledge and skills from a study of Scripture, profession of Faith, Christian Moral Development, Prayer, Sacramental Life, and Family Life. Students are encouraged to grow in Gospel values while actively engaging in a variety of challenging educational activities.</p> |
| HRE4ML | <p>French Immersion, Religion Education: ‘Church and Culture’, Grade 12, University/College Preparation This course is directed toward the clear identification of Catholic moral principles and the concrete application of these principles in the lives of students. The course proceeds from foundational beliefs rooted in Sacred Scripture concerning justice and peace to an exploration of the principles that shape Christian life. In the Family Life Education strand, students explore a variety of topics related to the themes of personhood, interpersonal relationships and sexuality. Special attention is given to the interaction between the Church and Culture. The modern world is characterized by a multiplicity of values, philosophies, and ideologies. In a democratic, pluralistic society, these concepts may creatively reinforce one another or they may compete with and contradict one another. The Christian moral life is a call to follow Jesus Christ, to believe in the redemptive love of God for humankind and to proclaim and incarnate the reign of God as inaugurated by Jesus Christ. This course is intended to prepare the senior student for this lifelong task.</p> |
| HRT3ML | <p>French Immersion, World Religions: Beliefs, Issues, and Religious Traditions, Grade 11, University/College Preparation 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.</p> <p><u>Prerequisite: None</u></p> |

ST. THOMAS OF VILLANOVA CATHOLIC SECONDARY SCHOOL

Course Descriptions and Prerequisites

This booklet contains the course descriptions for Grades 9 to 12.

MATHEMATICS

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| <p>MAP4C1</p> | <p>Foundations for College Mathematics, Grade 12, College Preparation 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><u>Prerequisite: Foundations for College Mathematics, Grade 11, College Preparation or Functions and Applications, Grade 11, University/College Preparation</u></p> <p><u>NOTE:</u> Many college programs require a Grade 12 mathematics credit, even if they do not contain a strong math component. This course would fulfill many students' needs. Careful consideration should be made as to the requirements of the college program in which the student is interested.</p> |
| <p>MAT1L0</p> | <p>Math, Grade 9, Locally-Developed This course 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 LDCC course. The course is organized in 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.</p> <p><u>Prerequisite: None</u> (This course can only be selected in consultation with the Department Head of Special Education).</p> |
| <p>MAT2L1</p> | <p>Math, Grade 10, Locally-Developed The course emphasizes the extension of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Grade 11 Mathematics Workplace Preparation course. The course is organized in 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.</p> <p><u>Prerequisite: A Grade 9 Mathematics credit</u> (This course can only be selected in consultation with the Department Head of Special Education).</p> |
| <p>MBF3C1</p> | <p>Foundations for College Mathematics, Grade 11, College Preparation This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analyzing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.</p> <p><u>Prerequisite: Foundations of Mathematics, Grade 10 Applied</u></p> <p><u>NOTE:</u> In order to be eligible to graduate with an Ontario Secondary School Diploma, students must earn three credits in mathematics. For many students beginning their secondary mathematics career in the Grade 9 de-streamed course, this course will serve as their third math credit. It is anticipated that some students will want to continue earning mathematics credits. As such, this course also serves to prepare students for MAP 4C1 – Foundations for College Mathematics.</p> |

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| <p>MCF3M1</p> | <p>Functions and Applications, Grade 11, University/College Preparation This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modeling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.</p> <p><u>Prerequisite: Principles of Mathematics, Grade 10 Academic or Foundations of Mathematics, Grade 10, Applied</u></p> <p>NOTE: Unless a student has an exceptional level of understanding of grade 10 Applied, Foundations of Mathematics, and excellent work habits, the pathway from grade 10 Applied to Grade 11 Functions and Applications is usually not recommended.</p> |
| <p>MCR3U1</p> | <p>Functions, Grade 11, University Preparation This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.</p> <p><u>Prerequisite: Principles of Mathematics, Grade 10 Academic</u></p> <p>NOTE: This course is intended for those students interested in pursuing post-secondary studies in fields requiring a strong background in mathematics, including the sciences, computer studies, engineering, and mathematics. Students earning less than 70% in Grade 10 Principles of Mathematics are strongly advised to consider MCF 3M1 – Functions and Applications.</p> |
| <p>MCR3UZ</p> | <p>Functions, Grade 11, University Preparation, STEM This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. The STEM approach to Math encourages students to develop critical thinking skills and their problem-solving abilities. Project-based learning and exploring STEM related pathways with St. Clair College and the University of Windsor are highlights of the course.</p> <p><u>Prerequisite: Principles of Mathematics, Grade 10 Academic STEM</u></p> <p>NOTE: This course is intended for those students interested in pursuing post-secondary studies in fields requiring a strong background in mathematics, including the sciences, computer studies, engineering, and mathematics. Students earning less than 70% in Grade 10 Principles of Mathematics are strongly advised to consider MCF 3M1 – Functions and Applications.</p> |
| <p>MCT4C1</p> | <p>Mathematics for College Technology, Grade 12, College Preparation 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><u>Prerequisite: Functions, Grade 11 University Preparation, or Functions and Applications Grade 11 University/College Preparation.</u></p> <p>NOTE: Students choosing this course are strongly recommended to have earned at least 70% in the prerequisite course MCF3M or MCR3U in order to maximize their chances of success in MCT4C. For many college engineering technology programs, MCT4C is one of the recommended prerequisite math courses. Students are well advised to refer to the admission requirements of the college program under consideration.</p> |

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| <p>MCV4U1</p> | <p>Calculus and Vectors, Grade 12, University Preparation 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 modeling 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.</p> <p><u>Prerequisite: Advanced Functions</u></p> <p>NOTE: This course is intended for those students that require a rich mathematical background for their university studies. Students will be introduced to vector spaces (important in the study of linear algebra and physics), rates of change, and introductory calculus techniques (as a prerequisite to differential and integral calculus). Some fields requiring a background in rudimentary calculus techniques include biology, chemistry, computer studies, business, economics, physics, manufacturing, and aeronautics.</p> <p>Many university programs require MHF 4U1 Advanced Functions, and strongly recommend MCV 4U1 Calculus and Vectors. A few programs (computer studies, physics, mathematics, etc.) actually require MCV 4U1. Please refer to and thoroughly read the admission requirements of the program, as scheduling considerations may make it difficult to take both MHF 4U1 and MCV 4U1.</p> <p>Students that are registering in a university program requiring only a Grade 12 University Preparation credit would be well advised to carefully consider all choices before deciding to register in this course. Students choosing this course are strongly recommended to have earned at least 70 % in the prerequisite MHF 4U1 Advanced Functions in order to maximize their chances of success.</p> |
| <p>MDM4U1</p> | <p>Mathematics of Data Management, Grade 12, University Preparation 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><u>Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation.</u></p> <p>NOTE: Many university programs require some study in the field of statistics. Sociology, human kinetics, psychology, business, and biology are but a few. This course is intended to prepare students for these particular courses. As with any University Preparation course, the material studied in this course will tie directly to topics studied at the university level. The mathematics in this course is no less rigorous than in other University Preparation courses. In fact, this course requires strong problem solving and communication skills. Students that are registering in a university program requiring only a Grade 12 University Preparation credit are encouraged to carefully consider all options before deciding to register in this course. Students choosing this course are strongly recommended to have earned at least 70% in the prerequisites MCF 3M1 – Functions and Applications or MCR 3U1 – Functions in order to maximize their chances of success.</p> |
| <p>MEL3E1</p> | <p>Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation 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> <p><u>Prerequisite: Mathematics, Grade 10, Locally-Developed Compulsory Credit, or Foundations of Mathematics Grade 9, Applied or Principles of Mathematics, Grade 9, Academic</u></p> <p>NOTE: Most students will take this course after earning the Grade 10 Locally-Developed Compulsory Credit. Students with pronounced difficulties in math that have earned an alternate Grade 9 de-streamed credit may also elect to take this course (without having taken a Grade 10 course). In order to be eligible to graduate with an Ontario Secondary School Diploma, students must earn three credits in mathematics. For most students beginning their secondary mathematics career in the Grade 9 LDCC course, this course will serve as their third math credit.</p> |

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| <p>MEL4E1</p> | <p>Mathematics for Work and Everyday Life, Grade 12 Workplace Preparation This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics; apply the concept of probability to solve problems involving familiar situations; investigate accommodation costs, create household budgets; and prepare a personal income tax return; use proportional reasoning; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.</p> <p>NOTE: Students earning the Grade 11 Mathematics for Work and Everyday Life credit may elect to study math further. This course provides those students with that opportunity.</p> <p>In order to be eligible to graduate with an Ontario Secondary School Diploma, students must earn three credits in mathematics. For those students beginning their secondary mathematics career in the Grade 9 De-streamed course, and who then earned the Grade 11 Mathematics for Work and Everyday Life credit, this course will serve as their third math credit.</p> |
| <p>MFM2P1</p> | <p>Foundations of Mathematics, Grade 10, Applied This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.</p> <p>Prerequisite: Mathematics, Grade 9 De-Streamed (MTH1W0)</p> <p>NOTE: Students earning less than 70 to 75% in the Grade 9 course are advised to consider this course. For additional information, please consult the Guidance department</p> |
| <p>MHF4U1</p> | <p>Advanced Functions, Grade 12, University Preparation This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.</p> <p>Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation</p> <p>NOTE: This course is intended for those students that require a somewhat strong mathematical background for their university studies. As this course focuses on notation, manipulation and modeling of functions, students will require a particularly strong algebraic skill set. This course is a prerequisite to MCV 4U1 Calculus and Vectors. However, due to scheduling concerns, this course may be offered concurrently with MCV 4U1. Many university programs require MHF 4U1 Advanced Functions, and strongly recommend MCV 4U1 Calculus and Vectors. A few programs (computer studies, physics, mathematics, etc) actually require MCV 4U1. Please refer to and thoroughly read the admission requirements of the program, as scheduling considerations may make it difficult to take both MHF 4U1 and MCV 4U1. Students choosing this course are strongly recommended to have earned at least 70% in the prerequisite, MCR 3U1 Functions in order to maximize their chances of success.</p> |

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| <p>MHF4UZ</p> | <p>Advanced Functions, Grade 12, University Preparation, STEM This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs. The STEM approach to Math encourages students to develop critical thinking skills and their problem-solving abilities. Project-based learning and exploring STEM related pathways with St. Clair College and the University of Windsor are highlights of the course.</p> <p><u>Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation</u></p> <p><u>NOTE:</u> This course is intended for those students that require a somewhat strong mathematical background for their university studies. As this course focuses on notation, manipulation and modeling of functions, students will require a particularly strong algebraic skill set. This course is a prerequisite to MCV 4U1 Calculus and Vectors. However, due to scheduling concerns, this course may be offered concurrently with MCV 4U1. Many university programs require MHF 4U1 Advanced Functions, and strongly recommend MCV 4U1 Calculus and Vectors. A few programs (computer studies, physics, mathematics, etc) actually require MCV 4U1. Please refer to and thoroughly read the admission requirements of the program, as scheduling considerations may make it difficult to take both MHF 4U1 and MCV 4U1. Students choosing this course are strongly recommended to have earned at least 70% in the prerequisite, MCR 3U1 Functions in order to maximize their chances of success.</p> |
| <p>MPM2D1</p> | <p>Principles of Mathematics, Grade 10, Academic This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.</p> <p><u>Prerequisite: Mathematics, Grade 9 De-Streamed (MTH1W0)</u></p> <p><u>NOTE:</u> Students earning less than 75% in the Grade 9 de-streamed course are strongly advised to consider registering for the Grade 10 Foundations course. For additional information, please consult the Guidance department.</p> |
| <p>MPM2DZ</p> | <p>Principles of Mathematics, Grade 10, Academic, STEM This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. The STEM approach to Math encourages students to develop critical thinking skills and their problem-solving abilities. Project-based learning and exploring STEM related pathways with St. Clair College and the University of Windsor are highlights of the course.</p> <p><u>Prerequisite: Mathematics, Grade 9 De-Streamed, STEM (MTH1WZ)</u></p> <p><u>NOTE:</u> Students earning less than 75% in the Grade 9 de-streamed course are strongly advised to consider registering for the Grade 10 Foundations course. For additional information, please consult the Guidance department.</p> |
| <p>MTH1W0</p> | <p>Math, Grade 9, De-streamed This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including, proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.</p> <p><u>Prerequisite: None</u></p> |

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| MTH1WZ | <p>Math, Grade 9, STEM</p> <p>STEM Math incorporates concepts and exercises that apply Science, Technology, and Engineering to Mathematics. The STEM approach to Math encourages students to develop critical thinking skills and their problem-solving abilities. Self-directed and project-based learning are highlights of this course where students learn to be self-directed, 21st century problem solvers with a skill set to work collaboratively with the other STEM courses of Geography, Science, and Technology. Some project-based examples involve statistics on a bee pollination garden, and coding robots in order for them to complete specific tasks.</p> <p><u>Prerequisite: None</u></p> |
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ST. THOMAS OF VILLANOVA CATHOLIC SECONDARY SCHOOL

Course Descriptions and Prerequisites

This booklet contains the course descriptions for Grades 9 to 12.

PHYSICAL EDUCATION

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| <p>PAF300</p> | <p>Healthy Living and Personal and Fitness Activities, Grade 11, Open (Co-ed) This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. This course focuses on the development of a personalized approach to healthy active living through participation in a variety of individual and recreational activities that have the potential to engage students' interest throughout their lives, such as badminton, bowling and curling. Also, students will develop and implement personal physical fitness plans.</p> <p><u>Prerequisite: None Strongly Recommend: PPL200</u></p> |
| <p>PAF400</p> | <p>Healthy Living and Personal and Fitness Activities, Grade 12, Open (Co-ed) This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. This course focuses on the development of a personalized approach to healthy active living through participation in a variety of individual and recreational activities that have the potential to engage students' interest throughout their lives, such as badminton, bowling and curling. Also, students will develop and implement personal physical fitness plans.</p> <p><u>Prerequisite: None Strongly Recommend: PAF300 OR PPL300</u></p> |
| <p>PAI10H PAI20H PAI30H PAI40H</p> <p>HOCKEY ACADEMY</p> | <p>PAI10H - Healthy Active Living Education, Grade 9, Open (Co-ed) PAI20H - Healthy Active Living Education, Grade 10, Open (Co-ed) PAI30H - Healthy Active Living Education, Grade 11, Open (Co-ed) PAI40H - Healthy Active Living Education, Grade 12, Open (Co-ed)</p> <p>This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy living. Student learning will include 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. The focus of this course will be on hockey skills development in order to deliver the pertinent course expectations outlined above.</p> <p><u>NOTE:</u></p> <ul style="list-style-type: none"> • This course is for students enrolled in the Hockey Academy. • For information and to apply for this program, please visit http://www.wecdsb.on.ca/school-programs-sportsacademies-hockey.html and select St. Thomas of Villanova Catholic High School. You may also speak with your Guidance Counsellour regarding this program. Students interested in this pathway will take classes at the Vollmer Centre in LaSalle and at St. Thomas of Villanova Catholic Secondary School. • Please note that extra fees will apply for all participants. |

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| PLF4M1 | <p>Recreation and Healthy Active Living Leadership, Grade 12 , University/College (Co-ed) This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.</p> <p><u>Prerequisite: Any health and physical education course</u></p> |
| PPL100 | <p>Healthy Active Living Education, Grade 9, Open (Co-ed) This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.</p> <p><u>Prerequisite: None</u></p> |
| PPL200 | <p>Healthy Active Living Education, Grade 10, Open (Co-ed) This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.</p> <p><u>Prerequisite: None Strongly Recommend: PPL100</u></p> |
| PPL300 | <p>Healthy Active Living Education, Grade 11, Open (Co-ed) This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.</p> <p><u>Prerequisite: None Strongly Recommend: PPL200</u></p> |
| PPL400 | <p>Healthy Active Living Education, Grade 12, Open (Co-ed) This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.</p> <p><u>Prerequisite: None Strongly Recommend: PAF300 OR PPL300</u></p> |
| PSK4U1 | <p>Introductory Kinesiology, Grade 12, University (Co-ed) This course focuses on the study of human movement and of systems, factors and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.</p> <p><u>Prerequisite: Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 course in health and physical education.</u></p> |

ST. THOMAS OF VILLANOVA CATHOLIC SECONDARY SCHOOL

Course Descriptions and Prerequisites

This booklet contains the course descriptions for Grades 9 to 12.

SCIENCE

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| SBI3C1 | Biology, Grade 11, College Preparation 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. <u>Prerequisite: Science, Grade 10, Academic or Applied</u> |
| SBI3U1 | Biology, Grade 11, University Preparation 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. <u>Prerequisite: Science, Grade 10, Academic</u> |
| SBI4U1 | Biology, Grade 12, University Preparation 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. <u>Prerequisite: Biology, Grade 11, University Preparation</u> |
| SCH3U1 | Chemistry, Grade 11, University Preparation 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 behavior 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. <u>Prerequisite: Science, Grade 10, Academic</u> |
| SCH4C1 | Chemistry, Grade 12, College Preparation 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. <u>Prerequisite: Science, Grade 10, Academic or Applied</u> |
| SCH4U1 | Chemistry, Grade 12, University Preparation This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment. <u>Prerequisite: Chemistry, Grade 11, University Preparation.</u> |

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| SNC1L0 | <p>Science, Grade 9, Locally-Developed This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking, and the relationship between science, society, and the environment, to prepare students for success in everyday life, in the workplace. Students explore a range of topics, including science in daily life, properties of common materials, life-sustaining processes in simple and complex organisms, and electrical circuits. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.</p> <p>Prerequisite: None (This course can only be selected in consultation with the Department Head of Special Education).</p> |
| SNC1W0 | <p>Science, Grade 9, De-streamed This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.</p> <p>Prerequisite: None</p> |
| SNC1WZ | <p>Science, Grade 9, STEM This Science course takes a STEM approach to scientific inquiry, experimentation, and problem-solving. The STEM Science class will explore facets of the scientific methodology and will encourage students to be creative thinkers by developing skills in observation, experimentation, predicting, and questioning. The STEM Science students have built bottle-rockets to simulate astronauts traveling to Mars, have grown tomato plants from seeds stored for nine months on the international space station, and have constructed scaled, model homes complete with working wires, lights, and motors. Students will work collaboratively with the other STEM courses of Geography, Math, and Technology.</p> <p>Prerequisite: None</p> |
| SNC2D1 | <p>Science, Grade 10, Academic 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>Prerequisite: Science, Grade 9, Academic or Applied</p> |
| SNC2DZ | <p>Science, Grade 10, Academic, STEM 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>Prerequisite: Science, Grade 9, Academic or Applied</p> |
| SNC2P1 | <p>Science, Grade 10, Applied 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> <p>Prerequisite: Science, Grade 9, Academic or Applied</p> |
| SPH3U1 | <p>Physics, Grade 11, University Preparation 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 analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.</p> <p>Prerequisite: Science, Grade 10, Academic</p> |

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| SPH4C1 | <p>Physics, Grade 12, College Preparation 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><u>Prerequisite: Science, Grade 10, Academic or Applied</u></p> |
| SPH4U1 | <p>Physics, Grade 12, University Preparation This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related 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><u>Prerequisite: Physics, Grade 11, University Preparation.</u></p> |
| SVN3E1 | <p>Environmental Science, Grade 11, Workplace Preparation 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> <p><u>Prerequisite: Science, Grade 9 Academic or Applied, or a Grade 9 or 10 locally developed compulsory credit (LDCC) course in science</u> (This course can only be selected in consultation with the Department Head of Special Education).</p> |

ST. THOMAS OF VILLANOVA CATHOLIC SECONDARY SCHOOL

Course Descriptions and Prerequisites

This booklet contains the course descriptions for Grades 9 to 12.

SOCIAL SCIENCE HUMANITIES/CANADIAN AND WORLD STUDIES

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| <p>CGC1W0</p> | <p>Exploring Canadian Geography, Grade 9, De-streamed This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations. <u>Prerequisite: None</u></p> |
| <p>CGC1WZ</p> | <p>Geography, Grade 9, STEM The discipline of Geography touches heavily on the areas of Science, Technology, Engineering and Math (STEM). STEM applications in Geography help students better understand cross-disciplinary phenomena and encourages them to be better problem solvers. An understanding of Geography, and its utilization in the STEM field, will help promote an awareness of how Geography affects both global health and community life. Some project-based examples involve building bird houses, and relationships with Fighting Island, and ERCA. Students will learn how to use the Arc GIS program to help solve real life issues within the environment. Students will work collaboratively with the other STEM courses of Math, Science, and Technology. * Please note, students can enroll in BOTH French Immersion and the STEM Academy. In this case, students must take the French Immersion Geography (CGC1WL), not the STEM Geography course (CGC1WZ). <u>Prerequisite: None</u></p> |
| <p>CGG3O1</p> | <p>Travel and Tourism: A Geographic Perspective, Grade 11, Open This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends as well as tensions related to tourism, and will predict future tourism destinations. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate the impact of the travel industry on natural environments and human communities. <u>Prerequisite: Canadian Geographic Issues, Grade 9, Academic or Applied</u></p> |
| <p>CHA3U1</p> | <p>American History, Grade 11, University Preparation This course explores key aspects of the social, economic, and political development of the United States from precontact to the present. Students will examine the contributions of groups and individuals to the country's evolution and will explore the historical context of key issues, trends, and events that have had an impact on the United States, its identity and culture, and its role in the global community. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating various forces that helped shape American history. <u>Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied</u></p> |
| <p>CHC2D0</p> | <p>Canadian History Since World War I, Grade 10, Academic This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914. <u>Prerequisite: None</u></p> |

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| <p>CHC2L0</p> | <p>Canadian History Since World War I, Grade 10, (Locally-Developed) This course focuses on the connections between the student and key people, events, and themes in Canadian history from World War I to the present. Students prepare for the Grades 11 and 12 Workplace Preparation history courses through the development and extension of historical literacy and inquiry skills. Students explore a variety of topics highlighting individuals and events that have contributed to the story of Canada. The major themes of Canadian identity, internal and external relationships, and changes since 1914, are explored through guided investigation. Students have the opportunity to extend analytical skills with a focus on identifying and interpreting events and perspectives and making connections. Students practice reading, writing, visual, and oral literacy skills, and mathematical literacy skills to identify and communicate ideas in a variety of forms.</p> <p>Prerequisite: None (This course can only be selected in consultation with the Department Head of Special Education).</p> |
| <p>CHC2P0</p> | <p>Canadian History Since World War I, Grade 10, Applied This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity. Students will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.</p> <p>Prerequisite: None</p> |
| <p>CHV200</p> | <p>Civics and Citizenship, Grade 10, Open This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the Influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.</p> <p>Prerequisite: None</p> |
| <p>CIA4U1</p> | <p>Analyzing Current Economic Issues, Grade 12, University Preparation This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.</p> <p>Prerequisite: Any University or University/College Preparation course in Canadian and World Studies, English or Social Sciences and Humanities</p> |
| <p>CLN4U1</p> | <p>Canadian and International Law, Grade 12, University Preparation This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.</p> <p>Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.</p> |
| <p>CLU3M1</p> | <p>Understanding Canadian Law, Grade 11, University/College Preparation This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.</p> <p>Prerequisite: Canadian History since World War 1, Grade 10, Academic or Applied</p> |

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| HHS4C1 | <p>Families in Canada, Grade 12, College Preparation This course enables students to develop an understanding of social science theories as they apply to individual development, the development of intimate relationships, and family and parent-child relationships. Students will explore a range of issues relating to the development of individuals and families in contemporary Canadian society as well as in other cultures and historical periods. They will develop the investigative skills required to conduct research on individuals, intimate relationships, and parent-child roles and relationships in Canada.</p> <p><u>Prerequisite: Any University, University/College, or College Preparation course in Social Sciences and Humanities, English, or Canadian and World Studies</u></p> |
| HHS4U1 | <p>Families in Canada, Grade 12, University Preparation This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.</p> <p><u>Prerequisite: Any University, University/College, or College Preparation course in Social Sciences and Humanities, English, or Canadian and World Studies</u></p> |
| HPC300 | <p>Raising Healthy Children, Grade 11, Open This course focuses on the skills and knowledge parents, guardians, and caregivers need, with particular emphasis on maternal health, pregnancy, birth, and the early years of human development (birth to six years old). Through study and practical experience, students will learn how to meet the developmental needs of young children, communicate with them, and effectively guide their behaviour. Students will develop their research skills through investigations related to care giving and child rearing.</p> <p><u>Prerequisite: None</u></p> |
| HSB4U1 | <p>Challenge and Change in Society, Grade 12, University Preparation This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.</p> <p><u>Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies</u></p> |
| HSP3U1 | <p>Introduction to Anthropology, Psychology, and Sociology, Grade 11, University Preparation This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science, and to become familiar with current thinking on a range of issues within the three disciplines.</p> <p><u>Prerequisite: The Grade 10 academic course in English, or the Grade 10 academic history course (Canadian and world studies)</u></p> |
| NDW4M1 | <p>Contemporary Indigenous Issues and Perspectives in a Global Context, Grade 12, University/College Preparation This course examines global issues from the perspectives of indigenous peoples. Students will explore the depth and diversity of indigenous cultures, traditions, and knowledge. Students will consider how diverse indigenous communities persevere despite current global environmental and economic trends, and will investigate topics such as identity, social justice, human rights and abuses, spirituality, resistance, and advocacy for change.</p> <p><u>Prerequisite: Any Grade 11 University, University/College, or College Preparation course in First Nations, Métis and Inuit Studies or any Grade 11 University, University/College, or College Preparation course in Canadian and World Studies or any Grade 11 University, University/College, or College Preparation course in Social Sciences and Humanities</u></p> |

ST. THOMAS OF VILLANOVA CATHOLIC SECONDARY SCHOOL

Course Descriptions and Prerequisites

This booklet contains the course descriptions for Grades 9 to 12.

TECHNOLOGY

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| <p>ICD200</p> | <p>Digital Technology and Innovations in the Changing World, Grade 10, Open This course helps students develop cutting-edge digital technology and computer programming skills that will support them in contributing to and leading the global economic, scientific and societal innovations of tomorrow. Students will learn and apply coding concepts and skills to build hands-on projects and investigate artificial intelligence, cybersecurity, and other emerging digital technologies that connect to a wide range of fields and careers. Using critical thinking skills with a focus on digital citizenship, students will investigate the appropriate use and development of the digital technologies that they encounter every day, as well as the benefits and limitations of these technologies.</p> <p><u>Prerequisite: None</u></p> |
| <p>ICS3C0</p> | <p>Introduction to Computer Programming, Grade 11, College Preparation This course introduces students to computer programming concepts and practices. Students will write and test computer programs, using various problem-solving strategies. They will learn the fundamentals of program design and apply a software development life-cycle model to a software development project. Students will also learn about computer environments and systems, and explore environmental issues related to computers, safe computing practices, emerging technologies, and postsecondary opportunities in computer-related fields.</p> <p><u>Prerequisite: None</u></p> |
| <p>ICS3U0</p> | <p>Introduction to Computer Science, Grade 11, University Preparation 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 subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.</p> <p><u>Prerequisite: None</u></p> |
| <p>ICS4C1</p> | <p>Computer Programming, Grade 12, College Preparation This course further develops students' computer programming skills. Students will learn object-oriented programming concepts, create object-oriented software solutions, and design graphical user interfaces. Student teams will plan and carry out a software development project using industry-standard programming tools and proper project management techniques. Students will also investigate ethical issues in computing and expand their understanding of environmental issues, emerging technologies, and computer-related careers.</p> <p><u>Prerequisite: Introduction to Computer Programming, Grade 11, College Preparation</u></p> |
| <p>ICS4U1</p> | <p>Computer Science, Grade 12, University Preparation 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 analyze algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.</p> <p><u>Prerequisite: Introduction to Computer Science, Grade 11, University Preparation</u></p> |
| <p>TAS100</p> | <p>Technology and the Skilled Trades, Grade 9, Open This hands-on course enables students to further explore the engineering design process and develop other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and technologies from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as precision measurement, as well as health and safety standards. Students will begin to explore job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers.</p> <p><u>Prerequisite: None</u></p> |

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| TCE3E0 | <p>Construction Technology, Electrical, Grade 11, Workplace This course focuses on the development of knowledge and skills related to the electrical trade in residential construction. Students will gain hands-on experience using a variety of construction materials, processes, tools, and equipment; learn about building design and planning electrical construction projects; create and interpret working drawings and sections; and learn how the Ontario Electrical Code and other regulations and standards apply to construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and will explore career opportunities in the field.</p> <p><u>Prerequisite: None</u></p> |
| TCE4E0 | <p>Construction Technology, Electrical, Grade 12, Workplace This course enables students to further develop knowledge and skills related to residential electrical construction and to explore light commercial construction. Students will gain hands-on experience using a variety of materials, processes, tools, and equipment, and will learn more about building design and project planning. They will continue to create and interpret electrical construction drawings and will extend their knowledge of construction terminology and of relevant building and electrical codes and regulations, as well as health and safety standards and practices. Students will also focus on environmental and societal issues related to construction engineering technology, and will explore career opportunities in the field.</p> <p><u>Prerequisite: None for the 2024 – 2025 school year</u></p> |
| TCJ2O0 | <p>Construction Technology, Grade 10, Open This course introduces students to building materials and processes through opportunities to design and build various construction projects. Students will learn to create and read working drawings; become familiar with common construction materials, components, and processes; and perform a variety of fabrication, assembly, and finishing operations. They will use a variety of hand and power tools and apply knowledge of imperial and metric systems of measurement, as appropriate. Students will develop an awareness of environmental and societal issues related to construction technology, and will explore secondary and postsecondary pathways leading to careers in the industry.</p> <p><u>Prerequisite: None</u></p> |
| TCJ3C0 | <p>Construction Engineering Technology, Grade 11, College Preparation 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 project; create and interpret working drawings and sections; and learn how the Ontario Building Code and other regulations and standards apply to construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and will explore career opportunities in the field.</p> <p><u>Prerequisite: None</u></p> |
| TCJ4C1 | <p>Construction Engineering Technology, Grade 12, College Preparation This course enables students to further develop knowledge and skills related to residential construction and to explore light commercial construction. Students will gain hands on experience using a variety of materials, processes, tools, and equipment and will learn more about building design and project planning. They will continue to create and interpret construction drawings and will extend their knowledge of construction terminology and of relevant building codes and regulations, as well as health and safety standards and practices. Students will also focus on environmental and societal issues related to construction engineering technology, and explore career opportunities in the field.</p> <p><u>Prerequisite: Construction Engineering Technology, Grade 11, College Preparation</u></p> |
| TDJ2O0 | <p>Technological Design, Grade 10, Open This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Student's projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design, and learn about secondary and postsecondary education and training leading to careers in the field.</p> <p><u>Prerequisite: None</u></p> |
| TDJ3M0 | <p>Technological Design, Grade 11, University/College Preparation This course examines how technological design is influenced by human, environmental, financial, and material requirements and resources. Students will research, design, build, and assess solutions that meet specific human needs, using working drawings and other communication methods to present their design ideas. They will develop an awareness of environmental, societal, and cultural issues related to technological design, and will explore career opportunities in the field, as well as they college and/or university program requirements for them.</p> <p><u>Prerequisite: None</u></p> |

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| TDJ4M1 | <p>Technological Design, Grade 12, University/College Preparation This course introduces students to the fundamentals of design advocacy and marketing, while building on their design skills and their knowledge of professional design practices. Students will apply a systematic design process to research, design, build, and assess solutions that meet specific human needs, using illustrations, presentation drawings, and other communication methods to present their designs. Students will enhance their problem solving and communication skills, and explore career opportunities and the postsecondary education and training requirements for them</p> <p><u>Prerequisite: Technological Design, Grade 11, University/College Preparation</u></p> |
| TEJ1OZ | <p>Technology, Grade 9, STEM The STEM Manufacturing course introduces students to computer systems, electronics, and robotics. Students will write computer programs to control simple, peripheral devices or robots. Students will build small, electronic circuits and they will learn how these circuits control computers. Students will use problem-solving skills to design, create, and build. STEM classes can utilize 3D printing, computer programming such as CAD CAM software, and game development. Manufacturing students have designed and built bridges to withstand destruction. Students will learn to be self-directed, 21st century problem solvers with a skill set to work collaboratively with the other STEM courses of Geography, Math, and Science.</p> <p>Prerequisite: None</p> |
| TEJ2OZ | <p>Exploring Computer Technology, Grade 10, Open, STEM (Robotics) This course introduces students to computer systems, networking, and interfacing, as well as electronics and robotics. Students will assemble, repair, and configure computers with various types of operating systems and application software. Students will build small electronic circuits and write computer programs to control simple peripheral devices or robots. Students will also develop an awareness of related environmental and societal issues, and will learn about secondary and postsecondary pathways and career opportunities in computer technology.</p> <p>Prerequisite: None</p> |
| TER3M0 | <p>Computer Engineering Technology: Robotics and Control Systems, Grade 11, University/College Preparation (Robotics) This course examines robotics systems and control of external devices. Students will assemble robots and small networks by installing and configuring appropriate hardware and software. Students will develop knowledge and skills in electronics, robotics, programming, and networks, and will build systems that use computer programs and interfaces to control and/or respond to robotic devices. Students will develop an awareness of related environmental and societal issues, and will learn about college and university programs leading to careers in robotics and computer technology. This course will focus on the hardware and software related to robotics and control systems.</p> <p>Prerequisite: None</p> |
| TER4M1 | <p>Computer Engineering Technology: Robotics and Control Systems, Grade 12, University/College Preparation (Robotics) This course extends students' understanding of robotics systems and computer interfacing with external devices. Students will assemble robots and computer systems by installing and configuring appropriate hardware and software, and will learn more about fundamental concepts of electronics, robotics, programming, and networks. Students will examine related environmental and societal issues, and will explore postsecondary pathways leading to careers in robotics and computer technology. This course will focus on the hardware and software related to robotics and control systems.</p> <p>Prerequisite: Robotics, Grade 11, TER3M0</p> |
| TFJ2O0 | <p>Hospitality and Tourism Technology, Grade 10, Open This course emphasizes the scope of the hospitality and tourism industry. Students will study food origins, food-handling techniques and food preparation, health and safety standards, and the use of specialized tools and equipment. They will also investigate travel and tourism activities in Ontario, develop effective communication and management skills, and identify career opportunities in the hospitality and tourism industry.</p> <p>Prerequisite: None</p> |
| TFJ3E0 | <p>Hospitality and Tourism, Grade 11, Workplace Preparation This course enables students to acquire knowledge and skills related to the food and beverage services sector of the tourism industry. Students will learn how to prepare, present, and serve food using a variety of tools and equipment and will develop an understanding of the fundamentals of providing high quality service to ensure customer satisfaction and the components of running a successful event or activity. Students will develop an awareness of health and safety practices, environmental and societal issues, and career opportunities in the food and beverage services sector.</p> <p>Prerequisite: None</p> |

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| TFJ4E1 | <p>Hospitality and Tourism, Grade 12, Workplace Preparation This course enables students to further develop knowledge and skills related to the food and beverage services sector of the tourism industry. Students will demonstrate proficiency in using food preparation and presentation tools and equipment; plan nutritious menus, create recipes, and prepare and present finished food products; develop customer service skills; and explore event and activity planning. Students will expand their awareness of health and safety practices, environmental and societal issues, and career opportunities in the food and beverage services sector.</p> <p><u>Prerequisite: Hospitality and Tourism, Grade 11, Workplace Preparation</u></p> |
| TGJ200 | <p>Communications Technology, Grade 10, Open 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 interactive new media 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 will explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.</p> <p><u>Prerequisite: None</u></p> |
| TGJ3M0 | <p>Communications Technology, Grade 11, University/College Preparation This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues and explore college and university programs and career opportunities in the various communications technology fields.</p> <p><u>Prerequisite: None</u></p> |
| TGJ300 | <p>Communications Technology: Broadcast and Print Production, Grade 11, Open This course enables students to develop knowledge and skills in the areas of graphic communication, printing and publishing, audio and video production, and broadcast journalism. Students will work both independently and as part of a production team to design and produce media products in a project-driven environment. Practical projects may include the making of signs, yearbooks, video and/or audio productions, newscasts, and documentaries. Students will also develop an awareness of related environmental and societal issues and explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.</p> <p><u>Prerequisite: None</u></p> |
| TGJ4M1 | <p>Communications Technology, Grade 12, University/College Preparation 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><u>Prerequisite: Communications Technology, Grade 11, University/College Preparation</u></p> |
| TGJ400 | <p>Communications Technology: Digital Imagery and Web Design, Grade 12, Open This course enables students to develop knowledge and skills in the areas of photography, digital imaging, animation, 3D modelling, and web design. Students will work both independently and as part of a production team to design and produce media products in a project-driven environment. Practical projects may include photo galleries, digital images, animations, 3D models, and websites. Students will also expand their awareness of environmental and societal issues related to communications technology and explore postsecondary education, training, and career opportunities.</p> <p><u>Prerequisite: None</u></p> |
| TGV3M0 | <p>Communications Technology: TV, Video and Movie Production, Grade 11, University/College Preparation 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. This course provides an emphasis on TV, Video and Movie Production.</p> <p><u>Prerequisite: None</u></p> |

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| TGV4M1 | <p>Communications Technology: TV, Video and Movie Production, Grade 12, University/College Preparation 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><u>Prerequisite: TGV3M0</u></p> |
| THJ2O0 | <p>Green Industries, Grade 10, Open This course introduces students to the various sectors of the green industries-agriculture, forestry, horticulture, floristry, and landscaping. Using materials, processes, and techniques commonly employed in these industries, students will participate in a number of hands-on projects that may include plant or animal propagation; production, maintenance, and harvesting activities; the development of floral or landscaping designs; and/or related construction activities. Students will also develop an awareness of environmental and societal issues related to green industry activities, learn about safe and healthy working practices, and explore secondary and postsecondary education and training pathways and career opportunities in the various industry sectors.</p> <p><u>Prerequisite: None</u></p> |
| THJ3E0 | <p>Green Industries, Grade 11, Workplace Preparation This course enables students to develop knowledge and skills related to agriculture, floristry, forestry, horticulture, and landscaping. Students will learn to identify a broad range of plant and animal species; examine factors that affect the growth of plants and animals and the quality of products derived from them; and develop process, design, and maintenance skills required in the green industries. Students will also learn about safe and healthy working practices, develop an awareness of environmental and societal issues related to green industry activities, and learn about apprenticeships and other postsecondary education and training opportunities, as well as employment opportunities that may be pursued directly after graduation.</p> <p><u>Prerequisite: None</u></p> |
| THJ3M0 | <p>Green Industries, Grade 11, University/College Preparation This course enables students to develop knowledge and skills related to agriculture, forestry, horticulture, and landscaping. Students will study the identification, growth, and management of plants and animals and develop process, design, and management skills required in the green industries. Students will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and explore postsecondary education programs and career opportunities.</p> <p><u>Prerequisite: None</u></p> |
| THJ4E1 | <p>Green Industries, Grade 12, Workplace Preparation This course enables students to gain further experience with a variety of industry procedures and operations and to acquire additional industry-specific skills. Students will study more complex processes, develop more advanced design and maintenance skills, and explore ways of enhancing environmental sustainability. They will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and explore career opportunities in the various industries. The knowledge and skills acquired in this course will prepare students for the workplace and apprenticeship training.</p> <p><u>Prerequisite: Green Industries, Grade 11, Workplace Preparation</u></p> |
| THJ4M1 | <p>Green Industries, Grade 12, University/College Preparation This course focuses on more complex concepts and skills related to the green industries. Students will focus on developing process skills, design and management techniques, and ways of enhancing environmental sustainability. They will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and explore career opportunities. The knowledge and skills acquired in this course will prepare students for more specialized studies at the college and university level.</p> <p><u>Prerequisite: None</u></p> |
| TTJ2O0 | <p>Transportation Technology, Grade 10, Open This course introduces students to the service and maintenance of vehicles, aircraft, and/or watercraft. Students will develop knowledge and skills related to the construction and operation of vehicle/craft systems and learn maintenance and repair techniques. Student projects may include the construction of a self-propelled vehicle or craft, engine service, tire/wheel service, electrical/battery service, and proper body care. Students will develop an awareness of related environmental and societal issues, and will explore secondary and postsecondary pathways leading to careers in the transportation industry.</p> <p><u>Prerequisite: None</u></p> |

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| TTJ3C0 | <p>Transportation Technology, Grade 11, College Preparation This course enables students to develop technical knowledge and skills as they study, test, service, and repair engine, electrical, suspension, brake, and steering systems on vehicles, aircraft, and/or watercraft. Students will develop communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will develop an awareness of environmental and societal issues related to transportation and will learn about apprenticeship and college programs leading to careers in the transportation industry.</p> <p><u>Prerequisite: None</u></p> |
| TTJ3O0 | <p>Transportation Technology: Vehicle Ownership, Grade 11, Open This general interest course enables students to become familiar with the options and features of various vehicles, issues of registration, and the legal requirements affecting vehicle owners. Students will also learn about vehicle financing and insurance, vehicle maintenance, emergency procedures, and the responsibilities of being a vehicle owner. Students will develop an awareness of environmental and societal issues related to vehicle ownership and use, and will explore career opportunities in the transportation industry.</p> <p><u>Prerequisite: None</u></p> |
| TTJ4C1 | <p>Transportation Technology, Grade 12, College Preparation This course enables students to further develop technical knowledge and skills as they study, test, service, and repair engine management systems; power trains; steering/control, suspension, brake, and body systems on vehicles, aircraft, and/or water craft; and/or small-engine products. Students will refine communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will expand their awareness of environmental and societal issues related to transportation and their knowledge of apprenticeship and college programs leading to careers in the transportation industry.</p> <p><u>Prerequisite: Transportation Technology, College Preparation, Grade 11</u></p> |
| TXJ2O0 | <p>Hairstyling and Aesthetics, Grade 10, Open This course presents hairstyling, make-up, and nail care techniques from a salon/spa perspective. Using materials, processes, and techniques used in the industry, students learn fundamental skills in hairstyling, giving manicures and facials, and providing hair/scalp analyses and treatments. Students will also consider related environmental and societal issues, and will explore secondary and postsecondary pathways leading to careers in the field of hairstyling and aesthetics.</p> <p><u>Prerequisite: None</u></p> |
| TXJ3E0 | <p>Hairstyling and Aesthetics, Grade 11, Workplace Preparation This course enables students to develop knowledge and skills in cosmetology and offers a variety of applications that will equip students to provide services for a diverse clientele. Students will identify trends in the hairstyling and aesthetics industry, learn about related health and safety laws, and expand their communication and interpersonal skills through interactions with peers and clients. Students will also consider environmental and societal issues related to the industry, and will acquire a more detailed knowledge of apprenticeships and direct-entry work positions.</p> <p><u>Prerequisite: None</u></p> |
| TXJ4E1 | <p>Hairstyling and Aesthetics, Grade 12, Workplace Preparation This course enables students to develop increased proficiency in a wide range of hairstyling and aesthetics services. Working in a salon/spa team environment, students will strengthen their fundamental cosmetology skills and develop an understanding of common business practices and strategies in the salon/spa industry. Students will also expand their understanding of environmental and societal issues and their knowledge of postsecondary destinations in the hairstyling and aesthetics industry.</p> <p><u>Prerequisite: Hairstyling and Aesthetics, Grade 11, Workplace Preparation</u></p> |

CO-OPERATIVE EDUCATION

Co-operative Education is a unique education program which allows students the opportunity to earn high school credits and, at the same time, explore a chosen career through active participation in an actual work experience.

Through the out-of-school component, students may gain experience in the use of equipment which may not be available in school and are exposed to new techniques and expertise. By forming an educational partnership amongst students, teachers and employers, it is now possible to extend the classroom experience into the community and explore the realities of the work world. It's also a hands-on approach to teaching the subject matter of a course.

Also, as a part of the out-of-school component, the Co-op Ed student will discuss topics such as: letters of application, resumes, interviews, work ethics, safety issues, unions and career planning. Throughout the semester, students return to the school on a regular basis to discuss and reflect upon their workplace experiences.

A major goal of the Co-operative Education program is to help students develop a sense of responsibility and maturity. Students also benefit by:

- gaining transferable and job specific employability skills
- gaining reference for future employment or admission to post-secondary programs
- occasionally gaining part-time, summer or full time employment
- being able to test a career
- exploring their interests and aptitudes
- obtaining career related practical experience
- developing attitudes for success in the workplace

Any senior level secondary student is eligible for admission to the Co-op Ed program provided he or she has:

- the proper in-school course
- permission from the Co-operative education teacher
- permission from parents
- permission from the school principal
- a suitable job site available
- a suitable timetable
- transportation to and from the workplace

Students interested in taking part in Co-operative Education can get further information from the Co-operative Education teacher.

To register for CO-OPERATIVE EDUCATION the student should:

- \$ Be a senior student (Grade 11 or 12)
- \$ Complete a co-op application form and return it to the co-op office.
- \$ Students should be aware that upon acceptance into the program, course adjustments will be made by Guidance.

ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)

- Are you a hands-on learner?
- Do you like to solve problems?
- Are you good at fixing things?
- Do you find it difficult to sit in a classroom all day?
- If you answered yes to any of the above, you may wish to consider the apprenticeship pathway.



Get started on your apprenticeship while in high school. The **Ontario Youth Apprenticeship Program (OYAP)** allows you to earn Cooperative Education credits for work experience in an apprenticeable occupation. You may or may not be formally registered as an apprentice while attending secondary school.

To participate in OYAP you must

- Be at least 16 years of age
- Have completed a minimum of 16 credits
- Be a full-time student working towards completion of your diploma

Fast track through an apprenticeship now. Visit www.oyap.com.

See your Guidance Counsellor or Co-op teacher to apply.



“The classroom isn’t the best place for me to learn. This is where I want to be.” Jonathan, St. Michael’s Essex, OYAP student at J&N Trucking.

“I am grateful I could start my hairstyling apprenticeship early.” Meghan, Hairstyling Apprentice at Trade Secrets.



Zack from Brennan, Cook Apprentice at the Hilton Hotel says, *“I love to cook and decided to make a career of it.”*



SPECIALIST HIGH SKILLS MAJOR

ARTS & CULTURE



The SHSM – Arts and Culture enables students to build a foundation of sector-focused knowledge and skills before graduating and entering apprenticeship training, college, university, or an entry-level position in the workplace. Depending on local circumstances, this SHSM may be designed to have a particular focus – for example, on dance, dramatic arts management, or technical production. Where a choice of focus areas is offered, students may select one.

Possible Career Paths include . . .

| | |
|---|--------------------------------------|
| Information Systems Analyst | Actor, Dancer, or Musician |
| Illustrator | Animator – Graphic Designer |
| Computer Programmer and Interactive Media | Developer ware Engineer and Designer |
| Film and Video Camera Operator | Interior Designer |
| Conservator or Curator | Theatre Design |
| Web Designer and Developer | |

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 their transition from secondary school to apprenticeship training, college, university, or the workplace.

Every SHSM program must include the following 5 components:

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 activities within the sector
4. “reach ahead” experiences connected with the student’s chosen postsecondary pathway
5. development of key Essential Skills and work habits required in the sector, and the use of the Ontario Skills Passport (OSP) for purposes of documentation

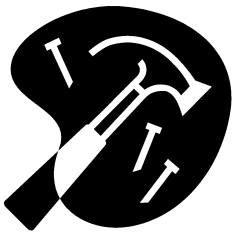
How does a SHSM program benefit students?

- Students are more engaged in their school program
- Students have the opportunity to explore, identify, and refine career goals and make informed decisions related to postsecondary education or training and next steps towards a career
- Through the experiential learning opportunities, students develop Essential Skills and work habits that are required in the sector, and have their performance of those skills and work habits assessed and documented, using tools connected with the Ontario Skills Passport
- Students establish relationships and networks in their chosen field
- Students can provide evidence of their achievement of the required components (e.g., sector-recognized certifications and training programs) to prospective employers and postsecondary educational or training institutions

Key Course Components

- The program is based on the core Arts courses of AVI3MI, ATC3MI, ADA3MI, AMU3MI, AMV3MI, TGJ3M, TGJ4M, AWM4MI, AVI4MI, ADA4MI, ATC4MI, AMV4MI, AMU4MI.
- Also a key component is a two credit co-op where the students gain experience preferably in the Arts and Culture industry.

“FOR MORE INFORMATION, PLEASE SEE YOUR GUIDANCE COUNSELLOR or Mrs. AnnMarie Brunet.”



SPECIALIST HIGH SKILLS MAJOR

CONSTRUCTION TECHNOLOGY

The SHSM - Construction program enables students to develop technical knowledge and skills related to the construction field. Students will gain hands-on experience using a variety of materials, processes, tools, and equipment to design, layout, 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 will explore postsecondary and career opportunities in the field.

Possible Career Paths include . . .

| | |
|---|---------------------|
| Civil Engineering | Brick layer |
| Construction Managers | Cement finisher |
| Construction trades Helpers and Labourers | Roofer |
| Contractors and Supervisors, Carpentry Trades | Framer |
| Electricians | Plumber |
| Flooring | Heating and Cooling |

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 their transition from secondary school to apprenticeship training, college, university, or the workplace.

Every SHSM program must include the following 5 components:

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 activities within the sector
4. “reach ahead” experiences connected with the student’s chosen postsecondary pathway
5. development of key Essential Skills and work habits required in the sector, and the use of the Ontario Skills Passport (OSP) for purposes of documentation.

How does a SHSM program benefit students?

- Students are more engaged in their school program
 - Students have the opportunity to explore, identify, and refine career goals and make informed decisions related to postsecondary education or training and next steps towards a career
 - Through the experiential learning opportunities, students develop Essential Skills and work habits that are required in the sector, and have their performance of those skills and work habits assessed and documented, using tools connected with the Ontario Skills Passport.
 - Students establish relationships and networks in their chosen field
 - Students can provide evidence of their achievement of the required components (e.g., sector-recognized certifications and training programs) to prospective employers and postsecondary educational or training institutions
- “FOR MORE INFORMATION, PLEASE SEE YOUR GUIDANCE COUNSELLOR or Mr. Jesse Mulveney.”**



SPECIALIST HIGH SKILLS MAJOR

HEALTH & WELLNESS



The SHSM–Health and Wellness enables students to build a foundation of sector-focused knowledge and skills before graduating and entering apprenticeship training, college, university, or an entry-level position in the workplace. This SHSM may be designed to have a particular focus – for example, on health care, fitness, or child care and family services. This focus is achieved through the selection of the four major credits in the bundle.

Possible Career Paths include . . .

| | |
|-------------------------------------|---|
| Child and Youth Worker | Ambulance Attendant and Other Paramedical Occupations |
| Medical Laboratory Technician | Fitness Instructor/Certified Personal Trainer |
| Registered Nurse/Nurse Practitioner | Chiropractor |
| Sports Therapist | Pharmacist |
| Nutritionist | Sports Therapist |

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 their transition from secondary school to apprenticeship training, college, university, or the workplace.

Every SHSM program must include the following 5 components:

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 activities within the sector
4. “reach ahead” experiences connected with the student’s chosen postsecondary pathway
5. development of key Essential Skills and work habits required in the sector, and the use of the Ontario Skills Passport (OSP) for purposes of documentation.

How does a SHSM program benefit students?

- Students are more engaged in their school program
- Students have the opportunity to explore, identify, and refine career goals and make informed decisions related to postsecondary education or training and next steps towards a career
- Through the experiential learning opportunities, students develop Essential Skills and work habits that are required in the sector, and have their performance of those skills and work habits assessed and documented, using tools connected with the Ontario Skills Passport.
- Students establish relationships and networks in their chosen field
- Students can provide evidence of their achievement of the required components (e.g., sector-recognized certifications and training programs) to prospective employers and postsecondary educational or training institutions

“FOR MORE INFORMATION, PLEASE SEE YOUR GUIDANCE COUNSELLOR or Mrs. Angela La Porta”



SPECIALIST HIGH SKILLS MAJOR

INFORMATION & COMMUNICATION TECHNOLOGY



VILLANOVA'S DigMe PRODUCTIONS – "WE CALL THE SHOTS!"

This program is designed to prepare students for occupations in a variety of multi-media fields. Students will be able to perform well in all media platforms: print, broadcasting and digital media. The curriculum will provide students with the most current knowledge and skills making them highly marketable across all media platforms. Students will be actively involved in hosting film festivals, promotional and media production for school and community events, DVD production for Villanova's Community Festival Theatre, as well as live TV production and broadcasting using our closed circuit television system.

Possible Career Paths include . . .

| | |
|---|---|
| Audio & Video Recording Technician | Broadcast Technician |
| Computer Programmer and Interactive Media | Developer |
| Information Systems Analyst | Software Engineer & Designer |
| Film & Video Camera Operator | Graphic Designer, Illustrator, Animator |
| Systems Testing Technician | User Support Technician |
| Web Designer & Developer | Journalist |

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 their transition from secondary school to apprenticeship training, college, university, or the workplace.

Every SHSM program must include the following 5 components:

1. a bundle of 8–10 Grade 11 and Grade 12 credits that includes:
 - a. 4 major credits that provide sector-specific knowledge and skills
 - b. 2–4 other required credits from the Ontario curriculum, in which some expectations are met through learning activities contextualized to the sector
 - c. 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 activities within the sector
4. "reach ahead" experiences connected with the student's chosen postsecondary pathway
5. development of key Essential Skills and work habits required in the sector, and the use of the Ontario Skills Passport (OSP) for purposes of documentation

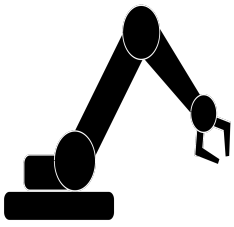
How does a SHSM program benefit students?

- Students are more engaged in their school program
- Students have the opportunity to explore, identify, and refine career goals and make informed decisions related to postsecondary education or training and next steps towards a career
- Through the experiential learning opportunities, students develop Essential Skills and work habits that are required in the sector, and have their performance of those skills and work habits assessed and documented, using tools connected with the Ontario Skills Passport
- Students establish relationships and networks in their chosen field
- Students can provide evidence of their achievement of the required components (e.g., sector-recognized certifications and training programs) to prospective employers and postsecondary educational or training institutions

Key Course Components

- The program is based on the core Communication Technology courses of TGJ3M, TGV3M, TGJ4M, TGV4M and the Computer Science Courses of ICS3C and ICS4C or ICS3U and ICS4U
- Also as a key component is a two credit co-op where the students gain experience in the Information and Communication Technology industry.

"FOR MORE INFORMATION, PLEASE SEE YOUR GUIDANCE COUNSELLOR or Mr. Darryl Martin."



SPECIALIST HIGH SKILLS MAJOR



COMPUTER ENGINEERING: ROBOTICS MANUFACTURING

The Computer Engineering: Robotics SHSM program is a computer and manufacturing design program focusing on robotic technologies. The curriculum provides students with a strong design component and problem-solving approach, and is delivered in an atmosphere where collaboration, ingenuity and creativity are encouraged and recognized as valuable components of learning. All activities are student-centred and project driven, which “moves students from passive receivers of information to active participants in their own discovery process”. The curriculum focuses on the student’s development as an independent learner and critical/creative thinker. The Computer Engineering: Robotics SHSM program provides students with a solid foundation for a wide variety of post-secondary avenues.

Possible Career Paths include . . .

| | |
|-------------------------------------|------------------------------|
| Robotics and Control Systems | Information Systems Analyst |
| Computer Programmer | Electrician |
| CAD Designer | Software Engineer & Designer |
| Games Engineer | Mould Maker |
| Mechanical Engineering Technologist | User Support Technician |
| Research & Development | Machinist |

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 their transition from secondary school to apprenticeship training, college, university, or the workplace.

Every SHSM program must include the following 5 components:

1. a bundle of 8–10 Grade 11 and Grade 12 credits that includes:
 - a. 4 major credits that provide sector-specific knowledge and skills
 - b. 2 – 4 other required credits from the Ontario curriculum, in which some expectations are met through learning activities contextualized to the sector
 - c. 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 activities within the sector
4. “reach ahead” experiences connected with the student’s chosen postsecondary pathway
5. development of key Essential Skills and work habits required in the sector, and the use of the Ontario Skills Passport (OSP) for purposes of documentation

How does a SHSM program benefit students?

- Students are more engaged in their school program
- Students have the opportunity to explore, identify, and refine career goals and make informed decisions related to postsecondary education or training and next steps towards a career
- Through the experiential learning opportunities, students develop Essential Skills and work habits that are required in the sector, and have their performance of those skills and work habits assessed and documented, using tools connected with the Ontario Skills Passport
- Students establish relationships and networks in their chosen field
- Students can provide evidence of their achievement of the required components (e.g., sector-recognized certifications and training programs) to prospective employers and postsecondary educational or training institutions

Key Course Components

- The program is based on the core Robotics courses of TER3M & TER4M and the Computer Science Courses of ICS3C & ICS4C or ICS3U & ICS4U
- Also as a key component is a two credit co-op where the students gain experience in the Computer Engineering and Robotics industry.

“FOR MORE INFORMATION, PLEASE SEE YOUR GUIDANCE COUNSELLOR or Mr. Jordan Brescacin.”

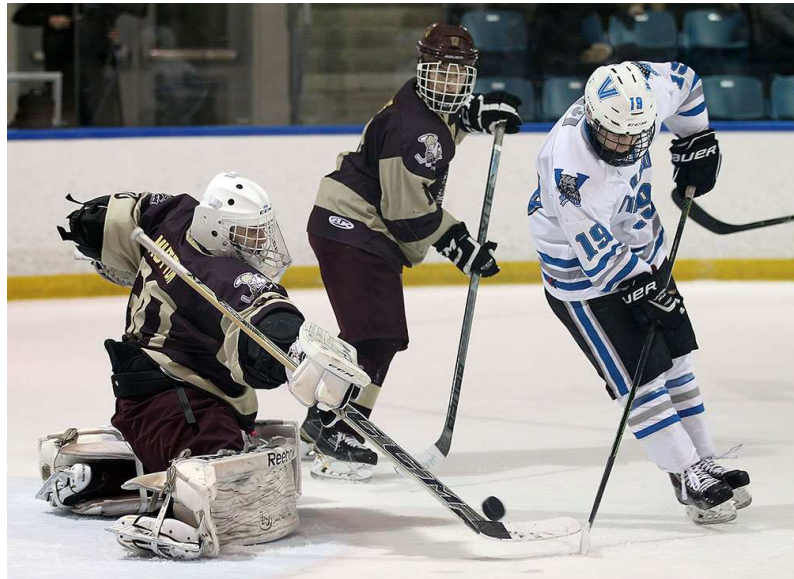
ACADEMIES offered at W.E.C.D.S.B

The Academies of WECD SB offer students an opportunity to pursue their individual passions by focusing their efforts on particular disciplines, both athletic and academic. Whether it's learning a trade, developing their skills in a certain sport activity, or advancing their knowledge in such academic areas as Science, Technology, Engineering and Math, we have a variety of academies throughout our schools that help our students become more fully engaged with their education. For a list of W.E.C.D.S.B. academies, please visit <http://www.wecdsb.on.ca/academies.html>.

St. Thomas of Villanova offers two academies:

- Hockey Academy
- S.T.E.M. Academy

HOCKEY



Robotics



HOCKEY ACADEMY

The Hockey Canada Skills Academy will help student athletes learn and improve on advanced individual skills and tactics, while developing a lifestyle on and off the ice that emphasizes building character through achieving both athletic and scholastic success. Purposeful practices led by highly trained staff, strength and conditioning designed to maximize physical attributes, and a focus on leadership will all position the student athlete to achieve their individual goals.

Technical Development:

Focuses on establishing confidence and creativity specific to each player's (forward, defensemen and goaltender) position:

- Multi Directional Skating
- Checking Progressions
- Passing
- Deceptive Skills
- Shooting
- Decision Making & Thinking
- Puck Control
- Stance & Movement

Tactical Themes:

Are established to increase the athletes' understanding of and passion for the game, translating to maximum success as student athletes progress throughout the various levels. Ice sessions incorporate numerous competitive small area games and cutting edge teaching methods so athletes are stimulated and challenged in each ice session.

- Puck Control/Protection
- Puck Patience
- Tactical Assessment
- Gap Control
- Delays
- Escape Ability
- Creativity
- Angling
- Offensive/Defensive Width & Depth
- Time/Space
- Passing Lane Concepts
- Transition
- Face-Offs
- Shot Blocking.



Course Codes:

For detailed course descriptions, please refer to the course descriptions listed in the "**Physical Education**" section of this course catalogue.

Students are to select the following course codes:

| | |
|----------|--------|
| Grade 9 | PAI1OH |
| Grade 10 | PAI2OH |
| Grade 11 | PAI3OH |
| Grade 12 | PAI4OH |

For information and to apply for this program, please visit <http://www.wecdsb.on.ca/school-programs-sportsacademies-hockey.html> and select **St. Thomas of Villanova Catholic High School**. You may also speak with your Guidance Counsellour regarding this program. Students interested in this pathway will take classes at the Vollmer Centre in LaSalle and at St. Thomas of Villanova Catholic Secondary School. Please note that extra fees will apply for all participants.



Science◊ **Technology**◊ **Engineering**◊ **Mathematics**

What makes STEM courses different from traditional courses?

STEM courses allow students to develop skills that make them more employable and ready to meet the demands of the current job market. Teachers will employ high-yield strategies that focus on experiential, inquiry-based learning, and innovation which will foster a variety of skill sets that emphasize creativity within the 21st century job market. STEM courses center on the disciplines of Geography, Science, Math, and Robotics. The integration of these four subjects in the STEM program creates a cohesive, interdisciplinary, and project-based learning approach.

At Villanova, students will have exclusive opportunities to enrich their learning. For example, STEM students have been involved in projects such as building a solar house where the STEM Science classes wire the solar panels, the Technology students build the structure itself, and the Math classes study the amount of energy saved by using the solar panels. Students have also engaged in cooperative projects with community organizations such as ERCA; students in the STEM Geography class made bird houses for endangered birds in order to help revive the species. Another crossover activity between our Science and Math classes has been the creation of a pollination garden for improving the local bee population. Math classes developed statistics about how effective the garden was in protecting the bee population, while the Geography classes studied the effect on the environment.

For course descriptions for each of the Grade 9 STEM courses (Math, Science, Geography, Technology), please see the page containing subject specific course descriptions.

Villanova STEM Pathway Chart

Grade 9 – Must Haves:

- CGC1WZ or CGC1WL
 - MTH1WZ
 - SNC1WZ
 - TEJ1OZ
-

Grade 10 – Must Haves:

- MPM2DZ
 - SNC2DZ
 - TEJ2OZ
-

Grade 11 – Must Haves:

- MCR3UZ

Grade 11 – Must choose ONE of the following:

- ICS3U0
 - SCH3U1
 - SPH3U1
 - TDJ3M0
-

Grade 12 – Must Haves:

- MHF4UZ

Grade 12 – Must choose ONE of the following:

- ICS4U1
- MCV4U1
- SBI4U1
- SCH4U1
- SPH4U1
- TDJ4M1

REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL DIPLOMA



In order to earn the OSSD, 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 test**.



Students must earn the following compulsory credits in order to obtain the Ontario Secondary School Diploma:

- 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:

- 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 cooperative education
- 1 additional credit in health and physical education, or the arts, or business studies, or French as a second language, or cooperative education
- 1 additional credit in science (Grade 11 or 12), or technological education, or French as a second language, or computer studies, or cooperative education
- 2 online credits, to be taught in asynchronous formats without a teacher physically present. (See next page for further details).

Online Learning Graduation Requirement

All students working towards an Ontario Secondary School Diploma must earn a minimum of **two online credits** **unless they have been opted out**. Online courses are held in asynchronous formats **without** a teacher physically present. Your children can also take online courses in the summer to count towards their graduation requirement should you choose not to opt out. Your child will **NOT** face any academic penalty for opting out of this graduation requirement if you choose to do so.

A parent/guardian, a student who is 18 years of age or older, or a student who is 16 or 17 years of age and has withdrawn from parental control, **may opt out of the graduation requirement for any reason during the student's secondary school program** by submitting the opt out form to our school. **These forms are available in the main office**. For scheduling purposes, we encourage you to return this form to the main office before March Break if you wish to opt your child out. Upon receipt, this form will be included in your child's/your Ontario Student Record. You will receive an acknowledgement from the school by email once received.