

NOTRE DAME CATHOLIC

HIGH SCHOOL

The Catholic District School Board of Eastern Ontario

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Welcome to High School

Welcome to Notre Dame Catholic High School. Beginning your high school journey is an inspirational time, a time of new hopes and expectations for your future. It is a time for new challenges and new opportunities. At Notre Dame, we are committed to providing a quality Catholic education in a small, caring community. As a partner in the Catholic community, Notre Dame seeks to provide a spiritual atmosphere where the gift of faith nurtured by our parents, pastors and elementary schools will continue to flourish.

Our competent staff takes pride in being aware of the needs, interests, concerns and hopes of the young persons they guide. We will further endeavour to foster a respectful school community. We will uphold those who care for others, who develop their gifts and talents and share them for the enjoyment and well-being of others. We believe that life is not merely about survival, it is about being fully alive: mind, body, heart and soul.

This program guide and course calendar will help you and your parents/guardians prepare for the high school program and the curriculum. It will provide you with an overview of how courses in each grade will build towards the next, and prepare you for your post-secondary goal, whether it be the world of work, college, university, or apprenticeship. You will be able to select courses that suit your needs and that take you gradually towards your goal through an increasingly specialized program.

Throughout high school, you will be working with your parents/guardians, teachers and guidance counsellors to help you make course selections and to develop an education plan. Developing a plan will help you develop your interests and identify future educational and career opportunities. It will ensure that you are taking the courses you need to progress smoothly through high school and towards attainment of your goals.

We look forward to working with you, and wish you a successful school year. We encourage close communication between school and home. Please do not hesitate to contact the school if you have any concerns, questions, or comments.

Sincerely,

Ken Crosby
Principal

POLICIES AND PROCEDURES

Mission Statement

We proclaim our Catholic Faith by nurturing and celebrating the hearts, minds, bodies and souls of our students. Learning through faith, living with hope, loving in Christ. Teaching wisdom, teaching love...Creating a world in God's image.

Catholic School

In order to see this outcome realized all programs at Notre Dame Catholic High School are infused with the Gospel values of Jesus Christ. More specifically, students will be enrolled in a religious education course during each year of study in order to deepen their understanding of the Christian call to justice, peace, love and respect for all persons.

Each day begins with community prayer. Classes prepare and participate in liturgical celebrations. The chapel is available to students and staff for quiet prayer, reflection, and meditation. Major liturgical seasons, including Lent, Easter, Advent and Christmas will be highlighted school-wide celebrations.

Our chaplain is an integral part of our school community. Our chaplain is available to assist in the development of school and class liturgies, religious education programs and peer ministry.

In conjunction with prayer, social action and service is an important component of curriculum. Students will participate in charitable projects to promote Gospel values in our own communities and the global community. These projects include food and clothing collections, Christmas outreach, volunteer community involvement projects, etc...

We invite students, their families and members of the greater faith community to bring their energy, enthusiasm and hope to this journey. Notre Dame Catholic High School is an opportunity to grow in faith and to live as Christians, fully alive, mind, heart, body, and soul.

Notre Dame Catholic Community School Council

All parents are encouraged to be involved in the life of Notre Dame. We have an established School Council to assist all of us in working together for the students in our school.

As parents/guardians, you are the primary educators of your children. Our school can only extend and complement the educational process, which you have begun and are continuing with your children. We invite you to become involved in shaping the present and future directions of this school.

Provincially, the Ministry of Education and Training has passed legislation requiring each school to have a School Council. This Council is to be made up of parents/guardians, students, community members, principal, teachers and one school employee other than a teacher. The majority of the Council must be parents/guardians and the Chair will be a parent/guardian. In our Catholic schools, the pastor(s) and/or his designates will also be invited to join the School Council.

A Focus on Collaboration

The Ministry of Education and Training identifies that education is a complex undertaking and requires the participation not only of the individual teachers and students but also of many others. First and foremost, teachers must work closely with students and their parents or guardians in planning programs and in assessing results. Teachers must also work in close collaboration with other professionals within the system, such as guidance counsellors, special education teachers, and school administrators, as well as with the wider community, including business people.

The most important contribution to come from outside the school is that of parents and guardians; their participation and interest are crucial to students' motivation and success. Research confirms that **students whose parents take an interest in their children's schoolwork perform better** than students whose parents show little or no interest. Given the essential role of parents and guardians in education, it is important that there be effective communication and mutual understanding and trust between them and school staff, especially teachers. There are many ways in which parents and guardians can demonstrate their interest in education and in their children's progress; for example, they can:

- make sure that they are thoroughly familiar with their children's program and the expected outcomes for that program;
- discuss their children's progress with the teacher;
- discuss various aspects of school work with their children;
- monitor their children's homework and provide assistance where needed;
- provide an appropriate place for children to study at home;
- demonstrate an interest in school activities;
- reinforce their children's learning by participating in activities that allow them to discuss their ideas and examine them in new contexts (for example, they can read books with their children and discuss them; watch television programs and discuss them; organize visits to the theatre, various exhibitions, the museum, etc.).

Notre Dame C.H.S. encourages parents and guardians to become involved in their children's education in meaningful ways; for example, **we will continue to:**

- provide all parents and guardians with opportunities to become informed about curriculum;
- provide information on available services and on student progress;
- clarify outcomes and standards;
- provide convenient times and places for parents and guardians to meet with school staff;
- provide appropriate outreach programs for all parents and guardians.

Ideally, learning takes place not only in the school and the home, but also in the **local community**. Education must, therefore, involve the local community, which includes diverse groups, and must make use of its resources. Many of the expected outcomes are designed to encourage students to pursue inquiries and projects that extend beyond the school environment. To make this possible, schools are encouraged to communicate regularly with all parties who are in a position to make a contribution to students' programs and learning experiences. Many individuals in the local community will have special skills or expertise that can be of value in students' education, while organizations such as cultural agencies (including museums and art galleries), business and labour organizations, social service agencies, and organizations operated by diverse racial and ethnocultural groups offer resources that can be drawn upon in a variety of ways.

Attendance Policy

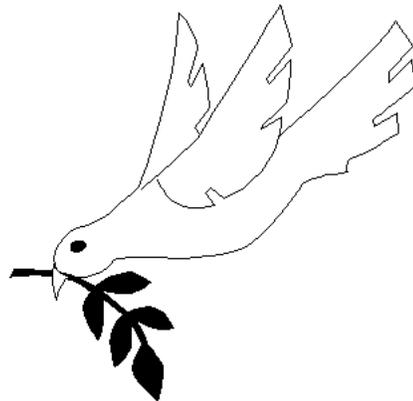
Regular attendance on the part of students is vital to the learning process. Daily attendance is compulsory. Students who have chronic absences will be reviewed by Administration and may put their credits in jeopardy.

The school must know when a student is absent and why the student is absent. It is necessary that parents communicate with the school regarding any absences/lateness. Needless to say when the student is absent from school or from specific classes he/she is responsible for the work covered during the absence.

Please refer to Notre Dame School Agenda for specific details and procedures.

Safe School Policy

Human beings need assistance to reach their fullest potential while journeying to the Lord. It is, therefore, necessary that a code of behaviour be formulated and observed by the students. This code is a means to develop an atmosphere conducive to learning and to encourage students to embody the values and virtues that are necessary for their development as Christian citizens. It is the intent, then, that the discipline inherent in this code may be internalized through self-discipline by the students as they grow and mature towards full adulthood. Copies of the Safe School Policy and Procedures entitled "Creating Communities of Peace" can be found in the Notre Dame School Agenda.



Co-curricular Activities

Clubs, Teams, Activities

All students are encouraged to get involved in the wide range of group and individual activities offered. Not only will you have fun, but you will experience the opportunity to develop personal skills and leadership qualities that will last all your life.

We are strong supporters of co-curricular activities, and we recognize the value of these activities in the lives of our students. However, we also believe that we have the shared responsibility to assist our students in maintaining an appropriate balance between their studies and activities. In order to maintain eligibility for co-curricular activities, a student must demonstrate: regular attendance, be in good academic standing, be striving to achieve (passing) in their current courses, be in full time attendance at Notre Dame (minimum of 3 courses per semester or a minimum of 2 courses per semester for students returning for a fifth year), demonstrate consistent effort and study habits, and adhere to Safe School Policy. If the above are not evident, the student will be reviewed by the Student Success Team, and may be suspended from the activities until improvement is noted.

Excellence is Recognized

We encourage and guide each student to develop his or her intellectual, spiritual, moral, social, and physical talents. We will recognize and celebrate progress and achievements through affirmation, individual and group awards, assemblies, school letters, newsletters, newspapers and displays.

Clubs

Student Council
Athletic Council
Peer Restorative
Social Justice
Vocal Club
Link Crew
Performing Arts
Band
Improv Team
Officiating Club
First Responders
Envirothon
Eco-Schools

Sports

Basketball
Volleyball
Cross Country
Badminton
Hockey (Girls)
Skiing/ Snowboarding
Soccer
Track & Field
Tennis
Golf



Assessment, Evaluation, and Reporting

Assessment and Evaluation of student learning is based on a combination of classroom activities which may include assignments, tests, performance, as described in each Course Outline. Students will receive a Course Outline for each credit course they study at the beginning of each semester. Evaluation of these items is done in accordance with the Achievement Chart for that subject area. Weighting of items is indicated on the Course Outline for that course. Final evaluation for every subject is calculated using a formula of 70% for term work, and 30% for a final demonstration of learning (eg. culminating activity, exam, assignment, performance, task) at or near the end of each course.

Formal reporting happens twice each semester. The midterm report card indicates progress to date and includes a Response Form, to be signed by parents/guardians and returned to the school. The final report card indicates the final grade for the semester and includes a Credit Summary sheet, which tracks completion of diploma requirements to date.

The report card will include an evaluation of student learning of the course curriculum expectations using:

- percentage grades an indication of the level of achievement
- attendance and lates
- an evaluation of Learning Skills
- anecdotal comments based on student strengths, weakness, and next learning steps

80 - 100% level 4 (Achievement is above the provincial standard)

70 - 79% level 3 (Achievement is at the provincial standard)

60 - 69% level 2 (Achievement is below but approaching the provincial standard)

50 - 59% level 1 (Achievement is below the provincial standard)

Below 50% (The student will not receive a credit)

A credit will be granted for every course in which the student's grade is 50% or higher. A student achieving a level 3 is well prepared for the work in the next grade or the next course.

Parent/Teacher Interviews are scheduled during the evening following midterm reports and may be arranged at other times. Parents are invited to call their student's teachers or the Guidance department at any time to inquire about student progress.

Student's Responsibility

Notre Dame Catholic High School recognizes the importance of fostering a culture of responsibility within all of its students. To this end, students have a responsibility to demonstrate:

- Punctual and regular attendance
- Responsibility for completing tasks, including all work missed when absent from class
- Completion of assignments on time and with quality
- Working consistently, effectively and cooperatively to meet the requirements of a course

In order to assess, evaluate and report fairly and consistently on all students, Notre Dame has developed a school policy based on the *Catholic District School Board of Eastern Ontario Assessment, Evaluation and Reporting Guidelines for Secondary Teachers and Administrators, 2014* and *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010*. The following policy will apply to all courses in Grades 9, 10, 11 and 12.

Policy for Assignment Deadlines

Late Assessment Guideline

Step 1

1. Student completes a Pre-Approved Late Form (PAL) and submits to teacher. PAL form must be signed by parent or guardian.
2. Teacher and student determine a new date for submission.
3. If a Pre-approved Late Form is not completed the student will move directly to Step 2.

Assignment is accepted for full marks

Step 2

1. Teacher will notify parents that assignment is late and their child has been assigned to lunch study hall
 2. Student completes assignment in lunch study hall (maximum 5 days).*
 3. If assignment is not complete at the end of the 5th day, student will move to Step 3.
- *A student may be deducted a level for each day they skip lunch study hall

Assignment is accepted for full marks

Step 3

1. Teacher will notify parent that the assignment is still not handed in and marks will be deducted from this point.
2. Submitted assignment may receive a mark penalty up to one full level per day.
3. Any mark deduction will not begin until after the lunch study hall opportunity has been completed.
4. If the assignment is still not submitted, a mark of zero will be given.

Assignment marks will be deducted

Academic Dishonesty Policy

Teachers will take steps to instruct students on how to paraphrase and how to properly cite information from secondary sources. Teachers will deal with cheating on homework and formative tasks.

If a student plagiarizes all or part of an assignment or submits an assignment which they did not author, the teacher will collect evidence, which confirms that the assignment is plagiarized or copied. The teacher will refer the student to Administration who will document the incident on a standard form. The parents of the student will be notified. The student will receive a warning and have to complete the original or alternate assignment under a supervised setting. Should a second incidence of plagiarism or copying occur in grade 9 or 10, in any class during the same school year, the student will be referred to Administration again and complete the original or alternate assignment under a supervised setting. Should a 3rd incidence occur in grade 9 & 10, parents will be contacted and the student will receive a grade of zero. For grades 11 & 12, the second incidence of plagiarism or copying in any class will result in a grade of zero.

Culminating Activity/Exam

A Culminating Activity/Exam provides an opportunity for students to synthesize and demonstrate the full breadth of their understanding of overall expectations. The final assessment(s) will involve all four categories of the achievement chart and will be worth 30% of the final course mark.

The Culminating Activity & Exam schedule will be available in December for Semester 1 and May for Semester 2.

Students must be present and complete the final exam/culminating activity as the 30% compulsory summative evaluation. If a student is ill and unable to be present for the exam/culminating activity, a medical certificate will be required, and alternate dates will be arranged.

**THE GRADE 9 PROGRAM
AT NOTRE DAME
CATHOLIC HIGH
SCHOOL**

The Grade 9 Program

The Grade 9 Program at Notre Dame Catholic High School will be offered in accordance with *Ontario Schools, Policy and Program Requirements, 2014*.

The Grade 9 program is comprised of the following courses listed below. Students will be required to choose either an academic, applied or locally developed course type within the core compulsory courses of English, Math, Science, Geography and French. Courses in the Arts, Physical Education, Religious Education and, Guidance and Career Education are open in that they are open to all students and are not specific to any post-secondary destination.

English	Academic	ENG 1D
English	Applied	ENG 1P
English	Locally Developed	ENG1L
Mathematics	Academic	MPM 1D
Mathematics	Applied	MFM 1P
Mathematics	Locally Developed	MAT1L
Science	Academic	SNC 1D
Science	Applied	SNC 1P
Science	Locally Developed	SNC1L
Canadian Geography	Academic	CGC 1D
Canadian Geography	Applied	CGC1P
Canadian Geography	Locally Developed	CGC1PM
Géographie du Canada (Extended French)	Academic/French	CGC1DF
French Extended	Academic	FEF 1D
French Core	Academic Enriched	FSF 1DX
French Core	Academic	FSF 1D
French Core	Applied	FSF 1P
Learning Strategies (French Exempt)	Open	GLE1O
Religious Education	Open	HRE 1O
Personal and Fitness Activities	Open (Co-Ed)	PAF1O
Healthy Active Living	Open (Boys)	PPL1OB
Healthy Active Living	Open (Girls)	PPL1OG
Drama	Open	ADA 1O
Music	Open	AMU 1O
Visual Arts	Open	AVI 1O

Choosing Your Grade 9 Courses

Your choice will depend on your strengths, your interests, and the way you learn best. Remember that you can choose different course types in different subjects – or the same type in all subjects. Your parents/guardians, teachers and guidance counsellor can provide you with more information, strategies for making decisions and an opportunity to discuss your ideas about the choices that you have to make.

Course Selection Checklist

- ✓ Carefully review the information in this course calendar with your parents/guardians
- ✓ Review the courses offered for Grade 9 students in the next section of this calendar
- ✓ Reflect on your study habits and your educational strengths
- ✓ Understand the differences among academic, applied and locally developed courses. **Refer to Making Sense of the Levels chart on the next page.**
- ✓ Keep in mind the requirements for the high school diploma
- ✓ Ask questions and get information and advice from your teachers and guidance counsellor.

Making Sense of the Levels

	Locally Developed	Applied	Academic
Reading and Writing	<ul style="list-style-type: none"> •Teacher modeling •Focus on skill building •Literacy Development 	<ul style="list-style-type: none"> •Increased independent reading and writing skills •Teacher modeling and demonstration 	<ul style="list-style-type: none"> •Capable and confident reader •Independent learner •Student directed learning
Basic Course Objective	<ul style="list-style-type: none"> •To develop and enhance literacy and workplace skills 	<ul style="list-style-type: none"> •To develop an understanding of key ideas/terms •To make connections between concepts 	<ul style="list-style-type: none"> •To develop more critical and analytical skills •To understand and apply concepts
Pace and Repetition	<ul style="list-style-type: none"> •Requires consistent modeling and practice to complete work 	<ul style="list-style-type: none"> •More opportunity and time to consolidate knowledge and skills •Guided pace but more work done independently as course progresses 	<ul style="list-style-type: none"> •Less time to consolidate knowledge and skills due to larger course content
Types of Assessments	<ul style="list-style-type: none"> •Practice with authentic materials, use of Graphic Organizers, Small Presentations, Quizzes, Opportunity for Oral and Written Responses 	<ul style="list-style-type: none"> • Paragraphs/Supported Opinion Responses, Smaller Tests, Group Work, Presentations, Lab Reports 	<ul style="list-style-type: none"> •Tests, Essays, Assignments, Lab Reports, Seminars
Total Homework Per Night	<ul style="list-style-type: none"> •Usually worked on during class 	<ul style="list-style-type: none"> •Assigned between ½ and 1 hour some nights in grades 9 & 10 	<ul style="list-style-type: none"> •Assigned between 1 and 1 ½ hours most nights in grades 9 & 10
Destination	<ul style="list-style-type: none"> •Workplace •Apprenticeship •Alternative pathway to college 	<ul style="list-style-type: none"> •College •Apprenticeship 	<ul style="list-style-type: none"> •University •College
Characteristics of Student	<ul style="list-style-type: none"> •Benefits from more time, repetition and support for exploring and investigating ideas •May have needed modifications and reductions of material at the Grade 7 and 8 level •Benefits from scaffolding, chunking and plenty of immediate feedback 	<ul style="list-style-type: none"> •Completes work with support from the teacher •Needs emphasis on practical applications and real-world situations •Organizational and time management skills need some improvement •Willingness to seek extra assistance outside of class time 	<ul style="list-style-type: none"> •Shows initiative •Works independently •Is interested in, and has the ability to, learn abstract concepts •Willingness to seek extra assistance outside of class time

Grade 9 Course Descriptions

For more information about the grade 9 curriculum, visit the Ministry website at:
www.edu.gov.on.ca/eng/curriculum



THE ARTS

ADA10 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.

In the Drama program, students will have the opportunity to study and perfect authentic acting skills including improvisation, miming, and using prepared scripts. As well, opportunities will be provided for the use of theatre technology such as lighting and audio equipment. Students will examine theatre works from a variety of backgrounds, and learn how to make critical judgments about these works. To enhance the drama experience at Notre Dame, students will also have the opportunity to attend a live performance.

Prerequisite: None

Note: Students will require a grade 9 or 10 Drama credit to pursue Drama in grade 11

AMU10 Music, Grade 9, Open

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

In the Music program, students will have the opportunity to play in both large and small group ensembles. There will be opportunity for students who are more proficient to work on more involved musical performance. Students will learn basic theoretical concepts and apply these skills towards the composition of their own musical work. To enhance the musical experience at Notre Dame, students will also have the opportunity to attend a live performance. This course has optional course enhancement fees depending on the resources students choose. This will be provided by the teacher at the beginning of the course.

Prerequisite: None

Note: Students will require a grade 9 or 10 Music credit to pursue Music in grade 11

AVI10 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. Visual Arts explorations at Notre Dame include hands on introductions to drawing, painting, sculpture, crafts and design. Projects include basic human anatomy and proportions, a Greek vase, life-size mummies, Native masks, and clay pots. This class has an optional course enhancement fee of \$20.

“The skills the art teach, creative thinking, problem solving and risk-taking, and teamwork and communications, are precisely the tools the society and workforce of tomorrow will need.”

-Richard Gurin president and CEO of Binney and Smith Inc.,

Prerequisite: None

Note: Students will require a grade 9 or 10 Visual Arts credit to pursue Visual Arts in grade 11.



CANADIAN WORLD STUDIES

CGC1D Issues in Canadian Geography (Academic)

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic and social geographic issues relating to topics such as transportation options, energy choices and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place to live.

Prerequisite: None

CGC1DF Principes de Géographie du Canada – Extended French (Academic)

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic and social geographic issues relating to topics such as transportation options, energy choices and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place to live.

Language of instruction: French

Prerequisite: Grade 8 French Immersion

CGC1P Issues in Canadian Geography (Applied)

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

Prerequisite: None

CGC1PM Issues in Canadian Geography (Locally Developed)*

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

Prerequisite: None

*NOTE: This Geography of Canada course is for students who are taking Grade 9 courses at the locally developed level.

ENGLISH



ENG 1D English (Academic)

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

Prerequisite: None

ENG 1P English (Applied)

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

Prerequisite: None

ENG 1L English (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 Locally Developed English 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.

Prerequisite: None

FRENCH



FEF1D Extended French (Academic)

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

Prerequisite: Minimum of 1260 hours of French instruction, or equivalent

FSF 1DX Core French Enriched (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 continue to develop language knowledge and skills by using language-learning strategies introduced in the elementary 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 the skills necessary to become life-long language learners.

The Enriched French course is the recommended level for Grade 8 Immersion students choosing a Core French program in Grade 9 or Core French students interested in taking French language instruction throughout high school.

Language of instruction is exclusively French. Students will be exposed to more intensive reading materials, written assignments and oral activities to enrich their French language skills.

Prerequisite: Minimum of 600 hours of French instruction, or equivalent

FSF 1D core French (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 continue to develop language knowledge and skills by using language-learning strategies introduced in the elementary Core French program and will apply creative and critical thinking skills various ways. They will also develop the skills necessary to become life-long learners.

Prerequisite: Minimum of 600 hours of instruction in French, or equivalent

FSF 1P Core French (Applied)

This course provides opportunities for students to communicate and interact in French in structured situations on everyday topics and to apply their knowledge of French in everyday situations. Students will continue to develop language knowledge and skills introduced in the elementary Core French program, through practical applications and concrete examples, and will use creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop the skills necessary to become life-long language learners.

Prerequisite: Minimum of 600 hours of French instruction, or equivalent

GUIDANCE AND CAREER EDUCATION

GLE 10 Learning Strategies 1: Skills for Success in Secondary School (Open)

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond. This course is the pathway designated for students who were taking a modified French program in Grade 8 and/or have been identified through the IPRC process.

Prerequisite: Recommendation of Principal/Special Education Resource Team

HEALTH AND PHYSICAL EDUCATION



PPL10G (girls), PPL10B (boys) Healthy Active Living Education (Open)

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

The Grade 9 physical education student will be given the opportunity to participate in a variety of team and individual sports. As a reflection of our Catholic faith, emphasis will be placed on participation, cooperation, sportsmanship, and fair play. Students will strive to improve their motor skills, overall fitness, skill development and flexibility by becoming involved in creative movement, swimming, weight training, and cooperative games.

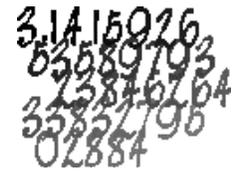
Prerequisite: None

PAF10 Personal and Fitness Activities (Open)

This course emphasizes regular participation in a variety of activities that promotes lifelong healthy active living. Students will focus on individual health and fitness activities in order to make a healthy lifestyle choice and improve personal fitness. Some activities may include co-operative games, cardio-kickboxing, introductory fitness planning, badminton, pickleball, yoga, weight training, circuit training, and snowshoeing.

This course will help each student to identify, set and accomplish personal health and fitness goals, such as running or walking a set distance, or planning and preparing a healthy menu using the Canada Food Guide. A trip to a fitness club may be offered to introduce other opportunities in fitness. This course has an optional enhancement fee of \$20.

Prerequisite: None



MATHEMATICS

MPM1D Principles in Mathematics (Academic)

This course enables students to develop generalizations of mathematical ideas through exploration of applications, the effective use of technology, and abstract reasoning. Students will investigate relationships to develop equations of straight lines and analytical geometry, explore relationships between volume and surface area of objects in measurement, and apply extended algebraic skills in their problem solving. Students will engage in abstract extensions of core learning that will deepen their mathematical knowledge and enrich their understanding. Students will write the Grade 9 EQAO math assessment which will be used towards the final grade.

Grade 9 students have opportunities for enriching their Math experience by accessing extra support or extending their learning by participating in the University of Waterloo Math Contest. Students will have the opportunity to use graphing technology through the use of laptops or graphing calculators.

Prerequisite: None

MFM1P Foundations of Mathematics (Applied)

This course enables students to develop mathematical ideas and abstract reasoning through exploration of applications, the effective use of technology, and extended experiences with hands on activities. Students will investigate relationships of straight lines in analytical geometry, solve problems involving the measurement of 2-dimensional figures, apply concepts of rate, ration and proportion, and apply key numeric and algebraic skills in problem solving. Students will also have opportunities to consolidate core skills and deepen their understanding of key mathematical concepts. Students will write the Grade 9 EQAO math assessment which will be used towards the final grade.

Grade 9 students have opportunities for enriching their Math experience by accessing extra support and may have the opportunity to use computer technology to reinforce their skills.

Prerequisite: None

MAT1L Mathematics (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 Locally Developed Math course.

The course is organized in three strands relation 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 allowing students to explore mathematics and gain a more solid understanding of everyday math skills.

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.

Prerequisite: None



RELIGIOUS EDUCATION

HRE 10 Religious Education – Be With Me (Open)

This course invites students to a deeper understanding of both the joy and the demands of following in the way of Christ and living out the call to discipleship as it is described in the Scriptures. Using the Beatitudes as a touchstone, students examine the attitudes and actions that characterize the Christian life. They are encouraged to understand and nurture within themselves the virtues that will enable them to deepen their relationship with God in and through Christ in the context of a Spirit-filled community. In the Family Life Education strand students will explore a variety of topics related to the themes of personhood, interpersonal relationships and sexuality.

This course offers students unique opportunities to explore real life situations and apply their beliefs and values in a concrete fashion. In developing a personal moral ethic, students will prepare themselves to meet the challenges and dilemmas of daily life. Curriculum will incorporate elements of art, drama, music and media. All grade 9 students will participate in Religious Education experiences such as liturgies, and guided reflections.

Prerequisite: None



SCIENCE

SNC 1D Science (Academic)

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

The Grade 9 academic science class reflects a highly conceptual program, which will be supported by lab-based activities. Classrooms promote hands-on activities and provide adequate equipment and materials for all students. Students will have the benefit of both theory-based and lab-based examinations. Students will learn how scientific technology is related to local and global events and the Canadian contribution and technological careers in science.

Prerequisite: None

SNC 1P Science (Applied)

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

The applied science course at Notre Dame will emphasize lab-based activities to strengthen students' knowledge of science applications in everyday life. Students will gain confidence in the skills they will need to continue on in their senior courses. Students will have the benefit of both lab-based and theory-based examinations. Students will learn about the effects of technology on society and the environment and possible technological careers in science.

Prerequisite: None

SNC1L (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, and in the Grade 10 Locally Developed Science course.

Students explore a range of topics, including science in daily life, properties of common materials, life-sustaining processes in simple and complex organisms, and electrical circuits.

Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.

Prerequisite: None

CHOOSING YOUR COURSES



GRADE 9 PROGRAM NOTRE DAME CATHOLIC HIGH SCHOOL

Compulsory Program - Students choose one (1) course from each of the subject groups as indicated. They may mix academic, applied and locally developed types in their Grade 9 program.

ENGLISH	Students choose one from	English Academic English Applied English Locally Developed	ENG1D ENG1P ENG1L
MATHEMATICS	Students choose one from	Mathematics Academic Mathematics Applied Mathematics Locally Developed	MPM1D sMF1P MAT1L
SCIENCE	Students choose one from	Science Academic Science Applied Science Locally Developed	SNC1D SNC1P SNC1L
GEOGRAPHY	Students choose one from	Géographie du Canada Academic French Issues in Canadian Geography Academic Issues in Canadian Geography Applied Issues in Canadian Geography	CGC1DF CGC1D CGC1P CGC1PM
FRENCH	Students choose one from	French Extended Academic French Core Academic Enriched French Core Academic French Core Applied Learning Strategies	FEF1D FSF1DX FSF1D FSF1P GLE1O
RELIGIOUS EDUCATION		Be With Me Open	HRE1O
PHYSICAL AND HEALTH EDUCATION	Students choose one from	Healthy Active Living Open Boys Girls Personal Fitness Activities	PPL1OB PPL1OG PAF1O
ARTS	Students choose one from	Drama Open Instrumental Music Visual Arts Open	ADA1O AMU1O AVI1O

NOTRE DAME CATHOLIC HIGH SCHOOL – CURRICULAR OFFERINGS

Subject Area	Grade 9		Grade 10		Grade 11		Grade 12	
The Arts	Drama Music Visual Arts	ADA1O AMU1O AVI1O	Drama Music Visual Arts	ADA2O AMU2O AVI2O	Drama Music Visual Arts	ADA3O ADA3M AMU3O AMU3M AVI3O AVI3M	Drama Music Visual Arts	ADA4M AMU4M AVI4M AVI4E
Business Studies					Information Technology Marketing: Goods, Services, Events	BTA3O BMI3C	Advanced Information & Communication International Business	BTX4C BBB4M
Canadian and World Studies	Geography Academic Applied Locally developed Géographie	CGC1D CGC1P CGC1PM CGC1DF	Canadian History Academic Applied Histoire Locally Developed Civics 0.5 credit	CHC2D CHC2P CHC2DF CHC2L CHV2O	World History to the 16 th Century Geography: Travel and Tourism Understanding Canadian Law Geography of the Americas	CHW3M CGG3O CLU3M CGD3M	Canadian and World Issues: A Geographic Analysis World History: The West and the World Global Aboriginal Issues Canadian & International Law	CGW4U CHY4U/C NDW4M CLN4U
English	English Academic Applied Locally developed	ENG1D ENG1P ENG1L	English Academic Applied Locally developed	ENG2D ENG2P ENG2L	English - University English - College English - Workplace	ENG3U ENG3C ENG3E	English - University English - College English – Workplace Writer’s Craft – University/College	ENG4U ENG4C ENG4E EWC4U/C
French	French Extended academic Core academic, enriched Core academic Core applied	FEF1D FSF1DX FSF1D FSF1P	French Extended academic Core academic, enriched	FEF2D FSF2DX	French Extended Core academic, enriched	FEF3U FSF3UX	French Extended Core academic, enriched	FEF4U FSF4UX
Guidance Career Education	Learning Strategies	GLE1O	Career Studies - 0.5 credit Discovering the Workplace	GLC2O GLD2O				
Co-operative Education					Co-operative Education	COP3X	Co-operative Education	COP4X
Health and Physical Ed.	Healthy Active Living Education Girls Boys Personal and Fitness Activities (co-ed)	PPL1OG PPL1OB PAF1O	Healthy Active Living Education - Girls/Boys Personal and Fitness Activities (co-ed)	PPL2O PAF2O	Healthy Active Living (co-ed) Personal & Fitness Activities (co-ed) Fit for Life (girls)	PPL3O PAF3O PAF3OG	Introductory Kinesiology Personal & Fitness Activities (Co-ed) Healthy Active Living (co-ed) Fit for Life (girls)	PSK4U PAF4O PPL4O PAF4OG
Math	Mathematics Academic Applied Locally developed	MPM1D MFM1P MAT1L	Mathematics Academic Applied Locally developed	MPM2D MPM2P MAT2L	Functions University Functions and Applications Foundations for College Mathematics Mathematics for Work and Everyday Life	MCR3U MCF3M MBF3C MEL3E	Calculus and Vectors Advanced Functions Mathematics of Data management Foundations for College Mathematics Mathematics for Work and Everyday Life	MCV4U MHF4U MDM4U MAP4C MEL4E
Religious Studies	Religion	HRE1O	Religion	HRE2O	World Religions – University/College World Religions – Extended French World Religions – Open	HRT3M HRT3MF HRF3O	Religion: In Search of the Good Religion: Church and Culture	HRE4M HRE4O

Science	Science Academic Applied Locally developed	SNC1D SNC1P SNC1L	Science Academic Applied Locally developed	SNC2D SNC2P SNC2L	Biology - University Biology - College Chemistry - University Physics - University Environmental Science	SBI3U SBI3C SCH3U SPH3U SVN3M/E	Biology - University Chemistry - University Chemistry - College Physics - University Earth & Space Science - University	SBI4U SCH4U SCH4C SPH4U SES4U
Social Studies and Humanities					Intro. To Anthropology, Psychology and Sociology – University/College Living and Working with Children	HSP3U HSP3C HPW3C	Challenge and Change in Society Philosophy: Questions & Theories Adolescent Behaviour & Development Police Foundations	HSB4U HZZ4U HPD4C IDC4OP
Technology			Communications Technology Construction Technology Hospitality and Tourism	TGJ2O TCJ2O TFJ2O	Introduction to Computer Science Introduction to Computer Programming Construction Technology: House Building Hospitality & Tourism Communications Technology Communications Technology	ICS3U ICS3C TCJ3C TFJ3C TGJ3M TGJ3O	Computer Science Computer Programming Construction Technology: House Building Hospitality & Tourism Communications Technology Communications Technology	ICS4U ICS4C TCJ4C TFJ4C TGJ4M TGJ4O

NOTRE DAME CATHOLIC HIGH SCHOOL COURSE PLANNING CHART

Grade 9	Course Code	Grade 10	Course Code	Grade 11	Course Code	Grade 12	Course Code
English		English		English		English	
Math		Math		Math		Religion	
Science		Science		Religion			
Religion		Religion					
Canadian Geography		Canadian History					
French Learning Strategies		Civics and Career Studies or Discovering the Workplace					
Health and Phys Ed							
Arts Course							
Choose the appropriate level for English, Math, Science, Canadian Geography, French, (students can mix course levels). Arts: Choose Drama, Music or Visual Arts Physical Education: Healthy Active Living or Personal Fitness		(2) Elective Courses: 1. Technology 2. French 3. Arts 4. Physical Education		(5) Elective Courses: 1. Science 2. Social Science 3. Technology 4. Arts 5. Business 6. Canadian & World Studies 7. French 8. Phys. Ed. 9. Co-Op		(4 – 6) Elective Courses: 1. Science 2. Social Science 3. Technology 4. Arts 5. Business 6. Canadian & World Studies 7. Phys. Ed. 8. Math 9. French 10. Co-Op	
10 hours of Community Involvement		10 hours of Community Involvement		10 hours of Community Involvement		10 hours of Community Involvement	
TOTAL: _____ 8 anticipated (8/30)		TOTAL: _____ 8 anticipated (16/30)		TOTAL: _____ 8 anticipated (24/30)		TOTAL: _____ 8 anticipated (30/30 or 31/30 or 32/30)	

IN ADDITION	ADDITIONAL REQUIREMENTS TO GRADUATE
<p>Group 1 - 1 of an additional English, French, Senior Social Science and the Humanities, Canadian and World Studies, Native Studies. Guidance and Career Education, or Co-Operative Education</p> <p>Group 2 - 1 of Health & Physical Education, Music, Art, Drama, Business Studies, French or Co-Operative Education</p> <p>Group 3 - 1 of Grade 11, 12 Science or Grade 9 – 12 Technology or Co-Operative Education</p>	<ul style="list-style-type: none"> • Mandatory Community Involvement (40 hours) • High School Literacy Requirement • 12 optional credits