

Nicholson Catholic College
Course Handbook & Calendar

Contents

Principal's Message.....	7
Student Council	7
School Council	7
Expectations Of The Ontario Catholic School Graduate	8
Our School Community	8
What to do if you have a parentla concern.....	9
General Information	10
Bell Schedule.....	10
Attendance.....	10
Attendance Responsibilities:	10
Attendance Policy	10
ILLNESS DURING CLASS TIME.....	11
LATES	11
Uniforms.....	11
Audio, Video, Photographic & Telecommunication Devices.....	13
School Computers	13
Textbook Policy	14
Lockers	14
Cleanliness	14
School Bus.....	14
Smoking	14
Visitors	15
Injuries.....	15
Dances	15
Code of Expectations	15
Ontario Code Of Conduct And Safe Schools.....	15
<i>Suspension</i>	17
Bullying And Harassment	18
Staff-Student Relations	18
Lost and Found.....	19

Academic Information.....	19
Assessment and Evaluation of Student Achievement.....	19
Library Services	20
Academic Integrity – Plagiarism Policy	20
Field Trips, Excursions, Sports	20
Retreats and School Liturgies	20
Co-Curricular Athletics / Activities	21
Sports.....	21
Athletic Eligibility.....	21
CLUBS AND ACTIVITIES	22
NCC School Letter	23
Support Services.....	24
Chaplaincy.....	24
Youth Worker.....	25
Special Education.....	25
Life Skills	26
Student Success Initiatives	26
Guidance.....	27
OSS Requirements For Ontario Secondary School Diploma (OSSD).....	29
COMMUNITY INVOLVEMENT	29
GRADUATION LITERACY REQUIREMENT	30
The Ontario Secondary School Literacy Test (OSSLT).....	30
The Ontario Secondary School Literacy Course (OSSLC)	30
Certificate Requirements Ontario Secondary School Certificate (OSSC)	30
CERTIFICATE OF ACCOMPLISHMENT	30
SUBSTITUTION FOR COMPULSORY COURSES.....	31
Ontario Student Record and Transcript.....	31
The Ontario Student Transcript.....	31
Full Disclosure.....	32
Secondary School Courses.....	32
Explanation Of Course Coding System	34
School Transfer Requests.....	35
Semester System	35
Ministry Approved Programs For Credit Taken Outside The School	35
E-Learning.....	36

Pathways To The Future	37
Core Subject pathways	39
Special Programs	42
French	42
International Baccalaureate Programme	42
IB Course Descriptions	44
THEORY OF KNOWLEDGE (ToK)	44
International Education	44
Resources	45
Computer Resources	45
Library Services	45
Grade 9 Program	46
ARTS	46
BUSINESS	46
GEOGRAPHY	47
ENGLISH	47
FRENCH	48
HEALTH AND PHYSICAL EDUCATION	49
MATHEMATICS	49
RELIGION	50
SCIENCE	50
TECHNOLOGY	51
Grade 10 Program	52
ARTS	52
BUSINESS	52
CANADIAN HISTORY/CIVICS	53
ENGLISH	53
FRENCH	54
GUIDANCE	55
HEALTH AND PHYSICAL EDUCATION	55
MATHEMATICS	55
RELIGION	56
SCIENCE	56
TECHNOLOGY	57
Grade 11 Program	58
ARTS	58

BUSINESS	59
ENGLISH.....	59
FRENCH	60
GEOGRAPHY	61
GUIDANCE	61
Cooperative Education, Grade 11 or Grade 12	62
PHYSICAL EDUCATION	62
HISTORY	63
LAW	63
MATHEMATICS.....	64
RELIGION	65
SCIENCE	66
SOCIAL SCIENCE.....	67
SPANISH	68
TECHNOLOGY.....	68
Grade 12 Program	72
ARTS.....	72
BUSINESS	72
ENGLISH.....	73
FRENCH	75
GEOGRAPHY	76
GUIDANCE	77
HEALTH AND PHYSICAL EDUCATION	77
HISTORY	79
LAW	79
MATHEMATICS.....	80
RELIGION	82
SCIENCE	83
SOCIAL SCIENCE.....	84
TECHNOLOGY.....	85
Cooperative Education and Work Experience Programs	89
The Skilled Trades	90
OYAP (ONTARIO YOUTH APPRENTICESHIP PROGRAM).....	90
THE ALGONQUIN LAKESHORE TECHNOLOGY CENTRE	90
A Look At The Future	92
UNIVERSITIES.....	92

COMMUNITY COLLEGES	93
APPRENTICESHIPS	93
PRIVATE SCHOOLS (referred to as CAREER COLLEGES)	93
CANADIAN FORCES	94
Resources	94
Nicholson Catholic College Planning Sheet	95

NICHOLSON CATHOLIC COLLEGE

301 Church Street
Belleville, Ontario K8N 3C7



Principal: Lisa Gorrell
Vice-Principal: Patrick Rampp

Tel: (613) 967-0404
Fax: (613) 967-1963

NICHOLSON CATHOLIC COLLEGE <http://www.nccschool.org> STUDENT HANDBOOK & COURSE CALENDAR 2018 – 2019

301 Church Street
Belleville, Ontario
K8N 3C7

Telephone: (613) 967-0404
Fax: (613) 967-1963
Attendance: (613) 967-0404

Principal: Mrs. Lisa Gorrell gorrell@alcdsb.on.ca
Vice-Principal: Mr. Patrick Rampp rampp@alcdsb.on.ca

Priest Chaplain: Fr. Richard Whalen

Pastoral Services Coordinator : Mrs. Joanne Belanger belajoan@alcdsb.on.ca

Attendance: Mrs. Janine Seemungal seemunga@alcdsb.on.ca

Student Services: Mr. J. Wood wood@alcdsb.on.ca
Ms. C. Ray raychris@alcdsb.on.ca

Uniforms: McCarthy's Head Office Phone: 1-800-668-8261
www.mccarthyuniforms.ca

SCHOOL MOTTO

Quis ut Deus

VISION

Nurturing Catholic Community

MISSION

Guided by our faith and the Gospel values, we are an inclusive, welcoming, and compassionate family, serving a diverse community of life-long learners. We nurture and celebrate the intellect, gifts, and talents of our students, empowering them to act with purpose, humanity, and humility.

Principal's Message

Welcome to the 2018 – 2019 school year at Nicholson Catholic College. We are proud to be a part of the legacy of excellence in service, scholastics, stewardship and sportsmanship which has characterized this school from the very beginning. As we embark together on a new school year, we will honour all who have walked these halls before us and work together to continue to build our community on the cornerstone of Catholic faith and tradition. You are not just the leaders of tomorrow; you are leaders of today and we commit to support you through each day of your high school career.

This document has been designed specifically for you so that you experience a safe and successful school year. This is key to achieving success academically and in accomplishing all personal goals. Please remember that we are here to assist you in any way possible.

Our mandate in this Catholic community is to behave in a manner which reflects our gospel values and which influences others to do the same. “*Quis ut Deus*”, *Who is like unto God*, is our motto and it reminds us all to strive in humility to use our gifts to the fullest in the service of God's will. We will support each other, grow as individuals and as a community and take time to celebrate our achievements in this new school year.

Mrs. L. Gorrell

Student Council

Staff Advisor:	Ms. Melissa Lessard; Ms. Maureen McGrath
Head Girl and Head Boy	Maria Tran, Phillip Berthelot
Student Council:	Liam Archibald Celicia Forestell Carianna Hoey Serena Hong Henriette Muharabu Vincent Ryu

*It is a fact that people are always well aware of what is due them.
Unfortunately, they remain oblivious of what they owe others.
-St. Francis de Sales*

School Council

Catholic School Councils provide a structure that enables parents, staff, administration, students, parish and community members to come together to review and address the education of the children of our community.

The purpose of Catholic School Council is, through the active participation of parents, to improve pupil achievement and to enhance the accountability of the education system to parents as well as to promote the mission of Catholic education within the school community.

The role of the Catholic School Council is advisory. It shall provide ideas and opinions to assist the principal and, where appropriate, the Algonquin Lakeshore Catholic District School Board, in decision-making on educational issues. The advice shall be based on accepted Catholic principles, the mission statement of the board, general views of the school community and the best interest of all students throughout the school. The Catholic School Council operates within the Education Act and its Regulations and Board Policy.

Expectations Of The Ontario Catholic School Graduate

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

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

THE GRADUATE IS EXPECTED TO BE:

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

A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.



Our School Community

A Tradition of Academic Excellence

Nicholson Catholic College was originally built as a private secondary school to educate the children of the Catholic community in Belleville and the surrounding area. Nicholson was named in honour of Monsignor J. F. Nicholson, the pastor of St. Michael's Parish, whose help and guidance was instrumental in making the dream become a reality. The school is now a publicly funded secondary school in the Algonquin and Lakeshore Catholic District School Board.

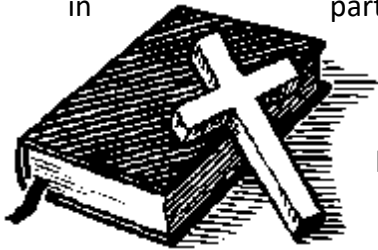
The origins of the school can be clearly seen in the strength of the school community. There is a special appreciation for the religious community of the Sisters of Providence and the many sisters who staffed the school from the beginning. Many parents in the community went to school at Nicholson Catholic College. They hold a deep attachment to the school, and a strong desire to see it continue to thrive and

grow. They also wish to ensure that it retains its traditional role as a school that is concerned for the development of the whole child, fostering the growth and development of a student who possesses the knowledge and skills required to make an impact in an ever changing world, and the mental and moral maturity required to discern which impact will improve society.

While the school welcomes all students who wish to register, regardless of their religious affiliation, the majority of students are still drawn from the Catholic community. Students attend a course in religion each year. Parents choose to have their children attend Nicholson Catholic College because of its tradition of academic excellence and for the Christian values that permeate the entire curriculum and the ethos of the school.

Mission Statement

We are a Catholic School system, called to work
in partnership with home, parish and community,
on our journey to understand and live
the way of Jesus Christ.



We are committed to excellence in Catholic education and to lifelong learning, so that those with whom we journey may become caring and contributing citizens in a world of constant challenge.

What to do if you have a parentla concern

A mutually respectful working relationship among the partners in education, the home, the school and the Church is a fundamental characteristic of the effective Catholic school system. However, it is recognized that differences of opinion and problems may arise from time to time.

Concern and the Teacher

Handle the problem as soon as possible. Please call the teacher at the school to discuss the matter. If possible, arrange a personal interview with the teacher to discuss the problem and attempt to resolve the matter at this stage. You may find it useful to put your concerns down on paper. This helps to clarify the issue and diffuse the emotion.

Concern and the Principal

The second contact should be to involve the Principal directly if the two parties fail to resolve the matter. Generally, most issues can be resolved at the school level.

Concern and the Superintendent

The third contact should be the Superintendent.

Concern and the Director

Failing settlement of the concern at the Superintendent's level, the fourth contact should be to involve the Director of Education.

Appeal to the Board

Depending on the circumstances, a complainant may take the matter to the Board if the problem is not resolved satisfactorily at the Director's level.

Be faithful in small things because it is in them that your strength lies.
- Mother Teresa

General Information

Bell Schedule

Homeroom	8:20 a.m. – 8:32 a.m.
Travel	8:32 a.m. – 8:36 a.m.
Period 1	8:36 a.m. – 9:48 a.m.
Break	9:48 a.m. – 9:56 a.m.
Period 2	9:56 a.m. – 11:08 a.m.
Lunch	11:08 a.m. – 11:58 a.m.
Period 3	11:58 a.m. – 1:10 p.m.
Break	1:10 p.m. – 1:18 p.m.
Period 4	1:18 p.m. – 2:30 p.m.

Attendance

Nicholson Catholic College believes that regular attendance promotes student learning, demonstrates a commitment to the achievement of the Ontario Graduate Expectations and is essential for the student's overall success.

Regular attendance promotes:

- Successful demonstration of the achievement of the Ontario Catholic Graduate Expectations and individual course expectations.
- High academic achievement. Since assessment is based on the student's overall level of performance, regular attendance provides the student an opportunity to demonstrate achievement of course expectations at a high level in all four categories of assessment.
- The opportunity for regular assessment and useful feedback on a student's performance. This encourages development and growth in the learning process.
- Accurate assessment of the learning skills set.
- Regular attendance demonstrates a commitment to lifelong learning and establishes a learning environment that is accountable, collaborative, equitable and holistic.

Attendance Responsibilities:

- Students, parents and Board staff share a responsibility for regular attendance.
- Where, in the principal's judgment, a student's frequent absences from school are jeopardizing his or her successful completion of a course, school staff should meet with the student and the parents or notify them in writing to explain the potential consequences of the absences, including failure to gain credits, and discuss steps that could be taken to improve attendance. Excessive absences may lead to the student's inability to achieve the course expectations and result in loss of a credit. (According to Ontario Secondary Schools, Grades 9 to 12, a credit is granted by a principal on behalf of the Minister of Education and Training in recognition of a course that has been scheduled for a minimum of **110 hours**.)
- Students have a responsibility for regular and punctual attendance. This includes both classes and scheduled school activities.
- Parents of students under 18 years of age are required to contact the school regarding a student absence. Preferably, notice is given prior to the absence; in other cases, a written, signed parental note upon the student's return to school is required. Students 18 and over who have exercised their rights related to "protection of privacy" legislation have the same obligation as parents.
- Where any legitimate absence results in a summative evaluation being missed, it is the student's responsibility to see the teacher on the first day of return prepared to complete the assessment. A pattern of absence for assessments will result in the need for medical documentation but a truancy will result in an "incomplete".
- Students absent for part or all of the school day are not eligible for participation in athletic and/or extracurricular events scheduled during or after school on the day of absence.

Attendance Policy

Frequent absences jeopardize the student's ability to demonstrate achievement of all course expectations in all four categories of assessment and make the gathering of evidence to assess all course expectations in order to determine a fair and justifiable grade problematic.

When students are on school premises, they are to be in attendance in each of their scheduled classes; otherwise they are considered to be truant. **This expectation remains the same when a supply teacher is assigned for an absent teacher.** **Senior students on spares are expected to work in the learning commons or cafeteria.** Hallways are to be empty while classes are in session.

Although **trips** and **vacations** may provide diverse learning experiences, the school does not support, academically, travel or vacations during class time. The Education Act is explicit when explaining school attendance and the legitimate reasons for school absence. Students may be absent from school because they are ill, other unavoidable causes, celebrating a religious holiday or receiving music instruction. Extended vacations are not included in these reasons. Therefore, while parents/guardians may choose to travel during the school year, the time missed from class is recorded as an absence and counted in the total absence record for the semester. A significant number of absences place a student's mark in jeopardy due to the loss of instructional time and assessment and evaluation becomes problematic. Nicholson Catholic College teachers will not be responsible for producing work assignments or providing make-up assignments, tests or exams for students. **All notification of absence due to vacation or family trip must be submitted in writing to the Principal or Vice-Principal.**

Students are responsible for all course work and assignments while absent. **When a test is missed due to illness, a note from a parent/guardian acknowledging his/her awareness that a test has been missed, due to illness, is required.** If a pattern of absence for assessments is noted by teachers, a doctor's note may also be required at the discretion of the administration. **When missing an examination due to illness, a doctor's note is always required.** Any examination or test missed due to vacation or truancy will not be rescheduled, and will be assigned a mark of incomplete (I) as this summative assessment must demonstrate evidence that course expectations have been met with success.

Please bring all notes pertaining to attendance to the attendance office prior to the start of period 1. **A forged note or falsified phone call may result in suspension for "conduct injurious to the moral tone of the school".**

If a student must leave school during the day, a note of explanation from a parent or guardian, or yourself if 18 years of age or older, requesting early dismissal is to be presented to the Attendance Secretary **before** school begins. A dismissal slip will be given for the appropriate time and the student must present this slip to the subject teacher at the beginning of his/her last class.

ILLNESS DURING CLASS TIME

If you become ill during class, ask permission of your subject teacher to leave the room. For student safety **you must immediately report to the Attendance Secretary** who will arrange for you to phone your parents, go to the sick room or go home.

NOTE: School personnel are not authorized to dispense medication (e.g. Aspirin, etc.).

LATES

If you arrive to school after the day has started, due to an early morning appointment or other legitimate reason, you must come to the Attendance Office in order to receive an admit slip.

If you are late during the first 10 minutes of any class without a legitimate reason, you are to go directly to the class and the matter will be dealt with by your teacher. From 1 - 3 lates in a particular class, your parents will be informed by the classroom teacher. On your 4th late to this class, you will be assigned lunch hour detentions. Habitual lateness will be addressed through administration. **Students will not be allowed into class if they are more than 10 minutes late without reporting to the attendance office.**

Parking

Student parking is available in the parking lot directly adjacent to John Street at the back of the school. Students who drive to school may also park at the parking lots near Buckley Field accessible from both John Street and Church Street. Please note that the lot to the north of the school (entrance of Church Street) is NOT zoned for student parking and students are not permitted to park there.

Uniforms

Guidelines for Wearing the School Uniform

The school uniform is intended to develop a sense of pride and self-discipline and unites us as a Catholic Learning Community. In deciding to attend Nicholson Catholic College, students and parents make a commitment to comply with and support the school uniform policy. The uniform policy reflects our commitment to nurturing modesty, personal dignity and respect for self and others.

All uniform items, with the exception of tights and shoes, are to be purchased from McCarthy. (1-800-668-8261,

Winter Uniform for Females

- Kilt (hemmed no shorter than mid-thigh length) with opaque tights
- Halpern's uniform navy pants
- Halpern's uniform blouse/shirt, white or navy, or white turtle neck
- Halpern's uniform navy vest
- Halpern's uniform green fleece pullover
- Opaque tights - green, navy, black, grey or white
- Black or dark brown dress shoes (sandals, boots, and shoes that cover the ankle, are not permitted to be worn with the winter uniform) **Solid black or dark brown** running shoes that do not cover the ankle are permitted. If the shoe has a logo, the logo must be in the same colour as the shoe.

Winter Uniform for Males

- Halpern's uniform grey pants
- Halpern's uniform shirt, white or navy, or white turtle neck
- Halpern's uniform navy vest
- Halpern's uniform green fleece pullover
- Halpern's uniform tie
- Black or dark brown dress shoes (sandals, boots, and shoes that cover the ankle, are not permitted to be worn with the winter uniform) **Solid black or dark brown** running shoes that do not cover the ankle are permitted. If the shoe has a logo, the logo must be in the same colour as the shoe.

Summer Uniform for Males and Females

- Halpern's uniform navy shorts (unaltered length)
- Halpern's uniform shirt, white or navy
- Dress Sandals (Flip-flops and crocs are not permitted with any combination of the uniform)
- Kilt may be worn with opaque tights

The optional summer uniform is in effect for the months of **September, October, May and June**. Dress sandals may be worn with the summer uniform. If the girls find the kilt too warm during these 4 months, they may wear the uniform navy shorts or the uniform navy pants. Only uniform dress pants will be permitted. We caution students and parents NOT to substitute a navy or grey pant from other retailers. A plain white short-sleeved t-shirt may be worn under the school blouse, dress shirt or golf shirt. Plain white means no writing, no logos, no diagrams, no coloured trim. No coloured clothing is allowed under the uniform shirts and blouses.

We also caution students and parents to avoid altering kilts, shorts or pants to a degree that renders them contrary to the dress code and would necessitate the purchase of new items.

PLEASE NOTE:

- Students must be in complete uniform, worn properly and modestly, from 8:15 a.m. - 2:30 p.m. including lunch periods in all areas of the school.
- All clothing items must be the original style and condition. Ripped, torn, or items without a hem are not permitted.
- Jackets, coats and non-uniform sweaters are to be removed upon entering the building and arriving at the student's locker.
- Hats are never worn in the school, including civvies days and exam days. Hats may be confiscated if worn in the building.
- Students who need to wear non-regulation footwear will be required to provide a medical note informing the school of the time period required for this uniform exemption.
- The length of the girl's kilt may be to a maximum of 10 centimetres/4 inches above the knee cap (mid-thigh). Students who choose to wear their kilt shorter than the specified length (10 centimetres/4 inches) may lose the option of wearing the kilt and will be required to wear the uniform pants for the remainder of the academic year.
- Accessories (scarves, studded jewellery, heavy chains etc...) are not part of the uniform and therefore are not to be worn in the school at any time
- The Administration reserves the right to decide on school-appropriate attire.
- Please note that the requirements for uniform are clearly defined and it is the expectation that students will adhere to such, and if necessary, self-regulate the uniform violation. Students have chosen a uniformed school and it is our hope not to waste important instructional and administrative time regulating unnecessary issues.

Only students who are in complete uniform will be admitted to class.

"Out of Uniform = Out of Class"

DRESS CODE GUIDELINES FOR NON-UNIFORM DAYS & EVENTS

- Clothing worn on non-uniform days may be casual but should align with the understanding that schools are 'a place of business' for students and attire should reflect such.
- Clothing with inappropriate logos, sayings or pictures is not acceptable at school.
- Tank tops, halter tops, tops with spaghetti straps, crop/midriff tops, cut-off shorts and torn jeans are not to be worn at school.
- Midriffs and shoulders must be covered with appropriate clothing.
- Shorts must have a minimum 4 inch inseam or leg length

Audio, Video, Photographic & Telecommunication Devices

Cell Phones

Cell Phones may be used at the teacher's discretion according to the Algonquin and Lakeshore Catholic District School Board Policy Statement regarding "Digital Citizenship". The School provides students with access to technology to support learning and teaching. Technology, including cell phones must be used for these intended purposes. Students may use cell phones when relevant to curriculum and instruction at the discretion of the teacher. Recording of sound, picture or video for non-instructional purposes is strictly prohibited. Students who use cell phones or any other device in a manner which compromises academic integrity or the privacy or security of another individual will be subject to formal disciplinary consequences in keeping with the Safe Schools Act. Overall, technology should enhance learning rather than disrupt optimum learning. In situations where a student does not follow teacher direction regarding technology usage, or is continually socially distracted by a device, he/she will lose the privilege of bringing it to class.

Personal Entertainment Devices

In an effort to ensure the highest standard of safety and to foster a caring Catholic community, in which we remain present to one another, the use of entertainment devices is prohibited in all instructional areas, unless the teacher approves the use for academic reasons. It is essential that all members of our school community are able to respond to announcements and verbal interactions while in the building. Even during non-instructional times, students are expected to remove ear pieces and turn devices off upon entering the school and store them securely in their lockers.

Students may use their entertainment devices in the cafeteria during spare periods as long as they do not interfere with others in this environment and are responsive to verbal and visual prompts of staff members. Failure to comply with this policy will result in students being required to hand over devices at the office where they will be stored in the school safe for the remainder of the day or longer (if it is a repeat offence).

Nicholson Catholic College strongly discourages students from bringing personal communication and entertainment devices to school and cannot be held responsible for lost, damaged or stolen items.

Find out how much God has given you and from it take what you need; the remainder is needed by others. – St. Augustine
One who sows courtesy reaps friendship, and one who plants kindness gathers love. – St. Basil

School Computers

Each student must abide by the 'Student Acceptable Computer Use Agreement' (below).

Student Acceptable Computer Use Agreement

1. My network access is for personal educational purposes only, including research, intellectual exchanges, educational projects, and like purposes. I understand that commercial (for profit) and recreational (game playing) use of the network is not permitted.
2. I will abide by all federal and provincial laws regarding copyright, threatening or obscene material, racism and sexism or all other immoral, unethical or illegal activities. I agree to be responsible for respecting intellectual property rights and the laws which govern them.
3. I will not assist others in breaking these rules or be a party to others breaking these rules.
4. I will not intentionally seek information about, browse, obtain copies of, or modify files, passwords, belonging to other people, whether at school or elsewhere.
5. I will refrain from using or introducing to the school computer environment, whether network or stand-alone, files or programs known to contain viruses. In this spirit, I will also regularly check my files for viruses and endeavour to keep computing systems virus-free.
6. I will not try to obtain systems privileges to which I am not entitled.

7. I will not share my login and password with others, nor attempt to learn or use logins and passwords which are not my own.
8. I will not exploit any gaps in security, and furthermore will report these gaps immediately to my teacher.
9. At any time during my use of Internet, I am willing to explain to a supervisor or teacher my activities, and for what purpose I am accessing certain files.
10. If I encounter any material which is inappropriate, obscene, abusive, offensive, harassing, or illegal or which counsels illegal activities, I will report it to my teacher immediately.
11. The school reserves the right to review, edit or remove any material stored on school computer/network facilities.
12. I agree to the immediate loss of my privileges should I fail to abide by any of the above. School disciplinary and/or legal action may be invoked where necessary

Textbook Policy

Please treat school textbooks and school library books with care. You are responsible for the **NUMBERED** textbook that you signed for in each course. If that textbook is not returned at the end of the course, you will be required to pay for the replacement of that textbook. The same applies to library materials not returned.

Lockers

Lockers are loaned to students for their convenience, but remain the property of Nicholson Catholic College and the Algonquin and Lakeshore Catholic District School Board. The administration may open any locker, at any time, if just cause exists. **All locks must be school locks.**

Students are responsible for keeping their lockers clean and presentable. Pictures and/or slogans kept inside the locker must conform to the values and ideals of Nicholson Catholic College. **Please do not keep anything of significant value in your locker, as the school cannot be held responsible for lost or damaged personal items.** Also, do not let anyone know the combination to your lock or loan anyone the key to your lock.

Cleanliness

All members of the school community have a right to work and learn in a clean, orderly environment. All litter must be put in garbage cans and recycling containers must be used appropriately. As soon as possible, please report damage, spills or vandalism. Stewardship for our school and larger community is an important component of our mission as a Catholic community.

School Bus

Appropriate student behaviour is expected on the bus at all times with safety the overriding concern. You are responsible to the school for your behaviour on a school bus in the same way that you are in each class.

Smoking

Smoking is known to be seriously injurious to everyone's health. The Algonquin and Lakeshore Catholic District School Board has a strict no smoking policy in all schools and administrative buildings. Provincial law makes it illegal to smoke on school property – 24 hours per day. Students are prohibited from smoking on school buses, in school buildings, on school grounds and during school activities. Students guilty of smoking infractions may receive a school suspension and a ticket from the Public Health Department Inspector. The use of all tobacco products on campus is strictly prohibited.

Visitors

Casual visitors are **not** allowed in the building or on the school grounds during the school day. Parents are welcome in the school at any time, however, parents are encouraged to contact the school, during school hours, for an appointment in order to review any matter pertaining to the educational needs of their son/daughter. All visitors are required to report to the main office and to sign the visitor book located there.

Injuries

If a student is injured at school, the student or witness is to inform the Main Office immediately and assistance will be rendered.

Dances

Dances are intended for the enjoyment of NCC students and their guests as the school recognizes that school dances are an important part of student life. The school also recognizes that it has a tremendous concern for the safety and welfare of our students. Consequently, it is important that each student truly understand the expectations of the students at our dances. In addition, teachers and/or supervisors present at each dance are volunteering their time to act as chaperones and to assist the school in making the dance a success. The cooperation of all students is requested towards this same objective. Therefore, the following practices will apply to school dances in order to ensure safety at all school sponsored dances.

- a) Admission will be by "advance ticket purchase" only. All students will register and sign in upon arrival at the dance.
- b) Only one "sign-in visitor" per student will be allowed at the time of advance ticket purchase and only with appropriate school identification card; all school dances are otherwise "closed". All "sign-ins" are subject to approval by the school administration.
- c) Doors will be opened from 7:30 p.m. – 8:30 p.m., with no admission after 8:30 p.m. **Note:** With the prior approval of the school administration, students whose circumstances (e.g. evening employment) may prohibit their arrival before 8:30 p.m. may be admitted at an agreed-upon time.
- d) Students must dress appropriately and dance in good taste.
- e) Dances are school events and therefore, school rules regarding alcohol and illegal drugs apply. Any student not abiding by this will be suspended for a minimum of 3 school days and from all school dances for the rest of the school year. In addition, participation in organized events and/or loss of school leadership positions could result.
- f) No student will be readmitted to a dance once he/she has left.
- g) Students may not attend a dance on a day in which they did not attend school.
- h) Please make prior arrangements for your ride home to pick you up promptly after the dance.

Code of Expectations

Making Nicholson Catholic College Safer

Following Ontario's approach to make schools safer, NCC focuses on:

- Promoting positive student behaviour
- Providing early and ongoing intervention
- Preventing inappropriate behaviour
- Addressing inappropriate behaviour with appropriate consequences
- Communicating effectively with all community partners

In keeping with the new Ministry approach, Nicholson employs **progressive discipline** that corrects inappropriate behaviour and offers multiple supports. It uses a continuum of interventions, supports and consequences to address and change unwanted behaviour.

Ontario Code Of Conduct And Safe Schools

Learning best takes place in a safe, positive and nurturing environment. Conduct within our schools must reflect Gospel values and the Board's Mission Statement which commits to "excellence in Catholic education and to lifelong learning, so that those with whom we journey may become caring and contributing citizens in a world of constant change."

The following are the purposes of the Code of Conduct:

1. To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity.
2. To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.
3. To maintain an environment where conflict and differences can be addressed in a manner characterized by respect and civility.
4. To encourage the use of non-violent means to resolve conflict.
5. To promote the safety of people in the schools.
6. To discourage the use of alcohol and illegal drugs for long-term safety.

The Safe School Policy and the Ontario Code of Conduct apply to students, parents or guardians, volunteers, teachers and other staff members, whether they are on school property, on school buses or at school-authorized events or activities.

Principals, under the direction of the Board, demonstrate care and commitment to academic excellence and safe teaching and learning environments, and hold everyone, under their authority, accountable for their behaviour and actions.

Teachers and school staff, under the leadership of principals, assist in maintaining order in the school and are expected to hold everyone to high standards of respectful and responsible behaviours.

Parents, have a responsibility to support the efforts of school staff in maintaining a safe and respectful learning environment for all students.

Police and community members are essential community partners and respect the rules of their local schools. Police investigate incidents in accordance with the protocol developed with the local school board. This protocol is based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

Do unto others as you would have others do unto you. – Matthew 7:12

Standards of Behaviour

Respect, Civility and Responsible Citizenship

The ALCDSEB does not tolerate any anti-social or violent behaviour that impacts on learning environments. The code of conduct sets out standards of behaviour that promote respect, civility, responsible citizenship and Catholic values.

All members of the school community must:

- Respect and comply with all applicable federal, provincial and municipal laws;
- Demonstrate honesty and integrity;
- Respect differences in people, their ideas and opinions;
- Treat one another with dignity and respect at all times, and especially when there is a disagreement;
- Respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- Respect the rights of others;
- Show proper care and regard for school property and the property of others within the school community;
- Take appropriate measures to help others in need;
- Respect all members of the school community, especially persons who are in a position of authority;
- Respect the need of others to work in an environment of learning and teaching;
- Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- Not swear at a teacher or at another person in a position of authority or any other person.

Safety

All members of the school community must not:

- Engage in bullying behaviours;
- Commit sexual assault;
- Traffic weapons or illegal drugs;
- Commit robbery;
- Be in possession of any weapon, including firearms; or replicas;
- Use any object to threaten or intimidate another person;

- Be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs;
- Inflict or encourage others to inflict bodily harm on another person;
- Engage in hate propaganda and other forms of behaviour motivated by hate, prejudice or bias;
- Commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

Suspension

Under subsection 306 (1) of the Education Act, a principal shall consider whether to suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- Uttering a threat to inflict serious bodily harm on another person;
- Possessing alcohol or illegal drugs;
- Being under the influence of alcohol;
- Swearing at a teacher or at another person in a position of authority;
- Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
- Bullying;
- Any other activity for which a principal may suspend a pupil under the policy of the board.

Mitigating factors stated in the Education Act shall be considered by the principal. These are the circumstances and details of the incident and of the students involved that are considered when determining consequences. The minimum duration of a suspension is one instructional day and the maximum duration is 20 instructional days.

Under the new Safe Schools Act, a pupil may be suspended if she or he engages in an activity for which a principal may suspend a pupil under a policy of the board. Under ALCDSB policy, activities for which a principal may suspend a pupil include:

- Bullying
- Persistent opposition to authority;
- Habitual neglect of duty;
- The wilful destruction of school property;
- The use of profane or improper language;
- Theft;
- Aid/incite harmful behaviour;
- Physical assault;
- Being under the influence of illegal drugs;
- Sexual harassment;
- Racial harassment;
- Fighting;
- Possession or misuse of any harmful substances;
- Hate-motivated violence;
- Extortion;
- Distribution of hate material;
- Inappropriate use of electronic communications/media;
- Other – defines as conduct injurious to the moral tone of the school or to the physical or mental well-being of others.

Suspension Pending Possible Expulsion

Under subsection 310 (1) of the Education Act, a principal shall suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- Possessing a weapon, including possessing a firearm;
- Using a weapon to cause or to threaten bodily harm to another person;
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- Committing a sexual assault;
- Trafficking in weapons or in illegal drugs;
- Committing robbery;
- Giving alcohol to a minor;
- Any other activity that, under a policy of the board, is an activity for which a principal must suspend a pupil and conduct an investigation to determine whether to recommend to the Board that the pupil be expelled.

The following infractions may result in a suspension pending possible expulsion in accordance with Board policy:

- Possession of explosive substance;
- Serious or repeated misconduct;
- Refractory conduct; and/or
- Other – defined as any conduct injurious to the moral tone of the school or to the physical or mental well-being of others.

Little value comes out of the belief that people will respond progressively better by treating them progressively worse. – Eric Harvey

Bullying And Harassment

The effects of bullying behaviour on students' learning, and on their emotional, physical and psychological health are well recognized. Bullying also runs counter to Christ's message of inclusion and that we treat one another with care and respect. We must always remember our **Catholic values of respect, inclusion and social responsibility**.

Bullying is a form of aggressive behaviour that is hurtful and deliberate. It can take many forms. It can be:

- **physical** – hitting, shoving, stealing, or damaging property
- **verbal** – name calling, mocking, or making sexist, racist, or homophobic comments
- **social** – excluding others from a group or spreading gossip or rumours about them
- **electronic** – (commonly known as *cyberbullying*) – spreading rumours or photos or hurtful comments through the use of e-mail, cellphones, and text messaging.

Offending students and/or victims will be directed to administration.

Harassment is systematic or persistent actions in person or by any other means of communication such as taunts, insults, annoyances, demands, etc., which are known or ought to be known to be unwelcome, uninvited, or offensive. **Harassment is illegal** and the law is concerned with the **impact** of the behaviour, not the **intent** of the behaviour. Please report any incident in this regard to a teacher or principal.

*A Native American boy was talking with his grandfather.
"What do you think about the world situation?" he asked.
The grandfather replied, "I feel like wolves are fighting in my heart.
One is full of anger and hatred; the other is full of love, forgiveness and peace.
"Which one will win?" asked the boy.
To which the grandfather replied, "The one I feed."
- Origin Unknown*

Staff-Student Relations

Teachers, secretaries, custodians, cafeteria staff and school bus drivers provide a variety of valuable services for students and are responsible for student safety during the school day. **Students are expected to be courteous to and respectful of all staff and to follow their directions. Students must report to the office when directed by staff members or risk further consequences and/or suspension.**

Lost and Found

The school is not responsible for lost or stolen articles. Students are strongly urged to leave all valuables at home. Personal items can be secured in the student's locker during the school day and students should ensure that their locker is properly secured. All items found are brought to the Life Skills Centre for students to claim. **Never leave valuables in the change rooms or unattended anywhere in the school or on the school grounds.** The Life Skills Centre looks after the lost and found.

Academic Information

Education is a team effort between students, family and the school, which is strengthened by our communication with one another. Therefore, we encourage all parents or guardians who have a concern or question about a student(s) or the school to please call the subject teacher, the principal, the vice-principal or Student Services.

For the full Administrative Procedure on Secondary School Assessment, Evaluation, Grading and Reporting, see the policies at www.alcidsb.on.ca.

Assessment and Evaluation of Student Achievement

Assessment is the process of gathering information (evidence) that accurately reflects how well a student is achieving the identified curriculum expectations, outlined in the secondary curriculum documents. Assessment data serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improved performance. Before a summative or final evaluation of student achievement is made, teachers provide opportunities to allow students to practice demonstrating their knowledge and skills across all four categories, (knowledge and understanding, thinking, communication and application) and provide frequent feedback to guide student efforts toward improved achievement.

Evaluation refers to the process of making a judgment about the quality of student work based on established criteria. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

Teachers will use subject specific "Level of Achievement Charts" found in the Ontario Curriculum as the basis for all assessment and evaluation. The following table provides a summary description of achievement in each percentage grade range with the corresponding level of achievement:

Percentage Grade Range	Achievement Level	Summary Description
80–100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard.
70–79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60–69%	Level 2	A moderate level of achievement. Achievement is below, but approaching, the provincial standard.
50–59%	Level 1	A passable level of achievement. Achievement is below the provincial standard.
Below 50%		Insufficient achievement of curriculum expectations. A credit will not be granted.

Level 3 (70-79%) is the provincial standard. Teachers and parents can be confident that students who are achieving at level 3 are well prepared for work in the next grade or the next course.

Final grades:

- 70% of the evaluation is based on classroom work and may be determined through a variety of methods such as ongoing class demonstrations, presentations, essays, performances and classroom tests and quizzes.
- 30% of the evaluation is based on a final summative evaluation that may be determined through a variety of methods in the latter portion of the course. These could include a portfolio, essay, examination and/or demonstration. This final evaluation reflects the range and level of student skills and knowledge towards the conclusion of the course.

Library Services

The man who doesn't read good books has no advantage over the man who can't read them. – Mark Twain

Research databases are available to all students at anytime through their login to the Virtual Commons.

Nicholson's Sister Mary Teresa Learning Commons is an attractive and functional facility with an up-to-date collection for students' use and enjoyment. The Learning Commons welcomes students both before and after classes and throughout the school day.

Hours: The library is open daily from 8:00 a.m. – 3:00 p.m.

Printing Privileges: Each student is allotted 200 print copies for the year with the payment of their student fee.

A student can purchase additional sheets: 50 sheets for 2 dollars.

Photocopying: A photocopier is made available in the library for student use. Colour copies cost \$0.50

Academic Integrity – Plagiarism Policy

Plagiarism is dishonest and therefore, a serious academic offence.

- a. Any work judged to be plagiarized will be given a mark of zero.
- b. A student in grade 9 may have the option to resubmit the plagiarized document at the discretion of the teacher.
- c. Parent(s)/Guardian(s) will be notified of this indiscretion.
- d. All students should be prepared, at any time, to defend their papers by submitting and explaining their resources. It is the student's responsibility to compile materials to substantiate the authenticity of his/her work.
- e. In the event that a student fails to defend a piece of work, and this work is deemed to be plagiarized, the grade of zero will stand.

Field Trips, Excursions, Sports

While students are encouraged to participate fully in school-sponsored activities, they are still responsible for work, tests and assignments in their classes. It is the responsibility of students to inform their teacher of their involvement in out of school activities. Students not in attendance for part or all of a school day are NOT ELIGIBLE to participate in sporting or other events held during or outside of the school day. In cases where a student has a medical appointment or other for part of a day, proof of such must be presented when he/she signs in or out at the main office.

All students should be in good academic standing (up-to-date with assignments and assessments; regular attendance) to participate in field trips, excursions, extracurricular activities and athletic teams.

Signed permission forms must be returned to the teacher before the trip departs from the school. Verbal permission from a parent or student is not acceptable.

Retreats and School Liturgies

At various times during the year, students shall participate in scheduled liturgies and retreats. **Such involvement is not only compulsory but essential to building commitment and witness to Christian faith in our Catholic secondary schools.** These activities are a vital part of our curriculum. By choosing to attend Nicholson Catholic College, a student accepts various religious activities, including school liturgies, retreats or other special events, as a compulsory component for everyone in our community.

Co-Curricular Athletics / Activities

Every student at Nicholson Catholic College is strongly encouraged to become involved. There is something for everyone. Come out, share your talents, and explore new interests and friendships!

Sports

Nicholson sports teams participate in the Bay of Quinte Athletic Association and the Central Ontario Secondary Schools Association (COSSA). The athletic program at Nicholson has become well known both locally and across the province for its excellent quality. Nicholson teams have won over 161 Bay of Quinte Championships, 79 COSSA Championships and were medalists in 15 OFSAA Championships.

CRUSADER TEAMS AND THEIR SEASONS

GIRLS SPORTS		BOYS SPORTS		CO-ED SPORTS	
Rugby:	Fall	Rugby:	Spring	Cross Country:	Fall
Basketball:	Fall	Basketball:	Winter	Swimming:	Winter
Volleyball:	Winter	Volleyball:	Fall	Badminton:	Winter
Hockey:	Winter	Hockey:	Winter	Golf:	Fall
Curling:	Winter	Curling:	Winter	Track & Field:	Spring
Soccer:	Spring	Soccer:	Fall	Skiing:	Winter
		Baseball	Spring	Tennis	Spring
				Curling	Winter

Athletic Eligibility

Anytime a student changes schools, he/she is considered to be a transfer student and must comply with the Ontario Federation of Schools Athletic Association (OFSAA) Transfer Policy before they are eligible to participate on a school team. Transfer forms are available from the Physical Education department and should be completed in early September to ensure participation.

Nicholson Catholic College offers a wide variety of activities. We believe that athletics and co-curricular activities can and should play an important role in high school life by providing valuable learning situations outside of the regular classroom. We encourage all students to dress in Nicholson school colours (green & white) when attending any athletic event in order to contribute to our wonderful school spirit and support of our teams. In order to gain maximum benefit from the program(s), student athletes and activity members need to abide by the following recommendations:

- **You are expected to be in attendance at all classes in order to participate in extra-curricular activities. Failure to comply will result in a student not being allowed to participate.**
- Being a member of a school team/club is a privilege – not a right.
- Your number one priority is the regular school curriculum program that should not suffer due to athletics or club involvement. It is your responsibility to catch up on any work missed. Students may be suspended from team play if they are at risk of failure in any academic area.

- You are expected to co-operate fully with all Nicholson staff, referees and visiting staff.
- As student athletes and activity participants, you are expected to co-operate completely with all requirements of school life, making certain that you adhere to policies regarding attendance, punctuality, dress, behaviour and deportment.
- You will accept full responsibility for school equipment.
- Playing on a school team means making a commitment to the team and its members. It is important to attend all practices and to be on time for practice. If you must miss a practice, tell the coach personally as early as possible. The same commitment is expected from participants in school activities.
- Finally, remember that you are "goodwill ambassadors" and represent our school, coach and teammates during any activity. Your behaviour, therefore, must be at the highest level possible at all times, exhibiting good sportsmanship, adherence to game rules and courtesy to all officials, players and spectators.

Crusader athletes are known for being dedicated, enthusiastic and skilled competitors who always demonstrate a sportsmanlike attitude toward the opposition.

CLUBS AND ACTIVITIES

Radio Club
School Reach
NCC Justice League
Travel Club
Film Club
Peer Mentors
Student Council
Garden Club
Yearbook
Astronomy Club

Ambassadors for Inclusion
Games Club
Model Building Club
Badminton Club
Choir
School Band
Rock Band
Sound Crew
Jamaica Missions
NCC Mathletes

Go Crusaders Go!!!

ALL STUDENTS ARE ENCOURAGED TO PARTICIPATE IN SOME PHASE OF THE ATHLETIC AND CO-CURRICULAR PROGRAM ENABLING
All for God and for His Glory. In whatever you do, think of the Glory of God as your main goal. – St. John Bosco

NCC School Letter

It is important for students to identify with, be loyal to, and have pride in their high school. Therefore, the status of earning an “NCC Letter” is attainable by all students. The student must be of good conduct and character, following the expectations of the school’s Code of Conduct as well as the school’s expectations for attendance in all classes. All school fees must be paid and up-to-date in order to qualify. To that end, students must earn points in **EACH** of the following **four areas** over the course of their high school experience in order to earn a School Letter:

- 1) **Academics**
- 2) **Clubs**
- 3) **Athletics**
- 4) **Community involvement**

It should be emphasized that a student has to be involved in only one activity in each of the areas identified in order to be considered.

Students can earn their ‘C’ by earning 25 points in their first 2 years of high school or 50 points in either 4 or 5 years of high school. Students can earn their ‘N’ by earning 60 points in 4 years or 75 points in 5 years.

Letter Point System

A – Academics

- | | |
|-------------------------------|----------|
| • Highest average in a course | 5 points |
| • 90% Club | 7 points |
| • Honour Roll | 5 points |

B – Clubs

- | | |
|-------------------|---------------|
| • Student Council | 10 points |
| • Club Member | 0 to 5 points |

C – Athletics

- | | |
|---------------------------|---------------|
| • Team Member | 0 to 5 points |
| • MVP/DVP | 2 points |
| • Team Captain/Co-Captain | 1 point |

D – Community Involvement

- | | |
|--|---------|
| • Per 10 hours over and above 40 hours | 1 point |
|--|---------|

PROCESS

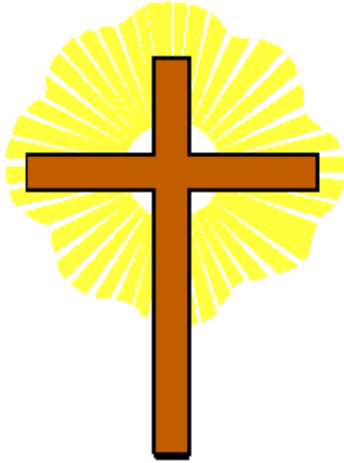
- In early September and again in the spring, the entire process is reviewed and explained to students and staff
- A presentation is made to students in various ways – ie. large group, announcements, class visits, etc.
- Forms are given to “home room teachers” who explain the process and pass out forms to interested students
- Forms are also made available in various locations throughout the school and students are informed of these locations
- Forms are returned to the teacher organizer to begin the process of verification and data input

Support Services

Chaplaincy

Jo Belanger –Chaplaincy Leader

Father Richard Whalen and Father Bobby Joy – Priest Chaplains



Chaplaincy is one of the resources available to students of Nicholson Catholic College. The Chaplaincy Leader encourages the involvement of the staff and students in the spiritual life of the school. Each day at Nicholson begins with prayer and during the course of the school year we come together as a community to celebrate Mass once a month as well as holding special prayer liturgies from time to time. As well, Chaplaincy Services oversees the sacramental preparation and offering to the Nicholson community. Fathers Whalen and Bobby visit classes to review the Church's teachings around the sacraments and staff and students are offered opportunities to go to Confession, receive the Eucharist, and, if need be prepare for the sacraments of Initiation. Chaplaincy Services will also, from time to time, offer a Vocations Day to give students an opportunity to explore possible callings to religious life.

The Chaplaincy Leader is staff advisor to or resource for - relevant clubs such as the Social Justice Club, the Mental Health & Wellness Ambassadors and the Jamaica Mission Trip – a biennial trip to Jamaica wherein students get the opportunity to meet and work with different groups of people in Kingston, Jamaica. The Social Justice Club (known as the Justice League) is open to all students in the school who have an interest in Social Justice as it pertains to the Social Teachings of the Church and in supporting various projects both here at home and in the global south. Members also assist with the annual Thanksgiving Food Drive, Christmas Sharing and the ShareLent Campaign.

Nicholson Catholic College is blessed to have a most beautiful chapel on-site. Each September, Father Whalen brings the Blessed Sacrament to the school and places Jesus in the tabernacle in the Chapel. Our Chapel also bears the beautiful image of Our Lady of Guadalupe on its walls and she, along with Our Lord in the tabernacle, watch over our community throughout the year.



As students travel through their high school years, they not only develop physically and intellectually but they grow spiritually as well. The Chaplaincy Team is available to meet with students individually and in groups to explore their faith challenges and support students as they mature in their faith journey. The Chaplaincy Team also serves as a support and resource to the staff, in particular the Religion Department teachers. Confidential counselling and spiritual guidance are both services available to Nicholson students through the Chaplaincy Office.

Youth Worker

The Youth Worker offers confidential services to students and families to address issues affecting academic and personal well-being. Mental health promotion and developing and modelling healthy, positive relationships are key responsibilities of the Youth Worker. The Youth Worker is a member of the Student Services Department and directly liaises with the Board Central Mental Health and Wellness Team, Board Attendance Counsellor and community agencies. Referrals to the Youthab Mental Health Therapist and KAIROS Addictions Counsellor may be initiated through the Youth Worker. Our Youth Worker is Jennifer Connor and she is available in room 310 or at (613) 967-0404, ext. 265.

Special Education

Special Education teachers provide support to students experiencing learning needs. In collaboration with classroom teachers, special education teachers can offer:

- Literacy assistance
- Additional explanation and support in core subjects
- Counselling re: time management and study habits
- An alternate setting for test and exam writing
- Recommendations for modified evaluation
- Recommendations for Queen's Mini Courses and other enrichment courses

Students may be identified as exceptional requiring learning accommodations and/or modifications to their program of study. The student's identification and placement is subject to review once a year through the IPRC process.

The needs of these students can be met by the regular subject teacher(s) working in partnership with the Special Education teacher. Students may receive assistance in a number of ways.

- Regular program within the classroom by the teacher;
- Withdrawal support in the special education resource room;
- Indirect service through programming assistance provided to the subject teacher by the Special Education teacher.

All of these approaches are based on close co-operation between the subject teacher and the Special Education teacher. Input from parents is welcomed and appreciated.

An Individual Education Plan (IEP) is developed for every student who has been identified as exceptional by an Identification, Placement, and Review Committee (IPRC). An IEP identifies the student's specific learning expectations and outlines how the school will address these expectations through appropriate special education programs and services. It also identifies the methods by which the student's progress will be reviewed. Special education programs and services provided for the student are modified by the results of continuous assessment and evaluation. The IEP of exceptional students who are fourteen years of age or older and who are not identified solely as gifted must also contain a plan to make the transition to postsecondary education, apprenticeship programs, or the workplace, and to help them live as independently as possible in the community.

If you are a parent/guardian of an identified exceptional learner, you will receive a copy of the current Individual Educational Plan for your son/daughter within 30 days of placement and with each report card. Students who have not been formally identified as exceptional but who have special needs and

are receiving special education services may also have an IEP. In this case the informal IEP is reviewed annually to determine its necessity.

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

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

Life Skills

This specialized class is designed to better facilitate the needs of students with developmental delays as identified by a system level IPRC. The overall focus of the Centre is to promote basic literacy and numeracy skills, and personal, social and life skills. Life Skills students are integrated throughout the school with educational supports when required. Students participate in assemblies, Masses and all other school activities. With support, students also participate in cooperative work placements in order to gain the experiences necessary to become as independent as possible. Throughout their secondary school career, transition planning with the student, parents/guardians, teachers and a board appointed transition facilitator develop a process to ease the transition to the post-secondary environment. Programming is individualized for each student through Individual Educational Plans. When the students complete their secondary school years, they receive a Certificate of Accomplishment.

Student Success Initiatives

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

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

- Cooperative Education is a great way to learn skills and gain experience from the workplace, and get a “head start” with building a resume. Students can now include two co-op credits within the 18 compulsory credits they need to graduate.
- Dual credit programs offer high school students the opportunity to earn a number of credits by participating in apprenticeship training and postsecondary courses that count towards their high school diploma and their post secondary diploma, degree, or apprenticeship certification. Dual credits are currently offered only through pilot projects in the School/College/Work Initiative.
- Transition programs: Students who have difficulty making the move from elementary to high school will get the support they need through increased individual attention, monitoring, and programming tailored to fit their individual situation. Secondary schools work closely with their elementary counterparts to gather information that will assist them in ensuring a successful transition for students.
- Credit for external credentials will give students recognition for selected learning which they pursue outside their secondary school program. Certification from specific, recognized institutions such as conservatories of music, can count as optional credits towards a high school diploma.

Guidance

The Guidance Department works to foster the total development of all students in conjunction with parents, staff, administrators, and community agencies. The guidance and career education program is a vital and integral part of a secondary school program. Through the program, students will acquire the knowledge and skills that they need in order to learn effectively, to live and to work co-operatively and productively with a wide range of people, to set and pursue education and career goals, and to carry out their social responsibilities. The program will be delivered through various means, including classroom instruction, orientation and exit programs, career exploration activities, as well as individual assistance and short-term counselling.

It is important for you to become familiar with the role of your guidance counsellor for:

- Academic Counselling - including course selection and planning, post-secondary program requirements, levels of difficulty and their implications, direct work entry and apprenticeship information.
- Career Counselling - providing information on the career development process, career search and course planning.
- Personal Counselling - available to you when you wish to discuss personal and interpersonal problems. Referrals are made to the school Youth Worker, system support staff or community agencies when appropriate.
- Attendance Counselling - provided when referrals are made by teachers, parents and school administration.

Students must give very careful thought to their course selections they enter in myBlueprint in February as this information is then used to build the school's timetable and provide staffing for the following school year. Consequently, once a student's timetable has been created, requests for changes of any kind will only be considered if extenuating circumstances exist. The following policies will be observed at Nicholson Catholic College regarding academic timetables:

All students who are enrolled at Nicholson Catholic College will take a credit course in religious education in each of their years in attendance.

- A student in grade 9, 10 or 11 must have four courses per semester.
- Grade 12 must be scheduled with a minimum of three courses per semester.
- Students must have the required prerequisite(s) for any and all scheduled courses in the current academic year.
- A spare will only be assigned to a student's timetable once the student has successfully completed 22 credits.
- Students with less than 22 credits may be assigned a spare at the discretion of the principal and/or guidance counsellor.
- Only the principal may grant a student part-time status (less than 3 courses per semester) due to extenuating circumstances. Part-time status may affect a student's eligibility for the honour roll.
- Students who are registered for a course in semester 1 and wish to repeat the same course in semester 2 are required to wait one school week at the beginning of semester 2 before they are scheduled and will be allowed to attend the course. There is no guarantee of seat availability.
- Students in grade 12 will have 5 (five) school days from the date of mid-term report card distribution to drop a course and not have it appear on their transcript. Courses dropped after this time period are subject to full disclosure and will appear on a student's transcript.
- Credit substitutions will only be granted at the principal's discretion.

OSS Requirements For Ontario Secondary School Diploma (OSSD)

In order to earn an OSSD a student must:

- Complete 40 hours of community involvement activities
- Successfully complete the Ontario Secondary School Literacy Requirement
- Earn 30 credits (18 compulsory and 12 elective credits)

CREDIT REQUIREMENTS

Compulsory Credits (18)

- 4 English (1 credit per grade)
- 3 credits in Mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in Science
- 1 credit in French as a second language
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in the Arts
- 1 credit in Health and Physical Education
- 0.5 credit in Civics
- 0.5 credit in Career Studies

Plus

- 1 additional credit in English, or French, 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 Cooperative Education.
- 1 additional credit in Science (Grade 11 or 12) or Technological Education (Grades 9 –12), or Cooperative Education.

Elective Credits (12)

In addition to the 18 compulsory credits, students must earn 12 elective credits selected from the courses listed as available in the school course calendar.

Note: All students are required to take Religious Education courses in grades 9 through 12 as part of their commitment to Catholic Education.

COMMUNITY INVOLVEMENT

Students must complete 40 hours of community involvement activities in order to be granted their Ontario Secondary School Diploma. This community involvement is to be completed outside of class hours at any time during their years in secondary school and may be started in July after a student graduates grade 8 . The community involvement activity will encourage students to develop awareness and understanding of civic responsibility and contribute to students' personal development. A Community Involvement Brochure is available from Guidance D2L site, and on the Guidance portion of the school website, to assist students and parents/guardians. Documentation will be collected as completed and updated on the final report card each semester.

GRADUATION LITERACY REQUIREMENT

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

The Ontario Secondary School Literacy Test (OSSLT)

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

The Ontario Secondary School Literacy Course (OSSLC)

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). To be eligible for the course, a student must have written and failed the OSSLT at least once. 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 literacy portfolio containing a record of their reading experiences and samples of their writing.

The Education Quality and Accountability Office (EQAO) of the Ministry of Education is the testing agent responsible for administering the test. Parents and students can download test material and get pointers at: [EQAO](#)

Certificate Requirements Ontario Secondary School Certificate (OSSC)

14 credits -110 hours each - (7 compulsory credits, 7 elective credits)

- 2 English
- 1 Canadian Geography or Canadian History
- 1 Mathematics
- 1 Science
- 1 Health and Physical Education
- 1 Arts or Technology
- 7 Electives

CERTIFICATE OF ACCOMPLISHMENT

Recognition of achievement for students who leave for the world of work or vocational programs before fulfilling the Diploma or Certificate requirements, but who have achieved significant progress in completing personal and educational goals. An Ontario Student Transcript, including the IEP where applicable, will be attached to the Certificate.

There is no literacy test requirement for either of these certificates.

SUBSTITUTION FOR COMPULSORY COURSES

To meet students' individual needs, the principal may substitute up to three compulsory credit courses with courses from the remainder of those that meet the compulsory credit requirements. The decision to make a substitution for a student will be made only if the student's educational interests are best served by such substitutions. Each substitution will be noted on the student's Ontario Student Transcript (OST).

Ontario Student Record and Transcript

The Ontario Student Record (OSR) is the official school record for a student. Every Ontario school keeps an OSR for each student enrolled at that school. The OSR contains achievement results, credits earned and diploma requirements completed, and other information important to the education of the student.

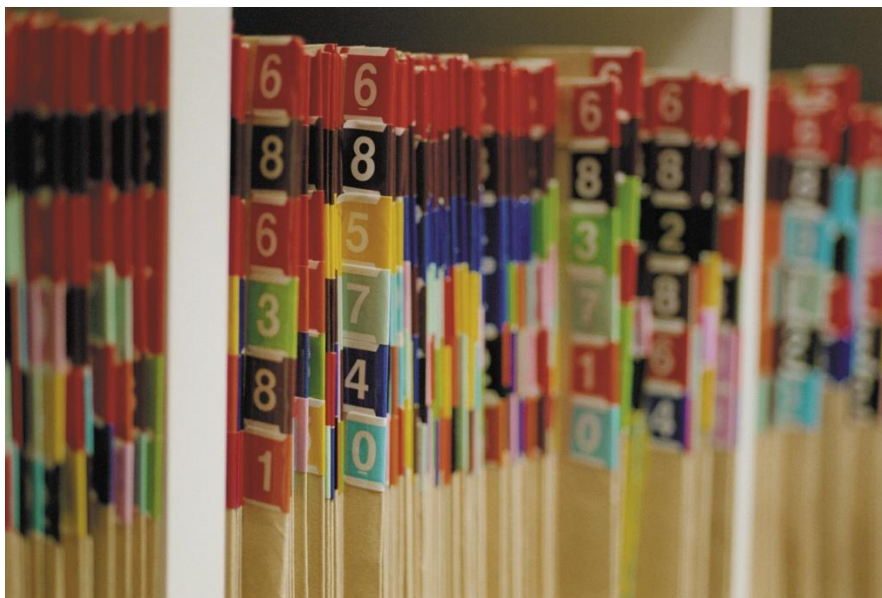
The Ontario Student Transcript

The Ontario Student Transcript (OST) provides a comprehensive record of the credits that a secondary school student has earned towards fulfillment of the requirements for the graduation diploma. This record will include all the credits gained by the student using regular study and correspondence, independent study, private study, continuing education and summer school.

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

- a list of all the grade 9 and 10 credits achieved with percentage grades
- a list of all grade 11 and 12 courses taken or attempted by the student, with the percentage grades earned and the credits gained (students repeating a course for which they have already earned a credit will earn only one credit for the completion of that course)
- identification of any course that has been substituted for one that is a diploma requirement
- confirmation that the student has completed the community involvement requirement
- confirmation of successful completion of the Ontario Secondary School Literacy Requirement.

A copy of the transcript is provided on request when a student graduates or leaves school for other reasons.



Full Disclosure:

As a result of legislation passed (as of September 1999) all attempts at a senior course (grades 11 and 12) whether successful or not will be recorded on the transcript. Repeated courses will be shown on the transcript. Both marks will show but only one credit will be granted. Courses withdrawn from, after 5 teaching days following the mid-term report, will be recorded on the OST with the grade at the time.

Secondary School Courses

DEFINITION OF A CREDIT

A credit is earned upon successful completion of a course for which a minimum of 110 hours has been scheduled. A credit is granted to a student by the principal of a secondary school on behalf of the Minister of Education and Training.

TYPES OF COURSES: GRADES 9 AND 10

Academic, applied, and open courses are offered in Grades 9 and 10. Locally developed compulsory credit (LDCC) and alternative courses are also offered for students receiving Special Education support.

Academic (D) courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well.

Applied (P) courses focus on essential concepts of a subject, and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.

Students must choose between Academic and Applied courses in the core subjects: English, French, mathematics, science, geography and history. In addition, English, mathematics, and science are offered as Locally Developed Compulsory Credit courses.

Open (O) courses are designed to prepare students for further study in a subject, and to enrich their education generally. Open courses comprise a set of expectations that are appropriate for all students.

Locally Developed Compulsory Credit (L) courses are Ministry designed courses for students who require additional support in mathematics, science and English. The suitability of one or all of these courses is determined at the Grade 8 and 9 annual review held for students with an IEP, and for other students in consultation with teachers and parents/guardians at registration and course selection time. Students may also take a learning strategies course to support their learning.

TYPES OF COURSES: GRADES 11 AND 12

Courses in grades 11 and 12 are designed to prepare students for a post-secondary destination. There are 5 types of courses offered:

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

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

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

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

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

Alternative (Non-credit) courses: Alternative programming is available for students who need employability and life-skills development in preparation for their transition into community living and the workplace. These non-credit (K) courses are provided for a small number of exceptional students who are unable to meet the requirements of credit courses.

NOTE: Course Outlines and Ontario Curriculum Policy Documents are available upon request at the school and at <http://www.edu.gov.on.ca/eng/curriculum/secondary/index.html>.

COURSE CHANGES AND WITHDRAWALS

Students wishing to change a course must consult with a guidance counsellor. Course transfers are possible if made within the first two weeks of a semester but are dependent upon available space in the appropriate classes. Students must follow their established timetable in its entirety until any changes have been officially approved.

A grade 12 student carrying a full course load of 4 credits may be able to withdraw from a course. Withdrawal after 5 school days following the issue of the mid-term report card from any grade 11 or 12 course will be noted on the Ontario Student Transcript (OST) and indicated by a "W": The percentage grade that is reported will be the grade at the time of withdrawal.

Explanation Of Course Coding System

The common course code consists of the following components, designated by the Ministry of Education:

- six code characters
- a course title

For example: MPM1D1, ENG4C1, CHV2O5

Course descriptor	Grade of the course	Course Type (Gr. 9 – 10)	Credit Value
MPM	1	D	1
ENG	4	C	1
CHV	2	O	5
Mathematics (MPM)	1 – grade 9	D – Academic	1 = 1 credit
English (ENG)	2 – grade 10	P – Applied	5 = ½ credit
	3 – grade 11	O – Open	2 = 2 credits (e.g. co-op)
	4 – grade 12	L – Locally Developed Compulsory	
		K – Life Skills (non-credit)	

International Baccalaureate

S – Standard Level IB

H – Higher Level IB

Course Type (Gr. 11 – 12)

O – Open

U – University preparation

C – College preparation

M – University/College preparation

E – Workplace preparation

School Transfer Requests

Under normal circumstances a student shall attend the Catholic secondary school that is in the same boundary as his/her parent's or legal guardian's principal residential address. This is the student's home or boundary school. Students requesting permission to attend a Catholic secondary school out-of-boundary must submit a request in writing to the principal of the requested out-of-boundary Catholic secondary school. The decision to admit is at the discretion of the receiving principal in consultation with the sending principal.

Criteria include, but are not limited to, the following:

- a specific course of study for the school year is unavailable at the home school
- E.g. IB (International Baccalaureate), Extended French
- social, compassionate, and/or medical reasons

Any student wishing to come to the school from a non-feeder school is asked to complete a "pre-enrolment" form and submit it to Guidance with the requested supporting documentation for review. Students and their parents will then be contact by the school's administration regarding future next steps.

Semester System

The school year is divided equally into two semesters:

Semester 1
September – January

Semester 2
February – June

School Reporting Times:

1. Progress - 5 to 6 weeks into the semester
2. Mid Semester
3. End of Semester

Ministry Approved Programs For Credit Taken Outside The School

While the majority of students earn all of the necessary credits for the Ontario Secondary School Diploma through a regular day school program, students may choose to participate in courses from a variety of programs offered outside of the schools. These programs are approved and supported by the Ministry of Education and are listed below:

- Dual Credit - A dual credit enables students to enrol in a course at a local community college as a temporary student while still enrolled as a secondary school student. Upon successful completion of the course, the student will receive credit from the community college and will be awarded a dual credit by the school. There is no college tuition fee for the course taken. See your guidance counsellor for more details.

Prior Learning Assessment and Recognition

Prior Learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma.

Because young people benefit in many ways from the learning experiences offered in secondary school, PLAR has a specific, limited function in the Ontario secondary school program. For students who are under the age of eighteen or, who are eighteen or over but have never left high school for a

year or more, a maximum of four credits may be granted through the challenge process for Grade 10, 11, and 12 courses, with no more than two in one subject area. Equivalency credits are granted to these students for placement only.

Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario. See your guidance counsellor for more details regarding PLAR process and eligibility.

E-Learning

Algonquin and Lakeshore CDSB schools are part of the Ontario Strategic Alliance for E-Learning. As such, students have access to a variety of on-line courses provided by ALCDSB and Alliance member boards. See your guidance counselor for more information about the courses currently being offered and school policy related to this learning option.

Online learning, or eLearning, is the delivery of programs using the Internet. It is a form of learning that is becoming more popular with secondary school students, post-secondary learning institutions and professional learning situations world-wide. Most students will encounter online learning at some point in their academic and/or career future.

Online learning provides a different learning experience for students. Online learning:

- allows students to learn in a more independent environment
- enables students to learn in a more flexible learning environment
- supports inquiry and project-based learning
- increases their technology skill set for future learning
- assists students in developing the skills needed for the 21st Century.

Courses offered through other means include:

- Summer school courses are offered each year for the month of July. Full credit courses require 110 hours. Summer school course information and registration is usually available in May.
- Loyola Community Learning Centre (Adult Continuing Education) provides adults (over 18 years) with opportunities for lifelong learning in their home community. More information is available at www.learningatloyola.ca

COURSE/MATERIAL FEES

Fees may be charged for some courses for consumable items and/or transportation. No fees will be assessed to a student for texts; however, students are expected to provide all other learning materials.

Pathways To The Future

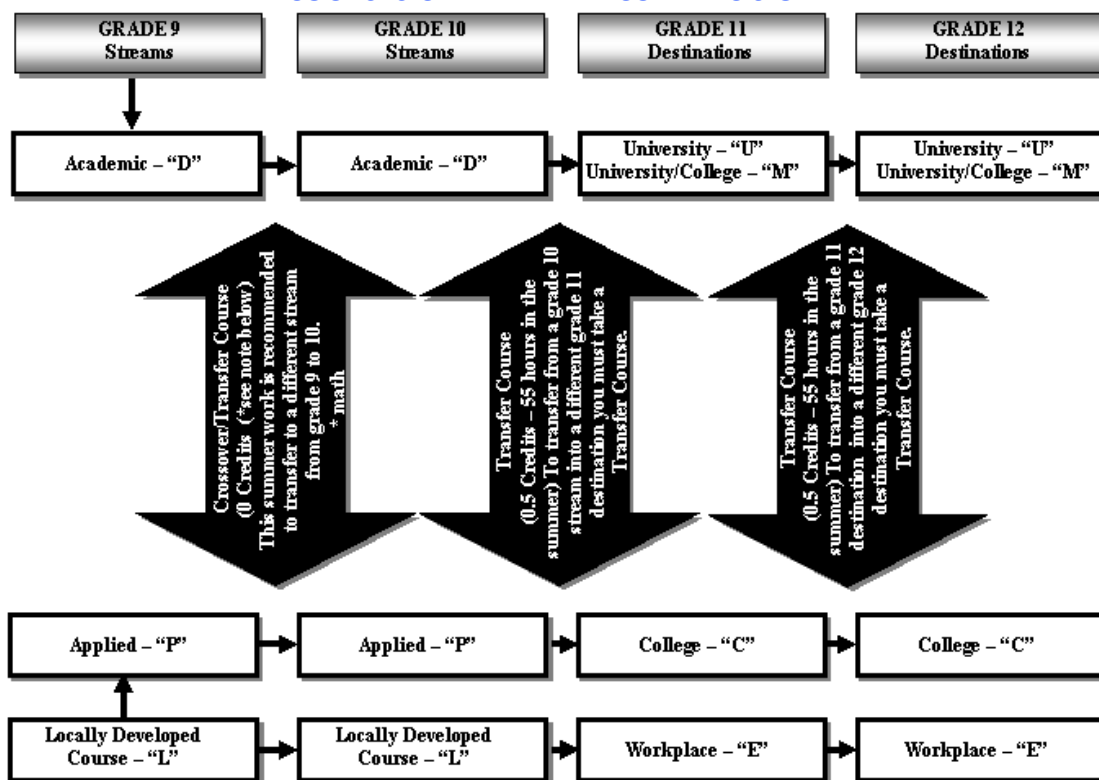
What are Program Pathways?

Program Pathways are specialized programs that offer a comprehensive and integrated set of courses, supports, and experiences that may be spread over a number of semesters or years. A student's program pathway reflects the goals that motivate him/her to complete secondary school and leads to an initial post secondary destination. Program pathways provide students and their families with a greater variety and a wider range of program options. The strength of a program pathway comes from a good combination of complementary courses, supports, and community experiences. (An Educator's Guide to Program Pathways, 2005)

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

School-based program pathway brochures are available in the Guidance office for students and parents.

DECIDING BETWEEN APPLIED, ACADEMIC, LOCALLY DEVELOPED, COLLEGE, UNIVERSITY AND OPEN COURSES CAN BE A DIFFICULT DECISION.



TAKE A GOOD LOOK AT YOURSELF:

How do you learn? ... What do you like to do? ... Where might you like to go after high school?

APPLIED / COLLEGE / or UNIVERSITY-COLLEGE (M)

Students will learn the essential concepts of a subject. Emphasis will be on the practical and hands-on applications of the concepts. Students should be working consistently at or above Level 2+, 3, or 4 (67% and above) before selecting the next course in the higher grade. Students are generally more dependent learners and require greater teacher direction and instruction.

LOCALLY DEVELOPED

Students will learn the most essential concepts of a subject. School Staff generally recommend these courses for students with specific learning needs. Students require greater teacher direction and instruction to accommodate learning needs.

OPEN

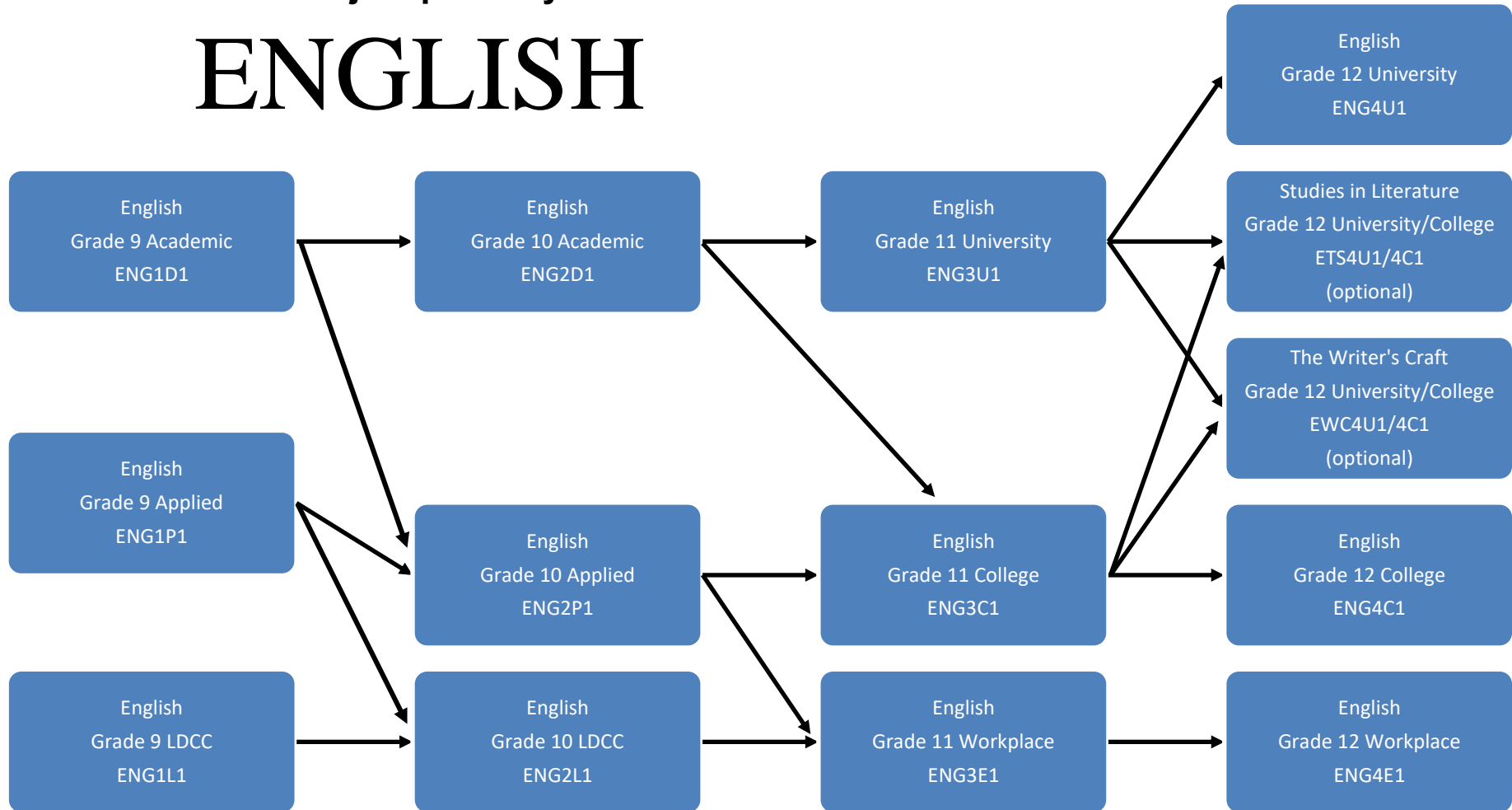
Open courses are designed to prepare students for further study in the subject area. Expectations are designed and appropriate for all students. Generally the optional courses (e.g. physical education, art, technology, business etc.) are offered in the open stream. Students can have a variety of learning skills.

ACADEMIC(D)/UNIVERSITY (U) or UNIVERSITY-COLLEGE (M)

Students will learn the essential concepts of a subject and explore related materials. Emphasis will be on theory and abstract thinking as a basis for future learning. Students should be working consistently at or above Level 2+, 3, or 4 (67% and above) before selecting the next course in the higher grade. Students should be independent learners with learning skills demonstrated on their report card in the 'good' to 'excellent' level.

Core Subject pathways

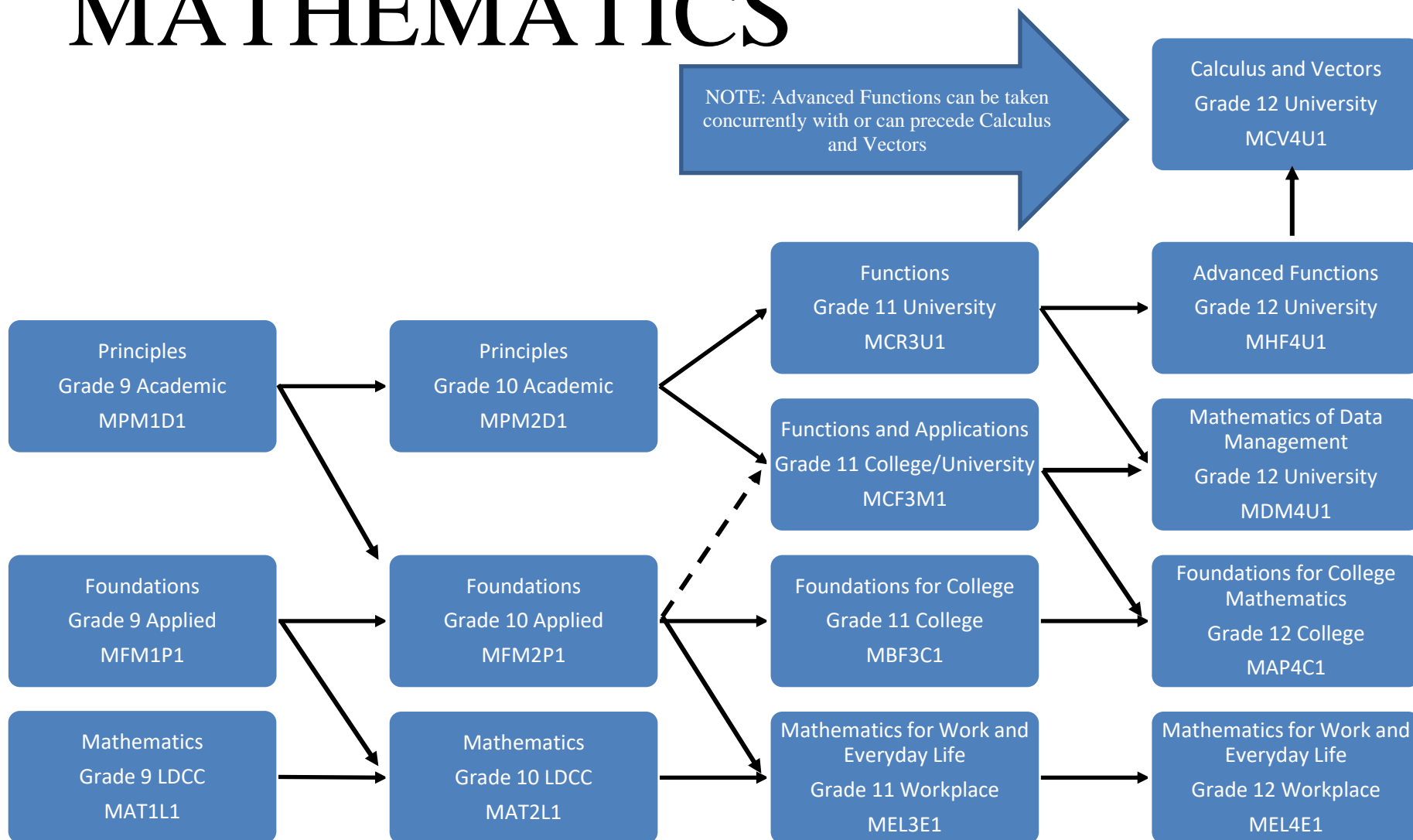
ENGLISH



LDCC – Locally Developed Compulsory Course

MATHEMATICS

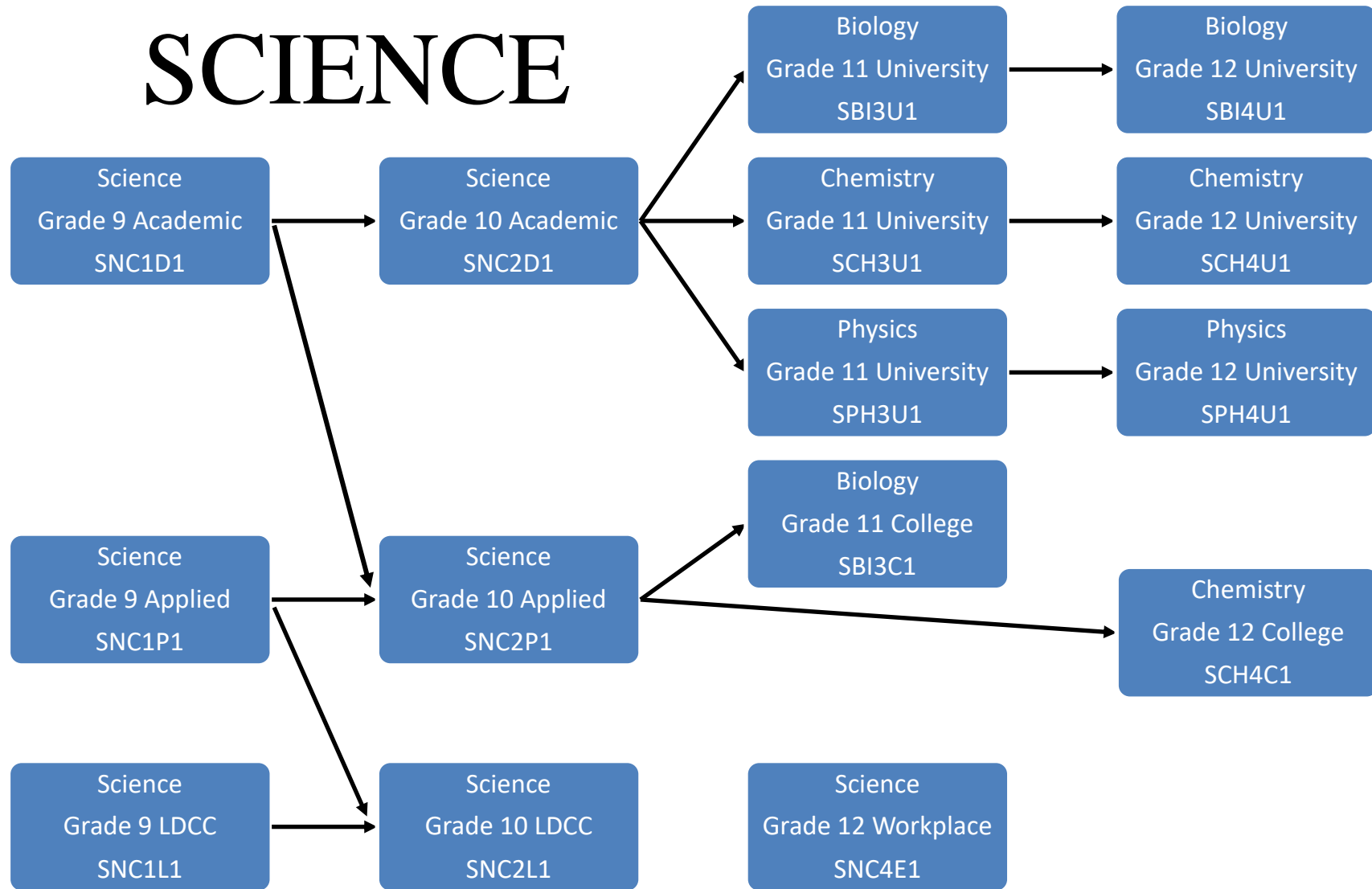
NOTE: Advanced Functions can be taken concurrently with or can precede Calculus and Vectors



LDCC – Locally Developed Compulsory Course

MEL3E – Prerequisites: MPM1D or MFM1P or MAT2L

SCIENCE



LDCC – Locally Developed Compulsory Course

SVN4E – Prerequisites: Grade 10 Science

Special Programs

French

CORE FRENCH	EXTENDED FRENCH
4 Core French (Gr. 9, 10, 11, 12) Academic or Applied levels in Grade 9 Academic level in Grade 10 University level in Grade 11 & 12	(Gr. 9, 10, 11, 12) + Gr. 9 Géographie Gr. 9 Physical Education Gr. 10 Histoire Gr. 10 Civics & Careers(one half credit each)

Although only one French course is compulsory for graduation, students may decide to follow one of the two French programs offered by the school. This chart shows the courses that would be taken by students in each of the programs if they wished to follow it through to completion.

Students choosing Extended French must have studied elementary Immersion, or Extended French, or be Francophone.

International Baccalaureate Programme

Education for Life



International
Baccalaureate

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

This rigorous and academically demanding program is designed for highly motivated university-bound students. Students must take two languages, a social science, an experimental science, a math and an art or option. In addition, students must engage in Theory of Knowledge. They must also complete CAS requirements (Creativity, Activity and Service) and an extended essay. Upon successful completion of this program, students receive a diploma, which is recognized by many Canadian and international universities.

Considered by many to be unequalled university preparation, the IB allows students to develop into hard working, self-directed learners with good research, study and writing skills. Depending on their degree of success, students may receive university transfer credits and, in some cases, they may qualify for second-year standing. Students work towards the diploma program in grades eleven and twelve, with 2 IB Standard Level subjects beginning in semester 2 of grade 10. Some grade twelve courses may be taken in grade eleven.

The website for the International Baccalaureate Organization is available in English, French and Spanish. It contains information on the IB programs and university IB policies. It is available at www.ibo.org. You can also visit www.nccschool.org ENTER NEW WEBSITE under International Baccalaureate for more information.

The Website for the International Baccalaureate Schools of Ontario contains, among other things, a list of member schools, and information on extended essays. It is available at www.ibschoolsofontario.ca. For further information, please contact the IB Coordinator, at (613) 967-0404 Ext 233.

Program Cost: students who enter the I.B. programme are required to pay a nominal fee of \$1,200.00. This suggests a cost of \$400.00 per year from grades 10-12 inclusive. Students not completing the full IB Diploma the cost will be \$250 per course/exam written.

Diploma candidates are required to select one subject from each of the six subject groups. Three of the six subjects are to be taken at the higher level (HL). The other subjects are taken at the standard level (SL). HL subjects require three credits to complete, and SL subjects require two credits.

Group 1:	Language A1	English HL
Group 2:	Language B	French SL
Group 3:	Individuals and Societies	World Religions SL
Group 4:	Experimental Sciences	Biology HL
Group 5:	Mathematics	Mathematics SL
Group 6:	The Arts and Electives	Visual Arts HL or a second experimental science Chemistry HL

In order to receive the International Baccalaureate Diploma, a student must:

- successfully write IB examinations in the six subject areas
- successfully complete Theory of Knowledge
- successfully write an Extended Essay
- complete CAS portfolio (Creativity, Activity and Service) requirements

Upon successful completion of the IB program, students will receive both an IB diploma and an OSSD. Students who wish to take IB courses in grades 11 and 12 will be tracked in grade 9 and 10. Students actually start the programme second semester of grade 10.

Admission Requirements:

- highly motivated students who are in good standing academically in each subject will be considered as I.B. Diploma Programme candidates
- Non-feeder students are interviewed in their grade 8 year, accompanied by a parent/guardian.
- Admission for students from other secondary schools will be considered on an individual basis as space permits.

Students from NCC's grade 8 feeder schools need only indicate an interest in the programme on the Nicholson Catholic College course selection form that they complete in March.

IB Course Descriptions

Please note: Codes ending in “S” denote grade 11 and 12 Standard Level (SL) courses. Codes ending in “H” denote grade 11 and 12 Higher Level (HL) courses.

THEORY OF KNOWLEDGE (ToK)

The TOK course, a flagship element in the Diploma Programme, encourages critical thinking about knowledge itself, to try to help young people make sense of what they encounter. Its core content is questions like these: What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge?

This additional requirement of is taken during years 1 and 2 of the IB Diploma Programme. It is tied to each of the courses that the student has to take as mandated by the IBO.

Note: This course is required for completion of the IB Diploma

International Education

The Algonquin and Lakeshore Catholic District School Board welcomes international students into our secondary schools each year. These students come from Asia, Europe, Mexico, and South America. Some come to improve their English or experience living in North America. Others plan to pursue Canadian postsecondary opportunities.



They stay with families in our community. By living among us, students learn about our culture, faith and values; these are lessons that we hope will have a life shaping influence which they can carry back to enrich their home communities. In turn, they share their culture, faith and values with the students of Nicholson. We hope that these influences will provide our students with genuine a understanding and appreciation for other cultures.

English as a Second Language (ESL) courses and peer supports are provided as required for English Language Learners (ELL).

There is a program being planned to give our Ontario students an opportunity to travel abroad and earn Ontario Secondary School credits while studying at a school in China. Courses are delivered by Algonquin and Lakeshore Catholic District School Board staff. Contact your guidance counsellor for more details.

Resources

Computer Resources

We are convinced that every educated person must be competent in their use of computer technology as an essential tool to access and process information.

The school is equipped with two computer labs plus over 100 Chromebooks that staff can use in their classrooms or students can signout. In addition, every classroom is equipped with a digital projector, sound and many have SmartBoard. The entire school is equipped for wireless student BYOD.

Our school board and school offers all students the use of Microsoft 365, the Ministry approved LMS (Learning Management System) Brightspace and many opportunities to gain proficiencies in the use of this technology through workshops and class activities.

Library Services

Nicholson has an attractive and functional library that has undergone a monumental change in use and focus over the last few years. The library welcomes students both before and after classes and throughout the school day for homework, study, research, or to access the computer network.

Library staff and classroom teachers work together to provide the students with frequent opportunities during class time to develop valuable research strategies and essay writing skills. The space has become more of a collaborative area to encourage students to interact. Tables, booths, easy access to whiteboards/SmartBoards and computers has become the focus.

Nicholson subscribes to a number of online databases for student research purposes. Students can access these databases in the school library as well as from home via the Nicholson home page.

Grade 9 Program

All grade 9 students must take 4 courses each semester.

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.

Prerequisite: None

AMU10

Music, Instrumental, 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.

Prerequisite: None

NAC10

Expressing Aborig, Grade 9, Open

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

Prerequisite: None

BUSINESS

BTT10

Information and Communication Technology in Business, Grade 9, Open

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

Prerequisite: None

GEOGRAPHY

CGC1D

Issues in Canadian Geography, Grade 9, 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 in which to live.

Prerequisite: None

CGC1DE

Géographie, Grade 9, Academic Extended French

This is the same course as above--offered in French.

CGC1P

Issues in Canadian Geography, Grade 9, Applied

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

Prerequisite: None

ENGLISH

ENG1D

English, Grade 9, 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

ENG9P

English, Grade 9, 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.

Prerequisite: None

ENG1L

English, Grade 9, Locally Developed Compulsory Credit

In this course, students focus on literacy and communication skills to prepare for success in their daily lives, in the workplace, in the English Grade 10 Locally Developed course. The course is organized by strands that extend listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on refining foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students build on their strategies and engage in the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

Prerequisite: None

FRENCH

FSF1D

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.

Prerequisite: None

FSF1D

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.

Prerequisite: None

FSF1P

Core French, Grade 9, Applied

This course provides opportunities for students to communicate and interact in French in structured situations, with a focus on everyday topics, and to apply their knowledge of French in everyday situations. Students will develop listening, speaking, reading, and writing 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 skills necessary for lifelong language learning.

Prerequisite: None

FEF1D

Extended French, Grade 9, 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: Extended French or French Immersion in elementary school

HEALTH AND PHYSICAL EDUCATION

PPL1O

Healthy Active Living Education, Grade 9, Open

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

Prerequisite: None

PPL1O E

Healthy Active Living Education, Grade 9, Open Extended French

This is the same course as above--offered in French.

MATHEMATICS

MPM1D

Principles of Mathematics, Grade 9, Academic

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

Prerequisite: None

MFM1P

Foundations of Mathematics, Grade 9, Applied

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

Prerequisite: None

MAT2L

Mathematics, Grade 10, Locally Developed Compulsory Credit

This course emphasizes the mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Mathematics Grade 10 Locally Developed course. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on strengthening and extending key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to extend their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

Prerequisite: None

RELIGION

HRE10

Religion: “Be With Me”, Grade 9, 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. Students will explore a variety of topics related to the themes of personhood, interpersonal relationships and sexuality. They are encouraged to understand and nurture within themselves the virtues which will enable them to deepen their relationship with God in and through Christ in the context of a Spiritfilled community.

Prerequisite: None

SCIENCE

SNC1D

Science, Grade 9, 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.

Prerequisite: None

SNC1P

Science, Grade 9, 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.

Prerequisite: None

SNC1L**Science, Grade 10, Locally Developed Compulsory Credit**

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking, and the environmental impact of science and technology, to prepare students for success in everyday life, in the workplace and in the Science Grade 10 Locally Developed course. Students explore science in the media, interactions of common materials, interdependence of organisms in communities, and using electrical energy. 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

TECHNOLOGY**TFJ10****Exploring Hospitality and Tourism, Grade 9, Open**

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

Prerequisite: None

Grade 10 Program

All grade 10 students must take 4 courses each semester.

ARTS

ADA20

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.

Prerequisite: None

AMU20

Music, Instrumental, Grade 10, Open

This course emphasizes performance of music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology, and history.

Prerequisite: none

AVI20

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.

Prerequisite: None

BUSINESS

BTT20

Information and Communication Technology in Business, Grade 10, Open

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

NOTE – this course is the same as the BTT10 course

Prerequisite: None

CANADIAN HISTORY/CIVICS

CHC2D

Canadian History in the Twentieth Century, Grade 10, Academic

This course explores the local, national, and global forces that have shaped Canada's national identity from World War I to the present. Students will investigate the challenges presented by economic, social, and technological changes and explore the contributions of individuals and groups to Canadian culture and society during this period. Students will use critical-thinking and communication skills to evaluate various interpretations of the issues and events of the period and to present their own points of view.

Prerequisite: None

CHC2DE

Histoire, Grade 10, Academic

This is the same course as above--offered in French.

NAC2O

Aboriginal Peoples in Canada, Grade 10, Open

This course emphasizes historical and contemporary issues that affect the relationship between Aboriginal peoples and Canadian governments. Students will examine legal, political, social, and economic issues; key aspects of the Indian Act and its revisions that have an impact on the daily lives of Aboriginal persons; the different types of relationships that Aboriginal peoples have established with other nations throughout history; and the methodology of historical inquiry.

Prerequisite: None

CHV2O and CHV2O E (same course delivered in the French Language)

Civics, Grade 10, Open (0.5 credit)

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy in local, national, and global contexts, about political reactions to social change, and about political decision-making processes in Canada. They will explore their own and others' ideas about civics questions and learn how to think critically about public issues and react responsibly to them.

Prerequisite: None

ENGLISH

ESL2O

English Literacy Skills, Grade 10 Open

This course emphasizes the strengthening of essential reading and writing skills. Students will read plays, stories, novels, poems, newspaper articles and opinion pieces with particular attention to locating important information, identifying the main ideas and supporting ideas. An important focus will be on writing clear, accurate and coherent narratives, summaries, reports, letters and short essays, using correct grammar, punctuation and spelling.

Prerequisite: None

ENG2D

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 analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

Prerequisite: English, Grade 9, Academic

ENG2P

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.

Prerequisite: English, Grade 9, Academic or Applied

ENG2L

English, Grade 10, Locally Developed Compulsory Credit

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 by strands that extend listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on refining foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students build on their strategies and engage in the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

Prerequisite: A Grade 9 English credit

FRENCH

FSF2D

Core French, Grade 10, Academic

This course enables students to increase their knowledge of the French language, further develop their language skills, and deepen their understanding and appreciation of francophone culture around the world. Exploring a variety of themes, students will develop and apply critical thinking skills in discussion, in their analysis and interpretation of texts, and in their own writing.

Prerequisite: Core French, Grade 9, Academic

FEF2D

Extended French, Grade 10, Academic

This course emphasizes the continued development and refinement of students' oral communication, reading, and writing skills as they explore a variety of themes. Students will expand their knowledge and appreciation of francophone culture through the study and interpretation of novels, poems, and plays intended for a French-speaking audience.

Prerequisite: Extended French, Grade 9, Academic

GUIDANCE

GLC2O and GLC2O E (same course delivered in the French language)

Career Studies, Grade 10, Open (0.5 credit)

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

Prerequisite: None

HEALTH AND PHYSICAL EDUCATION

PPL2O

Healthy Active Living Education, Grade 10, Open

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices.

Prerequisite: None

MATHEMATICS

MPM2D

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 relationships 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 as they solve multistep problems and communicate their thinking.

Prerequisite: Mathematics, Grade 9, Academic

MFM2P

Foundations of Mathematics, Grade 10, Applied

This course enables students to consolidate their understanding of relationships 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 relationships. Students will investigate similar triangles, the trigonometry of right-angled triangles, and the measurement of three-dimensional objects. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: Mathematics, Grade 9, Academic or Applied

MAT2L

Mathematics, Grade 10, Locally Developed Compulsory Credit

This course emphasizes the extension of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on 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.

Prerequisite: A Grade 9 Mathematics credit

RELIGION

HRE2O

Religion: Christ and Culture, Grade 10, Open

This course examines the relationship between the person and message of Christ and the dominant attitudes of contemporary culture. Beginning with the Gospel narratives as a foundation, students acquire a deeper and more systematic knowledge of Christ, His message and His Church. In the Family Life Education strand, students explore a variety of topics related to the themes of personhood, interpersonal relationships and sexuality.

Prerequisite: Religion, Grade 9, Open

SCIENCE

SNC2D

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.

Prerequisite: Science, Grade 9, Academic

SNC2P**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.

Prerequisite: Science, Grade 9, Academic or Applied

SNC2L**Science, Grade 10, Locally Developed Compulsory Credit**

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking, and the environmental impact of science and technology, to prepare students for success in everyday life, in the workplace and in the Science Grade 11 Workplace Preparation course. Students explore science in the media, interactions of common materials, interdependence of organisms in communities, and using electrical energy. 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: Science, Grade 9, Locally Developed

TECHNOLOGY**TFJ2O****Hospitality and Tourism, Grade 10, Open**

This course provides students with opportunities to explore different areas of hospitality and tourism, as reflected in the various sectors of the tourism industry, with an emphasis on food service. Students will study culinary techniques of food handling and preparation, health and safety standards, the use of tools and equipment, the origins of foods, and event planning, and will learn about tourism attractions across Ontario. Students will develop an awareness of related environmental and societal issues, and will explore secondary and postsecondary pathways leading to careers in the tourism industry.

Prerequisite: None

TGJ2O**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.

Prerequisite: None

Grade 11 Program

All grade 11 students must take 4 courses each semester.

ARTS

ADA3O

Dramatic Arts, Grade 11, Open

This course requires students to engage in dramatic processes and the presentation of dramatic works, and emphasizes the application of drama skills in other contexts and opportunities. Students will interpret and present works in a variety of dramatic forms, create and script original works, and critically analyse the processes involved in producing drama works. Students will develop a variety of skills related to collaboration and the presentation of drama works.

Prerequisite: None

AMU3O

Music, Grade 11, Open

This course develops students' artistic knowledge and skills through the performance of music and the preparation of music productions. Students will perform appropriate works, particularly works in contemporary popular styles. Independently and in groups, they will also plan, market, and produce music productions, making use of appropriate technology, and will evaluate the results.

Prerequisite: Music, Grade 9 or 10, Open or equivalent

AVI3M 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. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g. photography, video, computer graphics, information design).

Prerequisite: Visual Arts, Grade 9 or 10, Open

AVI3M1H

Visual Arts - HL, Grade 11, University/College Preparation

This is a course designed to study painting, sculpture, drawing, printmaking and technology. Students continually investigate the reconciliation of form and content. A close integration of art history and studio both visual and written research of basic concepts of the meaning of a work of art. Studio work is a major component of the course.

Please note: For their Group 6 subject, students may choose to take a second science, Chemistry HL, instead of visual arts if they desire.

BUSINESS

BAF3M

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.

Prerequisite: None

IDC3O

Interdisciplinary Studies, Grade 11, Open

This course will involve the study of small business operations with the opportunity to apply entrepreneurial and design skills to potential working ventures.

Prerequisite: None

ENGLISH

ENG3U

English, Grade 11, University Preparation

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

Prerequisite: English, Grade 10, Academic

ENG3U1H

English - HL, Grade 11, University Preparation

In this course, students will study works from the IB curriculum. International literature will be emphasized. The writing program will stress creative writing and exposition as required by the International Baccalaureate. Students will present individual seminars on works studied.

Prerequisite: ENG2D1

ENG3C

English, Grade 11, College Preparation

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course.

Prerequisite: English, Grade 10, Applied or Academic

ENG3E

English, Grade 11, Workplace Preparation

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will study the content, form, and style of a variety of contemporary informational, graphic, and literary texts; and create oral, written, and media texts in a variety of forms for practical purposes. An important focus will be on using language clearly and accurately in a variety of formal and informal contexts. The course is intended to prepare students for the compulsory Grade 12 workplace preparation course.

Prerequisite: English, Grade 10, Locally Developed or Applied English

FRENCH

FSF3U

Core French, Grade 11, University Preparation

This course draws on a variety of themes to promote extensive development of reading and writing skills and to reinforce oral communication skills. Students will gain a greater understanding of French-speaking cultures in Canada and around the world through their reading of a variety of materials, including a short novel or a play. Students will produce various written assignments, including a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Prerequisite: Core French, Grade 10, Academic

FSF3U1S

Core French - SL, Grade 11, University Preparation

This course of study seeks to prepare students for the Language B program at the Standard Level. Readings on the themes of change, groups and leisure related to life in Canada and francophone areas of the world provide expansion of vocabulary, grammatical structures, composition exercises, and enhance group discussions. The course will stress the development of language skills and communicative proficiency.

Prerequisite: FSF2D1

FEF3U

Extended French, Grade 11, University Preparation

This course focuses on developing French-language skills through the study of Canadian francophone authors. Students will analyse a range of works and produce written assignments in a variety of genres, including the formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Prerequisite: Extended French, Grade 10, Academic

FEF3U1S

EXTENDED FRENCH – SL, Grade 11, University Preparation

This course of study seeks to prepare students for the Language B Program at the Standard Level. It is designed to enhance communicative proficiency in both oral and written components of language acquisition. Students will analyze works in a variety of genres on the themes of change, groups and leisure related to life in Canada and francophone areas of the world. Students will continue to refine writing skills as they learn to write personal responses, critiques and the formal essay

Prerequisite: FEF2D

GEOGRAPHY

CGG30

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.

Prerequisite: Canadian Geographic Issues, Grade 9, Academic or Applied

GUIDANCE

GPP30 P

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 communication, interpersonal relations, teamwork, and conflict management; and apply those skills in peer support roles – for example, as a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities.

Prerequisite: Career Studies, Grade 10, Open

Note: this course is for students interested in the helping professions. They will assist students and teachers in the classroom.

Cooperative Education, Grade 11 or Grade 12

(1 credit [single period], 2 credit [1/2 day] or 4 credit [full day])

Students can earn credits through experiential experiences called Coop. Students will explore occupations and career interests through participation in real workplace experiences. Students will make plans for continued learning and work, work with others to design learning experiences, and investigate the resources and supports required to make a smooth transition to their post secondary destinations.

Coop education is an important element of the Specialist High Skills Major (SHSM) or Ontario Youth Apprenticeship Program (OYAP) training.

Nicholson offers four SHSM opportunities:

- Health & Wellness
- Transportation, and
- Communication Technology
-

All Coop course consist of three (3) components:

1. Pre-placement Orientation – minimum 20 hours of self assessment, job skills identification, occupational health and safety, union and employer expectations.
2. Placement – students are placed at work sites they find based on their career interest areas. (190 hours)
3. Integration sessions: students meet regularly to discuss issues related to the workplace (minimum 10 hours)

PHYSICAL EDUCATION

PAF30

Personal & Fitness Activities, Grade 11, Open (females only) This course focuses on the development of a personalized approach to healthy active living through participation in a variety of activities such as pilates, weight-training, yoga, circuit training and a variety of movements. These skills are geared toward the improvement of muscle tone and cardiovascular efficiency. Students will be given the opportunity to set personal goals, practise assertive decision-making and to make healthy choices regarding nutrition, relationships and gender equity issues.

Prerequisite: **None**

PPL3O

Healthy Active Living Education, Grade 11 Open

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.

Prerequisite: None

HISTORY

CHW3M

World History to the Sixteenth Century, Grade 11, University/College Preparation

This course investigates the history of humanity from earliest times to the sixteenth Century. Students will analyse diverse societies from around the world, with emphasis on the political, cultural, and economic structures and historical forces that have shaped the modern world. They will apply historical inquiry, critical-thinking, and communication skills to evaluate the influence of selected individuals, groups, and innovations and present their conclusions.

Prerequisite: Canadian History in the Twentieth Century, Grade 10, Academic or Applied

LAW

CLU3M

Understanding Canadian Law, Grade 11, University/College Preparation

This course explores Canadian law with a focus on legal issues that are relevant to people's everyday lives. Students will investigate fundamental legal concepts and processes to gain a practical understanding of Canada's legal system, including the criminal justice system. Students will use critical-thinking, inquiry, and communication skills to develop informed opinions on legal issues and apply this knowledge in a variety of ways and settings, including case analysis, legal research projects, mock trials, and debates.

Prerequisite: Canadian History in the Twentieth Century, Grade 10, Academic or Applied

CLU3E

Understanding Everyday Law in Canada, Grade 11, Workplace Preparation

This course enables students to develop a practical understanding of laws that affect the everyday lives of people in Canada, including their own lives. Students will gain an understanding of the need for laws, and of their rights, freedoms, and responsibilities under Canadian law. Topics include laws relating to marriage, the workplace, cyberbullying, and criminal offences. Students will begin to develop legal reasoning skills and will apply the concepts of legal thinking and the inquiry process when investigating legal issues that are relevant to life in Canada today.

Prerequisite: Canadian History since World War 1, Grade 10, Academic or Applied, or locally develop compulsory course (LDCC)

MATHEMATICS

MCR3U

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; and develop facility in simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: MPM2D1, Principles of Mathematics, Grade 10, Academic

MCR3U1S

Mathematics – SL, 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; and develop facility in simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: MPM2D1

MCF3M

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 modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to financial and trigonometric applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Principles of Mathematics MPM2D1, Grade 10, Academic, or Foundations of Mathematics MFM2P1, Grade 10, Applied

This course leaves the option open to study MDM4U1 or MAP4C1.

MBF3C

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, as well as of measurement and geometry; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; and develop their ability to reason by collecting, analysing, and evaluating data involving one and two variables. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: Foundations of Mathematics, Grade 10, Applied

MEL3E

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.

Prerequisite: Mathematics, Grade 9, Academic or Applied, or Grade 10 Locally Developed Mathematics.

RELIGION

Note: Students are expected to take a Religious Studies course each year.

HRF3O

World Religions: Beliefs and Daily Life, Open

This course introduces students to the range and diversity of world religions, and examines how systems of belief affect individual lives and social relationships. Students will learn about a variety of religious beliefs, teachings, traditions, and practices. The course also helps students to develop skills used in researching and investigating topics related to world religions.

Prerequisite: None

HRT3M

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.

Prerequisite: None

HRT 3MS - World Religions

Religion – SL, Grade 11, University/College Preparation

Humankind has been concerned throughout recorded history with religious questions, such as the existence of God, the meaning and purpose of life and death and the sense we make of our lives. In the contemporary world, religion has a significant influence on individuals and societies across the globe. The power of religion to both unite and divide affects believers and unbelievers alike. Therefore, religion in its varied forms is a distinctive realm of human experience, which demands academic inquiry. The Diploma Programme world religions course is a systematic, analytical yet empathetic study of the variety of beliefs and practices encountered in nine main religions of the world. The course seeks to promote an awareness of religious issues in the contemporary world by requiring the study of a diverse range of religions.

Prerequisite: None

SCIENCE

SBI3U

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.

Prerequisite: Science, Grade 10, Academic

SBI3U1H

Biology - HL, Grade 11, University Preparation

This course is designed for students wishing to complete the IB Higher Level course. The course builds on the life science units in grades 9 and 10. By covering a broad range of topics, students develop an understanding of the structure and function of many organisms, including the human body. Units include: cellular functions, genetic continuity, internal systems, diversity and plants. A fetal pig dissection is included.

Prerequisite: SNC2D1

SBI3C

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.

Prerequisite: Science, Grade 10, Academic or Applied

SCH3U

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 behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

Prerequisite: Science, Grade 10, Academic

SCH3U1H

Chemistry - HL, Grade 11, University Preparation

This course focuses on the concepts and theories that form the basis of modern chemistry. Students will study the behaviours of solids, liquids, gases, and solutions; investigate changes and relationships in chemical systems; and explore how chemistry is used in developing new products and processes that affect our lives and our environment. Emphasis will also be placed on the importance of chemistry in other branches of science.

Prerequisite: SNC2D1

SPH3U

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 analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Prerequisite: Science, Grade 10, Academic

SOCIAL SCIENCE

HPW3C

Working With Infants and Young Children, Grade 11, College Preparation

This course prepares students for occupations involving children from birth to six years of age. Students will study theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with young children. Students will become familiar with occupational opportunities and requirements related to working with infants and young children. They will also have opportunities to develop research and critical-thinking skills as they investigate and evaluate current research about early childhood education.

Prerequisite: None

HSP3U

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 research, and to become familiar with current thinking on a range of issues within the three disciplines.

Prerequisite: The Grade 10 academic course in English, or the Grade 10 academic history course (Canadian and world studies)

HSP3C

Introduction to Anthropology, Psychology, and Sociology, Grade 11, College Preparation

This course introduces students to theories, questions, and issues related to anthropology, psychology, and sociology. Students learn about approaches and research methods used by social scientists. Students will be given opportunities to apply theories from a variety of perspectives, to conduct social science research, and to become familiar with current issues within the three disciplines.

Prerequisite: None

SPANISH

LWSBO

Introduction to Spanish, Grade 11, Level 1 Open

This course introduces students to language elements they will need to begin to communicate with native speakers. Students will participate in practical activities in which they can apply their knowledge and skills, and will begin to explore careers that require knowledge of the language of study. They will explore aspects of the culture of countries where the language under study is spoken, including social customs, music, and food, by participating in cultural events and activities involving both print and technological resources.

Prerequisite: None

LWSCO

Introduction to Spanish, Grade 11, Level 2 Open

This course continues with the skills started in the previous course and allows students to further develop their Spanish abilities.

Prerequisite: LWSBO

TECHNOLOGY

ICS3U

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.

Prerequisite: None

ICS3C

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.

Prerequisite: None

TDJ3M

Technological Design, Grade 11, University/College

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 the college and/or university program requirements for them.

Prerequisite: None

TGV3M

Technology, Video Production Grade 11, University/College Preparation

This course is an introduction to video production and film/video theory. Students will develop knowledge and skills as they design and produce a variety of video projects (e.g. television commercials and short films). Students will be trained in a digital video environment. They will learn the basics of video/film lighting, sound recording, and video post-production (editing). 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.

Prerequisite: None

TCJ3E/C2

Construction Engineering Technology, Grade 11, Workplace or 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 projects; create and interpret working drawings and sections; and learn how the Ontario Building Code and other regulations and standards apply to construction projects.

Students will also develop an awareness of environmental and societal issues related to construction technology, and explore career opportunities in the field.

Prerequisite: None

TCJ3E/C2 are taken as a two-credit package in one semester off campus at the Algonquin Lakeshore Technology Centre located at the Sir James Whitney School for the Deaf.

Note: Safety boots are required!

TFJ3E2

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.

Prerequisite: None

TFJ3E2 are taken as a two-credit package in one semester off campus at the Algonquin Lakeshore Technology Centre located at the Sir James Whitney School for the Deaf.

Note: Safety boots are required!

TJF3C2

Hospitality and Tourism, Grade 11 College Preparation

Hospitality and tourism is one of the top fields for employment in Canada. Hospitality and tourism courses prepare students to meet diverse challenges in this multifaceted field. Hospitality and tourism education provides both a hands-on and a theoretical approach to learning about the various sectors in the field. Students will have opportunities to develop essential food preparation and presentation skills; will learn about event planning and marketing, customer relations, human resource management, inventory management, and tourism administration and management; and will examine the cultural and economic forces that drive tourism trends. Students will gain experience with equipment and procedures commonly used in their particular sectors of interest, and will comply with health and safety regulations and standards that govern the various sectors in the tourism industry. They will acquire a foundation of skills and knowledge that will prepare them for both postsecondary education and careers in hospitality and tourism.

Prerequisite: None

TFJ3C2 is taken as a two-credit package in one semester off campus at the Algonquin Lakeshore Technology Centre located at the Sir James Whitney School for the Deaf.

TTJ3C/O2

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.

Prerequisite: None

Note: Safety boots are required!

TTJ2C/O2 is taken as a two-credit package in one semester off campus at the Algonquin Lakeshore Technology Centre located at the Sir James Whitney School for the Deaf.

TXJ3E2**Hairstyling and Aesthetics, Grade 11, Workplace Preparation (TXJ3E)**

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 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 consider environmental and societal issues related to the industry and acquire a more detailed knowledge of apprenticeships and direct entry work positions.

Prerequisite: None

TXJ3E2 is taken as a two-credit package in one semester off campus at the Algonquin Lakeshore Technology Centre located at the Sir James Whitney School for the Deaf.

Grade 12 Program

ARTS

AVI4M

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.

Prerequisite: Visual Arts, Grade 11, University/College Preparation

AVI4M1H

Visual Arts - HL, Grade 12, University/ College Preparation

This course prepares students for university level Visual Arts. Students will continue working on their studio projects. Students taking Visual Art-HL will take an additional Art credit (AEA401H)

Prerequisite: AVI3M1H

AEA4O

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.

Prerequisite: By Interview

BUSINESS

BAT4M (online)

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 expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.

Prerequisite: Financial Accounting Fundamentals, Grade 11, University/College Preparation

CIA4U (online)

Analysing Current Economic Issues, Grade 12, University Preparation

This course investigates the nature of the competitive global economy and explores how individuals and societies can gain the information they need to make appropriate economic decisions. Students will learn about the principles of micro- and macroeconomics, apply economic models and concepts to interpret economic information, assess the validity of statistics, and investigate marketplace dynamics. Students will use economic inquiry and communication skills to analyse current economic issues, make informed judgements, and present their findings.

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

BBB4M

International Business Fundamentals, Grade 12, University/College Preparation

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management.

Prerequisite: None

BBB4E

International Business Essentials, Grade 12, Workplace Preparation

This course provides an introduction to international business. Students will explore the economic relationships that Canada has developed with other nations, and the impact of these relationships on productivity, prices, and variety of goods. This course also introduces students to a variety of career opportunities in international business.

Prerequisite: None

ENGLISH

ENG4U

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 analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

Prerequisite: English, Grade 11, University Preparation

ENG4U1H**English - HL, Grade 12, University Preparation**

Students taking higher level English will also take an additional English credit (ETS4U1H) in the second semester of grade 12.

Prerequisite: ENG 3U1H

ENG4C**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 analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.

Prerequisite: English, Grade 11, College Preparation

ENG4E**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 analyse informational, graphic, and literary texts and create oral, written, and media texts in a variety of forms for workplace-related and practical purposes. An important focus will be on using language accurately and organizing ideas and information coherently. The course is intended to prepare students for the workplace and active citizenship.

Prerequisite: English, Grade 11, Workplace Preparation

ETS4U**Studies in Literature, Grade 12, University Preparation**

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 analyse 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 an independent study project.

Prerequisite: English, Grade 11, University Preparation

ETS4C**Studies in Literature, Grade 12, College Preparation**

This course is for students with a special interest in literature. The course may focus on themes, genres, time periods, or countries. Students will study a variety of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also investigate critical interpretations and complete an independent study project.

Prerequisite: English, Grade 11, College Preparation

OLC40

Ontario Secondary School Literacy Course (OSSLC), 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. 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 literacy portfolio containing a record of their reading experiences and samples of their writing. The credit earned for successful completion of this course may be used to meet either the Grade 12 English compulsory credit requirement or the Group 1 additional compulsory credit requirement, or may be used as an elective credit.

Prerequisite: Students who have written and failed the OSSLT. School recommendation.

FRENCH

FSF4U

Core French, Grade 12, University Preparation

This course draws on a variety of themes to promote extensive development of French language skills. Students will consolidate their oral skills as they discuss literature, culture, and current issues. They will read a variety of texts and will write a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Prerequisite: Core French, Grade 11, University Preparation

FSF4U1S

Core French - SL, Grade 12, University Preparation

This course prepares students for the writing of the standard level French B exam. The course is organized around the themes of change, groups and leisure. It focuses on the study of literary, informative and journalistic texts supplemented by media and computerized resources. Skills are further developed in the following areas: sight reading, oral communication, creative writing, exposition and personal responses.

Prerequisite: FSF3U1S

FEF4U

Extended French, Grade 12, University Preparation

This course emphasizes the refinement of French-language skills through the study of Canadian and international francophone literature. Students will interpret literary works, produce written assignments in a variety of genres, and conduct research on a major topic for a written and oral presentation. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Prerequisite: Extended French, Grade 11, University Preparation

FEF4U1S**Extended French - SL, Grade 12, University Preparation**

This course is the same as FSF 4U1S, with added literature studies.

Prerequisite: FEF3U1S

GEOGRAPHY**CGW4U (on-line)****Canadian and World Issues: A Geographic Analysis, Grade 12, University Preparation**

This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Students will investigate a range of topics, including cultural, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Students will use geotechnologies and skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Canada and a world that is interdependent and constantly changing.

Prerequisite: Any university or university/ college preparation course in Canadian and world studies, English, or social sciences and humanities.

CGR4M**The Environment and Resource Management, Grade 12, University/College Preparation**

This course investigates interactions between natural and human systems, with a particular emphasis on the impacts of human activity on ecosystems and natural processes. Students will use the geographic inquiry process, apply the concepts of geographic thinking, and employ a variety of spatial skills and technologies to analyse these impacts and propose ways of reducing them. In the course of their investigations, they will assess resource management and sustainability practices, as well as related government policies and international accords. They will also consider questions of individual responsibility and environmental stewardship as they explore ways of developing a more sustainable relationship with the environment.

Prerequisite: Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities

GUIDANCE

Cooperative Education, Grade 11 or Grade 12

(1 credit [single period], 2 credit [1/2 day] or 4 credit [full day])

Students can earn credits through experiential experiences called Coop. Students will explore occupations and career interests through participation in real workplace experiences. Students will make plans for continued learning and work, work with others to design learning experiences, and investigate the resources and supports required to make a smooth transition to their post secondary destinations.

Coop education is an important element of the **Specialist High Skills Major** (SHSM) or **Ontario Youth Apprenticeship Program** (OYAP) training. Nicholson offers three SHSM opportunities:

- Health & Wellness
- Transportation, and
- Communication Technology.

All Coop course consist of three (3) components:

1. Pre-placement Orientation – minimum 20 hours of self assessment, job skills identification, occupational health and safety, union and employer expectations.
2. Placement – students are placed at work sites they find based on their career interest areas. (190 hours)
3. Integration sessions: students meet regularly to discuss issues related to the workplace (minimum 10 hours)

HEALTH AND PHYSICAL EDUCATION

PAF40

Personal & Fitness Activities, Grade 12, Open (females only)

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of activities such as pilates, weight-training, yoga, circuit training and a variety of movements. These skills are geared toward the improvement of muscle tone and cardiovascular efficiency. Students will be given the opportunity to set personal goals, practise assertive decision-making and to make healthy choices regarding nutrition, relationships and gender equity issues.

Prerequisite: None

PPL4O**Healthy Active Living Education, Grade 12 Open**

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others.

Prerequisite: None

NOTE: Activity fee of \$100 required.

PSK4U**Exercise Science, Grade 12, University Preparation**

This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sports, and the factors that influence an individual's participation in physical activity. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.

Prerequisite: Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 open course in health and physical education

PLF4M**Recreation and Healthy Active Living Leadership, University/College Preparation**

This course allows students to explore the benefits of lifelong participation in active recreation and healthy leisure 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.

Prerequisite: Any health and physical education course.

HISTORY

CHY4U

World History: The West and the World, Grade 12, University Preparation

This course investigates the major trends in Western civilization and world history from the sixteenth century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political, and economic systems. They will use critical thinking and communication skills to investigate the historical roots of contemporary issues and present their conclusions.

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.

CHY4C

World History: The West and the World, Grade 12, College Preparation

This course explores the history of the world since the sixteenth century, emphasizing the interaction between the emerging West and other regions of the world. Students will learn about a variety of economic, social, and political systems and the changes they have undergone over time. Students will apply their developing skills of historical inquiry to understand and communicate ideas about the forces that have formed our modern world.

Prerequisite: Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities.

LAW

CLN4U

Canadian and International Law, Grade 12, University Preparation

This course examines elements of Canadian and international law in social, political, and global contexts. Students will study the historical and philosophical sources of law and the principles and practices of international law and will learn to relate them to issues in Canadian society and the wider world. Students will use critical-thinking and communication skills to analyse legal issues, conduct independent research, and present the results of their inquiries in a variety of ways.

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

MATHEMATICS

MCV4U

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, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering.

Prerequisite: Advanced Functions, Grade 12, University Preparation.

Note: In some schools, it may be necessary to take the prerequisite course concurrently with MCV4U1.

MCV4U1S

Mathematics – SL, 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, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering.

Prerequisite: MHF4U1S

MHF4U

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; 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 who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

Prerequisite: Functions, Grade 11, University Preparation.

MHF4U1S**Mathematics – SL, Grade 12, University Preparation**

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric 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 who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

Prerequisite: MCR3U1S

MDM4U**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 large amounts of information; solve problems involving probability and statistics; and carry out a culminating project 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.

Prerequisite: Functions and Applications, Grade 11, University/College Preparation, or Functions, Grade 11, University Preparation

MAP4C**Foundations for College Mathematics, Grade 12, College Preparation**

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; 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.

Prerequisite: Foundations for College Mathematics, Grade 11, College Preparation

MEL4E**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 and create household budgets; 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.

Prerequisite: Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation

RELIGION

Note: Students are expected to take a Religious Studies course each year.

HRE4M

Religious Education: Church and Culture, Grade 12 College/University

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. While grounded in Revelation, the course also examines the contributions of Philosophy and the sciences to a Catholic understanding of ethics and moral living. Students will explore their own ethical and moral stance through an examination of various arenas of life such as issue of justice and peace, freedom, reconciliation, family, marriage and political life. This course is intended to prepare the senior student for the lifelong task of discerning what is good and of God while growing in their ability to live accordingly as moral persons and active, lifegiving members of a global society.

Prerequisite: Grade 11 University Religion or Grade 11 University English

HRE 4M1S – Church and Culture (continuation of Year 1 World Religions)

Religious - SL, Grade 12 College/University

This course is directed toward the clear identification of moral principles and the concrete application of these principles in the lives of individuals. The course proceeds from foundational beliefs rooted in Sacred Scripture concerning justice and peace to an exploration of the principles that shape religious life. Students explore a variety of topics related to the themes of personhood, interpersonal relationships, contemporary notions of spirituality and prayer and recognition of morality and personal choices in religious / spiritual journeys.

This course enables students to explore the moral principles and how these principles relate to individuals, societies and contemporary culture as a whole. Students explore the role played by the Scriptures, prayer, ritual, and sacraments as they discern and live out their own Christian vocation in their lives. This course also introduces students to skills used in researching and investigating contemporary moral issues.

Prerequisite: HRE3M1S

HRE4O

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.

Prerequisite: Grade 11 College or University Religion; or Grade 11 College or University English

SCIENCE

SBI4U

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.

Prerequisite: Biology, Grade 11, University Preparation

SBI4U1H

Biology - HL, Grade 12, University Preparation

This course prepares students for university level Biology. Topics studied include the chemistry of life, respiration and photosynthesis, nerves, muscles and movement, excretion, molecular genetics, evolution and population dynamics. An emphasis is placed on laboratory investigations. Students taking HL Biology will also take an additional Biology credit (PSE4U1H)

Prerequisite: SBI3U1H

SCH4U

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.

Prerequisite: Chemistry, Grade 11, University Preparation

SCH4U1H

Chemistry - HL, Grade 12, University Preparation

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, energy changes and rates of reaction, chemical systems and equilibrium, electrochemistry, and atomic and molecular structure. Students will further develop problem solving and laboratory skills as they investigate chemical processes, at the same time refining their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in daily life, and on evaluating the impact of chemical technology on the environment. Students taking HL Chemistry will also take an additional chemistry credit (SNC4M1H).

Prerequisite: SCH3U1H

SCH4C

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.

Prerequisite: Science, Grade 10, Academic or Applied

SPH4U

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 relating to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

Prerequisite: Physics, Grade 11, University Preparation

SOCIAL SCIENCE

HHS4U

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.

Prerequisite: Any university or university/ college preparation course in social sciences and humanities, English, or Canadian and world studies.

HHS4C

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.

Prerequisite: Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.

TECHNOLOGY

ICS4U (online)

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 analyse 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.

Prerequisite: Introduction to Computer Science, Grade 11, University Preparation

TGV4M

Communications Technology: TV, Video and Movie Production University/College Preparation

This course enables students to further develop their media knowledge and skills while designing and producing a variety of video projects. Students will work in the areas of broadcast television (e-journalism) through their weekly production of NCC Tech TV. They will also expand their knowledge of audio production and digital imaging. Students will become aware of environmental and societal issues related to communications and will investigate career opportunities and challenges in a rapidly changing technological environment.

Prerequisite: Grade 11, University/College Preparation

TDJ4M**Technological Design, Grade 12, University/College**

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.

Prerequisite: Technological Design, Grade 11, University/College Preparation

The following two-credit course will be provided off campus at the Algonquin Lakeshore Technology Centre (Sir James Whitney site).

TCJ4C2**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.

Prerequisite: Construction Engineering Technology, Grade 11, College Preparation

Note: Safety boots are required!

TCJ4E**Construction Technology, Grade 12, Workplace Preparation**

This course enables students to further develop technical knowledge and skills related to residential construction and to explore light commercial construction. Students will continue to gain hands-on experience using a variety of materials, processes, tools, and equipment; create and interpret construction drawings; and learn more about building design and project planning. They will expand their knowledge of terminology, codes and regulations, and health and safety standards related to residential and light commercial construction. Students will also expand their awareness of environmental and societal issues related to construction technology, and will explore entrepreneurship and career opportunities in the industry that may be pursued directly after graduation.

Prerequisite: Construction Technology, Grade 11, Workplace Preparation

Note: Safety boots are required!

TFJ4C**Hospitality and Tourism, Grade 12 College Preparation**

This course enables students to further develop knowledge and skills related to the various sectors of the tourism industry. Students will demonstrate advanced food preparation and presentation skills; increase health and wellness knowledge; develop tourism administration and management skills; design and implement a variety of events or activities; and investigate principles and procedures that contribute to high-quality customer service. Students will expand their awareness of health and safety issues, environmental and societal issues, and career opportunities in the tourism industry.

Prerequisite: Hospitality and Tourism, Grade 11, College Preparation

TFJ4E**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.

Prerequisite: Hospitality and Tourism, Grade 11, Workplace Preparation

TTJ4C**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 watercraft; 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.

Prerequisite: Transportation Technology, College Preparation, Grade 11

Note: Safety boots are required!

TTJ4E**Transportation Technology: Vehicle Maintenance, Grade 12, Workplace Preparation**

This course introduces students to the servicing, repair, and maintenance of vehicles through practical applications. The course is appropriate for all students as a general interest course to prepare them for future vehicle operation, care, and maintenance or for entry into an apprenticeship in the motive power trades. Students will develop an awareness of environmental and societal issues related to transportation, and will learn about careers in the transportation industry and the skills and training required for them.

Prerequisite: None

Note: Safety boots are required!

TXJ4E2**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 strengthen their fundamental cosmetology skills and develop an understanding of common business practices and strategies in the salon/spa industry. Students expand their understanding of environmental and societal issues and their knowledge of postsecondary destinations in the hairstyling and aesthetics industry.

Prerequisite: Hairstyling and Aesthetics, Grade 11, Workplace Preparation

Cooperative Education and Work Experience Programs

Cooperative education and work experience programs offer students another way of expanding their interests and exploring their career options. Cooperative education is a planned learning experience in the community that complements and enhances school courses and provides students with an opportunity to learn and to apply their skills and knowledge in practical situations. (Ministry of Education and Training)

Co-op has a classroom component and a placement component. Students choose a 2-credit co-op which takes place in the morning or the afternoon. Students must be enrolled in, or have already completed, a course in the senior division. This course is linked to the work placement experience. Regular “Integration Days” are to allow students to participate in thoughtful discussions and activities, which cause them to analyze the very reasons why and how people work, and the complex interactions which take place day to day in the workplace.

Through the placement component, students gain experience in the use of equipment which may not be available in school, and they are exposed to new techniques and expertise. Students have been placed in a wide variety of businesses such as legal firms, accounting offices, broadcasting companies, libraries, municipal and provincial departments, museums, day cares, hospitals, hotels, fitness clubs, schools, manufacturing companies, woodworking firms, architecture firms, and construction firms.

APPLICATION PROCESS:

Due to the unique nature of the cooperative education experience, students must follow the application process outlined below.

- On your Course Selection Sheet, fill in 1, 2 or 4 spaces with “Co-op.” This will lead to a morning or an afternoon co-op placement. (A 1-credit co-op placement is not available.)
- A cooperative education teacher will interview each student who identified interest in the program through the course selection process. The co-op teacher and student will discuss placement options, transportation issues and program requirements. These interviews will take place beginning in March and culminating in early June when students are notified about their status.

CRITERIA FOR STUDENT ACCEPTANCE:

- 16 years of age and should be in grade 11 or 12
- Mature, positive attitude, punctual, good attendance record
- Willingness to learn
- Ability to follow the policies and procedures of the workplace and school
- Ability to follow health and safety regulations in the workplace
- Necessary educational background as indicated on the credit counselling summary.

The Skilled Trades

Apprenticeship is a method of training in which employers train workers to become skilled workers through on-the-job training and classroom instruction. Good jobs at good wages are available to young people with the right training. Ontario employers are eager to hire skilled workers.

Shortages of skilled workers in key sectors, such as manufacturing and construction, will hinder Ontarians' ability to compete in a global marketplace. At the same time, continued growth in services ranging from hospitality to finance to high technology are creating new demand for the kind of quality workplace training apprenticeship can provide. (Ministry of Education and Training)

OPPORTUNITIES AVAILABLE FOR SKILLED TRADES EXPLORATION

OYAP (ONTARIO YOUTH APPRENTICESHIP PROGRAM)

The OYAP Program is for students who have career plans to become an apprentice in the skilled trades. During secondary school, students will begin the theory and hands-on experience required for apprenticeship while completing high school credits. The hands-on experience is obtained through the co-op program.

All students participating in OYAP must:

- have successfully completed at least 16 credits
- be enrolled full time and be at least 16 years of age
- complete all compulsory credits required for the OSSD
- demonstrate a high level of interest and aptitude for skills training

Please note: the registration of an apprentice is at the discretion of the employer; therefore, apprenticeships cannot be guaranteed. Students should contact the guidance or co-op departments for information regarding this opportunity.

THE ALGONQUIN LAKESHORE TECHNOLOGY CENTRE

(at Sir James Whitney School for the Deaf)

The Algonquin Lakeshore School Board and Sir James Whitney School for the Deaf have formed a partnership in order to provide technological training for their students. Course offerings include Hairstyling and Aesthetics, Transportation, Manufacturing and Construction technologies. These courses will be provided off campus in two credit blocks. Please consult the course calendar under the Technology sections, grade 10, 11 and 12, for specifics on these course offerings.



Partnering to Achieve Student Success

dual credits

The Dual Credit program is a School/College/Work Initiative that is offered by 3 Eastern Ontario colleges in partnership with nine area school boards.

what it is...

Students participate in apprenticeship training and/or postsecondary courses, earning dual credits that count towards both their high school diploma and their postsecondary diploma, degree or apprenticeship certification.

who it's for...

Students who desire learning opportunities outside of high school and who would benefit from a college or apprenticeship experience are suitable candidates. ***To ease scheduling many students take their dual credit course in conjunction with their high school cooperative education program.***

how it helps...

Students have the opportunity to:

- ✓ earn high school credits while studying at College
- ✓ acquire experience that will assist with postsecondary education or apprenticeship training
- ✓ gain a head start on learning and training for their future careers.

www.passpathways.on.ca

For more information contact your
high school Guidance Department



A Look At The Future



There is value, honour, and dignity in all postsecondary destinations. Deciding whether to go to work, college or university, or to apprentice, upon completion of secondary school is no easy task. The number of careers from which to choose is endless. However, one thing is certain – good decisions are based on good planning!

UNIVERSITIES

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

- The completion of the OSS Diploma, or equivalent, will be required for admission to an Ontario university. This will include the satisfactory completion of the Literacy Test and Community Involvement Hours.
- A minimum overall average of 60% in six Grade 12U or M courses will be necessary for consideration for admission to an Ontario university. Most universities and/or programs will have higher admission averages.
- Where there are prerequisite courses for admission to specific programs, it is probable that such courses will be required at the 'U' level, where offered. Consult individual university calendars.
- Universities may consider both Grade 11 and Grade 12 'U' and 'M' courses for admission and/or prerequisite purposes.
- Some programs at some universities could require as many as 6 Grade 12 'U' prerequisite courses for admission.
- Students must ensure that they meet all the course requirements and diploma requirements specified by the universities to which they have applied.
- The universities encourage students to maintain breadth in their secondary school course choices, and to keep their options open.

COMMUNITY COLLEGES

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

APPRENTICESHIPS

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

PRIVATE SCHOOLS (referred to as CAREER COLLEGES)

These privately owned and operated schools offer training for a variety of occupations from secretarial work to radio announcing. The levels of education required to take these courses vary with the schools and the particular course. In general, the candidate should have completed grade 12 and received an OSSD. These schools are very costly and should be investigated prior to making any commitment. School counsellors will gladly assist any student in this investigation. These programs usually allow students to accelerate the training period. Make sure your Private College Program is government approved. Under the Private Career Colleges Act, Private career Colleges must be registered and must have their programs approved by the Ministry of Training, Colleges and Universities. For more information about Private career Colleges in Ontario, visit Ontario.ca/pcc or call 1.866.410.PCCS

CANADIAN FORCES

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

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

Resources

Are you a parent looking for information and programs to help your child? Are you a student looking for financial help with your apprenticeship? Are you an employer who wants help with your apprenticeship training costs? You can find all this and more at

www.ontario.ca/employmentontario or by calling 1-800-387-5656.

Contact your school principal or a member of your school's Student Success Team.

PARENTS

For more information about what is happening in Ontario's high schools, visit

www.Ontario.ca/MoreStudentSuccess

STUDENTS

Get real-time help with your homework online! Discover more course options and get tools for planning your education, training and career at www.ilc.org

VISIT: www.nccschool.org

Nicholson Catholic College Planning Sheet

Grade 9	Grade 10	Grade 11	Grade 12
RELIGION HRE 1O	RELIGION HRE 2O	RELIGION HRF3O HRT3M	RELIGION HRE4M HRE4O
ENGLISH 1D 1P 1L	ENGLISH 2D 2P 2L	ENGLISH 3U 3C 3E	ENGLISH 4U 4C 4E
MATH MPM1D MFM1P MAT1L	MATH MPM2D MFM2P MAT2L	MATH MCR3U MCF3M MBF3C MEL3E	Electives:(choose 4 min.) 1.
SCIENCE 1D 1P 1L	SCIENCE 2D 2P 2L	Electives (choose 5) 1.	2.
GEOGRAPHY 1D 1DE 1P	HISTORY 2D 2DE 2P	2.	3.
FRENCH FSF1D FSF1P FEF1DE	CIVICS CHV2O .5 CAREERS GLC2O .5 CIVICS (French) CHV2O E .5 CAREERS (French) GLC2O E .5	3.	4.
Electives: (Choose 2) 1.	Electives: (Choose 2) 1.	4.	5.
2.	2.	5.	6.

COMPULSORY DIPLOMA REQUIREMENTS (18 Credits)

ENGLISH ☐☐☐☐

CANADIAN GEOGRAPHY ☐

FRENCH ☐

HEALTH & PHYS. ED ☐

MATH ☐☐

CANADIAN HISTORY ☐

ARTS ☐

.5 CIVICS ☐

SCIENCE ☐☐

.5 CAREER STUDIES ☐

PLUS: ☐ 1 credit in English **OR** French **OR** social science/humanities **OR** Canadian and world studies **OR** guidance and careers education **OR** cooperative education

☐ 1 credit in health and physical education **OR** the arts **OR** business studies **OR** cooperative education

☐ 1 credit in science (11 or 12) **OR** technological education **OR** cooperative education

☐ OSSLT - SUCCESSFUL **OR** OLC 40

☐ COMMUNITY INVOLVEMENT (40 HOUR) - Complete