

# COURSE SELECTION GUIDE



NIAGARA CATHOLIC  
DISTRICT SCHOOL BOARD



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Compassion  
Integrity Respect  
Perseverance  
Knowledge  
Faith  
Hope  
Charity

# MISSION STATEMENT

*Blessed Trinity  
Catholic Learning Community  
nurtures wisdom to seek truth,  
mercy to help others,  
and the power to do what is right.*

## *Theological Virtues*

Faith: Belief in God and in all that God has revealed to us.

Hope: Desire for eternal life with God and trust in the promises of Christ and reliance on the grace of the Holy Spirit.

Charity: Love of God above all things actualized by our love of neighbour.

## *Values*

Compassion: Caring for others in an active way.

Integrity: Being honest and truthful.

Knowledge: Expertise acquired through experience and education.

Perseverance: Ability to adhere to a course of action, belief, or purpose.

Respect: Treat with esteem and show consideration for others.





# PRINCIPAL'S MESSAGE

## *Welcome Past, Present and Future Thunder!*

I am enthusiastic to bring to you a Catholic Learning Community that nurtures Wisdom to seek truth, Mercy to help others and the Power to do what is right. These words were chosen to reflect the challenge that we provide in being part of the Thunder. They are not just words, but a mission that carries responsibility. All our education partners (school, home and parish) have learning opportunities. We take on these opportunities following the greatest of expectations or the Catholic Graduate Expectations:

A discerning believer formed in the Catholic Faith community.

An effective communicator.

A reflective, creative and holistic thinker.

A self-directed, responsible lifelong learner.

A collaborative contributor.

A caring family member.

A responsible citizen.

In doing so, regardless of our faith or cultural background, our gender or our orientation we are building a community to serve all. Diversity makes us stronger. As Catholics, we must remember that diversity is a fact, equity is a choice, inclusion is an action and belonging is the outcome. What better way of welcoming all to our dynamic and faith-filled community. So I ask all Thunder to believe, to communicate effectively and compassionately, to reflect, to be responsible, collaborative, caring and ultimately a responsible citizen. With the foundation of the Catholic faith and in communion with others embracing the most powerful ecumenical passion, we build Blessed Trinity Catholic Secondary School. Help us build a stronger and more student-centered community every day by bringing your gifts and uniqueness to Blessed Trinity.

Sincerely,

*Jim Whittard*

# STUDENTS WITH SPECIAL NEEDS

*Inclusion is the student's feeling of belonging in a community of learning that honours equality, student diversity and spiritual respect.*

## Philosophy of the Special Education Department

The Niagara Catholic District School Board (NCSDB) is committed to the inclusion of pupils with exceptional needs within their home schools and in their age appropriate classes. All students are to be provided with the opportunity to access programs and services that will maximize their potential and receive an education commensurate with their identified needs.

## Inclusive Model of Special Education

The Niagara Catholic District School Board is committed to the inclusion of students with special education needs within their home schools and in their age-appropriate classes. Inclusion is the student's feeling of belonging in a community of learning that honours equality, student diversity and spiritual respect. This commitment is shared with the Special Education Advisory Committee of the Niagara Catholic District School Board.

|                  |  |
|------------------|--|
| <b>Belief 1:</b> | All students can succeed.  |
| <b>Belief 2:</b> | Universal design and differentiated instruction are an effective and interconnected means of meeting the learning and productivity needs of any group of students. |
| <b>Belief 3:</b> | Successful instructional practices are founded on evidence-based research, tempered by experience.   |
| <b>Belief 4:</b> | Classroom teachers are key educators for student's literacy and numeracy development.  |
| <b>Belief 5:</b> | Every child has his or her own unique patterns of learning.  |
| <b>Belief 6:</b> | The classroom teacher needs the support of the larger community to create a learning environment that supports students with special education needs.              |
| <b>Belief 7:</b> | Fairness is not sameness.  |

As a result of this philosophy, the model of program delivery is rooted in a seamless approach to serving students with special education needs from Early Years to graduation. The Niagara Catholic District School Board is also committed to the philosophy that all students within its jurisdiction are provided with the opportunity to access programs, services and supports that will maximize their potential and receive an education commensurate with their identified needs.

## **Students Identified as Exceptional**

Programs and services for students with special needs are available at Blessed Trinity. Students with very high needs and who are working on Alternate curriculum (K courses) are programmed for through an extension of the programs for Multiple Exceptionalities and Developmental Disabilities. All programming expectations are as outlined in the student's Individual Education Plan. Beginning in Grade 9, students may select from a variety of courses that include Academic, Applied, Locally Developed and Alternate Curriculum. Teachers assist students in meeting the expectations outlined in the Individual Education Plan. Support is provided through a range of placements depending on the identified needs of the student.

## **Transition Planning Elementary to Secondary**

Transition planning begins as early as Grade 7 to support special education students and their parents as they begin the journey toward secondary school. Secondary Educational Resource Teachers attend case conferences, transition meetings and Identification, Placement and Review Committee meetings with teachers, parents and students to develop a network and plan transition visits to Blessed Trinity.

## **Learning Strategies Class**

- Learning Strategies Classes are provided to students who require programming of a highly intensive nature in low-ratio settings
- Integration opportunities are structured within the school day for students who attend Learning Strategies Classes

## **Area Team Support – NCDSB Personnel**

- Provides an interdisciplinary team approach to serving programming needs of all students
- Supports students and teachers
- Provides expertise in curriculum implementation, accommodations, modifications and supports to program so all students can learn

# TERMS AND DEFINITIONS

## **AP - Advanced Placement - Advanced**

Placement is a program that offers university level course material and exams to high school students.

## **Community Service**

Students must complete a minimum of 40 hours of community service as part of their OSSD requirements.

## **Compulsory Courses**

A specific set of courses that all students must take to fulfill part of the Ontario Secondary School Diploma Requirements (OSSD). These courses are Ministry mandated.

## **Course Code**

This 6 character code describes the subject, grade level and stream or destination of a high school course.

## **RPT**

Students may be asked to complete an RPT (Rich Performance Task), which is a major project for each course.

## **Credit**

A credit value of 1.0 is granted upon successfully completing a 110-hour course with a minimum of 50%.

## **Destination Courses**

Grade 11 and 12 courses can be taken in the university, university/college or college destinations.

## **EQAO Literacy Test/OSSLT**

The literacy test is written in grade 10. This test is delivered by the Ministry of Education to all students in Ontario. A student must pass this requirement to earn the OSSD.

## **Exams**

Students may write an exam which tests their knowledge on the entire course work at the end of the semester and/or the midway point of a semester.

## **Optional Courses**

Students will select eight courses that are of specific interest to them and which will count towards the 30 credit OSSD requirement.

## **OSSD**

The Ontario Secondary School Diploma is granted after fulfilling all the necessary credits, literacy and community service hours requirements.

## **Prerequisite Course**

Refers to a specific course a student must successfully complete before taking another course at the next grade level.

## **Semester**

The school year is divided into two semesters. A student will take 4 courses in each semester.

## **Timetable**

A timetable outlines the time, room number, lunch period, teacher and semester in which a student will take all of their courses.

# ONTARIO SECONDARY SCHOOL

## GRADUATION REQUIREMENTS

The Ontario Secondary School Diploma (OSSD) will be awarded to students who successfully complete 30 credits including 18 compulsory credits, 4 Religion credits and 8 other optional electives. Such credits will be based on the discipline specific expectations and assessment policies as set out in the provincial curriculum policy documents.

Please note all students are required to successfully complete a Religious Education course in each year of secondary school.

### 18 Compulsory Credits

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

- 4 credits in English
- 3 credits in Mathematics
- 2 credits in Science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in the Arts
- 1 credit in Technology
- 1 credit in Health and Physical Education
- 1 credit in French as a Second Language
- 0.5 credit in Career Studies and 0.5 credit in Civics

**Plus one credit from each of the following groups:**

1 ADDITIONAL CREDIT IN ENGLISH OR FRENCH AS A SECOND LANGUAGE OR A NATIVE LANGUAGE OR A CLASSICAL OR INTERNATIONAL LANGUAGE OR A SOCIAL SCIENCE AND THE HUMANITIES OR CANADIAN AND WORLD STUDIES OR GUIDANCE AND CAREER EDUCATION OR COOPERATIVE EDUCATION\*

1 ADDITIONAL CREDIT IN THE ARTS OR BUSINESS OR PHYSICAL EDUCATION OR FRENCH AS A SECOND LANGUAGE OR COOPERATIVE EDUCATION\*

1 ADDITIONAL CREDIT IN SCIENCE (GR.11-12), OR TECHNOLOGY EDUCATION (GR.9-12) OR COMPUTER STUDIES OR FRENCH AS A SECOND LANGUAGE OR COOPERATIVE EDUCATION\*



**In addition to the compulsory credits, students must successfully complete:**

- 8 Optional Credits \*\*
- 40 Hours of Community Involvement Activities
- The Ontario Secondary School Literacy Requirement
- A maximum of 2 credits in cooperative education can count as compulsory credits.\*
- 4 credits of Religion, one in each year of the 4 years.
- \*\* May include up to four credits achieved through approved Dual Credit Courses. The Niagara Catholic District School Board in partnership with Niagara College of Applied Arts and Technology and the Golden Horseshoe School-College-Work Initiative allows Niagara Catholic students to earn dual credits at Niagara College. A dual credit counts on both a secondary school transcript and a first year college transcript. The credit itself is a general elective credit for both secondary school and college education.

## **Ontario Secondary School Certificate**

**(14 Credits in Total) - Compulsory Credits (Total of 7)**

- 2 credits in English
- 1 credit in Mathematics
- 1 credit in the Arts or Technological Education
- 1 credit in Science
- 1 credit in Canadian Geography or Canadian History
- 1 credit in Health and Physical Education
- Optional Credits (Total of 7) - \* *Religion credits count towards this requirement.*

## **Certificate of Accomplishment**

This certificate may be granted by the principal to students who are leaving school prior to fulfilling the requirements for an OSSD or OSSC, but who have achieved significant progress in completing personal and educational goals.

# FRENCH IMMERSION PROGRAM

## Program Description

The French Immersion program allows students to speak and interact in French independently in a variety of real-life and personally relevant contexts.

In addition, students will enhance their knowledge of the French language through the study of French-Canadian literature. They will also increase their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning.

## Program Requirements

This program is designed for students who are currently enrolled in a French Immersion program at their elementary school and who have completed a minimum of 3800 hours of French instruction before September of their grade 9 year.

## Program Outcomes

This program will allow students to earn 10 French Immersion credits by the end of Grade 12 at which point students receive an Honours Certificate in French Immersion upon graduation. Please note that the Civics and Careers Course is an additional course above the 10 course requirement.

## French Immersion Courses

|          |                |                   |                            |                                    |
|----------|----------------|-------------------|----------------------------|------------------------------------|
| Grade 9  | French (FIF1D) | Religion (HRE1OF) | Geography (CGC1WF)         |                                    |
| Grade 10 | French (FIF2D) | Religion (HRE2OF) | History (CHC2DF or CHC2PF) | Civics & Careers (GLC2OF & CHV2OF) |
| Grade 11 | French (FIF3U) | Religion (HRT3MF) |                            |                                    |
| Grade 12 | French (FIF4U) | Religion (HRE4MF) |                            |                                    |

**All French Immersion students will complete the required compulsory credits as outlined by the Ministry of Education in order to obtain their Ontario Secondary School Diploma. The only difference is that some of the courses will be taught in French, namely:**

- 1 credit in Canadian Geography
- 1 credit in Canadian History
- 4 credits in French
- 4 credits in Religion
- 1 credit in Careers and Civics

# DECODING A COURSE CODE

Course codes reflect government stipulations across the province. All courses have the first 5 characters as mandated by the Ministry of Education and a sixth character for school use:

## ENL 1W1

**This school indicator is used to distinguish course characteristics.**

A -Advanced Placement  
1=For School Use  
F=French Immersion

**This letter identifies the stream/ destination**

Grade 9-10  
D=Academic 1 W=Destreamed L=Locally Developed  
O=Open

Grade 11-12  
U=University C=College E=Workplace O=Open  
M=University / College

**This number identifies the grade**

1=Grade 9 2=Grade 10 3=Grade 11 4=Grade 12

**These three letters identify the subject. Subjects codes- the first letter in the course code denotes the course's department area.**

**A= Arts**

**B= Business**

**C= Canadian & World Studies**

**E= English**

**F= French**

**G= Guidance**

**H= Humanities & Social Science**

**L= International Languages**

**M= Mathematics**

**N= Indigenous Studies**

**P= Physical Education**

**S= Sciences**

**T= Technology**

# DECODING A TIME TABLE

## Semester 1 – September to January

| Period | Time        | Subject   |
|--------|-------------|---|
| 1      | 8:05-9:25   | <b>English</b><br>ENL 1W<br>Mrs. Smith<br>Room 203      |
| 2      | 9:30-10:45  | Mathematics<br><b>MTH 1W</b><br>Mr. Roberts<br>Room 125 |
| 3      | 10:50-12:05 | Art<br>AVI 10<br><b>Mr. Evans</b><br>Room 133           |
|        | LUNCH       | 12:10 - 12:50   |
| 4      | 12:55-2:10  | Geography<br>CGC1L<br>Ms. Dante<br><b>Room 215</b>      |

Subject Credit: Students take 4 credits in each semester.

Course Code & Section: Computer code for the subject.

Teacher Name

Room Number

## Semester 2 - February to June

| Period | Time              | Subject  |
|--------|-------------------|--|
| 1      | 8:05-9:25         | French<br>FSF 1D<br>Mrs. Belliveau<br>Room 105                     |
| 2      | <b>9:30-10:45</b> | Religion<br>HRE 10<br>Mr. Paul<br>Room 214                         |
| 3      | 10:50-12:05       | Physical Health<br>Education<br>PPL10<br>Ms. Trainer<br>Room Gym A |
|        | LUNCH             | 12:10 - 12:50  |
| 4      | 12:55-2:10        | Science<br>SNC 1W<br>Mr. Darwin<br>Room 217                        |

Class time: 75 minutes with 5 minutes travel time built in.

All grade 9 students will have late lunch.

# COURSE SELECTIONS

## Arts

### **Grade 9     ADA10 - Drama-OPEN**

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

### **Grade 9     AMI10 - Music-Instrumental-OPEN**

This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use, as related to concert band.

### **Grade 9     AVI10 - Visual Arts-OPEN**

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary and historical context.

### **Grade 9     NAC10 – Expressions of First Nations, Métis, and Inuit Cultures-OPEN**

This course will explore a variety of contemporary and traditional First Nations, Métis and Inuit art forms such as new media, storytelling, installation and performance art. Students will examine the interrelationships between Aboriginal art forms and individual and cultural identities and values. They will create art works to express their own ideas and understanding of Aboriginal identity, relationships and sovereignty by using a range of media, processes, techniques and styles.

## Business

### **Grade 9     BEM10 - Building the Entrepreneurial Mindset**

In this course, students will learn what makes an entrepreneur thrive and the skills required to succeed in today's business environment. Students will begin to develop their own entrepreneurial mindset, and learn why it's important to take initiative, adapt to change, find creative solutions, and understand the financial considerations of entrepreneurship. This hands-on course will use business software and applications to help students plan and develop their entrepreneurial ideas and learn how to present them to a target audience. Throughout the course, students will enhance their communications skills as well as develop and refine their project management skills, including goal setting, time management, and networking.



# English

## **Grade 9 ENL1W - Destreamed English**

This course emphasizes analytic reading; writing, oral communication and thinking skills that students need for success in secondary school academic programs and their daily lives. Students will study and interpret texts from contemporary and historical periods including plays, short stories and short essays and will investigate and create media works. An important focus will be the correct and effective use of spoken and written language and the completion of an independent study project.

## **Grade 9 ENG1WA - Advanced Placement English**

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.

## **Grade 9 ENG1L - Locally Developed English**

This course emphasizes the key reading, writing, oral communication and thinking skills students need for success in secondary school and in their daily lives. In particular, the program works toward preparing students to enter Applied English (ENG1P) and to complete the literacy test successfully. Students read a variety of narrative and expository forms, poetry, drama and practice the skills necessary for clear and accurate spoken and written language. The course will include an independent study. In particular, course activities will help develop confidence and self-esteem and provide motivation to succeed in school and in life.

# French

## **Grade 9 FSF1D - Academic French**

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

## **Grade 9 FSF10 - OPEN**

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

# French Immersion

## **Grade 9      FIF1D – Academic French**

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

*Prerequisite: Minimum of 3800 hours of instruction in French or equivalent.*

# Geography

## **Grade 9      CGC1W - Exploring Canadian Geography - De-streamed or CGC1WF (French Immersion)**

This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

## **Grade 9      CGC1WA - Issues in Canadian Geography - Advanced Placement Prep.**

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.

# Guidance & Career Education

## **Grade 9      GLE10 - Open Learning Strategies Skills For Success in Secondary School**

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

### **Grade 9 GLS10 - Math Preparation Course**

This course explores learning strategies and helps students become better, more independent learners while increasing their personal management skills both in school and in other contexts. Students will learn how to develop and apply a range of strategies to improve their literacy, numeracy, communication and planning skills. This course will increase students' confidence, motivation and ability to learn.

### **GRADE 10 ELS20 - Literacy Preparation Course**

This course is designed to help students strengthen essential reading and writing skills, providing them with the extra literacy support they need in order to graduate. Students will read informational, graphic and literary texts with a focus on locating information, identifying main ideas and supporting details, building vocabulary and consolidating skills in the application of key comprehension strategies. This is an excellent preparation course for the Ontario Secondary School Literacy Test!

## **Mathematics**

### **Grade 9 MTH1W - De-streamed Mathematics**

This course enables students to consolidate and continue to develop an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability and financial literacy. Students will use mathematical processes, mathematical modelling and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning and algebraic reasoning, as they solve problems and communicate their thinking.

### **Grade 9 MTH1WA - Advanced Placement Prep. Mathematics**

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

### **Grade 9 MAT1L - Locally Developed Mathematics**

This course equips students with the mathematical knowledge and skills they will need for work and for further study in Applied Math (MFM1P or MAT2L). Students will evaluate situations and solve problems reflectively and creatively and apply the skills for work. As an interdependent team member, each student will have the opportunity to develop a confident and positive sense of self and respect for the dignity and welfare of others. Time and resource management skills will be integrated into everyday classroom activities. Students will consolidate numeracy skills involving ratio, rate and percent through meaningful applications enhanced with the use of technology and hands-on activities, including problems involving the measurement of two-dimensional figures. Relationships between two variables will be examined by collecting and analyzing data in a real-life context providing students with the opportunity to explore, organize, interpret and use mathematical models to solve problem.

# Physical Education

## **Grade 9 PPL10F (Female) PPL10M (Male) Healthy Active Living-OPEN**

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

## **Grade 9 PAL10H - Focus on Hockey-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, heart health, substance use and abuse and the use and abuse of alcohol, tobacco, and other drugs and will participate in activities designed to develop goal-setting, communication, and social skills. They will also investigate issues related to personal safety and conflict resolution. The game of hockey will serve as the vehicle through which students will attain these expectations. Participants in the course must have a full set of on-ice hockey gear.

## **Grade 9 PAR10 - Dance/Aerobics Body-Sculpting (Girls) Focus Course-OPEN**

This course is offered for girls who would like to improve their personal level of fitness through a variety of fitness-related activities that have the potential to engage students' interest throughout their lives. Fitness is emphasized throughout the course which includes varied cardiovascular types of instruction such as cardio-kick boxing, step-aerobics, core strengthening and different types of dance. Also offered is a personalized body-sculpting program, which includes weekly weight training sessions with the goal of improving a girl's body image, self-esteem and level of fitness. Students will examine issues related to healthy sexuality, heart health, the use and abuse of alcohol, tobacco and other drugs, and the use of informed decision-making and conflict resolution.

## **Grade 9 PAL10F - Healthy Active Living (Football Focus Course)-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; this will be achieved through sport specific fitness training and various activities to enhance personal competence, fitness and health. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs, and will participate in activities designed to develop goal-setting, communication and social skills. They will also investigate issues related to personal safety and conflict resolution. The game of football will serve as the vehicle through which students will attain these expectations.

## **Grade 9 PAF10 - Healthy Living & Personal Fitness Activities: (SuperFit)-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. Students will develop a commitment to lifelong participation in an enjoyable fitness program.

# Religion

## **Grade 9     HRE10 - Religious Education or HRE10F (French Immersion)-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. In the Family Life Education strand, students explore a variety of topics related to the themes of personhood, interpersonal relationships and sexuality. Students will be 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 Spirit-filled community.

# Science

## **Grade 9     SNC1W De-streamed Science**

This course enables students to develop their understanding of concepts related to biology, chemistry, physics and earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

## **Grade 9     SNC1WA - Advanced Placement Prep. Science**

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

## **Grade 9     SNC1L - Locally Developed Science**

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking and the relationship between science, society and the environment, to prepare students for success in everyday life, in the workplace and in the science Grade 11 Workplace Preparation (SVN3E) course. Students explore a range of topics including science in daily life, properties of common materials, life-sustaining processes in simple and complex organisms and electrical circuits. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing and oral language through relevant and practical science activities.

# Technology

## **Grade 9     TAS10 - Technology and the Skilled Trades-OPEN**

This hands-on course enables students to further explore the engineering design process and develop other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and technologies from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as precision measurement, as well as health and safety standards. Students will begin to explore job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers.



# LEARNING SKILLS AND YOUR CHILD

Acquiring specific skills will support your son/daughter in achieving success in high school. These skills are aligned with essential and employability skills in the workplace. Working to improve these skills is crucial to your child's success in high school and beyond.

## Responsibility

- Fulfills responsibilities and commitments within the learning environment.
- Completes and submits class work, homework and assignments according to agreed-upon timelines.
- Takes responsibility for and manages own behaviour.

## Organization

- Devises and follows a plan and process for completing work and tasks.
- Establishes priorities and manages time to complete tasks and achieve goals.
- Identifies, gathers, evaluates and uses information, technology and resources to complete tasks.

## Independent work

- Independently monitors, assesses and revises plans to complete tasks and meet goals.
- Uses class time appropriately to complete tasks.
- Follows instructions with minimal supervision.

## Collaboration

- Accepts various roles and an equitable share of the work in a group.
- Responds positively to the ideas, options, values and traditions of others.
- Builds healthy peer-to-peer relationships through personal and media-assisted interactions.
- Works with others to resolve conflicts and build consensus to achieve group goals.
- Shares information, resources and expertise and promotes critical thinking to solve problems and make decisions.

## Initiative

- Looks for and acts on new ideas and opportunities for learning.
- Demonstrates the capacity for innovation and a willingness to take risks.
- Demonstrates curiosity and an interest in learning.
- Approaches new tasks with a positive attitude.
- Recognizes and advocates appropriately for the right of self and others.

## Self-regulation

- Sets own individual goals and monitors progress towards achieving them.
- Seeks clarification or assistance when needed.
- Assesses and reflects critically on own strengths, needs and interests.
- Identifies learning opportunities, choices and strategies to meet personal needs and achieve goals.
- Perseveres and makes an effort when responding to challenges.

# ACADEMIC SUPPORTS

## Student Services

The Student Services department is a vital and integral part of the secondary school program. Through the Student Services department, students will acquire the knowledge and skills that they need in order to learn effectively, to live and 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 Student Services department delivers this program through various means including: classroom visits, orientation and exit programs, post-secondary exploration activities, career exploration and individual assistance and short-term counselling. All essential guidance information will be communicated to students via our school website.

## Student Success Teacher

The Student Success Teacher's goal is to know and track the progress of all Grade 9 students, paying close attention to those students who are academically at risk. The Student Success Teacher will support school wide efforts to improve the outcome for students who are struggling and provide direct support/instruction to those students in order to improve student achievement. The Student Success Teacher also works with parents and the community to support student success for all.

## SAA (Student Academic Assistance) Program

This program is designed to assist students who require extra help with their class work in any grade or subject area but with an emphasis on English, Science and Math. Students can work with teachers and peer tutors after school in the Information Centre and one-on-one tutoring can also be arranged.

## Recognition of Academic Excellence Honours

Students at Blessed Trinity who have achieved an average of 80% during the school year will be recognized by having their names displayed on the Principal's Honour Roll in the main foyer of the school. In order to encourage exceptional students throughout their high school career, those students who maintain an average of at least 80% in each of the four years of high school will be recognized at graduation for their achievement and their name will also be added to the Permanent Wall of Excellence.

## Chaplaincy Leader

Blessed Trinity is fortunate to have a chaplain full time to serve as a spiritual animator within our Catholic community. The Chaplain coordinates and facilitates those activities and celebrations which foster the spiritual growth of the Blessed Trinity Community. These activities include: sacramental encounters, liturgies, retreats and other celebrations of faith. The Chaplain has an important role as pastoral counselor for students, staff and parents in our community. The Chaplain acts as a liaison between the parish priests and the school community, ensuring that youth ministry is provided.

## **School Nurse**

The school nurse will be in the school once a week. Any student wishing to speak to her about specific health issues or other medical concerns can make an appointment in the main office. An appointment book will be available to students throughout the week and the nurse will see each student who has requested an appointment. All information discussed with her is strictly confidential.

## **Child Youth Worker**

Students experiencing personal or social difficulties may want to talk with our youth worker. The youth worker will be available to provide counseling assistance to students at Blessed Trinity. The youth worker is available to any student and also to parents to discuss concerns and obtain useful resources as requested.

# **STEPS TO SUCCESS**

## **Establish Good Habits**

You should be spending a MINIMUM of one hour a night doing some kind of homework. Work in the same place all the time so that when you sit down at your desk you are already in the mood to work.

## **Listen Actively In Class**

You can reduce the amount of work you have to do at home and you can raise your marks simply by focusing on what the teacher and other students are saying in class.

## **Organize Your Notebooks**

Every note should be dated and all titles and subject headings underlined. Use a highlighter to emphasize important concepts. That way, when it comes to studying for exams, you can easily find the vital information.

## **Review**

Review what you learned in class that day. If there hasn't been any homework assigned in French, spend some time reviewing the new verb tense you were taught today. It doesn't have to take long. Often you can run through the basic concepts taught in class in 10 minutes. Since you only have four classes in a semester it's not a big investment in time but the rewards are amazing. When exams roll around, you'll be on easy street!

## **Ask**

If you miss an important concept, everything that comes after is going to be hazy. Don't be afraid to ask the teacher to explain the information again. It is his/her job after all. Sometimes it's even better to ask another student to explain the concept for you.

## **Be Prepared**

Come to class with everything you need. You can miss important work while trying to borrow a protractor or an eraser. It's also an indicator of your attitude. The committed student comes prepared to work.

*The Blessed Trinity family is moving forward together to serve the Spiritual, Educational and Physical needs of the Grimsby, West Lincoln, Beamsville and surrounding areas.*

