

# Course Selection Calendar

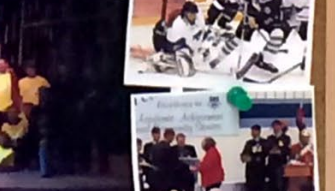
## 2019-2020



Bound by Respect - Bound by Acceptance - Bound by Faith



Poppy sales help care for veterans



OFF AND RUNNING

The school of music is happy to see the students of St. Mary's High School during a performance in their school.

## *ST. MARY'S SCHOOL PRAYER*

*Loving and gracious God, we thank you for our lives,  
our families, our education and our ability to love  
as a community and to reach out to those in need.*

*May your holy Mother Mary always inspire us  
with her obedience, humility, courage and  
strength to put Your will first in our lives.*

*Teach us to accept the uniqueness and imagination  
of every person. Provide us with patience and  
give us strength to endure each day with its joys,  
struggles and pains.*

*Through each moment, we are bound by respect.  
Through our strength we are bound by acceptance.  
Through times of weakness we are bound by faith.  
In our loving community let us continue  
to do your work as the way to answer  
the call to holiness.*

*Saint Mary*

*Pray for us.*

# A More Excellent Way



Welcome to St. Mary's High School where we are bound by respect, acceptance, and faith. We are pleased to welcome you into our Catholic school community. The staff at St. Mary's works very hard to ensure your success, and we are very proud of our school.

St. Mary's has some unique characteristics that make it an excellent choice for students and their parents. Our school is vibrant and relatively small (965 students) which gives staff and students the opportunity to build positive, supportive relationships. Students appreciate the extra support and guidance they receive from their teachers. Our relatively small high school also provides our students with plenty of extracurricular opportunities ranging from golfing to swimming as well as many non athletic extracurricular activities such as yearbook and choir. Getting involved is a great way to ensure success at St. Mary's.

Because St. Mary's is a Catholic high school, our primary mission is to educate the whole child; in essence, we have a strong focus on each student's spiritual, intellectual, physical, and social well-being. We also enlist the help and support of our parents through frequent reporting periods and home contacts. We believe in strong parent-teacher communication, and we will keep you informed about your child's progress.

The intent of this booklet is to give students and their parents the information they require in order to make decisions around course selection for the 2019-2020 school year. If you have any questions, do not hesitate to ask.

May the Lord bless you and guide you on your journey at St. Mary's High School, and may you always have the utmost success.

Principal: Mr. A. van Wieringen  
Phone: 519-376-4278

***Bound by Respect • Bound by Acceptance • Bound by Faith***

# The Philosophy of Catholic Secondary Schools



*The words of Pope Benedict XVI succinctly express the essence of Catholic education: "Education is integral to the mission of the Church to proclaim the Good News."*

*- Address to Catholic Educators, Catholic University of America, April 2008*

*A Catholic Secondary School is a school where God, God's Truth and God's life are integrated into the entire syllabus, curriculum and life of the school. Academic excellence in every area is stressed within a Christ-centred approach. Catholic secondary schools continue to nurture students in a Christian Community. This Christian community involves students, teachers, parents and pastors reaching out to all people to minister to their needs, their sufferings and their upward climb to fulfillment in Christ.*

*Catholic secondary schools offer courses of study which are developed from the most current Ministry of Education guidelines. Each student within the secondary schools, is expected to take a full credit Religious Studies course each year.*

*The philosophy of Catholic Secondary Schools may be summarized as **a joyful experience lived fully in a Christ-centred environment.***

## Objectives of Catholic Secondary Schools

- 1. To assist our students towards self-awareness through knowledge of their abilities, their limitations, their self-worth and their fundamental recognition of God's constant love for them.*
- 2. To develop a growing awareness of Christian values which are reflected in human behaviour.*
- 3. To enable the student to recognize in every relationship the uniqueness of each individual and to accept, respect and appreciate that special combination in a person.*
- 4. To acquire skills that contribute to self-reliance in solving practical problems in everyday life.*
- 5. To inspire and provide opportunities for the student to witness their beliefs in Jesus Christ.*
- 6. To strive for academic excellence in all areas of the curriculum.*

## THE ONTARIO SECONDARY SCHOOL DIPLOMA

All students entering Grade 9 on or after September 1, 1999 will be working toward the Ontario Secondary School Diploma (O.S.S.D.). To obtain the O.S.S.D., a student must successfully complete a minimum of 30 credits of 110 hours of instruction each. The following 18 credits are compulsory for the completion of the diploma:

### *Required Compulsory Courses*

Subject Area	Required Number of Credits
English*	4 credits
French	1 credit
Mathematics	3 credits
Science	2 credits
Canadian Geography	1 credit
Canadian History	1 credit
Arts (Music, Drama, Visual Arts)	1 credit
Physical Education	1 credit
Civics	½ credit
Career Studies	½ credit

### *Compulsory Course Options*

English, or French as a second language, or a Native language, or a classical or an international language, or Social Science and the Humanities, or Canadian and World Studies, or Guidance and Career Education, or Co-operative Education **	1 credit
Health and Physical Education, or the Arts, or Business, or French as a second language, Co-operative Education**	1 credit
Computer Studies (Grade 10-12), or Science (Grade 11 or 12), or Technological Education Grade 9-12), or French as a second language, or Co-operative Education	1 credit
<b>Total Required Credits</b>	<b>18 Credits</b>

\* A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

\*\*A maximum of 2 credits in Co-operative Education can count as compulsory credits. The remaining 12 credits are options chosen by the student.

Students attending a Catholic Secondary School will take Religious Education each year.

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## ***Grade 10 Literacy Test***

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Each student will be required to successfully pass the Grade 10 Literacy Test, which is administered, at the school through the provincial Education Quality and Accountability Office (E.Q.A.O.) or the Grade 12 Literacy Course. Successful completion of this literacy requirement will be indicated on the transcript as a qualification for the O.S.S.D.

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## ***Community Service***

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Prior to graduation, each student must complete 40 hours of voluntary community service. This will be tracked by the school but is not associated with any course. It is the students' responsibility to submit their Community Service Tracking Sheet to the main office as hours are completed.

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## ***Ontario Secondary School Certificate***

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

### Compulsory credits (total of 7)

- 2 credits in English
- 1 credit in Canadian geography or Canadian history
- 1 credit in mathematics
- 1 credit in science
- 1 credit in health and physical education
- 1 credit in the arts or technological education

### Optional credits (total of 7)

- 7 credits selected by the student from available courses.

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## ***Course Prerequisites***

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Some courses build upon the knowledge and skills developed in another course. The course that gives the required background and training is a prerequisite for the course that follows. Information on prerequisite courses is available in Ministry of Education Curriculum Guideline booklets.

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## ***FRENCH IMMERSION PROGRAM***

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St. Mary's offers students a French Immersion Program. Students in the French Immersion Program require a total of ten (10) credits taught in French, including a course in Français in each of grades 9 - 12 to be eligible for the French Immersion Certificate. Completion of ten credits is noted on the student's transcript as an area of specialization. The following immersion courses are offered:

Year 1	FIF 1DF (Immersion) HRE 1OF (Religion) CHC 2DF (History)
Year 2	FIF 2DF (Immersion) HRE 2OF (Religion) CGC 1DF (Geography)
Year 3	FIF 3UF (Immersion) HRT 3MF (Religion)
Year 4	FIF 4UF (Immersion) HRE 4MF (Religion)

# The Grade 9 Program

All grade 9 students must take seven (7) core subjects and one (1) elective course.

All grade 9 students will take the following core subjects in grade 9, selecting the appropriate level: *academic or applied*. *Locally Developed Compulsory Courses* are also offered in Grade 9 English, Math and Science for students who are currently working below grade level.

## Core Subjects:

English

Mathematics

Geography (English)/History (French Immersion)

Science

French (Core) or Français (French Immersion)

The following *open level* subjects are also Core Subjects:

Religious Studies (English or French Immersion)

Physical Education

## Electives: (Choose One)

The following open level subjects are elective courses:

Visual Arts

Dance

Dramatic Arts

Music

Computer Applications

Integrated Technologies

Food and Nutrition

Native Studies

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## SELECTING THE CORRECT LEVEL OF STUDY IN GRADE 9

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Level of Study			
Consider	Locally Developed	Applied	Academic
What level of knowledge does the student have at the beginning of these courses?	Student is <i>working on</i> expectations at the Grade 4, 5, 6, 7 or 8 level	Student <i>will satisfactorily complete</i> the Grade 8 expectations	Student <i>has consistently exceeded</i> the Grade 8 expectations
What is the overall focus of the courses?	Locally developed level <b>help students to develop the skills</b> necessary to be successful in applied and academic level courses.	The courses at the Applied Level <b>enable students to work on the main concepts</b> of the subject, using practical, concrete applications	Academic level courses enable students to work on the core topics of the subject and to explore related concepts. Emphasis is on theoretical and abstract applications of the subject, although practical applications are used when appropriate.
What type of work do these courses include?	<ul style="list-style-type: none"> <li>• provide opportunities for <b><i>hands on learning</i></b></li> <li>• are <b><i>teacher-directed</i></b></li> <li>• <b><i>explore key information</i></b></li> <li>• emphasize <b><i>practical and personal</i></b> applications</li> <li>• <b><i>develop</i></b> thinking and communication skills</li> <li>• <b><i>emphasize skills</i></b> for clear and accurate use of spoken and written language.</li> </ul>	<ul style="list-style-type: none"> <li>• draw on applications from real life</li> <li>• use community and personal examples</li> <li>• use a <b><i>teacher-supported approach</i></b> to learning</li> <li>• <b><i>explore main concepts</i></b> of the topic</li> <li>• include theoretical applications</li> <li>• <b><i>emphasize</i></b> key reading, writing, oral communications and thinking skills</li> <li>• focus on <b><i>correct use of spoken and written language.</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• are more <b><i>abstract and theoretical</i></b></li> <li>• use <b><i>complex and global</i></b> examples</li> <li>• encourages students to be <b><i>independent</i></b> learners</li> <li>• <b><i>explore core and related concepts</i></b> of the topic</li> <li>• include practical applications</li> <li>• <b><i>emphasize key reading, writing, oral communications and thinking skills</i></b></li> <li>• focus on <b><i>correct use of spoken and written language.</i></b></li> </ul>



## Level of Study

Consider	<b>Locally Developed</b>	<b>Applied</b>	<b>Academic</b>
<p>What type of learner is the student?</p>	<ul style="list-style-type: none"> <li>• <i>learn by doing</i></li> <li>• <i>need to know the importance of what they are learning</i></li> <li>• may need <i>modifications to the expectations</i></li> <li>• need <i>teacher direction and support on a regular basis</i> to</li> <li>• <i>complete work</i></li> <li>• need real-life examples</li> </ul>	<ul style="list-style-type: none"> <li>• learn by doing</li> <li>• prefer to <i>focus on community applications</i></li> <li>• learn from <i>practical experience</i></li> <li>• complete work with <i>support from teacher</i></li> <li>• <i>may need to improve organizational and time management skills</i></li> <li>• <i>require review and practice of prior skills</i></li> </ul>	<ul style="list-style-type: none"> <li>• are able to work <i>independently</i></li> <li>• are <i>abstract, reflective learners</i></li> <li>• are globally aware</li> <li>• show <i>initiative</i></li> <li>• use a variety of problem solving strategies</li> <li>• complete work with <i>attention to detail</i></li> <li>• display a <i>positive attitude towards learning</i></li> </ul>
<p>Homework expectations</p>	<p>Most work completed in class- very little taken home</p>	<p>Unfinished assigned class work completed at home, little assigned homework</p>	<p>Unfinished assigned class work and additional work assigned for homework</p>
<p>To what courses do these courses lead?</p>	<p><b>Grade 9 Locally developed</b> leads to:</p> <ul style="list-style-type: none"> <li>- Grade 9 Applied</li> <li>- Grade 10 Locally Developed</li> <li>- Grade 11 Workplace</li> </ul>	<p><b>Grade 9 Applied</b> leads to:</p> <ul style="list-style-type: none"> <li>- Grade 10 Applied,</li> <li>- Grade 10 Academic (Cross-over materials should be done),</li> <li>- Grade 11 Workplace</li> </ul>	<p><b>Grade 9 Academic</b> leads to:</p> <p>Grade 10 Applied Grade 10 Academic</p>
<p>What types of career paths are available for the student?</p>	<p><b>Grade 9 Locally developed</b> leads to:</p> <ul style="list-style-type: none"> <li>- Workplace</li> <li>- Some apprenticeships</li> </ul>	<p><b>Grade 9 Applied</b> leads to:</p> <ul style="list-style-type: none"> <li>- Workplace</li> <li>- Apprenticeships</li> <li>- College</li> </ul>	<p><b>Grade 9 Academic</b> leads to:</p> <ul style="list-style-type: none"> <li>- Workplace</li> <li>- Apprenticeships</li> <li>- College</li> <li>- University</li> </ul>

# Selecting a Level of Study

## *Academic AND/OR Applied AND/OR Locally Developed*

Your child will be asked to select a level for grade 9 compulsory courses (English, French, Geography, Math and Science). Read the information below with your son/daughter, to get a better idea of which level would help them to be successful. If you are uncertain, get help from your child's grade 8 teacher or the high school guidance department; they will be able to advise you.

### **Academic Courses "D"**

- ✓ Students will learn the essential concepts of a subject and explore related materials.
- ✓ Emphasis is on theory and abstract thinking as a basis for future learning.
- ✓ Students must already be independent learners with learning skills in the "good" to "excellent" level on the intermediate report card.

### **Applied Courses "P"**

- ✓ Students will learn the essential concepts of a subject.
- ✓ Emphasis will be on the practical and hands-on applications of the concepts.
- ✓ Students are generally more dependent learners requiring greater teacher direction.

### **Open Courses "O"**

Offered in all subjects other than those offered as academic, applied or locally developed.

- ✓ Expectations are designed and appropriate for all students.
- ✓ Optional courses are offered in the open stream (e.g. physical education, visual arts, music etc.).
- ✓ Students can have a variety of learning skills.

### **Locally Developed Courses "L"**

Students will learn the essential concepts of a subject and explore related materials.

- ✓ Students will learn the most essential concepts of a subject.
- ✓ School staff generally recommends these learning needs.
- ✓ Students require complete teacher direction and instruction to accommodate learning needs and are performing below the "satisfactory" level on the skills section of the intermediate report card.

# GRADE 9 COURSES

## The ARTS – Dance, Drama, Visual Arts, Music

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### *ATC101 Dance (Open)*

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This course gives students the opportunity to explore their technical and compositional skills by applying the elements of dance and the tools of composition in a variety of performance situations. Students will generate movement through structured and unstructured improvisation, demonstrate an understanding of safe practices with regard to themselves and others in the dance environment, and identify the function and significance of dance within the global community.

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### *ADA101 Dramatic Arts (Open)*

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This course emphasizes the active exploration of dramatic forms and techniques, using material from a wide range of authors, genres, and cultures. Students will construct, discuss, perform, and analyze drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become an effective communicator who uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

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### *AVI101 Visual Arts (Open)*

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This course offers 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 through working with a range of materials, processes, techniques, and styles. They will learn and use methods of analysis and criticism and will study the characteristics of particular historical art periods and a selection of Canadian art and the art of other cultures. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become an effective communicator who uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

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### *AMU101 Music (Open)*

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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. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become an effective communicator who uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

## BUSINESS STUDIES

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### *BTT1O1 - Information and Communication Technology in Business (Open)*

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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, spreadsheets, 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. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become an effective communicator who uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

## ENGLISH

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### *ENG1D1 - English (Academic)*

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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. This course helps students to meet the Ontario Catholic Graduate Expectations by enabling each person to become an effective communicator who listens actively and critically to understand and learn in light of gospel values, who reads, understands and uses written material effectively and who presents information and ideas clearly and honestly and with sensitivity to others.

### *ENG1P1 - English (Applied)*

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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. This course helps students to meet the Ontario Catholic Graduate Expectations by enabling each person to become an effective communicator who listens actively and critically to understand and learn in light of gospel values, who reads, understands and uses written material effectively and who presents information and ideas clearly and honestly and with sensitivity to others.

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*ENG1L1 - English (Locally Developed)*

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This course provides foundational literacy and communication skills to prepare students for success in their daily lives and in the workplace. The course is organized by strands that develop listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing, thinking, and reflect regularly upon their growth in these areas. This course helps students to meet the Ontario Catholic Graduate Expectations by enabling each person to become an effective communicator who listens actively and critically to understand and learn in light of gospel values, who reads, understands and uses written material effectively and who presents information and ideas clearly and honestly and with sensitivity to others.

## **FRENCH**

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*FSF1D1 - French Core (Academic)*

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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.

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*FSF1P1 - French Core (Applied)*

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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.

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*FIF1DF - French Immersion (Academic)*

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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 language 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.

## **GEOGRAPHY/HISTORY**

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### *CGC1D1 - Issues in Canadian Geography (Academic)*

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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.

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### *CGC1P1 - Issues in Canadian Geography (Applied)*

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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.

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### *CHC2DF - Canadian History in the Twentieth Century (Academic) (French Immersion)*

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Same as CHC2D1 except taught in French. This course explores some of the events and experiences that have influenced the development of Canada's identity as a nation, from World War I to the present. By examining how the country has responded to economic, social and technological changes and how individuals and groups have contributed to Canadian culture and society during this period, students will develop their ability to make connections between historical and current events. Students will have opportunities to formulate questions, locate information, develop informed opinions, and present ideas about the central issues and events of the period. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become a reflective and creative thinker who examines, evaluates, and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

## **MATHEMATICS**

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### *MPM1D1 - Principles of Mathematics (Academic)*

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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. Successful completion of this course prepares students for Principles of Mathematics, Grade 10, Academic (MPM2D) or Foundations of Mathematics, Grade 10, Applied (MFM 2P). Learning through abstract reasoning is an important aspect of this course. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become a reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems.

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### *MFM1P1 - Principles of Mathematics (Applied)*

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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 relationships and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. Successful completion of this course prepares students for Foundations of Mathematics, Grade 10, Applied (MFM2P). (*Note: Students who wish to take Principles of Mathematics, Grade 10, Academic (MPM2D) after completing this course will need to take a transfer course.*) Learning through hands-on activities and the use of concrete examples is an important aspect of this course. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become a reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems.

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### *MAT1L1 - Mathematics (Locally Developed)*

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This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives and in the workplace. The course is organized by three strands related to money sense, measurement and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become a reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems.

## **NATIVE STUDIES**

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### *NAC1O1 - Expressions of First Nation, Métis, and Inuit Cultures (Open)*

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This course explores various First Nations, Métis, and Inuit art forms (media arts, music, dance, drama, storytelling, visual art, installation and performance art, clothing design, and architectural design), giving students the opportunity to create, present, and analyse integrated art works infused with First Nations, Métis, and Inuit perspectives. Students will examine relationships between art forms and individual and cultural identities, histories, and values. Students will demonstrate innovation as they learn and apply art-related concepts, styles, and conventions and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges.

## PHYSICAL EDUCATION

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### *PPL1O1 - Health and Active Living Education (Open)*

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This course emphasizes students' daily participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement techniques & principles, ways to improve personal fitness & physical competence, and safety/injury-prevention strategies. They will investigate issues related to healthy sexuality, the use & abuse of alcohol, tobacco, and other drugs and will participate in activities designed to develop goal-setting, communication, and social skills. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become a self-directed, responsible, life long learner who participates in leisure and fitness activities for a balanced and healthy lifestyle.

## RELIGIOUS EDUCATION

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### *HRE1O1 - Discipleship and Culture (Open)* *HRE1OF - Discipleship and Culture (Immersion)*

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This course engages students in the examination the Christian narrative as revealed in Sacred Scripture. Students are invited to a deeper understanding of both the joy and the demands of living out the call to discipleship as it is described in the Scriptures. Students explore discipleship as encountered in the Sacred Tradition of the Church (Sacraments, Liturgical Year, and Church Teaching and Law), as part of their ongoing personal growth and faith understanding. Students explore Catholic rituals, teaching, practice, morals and values, and virtues to facilitate a healthy and covenantal relationship with self, God and with others. Using theological reflection, they are challenged to explore the connections and disconnections of ethical concepts (euthanasia, abortion, sexuality, etc.) between the Church and contemporary culture. The course focuses on encouraging students to know and love by following in the footsteps of Jesus. As they learn of his words and deeds, they discover the importance of prayerfully serving the community to bring about the Reign of God.

## SCIENCE

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### *SNC1D1 - Science (Academic)*

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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 investigations. 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. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become a reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems.



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### *SNC1P1 - Science (Applied)*

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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. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become a reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems.

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### *SNC1L1 - Science (Locally Developed)*

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This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking and the relationship between science, society, and the environment, to prepare students for success in everyday life, in the workplace and in the Grade 10 Locally Developed Science (SNC2L1) 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. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become a reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems.

## **SOCIAL SCIENCE**

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### *HFN1O1 - Food and Nutrition (Open)*

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This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food preparation skills and introduces them to the use of social science research methods in the area of food and nutrition.

## **TECHNOLOGY**

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### *TIJ1O1 - Exploring Technologies (Open)*

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This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and societal issues, and will begin to explore secondary and post secondary education and training pathways leading to careers in technology-related fields. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become a reflective and creative thinker who creates, adapts, evaluates new ideas of the common good.

Notes/Questions...



**A Discerning Believer Formed in the Catholic Faith Community**

- ...it is important for me to share God's story with others through how I live
- ...God journeys with me through life, sustaining me through all things, especially when I might falter or fail
- I'm a believer. I will live my life like Jesus



**An Effective Communicator**

- what I say and how I say it matters
- the Gospels have important lessons for how I speak and listen to others
- I have a voice



**A Reflective, Creative and Holistic Thinker**

- the contributions I have to make to society, big or small, do make a difference
- why I do things is just as important as what I do
- what I learn in school helps me to become a better person. It teaches me the skills, values and insights to build a more just and compassionate society



*"When we graduate a student, we don't ask 'what did you learn,' but 'who did you become?'"*

Sister Clare Fitzgerald



**A Self-Directed, Responsible, Lifelong Learner**

- it is important for me to remain flexible in how I learn and in the goals I set for myself
- when I exercise responsible leadership I can set a positive example for others
- it is important for me to live a healthy and balanced life

**A Caring Family Member**

- through prayer our family stays connected to God and each other
- school, because it's like a second home, is a place for me to show how much I care for my fellow students
- the family, in all its shapes and sizes, is where we learn best to serve others and understand we can contribute to a better world



**A Collaborative Contributor**

- I have a responsibility to develop my own gifts for the benefit of others
- it is important to set goals in life and work towards them for the good of all
- God has given each of us unique gifts and calls each of us to use them for the benefit of others and God's greater glory



**A Responsible Citizen**

- I am called to be a witness to my students and staff, not only by what I say, but by how I try to live my life, demonstrating a commitment to social justice and respect for all persons
- I am accountable for my actions and that I can learn from my mistakes, and when I fall short, I'm still a good person
- our Catholic faith grounds us in our efforts to serve, morally and effectively, for the greater good

*The Ontario Institute for Catholic Education (ICE), shared the images at right created by students at Cardinal Carter Academy for the Arts. The work is of two students, Thomas Trafford and Dayna Gedney, and how they visualized from a student's perspective the seven overall expectations.*

*Thank you Dayna and Thomas, for reminding us once again that the work of our students and graduates is the greatest legacy of publicly funded Catholic education.*

# A MORE EXCELLENT WAY



Principal: Mr. A. van Wieringen  
555 15<sup>th</sup> Street East  
Owen Sound, ON N4K 1X2  
(519) 376-4278

## Co-Curricular Activities

Anime Club  
Annual Theatre and Art Trips  
Archery  
Art/Ceramics Club  
Band  
Ceramics Club  
Chess Club  
Choir  
Club Europe Trip  
Community Service Club  
DECA Business Club  
Drama Club  
Drumming Circle  
Envirothon  
GSA  
Improv Club  
Liturgy Committee  
Mental Health Champions  
Mission Trip  
OSAID  
Peer Leaders  
Public Speaking  
Reach for the Top  
Robotics  
Science Fair  
Science and Math Contest Club  
Social Justice Club  
Student Council  
Tech/Skills Canada Club  
Yearbook Club

## Athletics

Badminton  
Baseball  
Basketball  
Pick-up Basketball  
Cross-Country Running  
Curling  
Field Lacrosse  
Football  
Golf  
Hockey  
Intramurals  
Martial Arts  
Mountain Biking  
Rugby  
Ski Program (Downhill and Nordic)  
Soccer  
Swim Team  
Tennis  
Track and Field  
Volleyball

Late Transportation: For students who live outside the Owen Sound area, late transportation is provided so that all students can participate in the extracurricular activities offered at St. Mary's High School. Late transportation is available Monday to Thursday from 5:30 - 5:45 PM departing from the school.

***Bound by Respect • Bound by Acceptance • Bound by Faith***