

SHS



**GRADE NINE
COURSE CALENDAR**

2012 – 2013

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A. REACHING EVERY STUDENT

The Renfrew County District School Board, through its secondary school program, is committed to equip all students with the knowledge, skills and attitudes they need for successful outcomes – smooth transitions to the postsecondary destinations of their choice. Our schools offer educational programs that promote high standards, while providing students with learning opportunities and supports needed for success.

Successful completion of secondary education in Ontario is important and a valuable step toward postsecondary opportunities. Students may create or choose a program pathway that prepares them for direct entry to:

- Apprenticeship Programs
- College
- Community Living
- University
- The Workplace

There is value, honour and dignity in all postsecondary destinations and all sectors of employment. A student's Program Pathway is his or her educational program and reflects the goals that help motivate him or her to complete secondary school. Building a successful pathway through school requires planning and is a cooperative effort involving students, parents/guardians, teachers and guidance counsellors. Factors you must consider in your planning include:

- most recent levels of achievement
- preferred learning style
- strengths
- immediate educational needs

Early success in high school is essential. Statistics in Ontario show very clearly that failure in courses in grade 9 and 10 is a significant factor in students dropping out of school. Appropriate course selection and a proactive plan for success are important.

Schools in Renfrew County have a strong focus on Student Success. In each of our high schools, Classroom teachers, Student Success teachers, Guidance counsellors, Special Education teachers, School Support counsellors, Co-operative Education teachers and Administrators form strong teams who are dedicated to successful outcomes for all students. For our students making the transition from grade 8 to grade 9, there has never been greater attention paid to their strengths and needs, while focusing on opportunities for success. We are proud to have the excellent and exciting transition program "Link Crew" in all of the RCDSB secondary schools.

This Course Calendar is a valuable tools to assist families in planning and reviewing a pathway to success for all students. Contact Student Services department for more information.

B. NOTE TO STUDENTS and PARENT/GUARDIANS

This booklet describes our school organization and all courses offered starting at the grade 9 level in our school. Before completing the registration form, students, with their parents/guardians, should:

1. Read the High School Graduation Requirements and Considerations section carefully.
2. Read the course descriptions in this course calendar.
3. If currently enrolled in the French Immersion Program, decide between the Core and Extended French options.
4. Discuss the choices at home. Students wishing more info may talk with guidance counsellors, teachers, and/or administration or, if you wish, call Fellowes at 735-6858.

REGISTRATION CARDS FOR 2012-2013
SCHOOL YEAR ARE DUE
TO FELLOWES ON
WEDNESDAY, FEBRUARY 8TH, 2012

SCHOOL OFFICIALS WILL ADVISE BUT THE
ULTIMATE RESPONSIBILITY FOR COURSE
SELECTION LIES WITH STUDENTS AND THEIR
PARENTS.

C. THE SCHOOL'S OBJECTIVES

Fellowes is committed to helping students acquire the knowledge, skills, values and attitudes which are useful both now and in later life. Fellowes has the following objectives:

1. to provide each student with quality educational opportunities through an excellent selection of programs.
2. to meet the individual needs of each student, whether he/she is planning post secondary education or is going directly to the world of work.
3. to create an environment which encourages learning, enhances positive human relations, provides a disciplined systematic approach to tasks and fosters democratic principles.

D. HIGH SCHOOL GRADUATION REQUIREMENTS AND CONSIDERATIONS

What is a credit? A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours, and has been developed from a Ministry of Education curriculum guideline or has been approved by the Ministry.

Ontario Secondary School Diploma (OSSD): This diploma is granted, on the recommendation of the Principal of the secondary school last attended, to a student who has accumulated a minimum of thirty credits. This includes 18 compulsory credits and 12 optional credits. Forty hours of community involvement and successful completion of the literacy requirement must also be achieved.

Compulsory Credits (total of 18)

- 4 credits in 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 Canadian history
- 1 credit in Canadian geography
- 1 credit in the arts (music, art, drama, or dance)
- 1 credit in health and physical education
- 1 credit in French as a second language
- 1/2 credit in civics and 1/2 credit in career studies or computer studies

Plus:

- Group 1 - English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education
- Group 2 - French as a second language, the arts, business studies, health and physical education, cooperative education
- Group 3 -French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education

Note: The following conditions apply to selections from the above three groups:

- A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.
- A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1,2 or 3.

Optional Credits (total of 12): In addition to the 18 compulsory credits, students have to earn 12 optional credits in courses of their choice, selected from the full list of courses available in the school. Optional credits allow students to build an educational program that suits their individual interests and meets university, college, apprenticeship, or work requirements.

Ontario Secondary School Literacy Test (OSSLT): All students must successfully complete the literacy requirement in order to earn a Secondary School Graduation Diploma. For most students this requirement will be met through the administration of the Literacy Test in the spring of Grade 10. The test is based on Ontario curriculum expectations for language and communication, particularly reading and writing, up to and including Grade 9. The test will identify areas for remediation for students who are unsuccessful in completing the test. Students who write the test but do not succeed may retake the test and successfully complete both the reading and writing components in order to pass. There is no limit to the number of times the test may be taken.

Accommodations: Students who are receiving Special Education programs and services that have an Individual Education Plan (IEP) may receive the accommodations that are set out in the students' IEP.

Deferrals: Deferral of the test may occur for students who might benefit. This would include students who have been identified as exceptional and students registered in English as a second language/English Literacy Development courses who have not yet acquired the level of proficiency in English required for successfully completing the test. The Principal determines if a deferral should be granted and time period for the deferral.

Exemptions: Students whose IEP indicates that the student is not working towards the attainment of a Secondary School Graduation Diploma may, with parental consent and approval of the Principal, be exempted from participating in the Literacy Test.

Ontario Secondary School Literacy Course (OSSLC): Students may also meet the literacy requirements for graduation by successfully completing the OSSLC. This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the test. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

To be eligible to take the course, students must have attempted the OSSLT at least once and been unsuccessful in that attempt. This course can also be used to count as the Grade 11 or Grade 12 English compulsory course.

Literacy Adjudication Process: At the end of the school year, a school board adjudication panel may provide certain students with an additional opportunity to meet the literacy graduation requirement. These students include those who would otherwise be eligible to graduate but, through no fault of their own, have not been able to take advantage of the normal opportunities to write the OSSLT and/or have not been able to enrol in or complete the OSSLC, owing to unforeseen circumstances. Also eligible for the adjudication process are students who were receiving special education programs or services, and who had an IEP documenting required accommodations, but, owing to unforeseen circumstances, did not have access to these accommodations when they were taking the OSSLT.

Mandatory Community Involvement: Every student who begins secondary school in Ontario is required to complete 40 hours of community involvement in order to receive a diploma. The purpose of this requirement is to encourage students to develop an understanding of the various roles they can play in their community and to help them develop a greater sense of belonging within the community. The school provides a document that outlines information on the community involvement diploma requirements for students and parents, as well as for the persons and organizations who are asked by students to sponsor a particular community involvement activity. Students in Grade 8 may now begin accumulating hours in the summer before they enter Grade 9.

- **Roles and Responsibilities of Students:** In consultation with their parents, students will select an activity or activities from the board's list of approved activities, or choose an activity that is not on the list, provided that it is not an activity specified on the ministry's and the board's lists of ineligible activities. If the activity is not on the board's list of approved activities, the student must obtain approval from the principal before beginning the activity. The safety of the student is paramount. It should be noted that students will not be paid for performing any community involvement activity. Community involvement requirements must be met outside of regularly scheduled class time. A "Completion of Community Involvement Activities" form must be completed by the student, the student's parent, and the community sponsor (that is, the person or organization that provided the community involvement opportunity for the student). The student must submit the form to the principal or other school contact upon completion of the 40 hours or upon completion of a specific activity.
- **Roles and Responsibilities of Parents:** Parents should provide assistance to their child in the selection of their community involvement activities. Parents are also encouraged to communicate with the community sponsor and the school principal if they have any questions or concerns. A parent must sign the "Completion of Community Involvement Activities" form if the student is under the age of eighteen years.

Ontario Secondary School Certificate (OSSC): This certificate will be granted, on request, to a student who leaves school before earning the OSSD and who has earned a minimum of 14 credits including seven compulsory credits and seven elective credits. The compulsory credits include: 2 credits in English, 1 credit in Mathematics, 1 credit in Science, 1 credit in Canadian Geography or History, 1 credit in Physical Education and 1 credit in Art or Technology.

Certificate of Accomplishment: Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school.

Additional Considerations for Accumulation of Credits (Complete information on all of these opportunities is available in Student Services):

Substitutions for compulsory courses: Up to three substitutions can be made for compulsory courses during a student's high school career. The decision to make a substitution for a compulsory course is done if the student's educational interest is best served. The principal makes the decision in consultation with the parents/guardians and appropriate staff.

Prior Learning Assessment and Recognition (PLAR): Students may obtain credits for knowledge and skills they have acquired outside of school. This prior learning is assessed and evaluated to determine whether the student has met the provincial course expectations. Students may "challenge" a specific course for credit if they can provide evidence indicating a likelihood of success. Since Grade 9 is viewed as a foundation year for all Ontario students, the PLAR process does not apply to Grade 9 credits. A student who believes that she or he possesses the full range of knowledge and skills for a Grade 10 to 12 course in the school course calendar should refer to the Student Services Department for information about completing the application. The student should be prepared to provide reasonable substantive evidence for success in the challenge process (e.g. a portfolio, documentation of related course work, recommendation from a teacher, etc.). Further, the student will be required to demonstrate achievement of the course expectations through formal tests, including exams, and other assessment strategies appropriate for the particular course. Students who are successful in the challenge assessment will receive a final percentage grade and a credit for the course.

Additional Considerations for Accumulation of Credits (continued)

Music: A maximum of two credits may be earned by students who present evidence of satisfactory standing in recognized programs offered by conservatories or colleges of music.

Transfer courses: Transfer courses enable students who alter their post secondary plans to transfer from one type of course to another in Grades 10, 11 and 12. Transfer courses are designed to provide the knowledge and skills required to bridge the gap between two courses of different types.

e-Learning Ontario: Online learning is quickly becoming an important part of education in all pathways, including college, university and in the workplace, eLearning courses may allow for more flexibility in a student's timetable and may allow students to access courses that will complement their timetables but that are not available in their school. These courses provide students with the opportunity to build independent learning skills, which will help them be successful in any post-secondary pathway.

eLearning options are available to all students registered with the Renfrew County District School Board. You may be an ideal candidate for eLearning if you have high achievement in the Learning Skills (Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation). eLearning requires the same time commitment as a traditional day-school class. However, the method of delivery allows for flexibility in the schedule, and students may choose to complete the course work outside of the traditional school day or traditional school environment. It is not required that the students and teacher are working on the course at the same time. However, the course will follow the same semester start and end dates as a traditional face-to-face class, and there will be timelines for completing tasks, assignments and other assessments within the course.

The RCDSB currently offers a variety of online courses taught by qualified teachers who provide innovative, relevant and engaging eLearning experiences. All eLearning courses meet the same curriculum requirements of face-to-face classes, as set out by the Ontario Ministry of Education. In addition, the RCDSB is a member of the Ontario eLearning Consortium, which may allow students to access specialized courses from other school boards who also offer courses through the Consortium.

The following courses will be offered by the RCDSB for the 2012-2013 school year, subject to sufficient enrolment. Students wishing to enrol in any of the following courses through eLearning should indicate their choice on their course selection sheet.

BAT4M (Financial Accounting Principles)
 BMI3C (Marketing: Goods, Services, Events)
 CGF3MF (Physical Geography: Patterns, Processes and Interactions —offered in French only)
 CGR4E/M (The Environment and Resource Management)
 ETS4U (Studies in Literature)
 HHS4M (Individuals and Families in a Diverse Society)
 HNC3O (Fashion and Creative Expression)
 HRT3M (World Religions: Beliefs, Issues and Religious Traditions)
 ICS3U (Introduction to Computer Science)
 ICS4U (Computer Science)
 MCT4C (Mathematics for College Technology)
 PPZ3O (Health for Life)
 SNC4M (Science)
 TGJ3M (Communications Technology)

Note: Many other e-Learning courses are offered through school boards belonging to the Ontario eLearning Consortium. For a complete list of courses, please visit the Consortium's website at <http://www.elearningstudents.ca>.

Dual Credits: Dual credit programs are ministry-approved programs that allow students who are still in secondary school to take college or apprenticeship courses that count towards both an Ontario Secondary School Diploma and a postsecondary certificate, diploma, or degree, or an apprenticeship certification. Students may earn up to 4 optional credits for college-delivered dual credit courses. Students may not use college-delivered dual credits to meet compulsory credit requirements or to satisfy the related course requirement for a cooperative education program.

In Renfrew County, we have a partnership with Algonquin College for the Dual Credit Program. Because of the requirement to attend the college one afternoon per week these courses will be most suitable for students who are registered in Co-op or for part-time senior students. Please see Student Services for more information.

Correspondence courses, other on-line courses, summer school, alternative adolescent high schools (PAL), specialized programs offered in other Renfrew County secondary schools: Make an appointment with Student Services to discuss any of these options.

E. STUDENT RECORDS

Ontario Student Record: 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, diploma requirements completed and other information important to the education of the student. Students and their parents (if the student is not an adult) may examine the contents of the OSR. The Education Act and Freedom of Informa-

Ontario Student Record: (cont'd)

The Ontario Ministry of Education, under the authority of the Education Act of the province of Ontario, requires that each school maintain a record of basic information for each student registered in the school. The information will be used for the purposes of the proper education and well-being of the student and for necessary statistical purposes. Personal information on this form is collected under the authority of the Education Act, R.S.O. 1990 c.E.2, as amended, and will be used for the OSR and for administrative purposes. Questions about collection may be directed to the school principal.

Ontario Student Transcript: At the conclusion of each year a summary of courses attempted and credits gained will be maintained in each student's Ontario Student Transcript. Courses will be entered under the common course code and the percentage obtained will be reported. This very important document is available for students and their parents or guardians to see on request. When a student receives his/her diploma or decides to terminate his/her formal schooling, an Ontario Student Transcript will be issued on request.

Full Disclosure: Full disclosure applies to all Grade 11 and 12 courses. Full disclosure means that if a student withdraws from, repeats or fails a Grade 11 or 12 course it must be recorded on the OST. Repeated Grade 11 and 12 courses will both show on the transcript with their recorded mark, however only one credit will be granted and the lower mark will have an "R" in the credit column. Failed Grade 11 and 12 courses will show on the OST. Withdrawals from Grade 11 and 12 courses will show on the OST, if they are dropped 5 instructional days after the first report card of the semester or later. They do not show if they are dropped before the 5 instructional days following the first report card.

Evaluation and Examination Policies: Students will be evaluated based on the achievement charts in the Provincial Curriculum Policy Documents for the courses in which they are enrolled. Evaluation is based on the level of achievement the student demonstrates in the skills and knowledge covered in a course. Seventy percent (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. Teachers will use "Assessment for Learning" and "Assessment as Learning" practices to help students identify; what the learning goals are, where they are in relation to the learning goals and what next steps they need to take to achieve the goals.

Evaluation and Examination Policies: (cont'd)

This ongoing feedback will help prepare students for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. Thirty percent (30%) of the evaluation is based on a final summative evaluation that may be determined through one or 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 and will give students an opportunity to synthesize the different aspects of their learning for each particular course.

Semester System: The school year is divided into two equal parts: SEMESTER 1 runs from September to the end of January; SEMESTER 2 runs from February to the end of June. In each semester the student has the opportunity to take 4 courses and obtain 4 credits for a total of 8 credits per year. Final examinations occur at the end of each semester. Parents should receive a formal report on the progress of their student 4 times per year, once at the mid-point of each semester and once at the end of each semester. Parents, of course, are invited to contact the school at any time to get an up-date on the progress of their child.

F. SPECIAL PROGRAMS

Cooperative Education and Other Forms of Experiential Learning: Planned learning experiences that take place in the community include job shadowing, job twinning, work experience and virtual work experience, and cooperative education. This provides the students who are enrolled in courses of all types and in all disciplines with the opportunity to enhance their school programs. Experiential learning can assist all students, including exceptional students, who are bound for university, college, apprenticeship, or the workplace, in making career decisions as well as in developing the knowledge, skills, and attitudes that are essential in today's society.

R.I.S.E. Riding Into Successful Experiences:

This program is a unique experiential learning opportunity. Students take 1 or 2 compulsory credits by correspondence in the student success room for 2 mornings per week. The remaining 3 days are spent earning Co-op credits at a barn in Beachburg. Here the students assist with chores, feeding and regular horse farm maintenance. In the afternoons, the owner provides riding lessons. There is potential to earn 3 co-operative education credits and 2 compulsory credits for a total of 5 credits in a semester.

Forms of Experiential Learning and Related Programs

Length	Credit Value	Description	Key Elements
Job shadowing (e.g., Take Our Kids to Work)			
½ to 1 day (in some cases, up to 3 days)	None	one-on-one observation of a worker at a place of employment	involves the pairing of a student with a worker in a specific occupation may be integrated with a credit course may be part of a student's school-work transition program
Job twinning			
½ to 1 day	None	one-on-one observation of a cooperative education student at his or her placement	involves the pairing of a student with a cooperative education student may be integrated with a credit course may be part of a student's school-work transition program
Work experience			
1-4 weeks	None	a planned learning opportunity, within any credit course, that provides students with relatively short-term work experiences, usually of one or two weeks' duration and not exceeding four weeks	involves a short-term, subject-related work placement forms an integral part of a specific credit course requires pre-placement orientation requires a learning plan

Length	Credit Value	Description	Key Elements
Virtual work experience			
the equivalent of 1-4 weeks	none	a simulated work experience, within any credit course, that allows students, including students who receive a special education program or services and students in rural areas, to take advantage of a greater variety of experiences than those available in the local economy	involves a short-term, subject-related virtual work placement facilitated through the use of computer software and the Internet forms an integral part of a specific credit course requires pre-placement orientation requires a learning plan

Forms of Experiential Learning and Related Programs (continued)

Length	Credit Value	Description	Key Elements
Cooperative education			
full term (year or semester)	1 credit per 110-hour co-operative education credit course successfully completed	a planned learning experience, for which credits are earned, that integrates classroom theory and learning experiences at a workplace to enable students to apply and refine the knowledge and skills acquired in a related curriculum course or a locally developed course	requires a written application Process requires a personalized placement learning plan involves the earning of credits requires pre-placement orientation is monitored by the cooperative education teacher integrates classroom and workplace learning involves reflective learning involves student assessment
School-work transition programs			
varies, but typically not less than 2 years (3-4 semesters over Grades 11 and 12)	varies with type of planned workplace experience	a combination of school-and work-based education and training involving a variety of learning opportunities	is oriented towards students who will be entering the workforce directly after high school involves the development of partnerships with employers involves the enhancement of curriculum with input from employers involves the earning of cooperative education credits

Ontario Youth Apprenticeship Program (OYAP):
 What is OYAP? OYAP is an enhanced co-op program, which allows students to start to learn a skilled trade (through apprenticeship) while at the same time completing the requirements (through co-op credits) for Ontario Secondary School graduation.

What is Apprenticeship? An apprenticeship is an agreement between a student who wants to learn a skilled trade, an employer / sponsor who provides the training and the Ministry of Training Colleges and Universities Apprenticeship branch.

Who Is Eligible?

- Students must be enrolled full-time during the program
- Students must be 16 years of age and must have earned 16 credits to participate in OYAP.
- Students must be recommended by appropriate departments (e.g. Technological studies, Student Services, Co-op).

- Students must have a strong desire to pursue a career in a skilled occupation.
- Students must complete all of the compulsory courses required for the OSSD.

Program of Study:

- Year 1 and 2: Regular academic program with appropriate electives*.
- Year 3: Regular academic program with appropriate electives* plus enhanced co-op (pre-apprenticeship or apprenticeship on the job training).
- Year 4: Regular academic program with appropriate electives* plus enhanced co-op (pre-apprenticeship or apprenticeship on the job training).

Program of Study (continued)

* Appropriate electives linked to on the job training (co-op).

See "Apprenticeship Subject Pathways" (Ministry of Education, Ministry of Training, Colleges and Universities: 2003)

See your Technological Studies, Student Services or Co-op teacher for details (brochures available in Student Services). In September 2010 there will be a unique opportunity for students apprenticing as Automotive Service technicians. An 8-week course will be offered at Algonquin College in Pembroke delivering a "triple play": students finish off their necessary high school credits, earn two college credits, and complete their Level 1 apprenticeship hours and certification. In addition, daily driving expenses from other communities to Pembroke will be covered.

PASS - Partnering To Articulate for Student Success: PASS is a school/college/ industry partnership that provides direction for students exploring career possibilities in the areas of Business Studies, Outdoor Education, Hospitality and Tourism, and Electronics/ Communication Technology. In the Eastern Ontario region, Algonquin College, Loyalist College, St. Lawrence College and nine local school boards have partnered and are working with local industry to offer students a logical pathway into the colleges' programs. The PASS program is open to any grade 11 or 12 student enrolled in a school where the "pathway" courses are offered. Check out the PASS website: www.passpathways.on.ca for more resources, opportunities and suggestions regarding consideration of college as a destination.

Specialist High Skills Majors (SHSM): These are new opportunities now available in all RCDSB schools for students with a confirmed interest in a particular sector to "major" in that sector while they are still in high school and to receive an enhanced diploma and transcript as a result. All four destinations (Apprenticeship, College, University and Workplace) are available within each SHSM. The sectors/majors offered at FHS are Hospitality and Tourism, Transportation and Health and Wellness (Phys.Ed. OR Cosmetology). Students registered in one of our SHSM programs will participate in:

- Eight bundled grade 11 and 12 credits, including four credits in the major area of study *
- Sector-recognized Certifications & Safety Awareness Training- for example CPR, First Aid, WHMIS, Health and Safety, CAD/CAM, Service Excellence etc.,
- Experiential Learning - job shadowing, work experience, sector trade shows, job twinning, and tours,
- Use of the Ontario Skills Passport – essential skills and work habits as identified by the HRSDC (Human Resources and Social Development Canada) – for documentation,

Specialist High Skills Majors (SHSM) - continued

- Reach-ahead experiences at the student's likely destination: Apprenticeship, College, University or the Workplace,
- A minimum of two Cooperative Education credits linked to the major credits are also required to complete their cooperative education credits in Grade 11, in order to allow room in their timetables in Grade 12 for credits needed to meet university entrance requirements.)

Health and Wellness majors must select two courses from: Senior Physical Education or Hair & Aesthetics.

Hospitality majors must select two courses from: Senior Hospitality.

Transportation majors must select two courses from: Senior Transportation.

For more information or an application form, contact our Student Services Department.

Student Success: The goal of Student Success is to reach every student in need and provide an opportunity to assure success. The Student Success Team includes the Principal, the Student Success Teacher, Special Education, Guidance, Co-op and the School Support Counsellor. Together they:

- identify and instruct struggling students in their courses,
- direct student advocacy,
- provide more options for learning and work completion,
- monitor student progress,
- facilitate transition from elementary to secondary and secondary to work/post secondary education.
- provide credit rescue, an intervention for students that are struggling in a specific credit course. It can provide a variety of supports to assist with classroom instruction, organization and assessment for struggling students.
- may recommend credit recovery, an intervention to recover a credit after an unsuccessful initial attempt. Credit Recovery is just one of several options for any student who fails, but the final determination of Credit Recovery Placement is made by the school's Credit Recovery Team.

The Student Success Team works with school staff, students, parents, and the community to ensure more students earn the credits necessary to graduate.

English As A Second Language (ESL): ESL programs receive funding based on the number of students who fit the provincial criteria. The board receives funding for students who have been in Canada for three years or less, and who have come to Canada from a country in which English is not the first language. These criteria exclude students who either enter Canada from an English speaking country but cannot speak English, or who take longer than three years to acquire the language. Students are usually enrolled in a full program of mainstream courses and may receive tutorial support from an ESL instructor or peer tutor.

The principal will determine whether or not a student requires extra assistance based on data gathered when a new student registers, or on a recommendation received from the classroom teachers. The principal will complete a Request for ESL support and forward it to the Superintendent for approval. The principal of Continuing Education will assist the principal of the school in obtaining a suitable instructor. The principal and classroom teacher will evaluate the need for continuing ESL support at least twice per year and forward the recommendations to the Superintendent.

Special Education

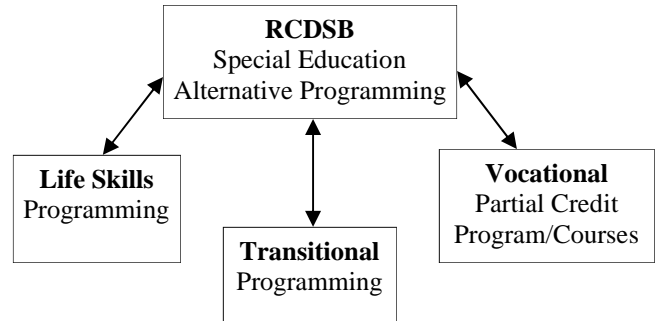
The Role of the Special Education Department: The Special Education Department offers academic support plus a variety of learning experiences for students who have been identified as exceptional. The teacher(s) in this Department provide resource help, liaison with subject teachers, and counselling services to ensure that these students have the opportunity to reach their potential. Recommended interventions, accommodations and/or modifications for every identified student will be communicated to all interested parties through the Individual Education Plan (IEP).

Referrals and Identification: Students who may have special needs are referred to the Special Education Department. These referrals may be made by feeder school principals, parents, teachers, or the student themselves. Formal and informal assessments are carried out to determine student need for special programs. Parental input and approval are both encouraged and essential at all points in the Identification, Placement and Review Committee (IPRC) process to ensure that the best interests of the student are being met.

Special Education Advisory Committee (S.E.A.C.): The Special Education Advisory Committee is responsible to the District School Board for examining, reviewing and making recommendations regarding the provision of Special Education Programs and Services. S.E.A.C. consists of representatives of up to 12 community associations, three trustees and the superintendent responsible for Special Education. Members of the community are welcome to attend and observe meetings. Call 735-0151 to confirm meeting dates and times.

Board Special Education Parent Guide: Copies of the booklet Understanding the I.P.R.C. Process: A Parent's Guide and informational brochures (SEAC, IPRC, IEP, Transition Planning, Special Education Resource Teacher, Development Disability, Deaf/Hard of Hearing, Blind/Low Vision, Mild Intellectual Disability, Behaviour, Gifted) are available through the school's Special Education Department as well as on-line on the board website (www.renfrew.edu.on.ca).

RCDSB Secondary Alternative Special Education Programs:



RCDSB has a 3-tiered alternative program design. The tiered approach is an effective approach to assessment and intervention which allows for varied levels of supports for a student requiring special education programs and services. Placement into programs is done through an Identification Placement and Review (IPRC meeting. An Individual Education Plan (IEP) is designed for each student according to their individual learning needs and strengths. Programming is based on the learning expectations outlined in the IEP, which is developed and coordinated by the special education teacher in consultation with parent(s)/guardian(s) and other subject area teachers. This plan is revised and updated based on the results of ongoing assessment and evaluation. An alternate report card is used to summarize students achievement within the alternate program. All alternative levels are instructed by staff with Special Education qualifications.

Alternative Program Descriptions

There are three levels of alternate programming that offers students different levels of support. Vocational Partial Credit Program, Transition Program and the Life Skills Program. The Vocational Program is to develop academic skills near or at grade level in a highly structured small class placement. Intensive instructional support is provided for Literacy and Mathematics with potential for modified and regular credit acquisition. Student programming is expected to include independent integration into credit class placements which are recorded on the provincial report card. Locally Developed, Applied level, Open level, Workplace level, and co-operative education courses are among the range of program options. The completion of the Ontario Secondary School Certificate and/or the Ontario Secondary School Diploma defines the range of possible program graduation goals.

Alternative Program Descriptions (continued)

The Transition Program focus is to develop academic skills centering on functional literacy and numeracy skills as well as appropriate life, social and independent living skills in a highly structured learning environment and a small class placement. Integration into Vocational and Life Skills programs may be incorporated into student's timetable considering student and individual site program response need. Independent living, transitional supports to post secondary vocation / community services and the provincial Certificate of Accomplishment define the range of possible graduation goals.

The Life Skills Program focus is to support physical and health needs, develop communication, living skills, life skills, and social and leisure skills within a highly supportive and structured environment. Individualized programs may also include physiotherapy, augmentative communication and comprehensive physical care supports. The program includes working with community agencies in transition planning for students and may include work experience opportunities. Students typically have connections with Community Care Access (CCAC) and Ontario Disabilities Support Program (ODSP). Student progress, in relation to IEP expectations, is formally reported on the alternative report card. Programs consider that students will integrate into classrooms on an auditing basis and/or school activities to the greatest extent possible. The Life Skills program is available to students until June of the calendar year they turn twenty-one. Program objectives are increased independence, transitional support to community services and a Certificate of Accomplishment.

Fellowes-KI Pembroke Partnership:

Since 1994 Fellowes has operated a fully functioning classroom at KI Pembroke. It is a continuous intake program for students currently enrolled at Fellowes that features:

- Classroom instruction and help
- Co-operative education placements within the KI building
- Possible workplace and apprenticeship opportunities
- Small class size in an adult environment

Fellowes-KI Pembroke Partnership (continued)

The program has won many awards for excellence and has had over 50 graduates. To be eligible for admission, students must be at least 16 years of age, have already earned at least 16 credits and must be approved by a selection committee. For more information, call Student Services.

G. EXPECTATIONS OF STUDENTS

1.

Attendance Requirements -

Regular attendance on the part of students is vital to the process of learning, since there is a high correlation between class attendance and achievement. Students who are frequently absent will suffer a loss of content, of experiences, and of related understandings that will affect their achievement and participation. At Fellowes High School, regular participation is expected and students who habitually miss lessons will suffer in the evaluation process because their participation and achievement cannot be fully assessed. Students of compulsory age who do not attend regularly are dealt with under the provision of the Education Act.

2.

Students in Good Standing -

- Students at Fellowes High School are urged to become active in the wide variety of sports, drama and other positive opportunities that are available at Fellowes. Such participation is a major component of a balanced education. The following are guidelines which are used by Fellowes in assisting students to maintain a balance between academic requirements and the commitment they must make to effectively participate in school activities.
- All students who are in good standing may participate in school sponsored activities provided they have paid student fees. A 'Student in Good Standing' is one who is working to potential, is up-to-date with regard to assignments and homework, has not acted in such a manner as to warrant a major penalty, such as suspension, and whose attendance is regular.

- G. EXPECTATIONS OF STUDENTS (continued)
- When a student has been identified as participating in activities to such a degree that his/her school progress is threatened, the student will be interviewed by the Vice-principal. Students will be withdrawn from out-of-class activities until they have once again earned a 'Good Standing'.
 - When students are absent from class for scheduled school activities, it is the student's responsibility to:
 - 1) Inform his/her teachers well in advance of the activity and about the absence.
 - 2) Obtain from the teacher, and complete, all work missed.

3. Code of Behaviour –
 Each Secondary School in Ontario is expected to have a Code of Student Behaviour in which the school's expectations concerning student deportment are clearly enunciated. The School's Code of Behaviour has been developed and approved by the Board and is outlined in the information given to students at the start of the school year.

4. Buses -
 The Renfrew County District School Board provides transportation for many of our students. It is the responsibility of bussed students to be at their bus stop on time and to obey the driver promptly and courteously. With due regard for the student's safety, drivers have the right to put a student off the bus for behaviour which is distracting and dangerous. Drivers have a set of company rules, School Board polices, and Ministry of Transport regulations which they are obliged to enforce. Problems with regard to routes and schedules many be dealt with by telephoning the Transportation Office (732-8419)

5. Student Lockers -
 A locker is loaned to each student to store their books and clothing. Each student is responsible for purchasing a school lock and keeping the locker locked. The locker may be opened at any time by a designated staff member for the purpose of inspection. The school makes every effort to safeguard lockers but students are cautioned against storing valuables in their lockers. In addition, coats and backpacks must be stored during regular class time

6. RCDSB's Safe School's Policy—may be accessed on the Board's website (www.renfrew.edu.on.ca).

H. COURSE SELECTION

Course Code Explanation: All courses are identified by a 6-character code common to all secondary schools in Ontario.

Eg: MCR 3U1 ENG 1P1 CHC 2D1 PPL 4OF

The first three characters identify the Department and the Course

MCR	Mathematics	CHC	Canadian History
ENG	English	PPL	Physical Education

The fourth character identifies the year or grade

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

The fifth character identifies the level of instruction for the course

O	Open	E	Workplace Preparation
L	Locally developed	C	College Preparation
P	Applied	M	University/College Preparation
D	Academic	U	University Preparation

The sixth character is designated by the school for internal purposes.

Types of Courses in Grades 9 and 10: The four types of courses in Grades 9 and 10 are defined as follows:

Locally Developed Compulsory Courses focus on the knowledge and skills that students need to be well prepared for success in grades 11 and 12 Workplace Preparation Courses. Opportunities to develop, enhance, and practice literacy, and mathematical literacy processes, concepts, skills and strategies are the focus of the expectations in these courses.

Applied courses focus on the 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.

H. COURSE SELECTION (Continued)

Academic 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. They incorporate practical applications as appropriate.

Open courses are the only type of course offered in most subjects other than those listed above. They 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. Students in Grades 9 and 10 will make the choice between academic and applied courses primarily on the basis of their strengths, interests, and needs. The selection of courses for exceptional students should also be guided by information in the student's Individual Education Plan. Students who are successful in any academic or applied course in Grade 9 will be able to proceed to either the academic or the applied course in the same subject in Grade 10. Grade 10 academic and applied courses will prepare students for particular Grade 11 courses, for which prerequisites are specified in the curriculum policy documents for Grades 11 and 12.

Types of Courses in Grades 11 and 12: Students in grades 11 and 12 will choose from among four destination-related course types: university preparation, university/college preparation, college preparation, and workplace preparation. Open courses are also offered in Grades 11 and 12. Students will make their choices on the basis of their interests, achievement, and career goals. The following is a brief description of the types of courses that are available in the various disciplines of the Ontario curriculum in Grades 11 and 12.

Workplace 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 certain apprenticeship or other training programs.

College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs.

College/University preparation 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 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 apprenticeship or other training programs.

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

Open courses are designed to broaden students' knowledge and skills in subjects that reflect their interests and to 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.

Note: It is very important that students choose courses for the appropriate destination in order to ensure their interest and their success. College/University (M) and University (U) courses, for example, have a high level of difficulty and mostly theoretical content. Workplace (E) and College (C) courses will be more reasonably paced and will include practical real-life examples and applications.

Course Outlines and Curriculum Documents: The courses offered by this school have been developed according to the requirements of the Ontario Ministry of Education. Course outlines are available in the main office for viewing by parents or guardians. Curriculum documents detailing each course are available from the Ministry of Education website www.edu.gov.on.ca. Courses are offered pending sufficient student enrolment. Choose your courses carefully.

The Process – Your Next Steps:

1. Read all of the sections of this book that may apply to you. Invite your parent(s)/guardian(s) to read it also.
2. List the compulsory courses you need to complete for next year.
3. Think about your career goals, your interests and your abilities. Speak with a guidance counsellor, trusted teacher or school administration to ensure that you are on the right track.
4. Read the course descriptions and circle a few that interest you. Share them with your parent(s)/guardian(s).
5. Reduce your selections to the number of electives you require, plus two alternates.
6. Fill in your course selection form and get it signed by a parent or guardian.

Remember that many very important decisions about courses and teachers for next year will be based on your selections so choose carefully the first time in order to contribute good information to those decisions.

COURSE SELECTION

Course Code Explanation

All courses are identified by a six character code common to all secondary schools in Ontario.

MCR 3U1

The first three characters identify _____
Department and the course

- MCR Mathematics
- SBI Science, Biology

The fourth character identifies the grade level of instruction for the course _____

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

The fifth character identifies the level of difficulty of instruction for the course _____

- O Open—suitable for all levels (e.g. art, music, physical education)
- L Locally-Developed—locally-developed courses for students requiring extra academic support
- P Applied—focus on practical applications
- D Academic—emphasis is on theory and abstract problems
- U University Preparation—developed in association with universities
- E Workplace Preparation—developed in association with workplace
- C College Preparation—developed in association with colleges
- M University/College Preparation—developed in collaboration with both colleges and Universities

The sixth character is designated by the school for internal purposes _____

- 1 the first course
- 2,3,etc. an extra course in the subject; e.g. Manufacturing
- 4 Cooperative Education, 4 credits (2 each semester)
- 7 Cooperative Education, 1 credit
- 8 Cooperative Education, 2 credits
- 9 Cooperative Education, 4 credits (all day)
- B Boys
- G Girls
- E e-Learning
- F Extended French
- S Vocational Partial-Credit Program (.5 credit)
- T Vocational Partial-Credit Program (.5 credit)

Educational Planning Guide

FELLOWES HIGH SCHOOL

	Grade 9	Grade 10	Grade 11	Grade 12
1	English	English	English	English
2	Mathematics	Mathematics	Mathematics	Elective
3	Geography	Science	Compulsory	Elective
4	French	History	Compulsory	Elective
5	Science	Civics .5 Career Studies .5	Elective	Elective
6	Physical Education	Elective	Elective	Elective
7	BBI201 or TIJ101	Elective	Elective	Elective
8	AMU101 or NAC101	Elective	Elective	Elective

*Electives may count as "compulsory" (Group 1, 2 or 3) – see Diploma Requirements for details.

Use the following table to plan your program of studies. Start with your career goal.

CAREER GOAL: _____

	Grade 9	Grade 10	Grade 11	Grade 12	5 th Year
1					
2					
3					
4					
5					
6					
7					
8					

Use pencil for courses you are taking. Use ink for successfully completed courses. To keep open as many options as possible, students are encouraged to continue Mathematics until the end of Grade 12.

I. COURSE DESCRIPTIONS

ARTS

FINE ARTS CERTIFICATE AT FHS

AMU101	AMU101	AMU3M1	AMU4M1
NAC101	AVI201	AVI301 Or AVI3M1	AVI4E1 Or AVI4M1
	ADA201	ADA301 Or ADA3M1	ADA4M1
		AWQ301	AWQ4M1

To qualify for a Fine Arts Certificate

GOLD: Students must complete 7 arts courses and achieve a mark of 70% in each elective.

SILVER: Students must complete 6 arts courses and achieve a mark of 70% in each elective.

BRONZE: Students must complete 5 arts courses and achieve a mark of 70% in each elective.

Students may also specify a concentration for the Fine Arts Certificate in music or visual arts with completion of 4 core courses in each discipline.

CHOOSE EITHER AMU101 or NAC101

AMU101 Instrumental Music Open

This course emphasizes the creation and performance of music 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. This is a performance based course taught using concert band instruments.

NAC101 Expressing Aboriginal Cultures Open
Compulsory Grade 9 Course

This course examines Aboriginal cultures in Canada through an exploration of art form—painting, sculpture, storytelling, dance, and music—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.

BUSINESS /TECHNOLOGY STUDIES

CHOOSE EITHER BBI201 or TIJ101

BBI201 Introduction to Business Open
Qualifies as a Compulsory Group 2 Course

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

TIJ10 Exploring Technology Open
Compulsory Course

Qualifies as a Compulsory Group 3 Course

This course enables students to further explore and develop the 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 of industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and social issues, and will begin to explore secondary and postsecondary education and training pathways leading to careers in technology-related fields.

ENGLISH

ENG1D1 English Academic
Compulsory Grade 9 Course

This course emphasizes analytical 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 short stories, poems, 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.

ENG1L1 English Locally Developed
Compulsory Grade 9 Course

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, in the Grade 11 English Workplace Preparation course, or in the English: Contemporary Aboriginal Voices, Grade 11 Workplace Preparation course. 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 on using language clearly and accurately in a variety of authentic contexts. Students develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

ENG1P1 English Applied
Compulsory Grade 9 Course

This course emphasizes key reading, writing, oral communication, and thinking skills that students need for success in secondary school and their daily lives. Students will study plays, short stories and newspaper and magazine articles, and will describe media works. An important focus will be the correct use of spoken and written language.

FRENCH

EXTENDED FRENCH PROGRAM -

FEF1DF Extended French Academic

This course emphasizes the expansion of students' oral communication, reading, and writing skills through the study of themes that reflect their interests. Students will apply their knowledge of French in discussions, debates, dramatizations, and oral presentations. Students will read and write in a variety of genres (e.g., poems, articles, brochures) and study at least one short novel intended for a French-speaking audience.

18

CGC1DF Geographie du Canada (Immersion)
Qualifies as a Compulsory Grade 9 Course

Same as CGC1D1 except that it is presented in French.

Please Note: Students are expected to choose both Extended French courses or neither. You may not choose one without the other.

CORE FRENCH -

FSF1D1 Core French Academic
Compulsory Grade 9 Course

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, 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.

FSF1P1 Core French Applied
Compulsory Grade 9 Course

This course emphasizes the further development of oral communication skills, using the theme of media; the development of oral communication skills will be integrated with the development of reading and writing skills. Students will expand their ability to understand and speak French through conversations, discussions and presentations. They will also read media-related short stories, articles, poems and songs and write brief descriptions, letters, dialogues and invitations.

MATHEMATICS

MPM1D1 Principles of Mathematics Academic
Compulsory Grade 9 Course

This course enables students to develop 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 objects and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

MFM1P1 Foundations of Mathematics Applied
Compulsory Grade 9 Course

This course enables students to develop 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. Learning through hands-on activities and the use of concrete examples is an important aspect of this course.

MAT1L1 Mathematics Locally Developed
Compulsory Course

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, in the Grade 10 LDCC course, and in the Grade 11 and Grade 12 Mathematics 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 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.

PHYSICAL EDUCATION

*Please note that all Physical Education courses require a Physical Education uniform which may be purchased for approximately \$30. Courses may offer other activities with additional costs.

PPL10G Healthy Active Living Education (Girls) Open
Compulsory Course

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. Students will be asked to pay a \$22 fee for the self defense instruction provided in this course.

PHYSICAL EDUCATION (CONT'D)

PPL10B Healthy Active Living Education (Boys) Open
Compulsory Course

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

SCIENCE

SNC1D1 Science Academic
Compulsory Course

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.

SNC1L1 Science Locally Developed
Compulsory Course

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 11 Science Workplace Preparation 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.

SNC1P1 Science Applied
Compulsory Course

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.

SOCIAL SCIENCES

GEOGRAPHY

CGC1D1 Geography of Canada Academic
Compulsory Course

This course explores Canada's distinct and changing character and the geographic systems and relationships that shape it. Students will investigate the interactions of natural and human systems within Canada, as well as Canada's economic, cultural, and environmental connections to other countries. Students will use a variety of geotechnologies and inquiry and communication methods to analyse and evaluate geographic issues and present their findings.

CGC1P1 Geography of Canada Applied
Compulsory Course

This course focuses on geographic issues that affect Canadians today. Students will draw on personal and everyday experiences as they learn about Canada's distinct and changing character and the natural and human systems and global influences that shape the country. Students will use a variety of geotechnologies and inquiry and communication methods to examine practical geographic questions and communicate their findings.

GRADE 9 ORIENTATION DAY WEDNESDAY BEFORE THE FIRST DAY OF SCHOOL

All grade 8 students and their parents are invited to join us for your Orientation to Fellowes High School.

STUDENTS: Link Crew Activities Course Timetable
Lock Purchase & Locker Move In, Physical Education Uniform Sales

PARENTS: School Tour and follow son or daughter's timetable
Students will receive their timetable and locker number.
School Physical Education uniforms and locks can be purchased at the school.
Meet key players: School Nurse, Counsellors, Parent Council & Administration
Get to know those that can assist you and your child throughout their high school career

B.B.Q. for all! Courtesy of Freddie's Café

FINANCIAL REQUIREMENT & SCHOOL SUPPLIES

FELLOWES HIGH SCHOOL

<u>STUDENT FEE:</u>	<p>\$25.00 (There is a family rate for 2 or more children.) This fee supports all student school activities. Upon payment the student will receive a student card for library use and computer printing. It also allows students the opportunity to participate in extracurricular activities and to receive a personal student planner.</p>
<u>YEARBOOK:</u>	<p>Cost is dependent on the number sold.</p>
<u>ATHLETIC FEE:</u>	<p>\$65.00 Each team sport played. \$35.00 Each individual sport played. (This fee assists in covering a portion of the expenses - transportation and officials.) No student is excluded from participating because of an inability to pay these fees.</p>
<u>GYM UNIFORM:</u>	<p>Students may purchase a school uniform for approximately \$30.00. The student may provide their own plain white or black T-shirt and plain black shorts— *no logos may be on either item.</p>
<u>MATHEMATICAL SUPPLIES:</u>	<p>A scientific calculator is required. A geometry set is recommended. Graphing calculators will be provided.</p>
<u>FREDDIES' CAFÉ:</u>	<p>Our National Award Winning cafeteria provides well balanced breakfasts and lunches for under \$4.00. FREDDIES' SMART CARD (debit card) may be purchased.</p>
<u>SCHOOL PICTURES:</u>	<p>Picture day is scheduled in the first week of classes. The cost depends on the package selected which is <u>payable on the day the pictures are taken</u>. All students have their pictures taken even if not purchasing a package and this picture is used on their student card.</p>
<u>CLASSROOM MATERIALS:</u>	<p>Students are expected to supply their own binders, paper, dividers, pencils, pens, erasers & rulers. Individual teachers will notify students of their subject requirements on the first day of school.</p>

Student Success at Fellowes

WHO: Mrs. Austen is the *Student Success Teacher* at Fellowes

WHAT: This position was established two years ago to help ensure the success of students, particularly, at the grade 9 and 10 level.

HOW: By providing a place to work (Room 202)

A place to get help

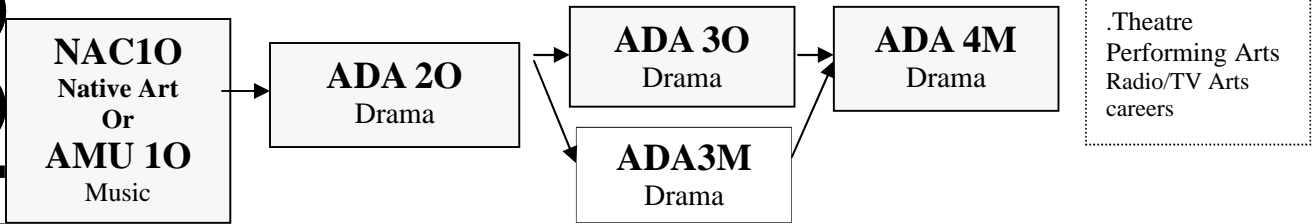
An advocate for students who need extra time, alternate assignments, etc in order to be successful

A liaison between parents and teachers to that we can all help to ensure students' success.

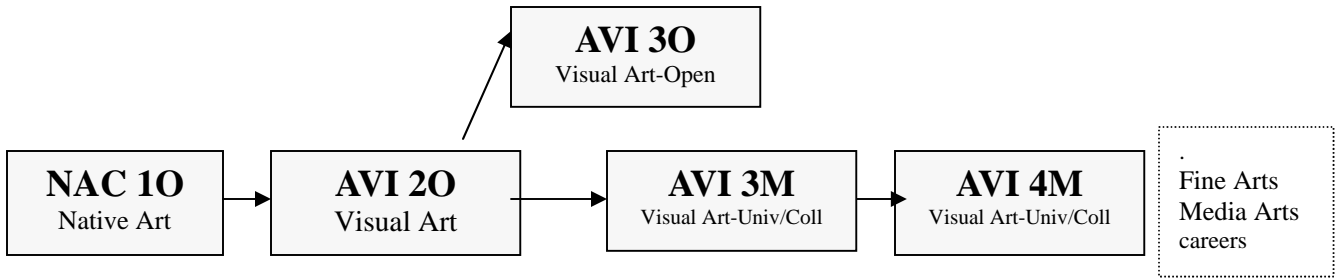
Possible Fine Arts Pathways

FELLOWES HIGH SCHOOL

College or University bound student with an interest in Drama



College or University bound student with an interest in Visual Art

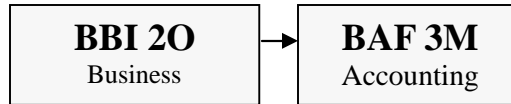


College or University bound student with an interest in Music



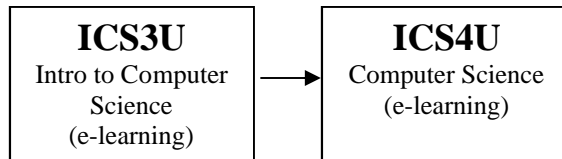
Possible Business Studies Pathways

College or University bound student with an interest in Accounting



Business
Accounting
careers

College or University bound student with an interest in Computer Technology



Computer
engineering
Programming
careers

College bound student with an interest in Business Administration

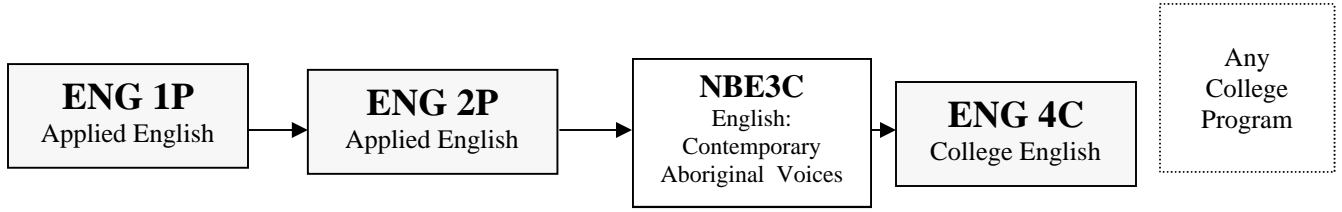


Office admin-
istrator
Business Ad-
ministration
careers

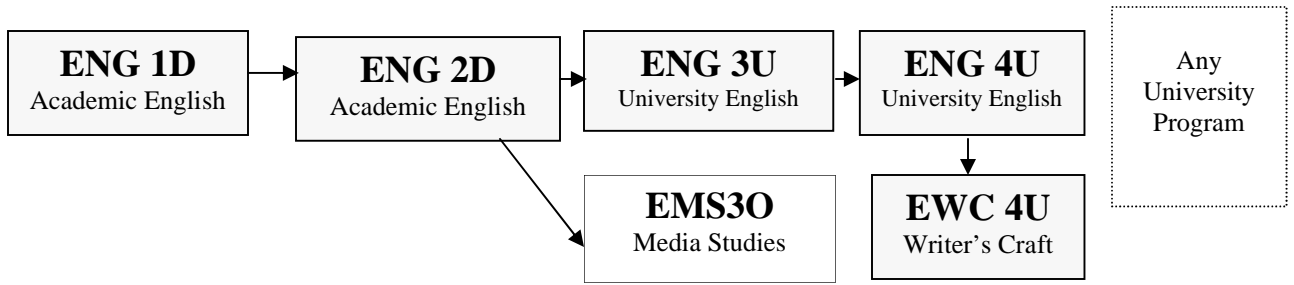
Possible English Pathways

FELLOWES HIGH SCHOOL

College bound or apprentice student requiring English skills

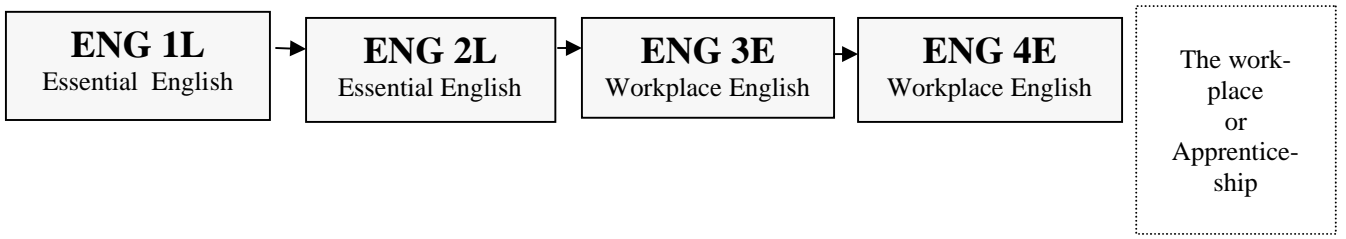


University bound Liberal Arts & Math/Science student



Workplace bound student

Note: ETC3M, EMS30, ETS4U & EWC4U do **not** count as one of the compulsory English credits.



Possible French Language Pathways

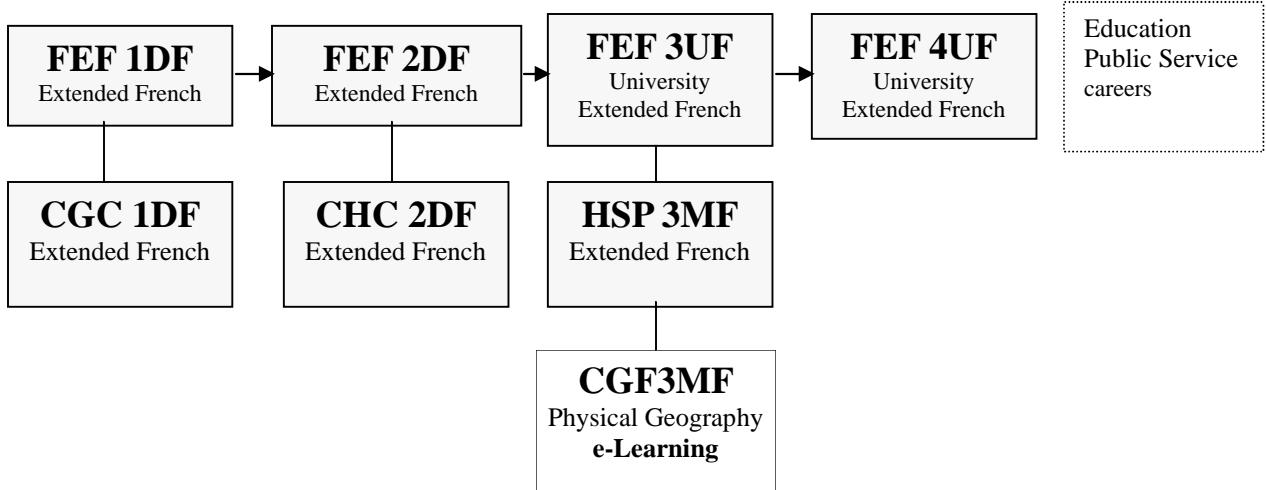
FELLOWES HIGH SCHOOL

University bound language student



Note: Students completing all four Academic French courses and achieving Level 3 in at least 3 of the 4 courses are eligible to receive the **Core French Achievement Certificate** upon graduating

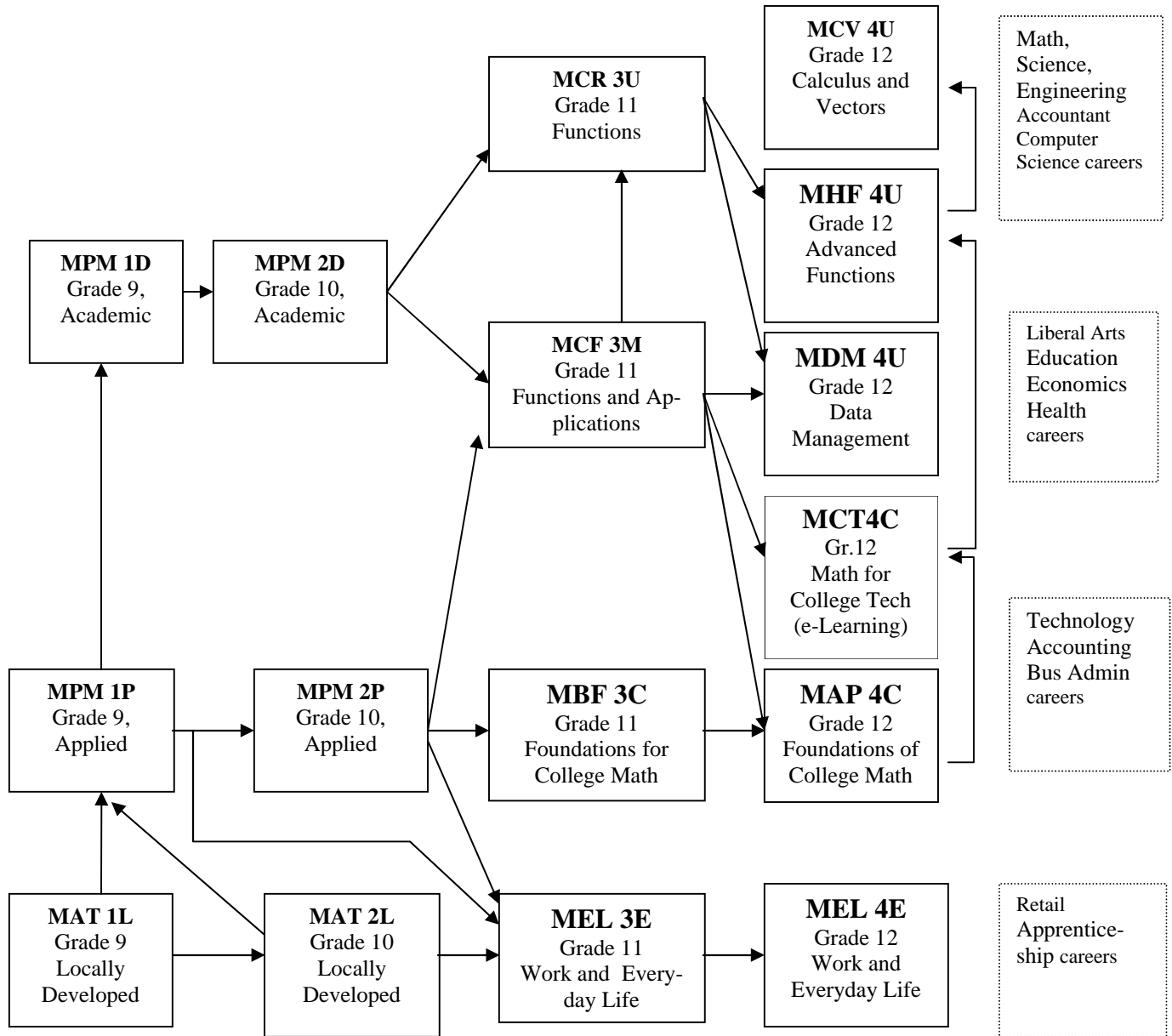
University bound language student or a student wishing to study at a French Language University



Note: Students must complete all seven Extended French courses in order to receive the **Gold Certificate**.

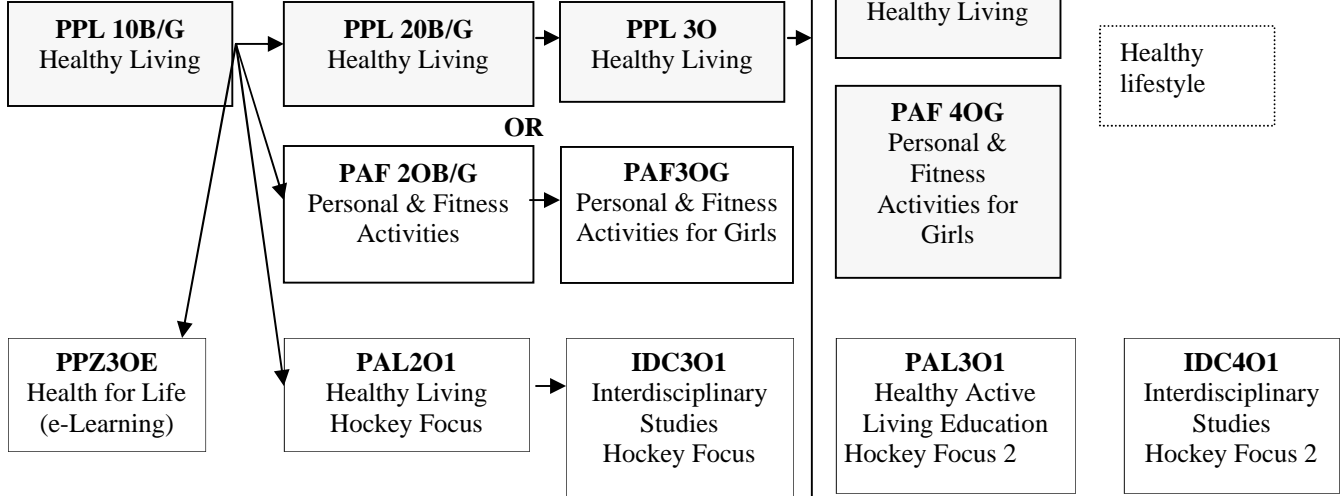
Note: Students must complete six Extended French Courses (four Extended French Grammar Courses and two Extended Subject Specific Courses) in order to receive the **Silver Certificate**.

Mathematics Department Pathways

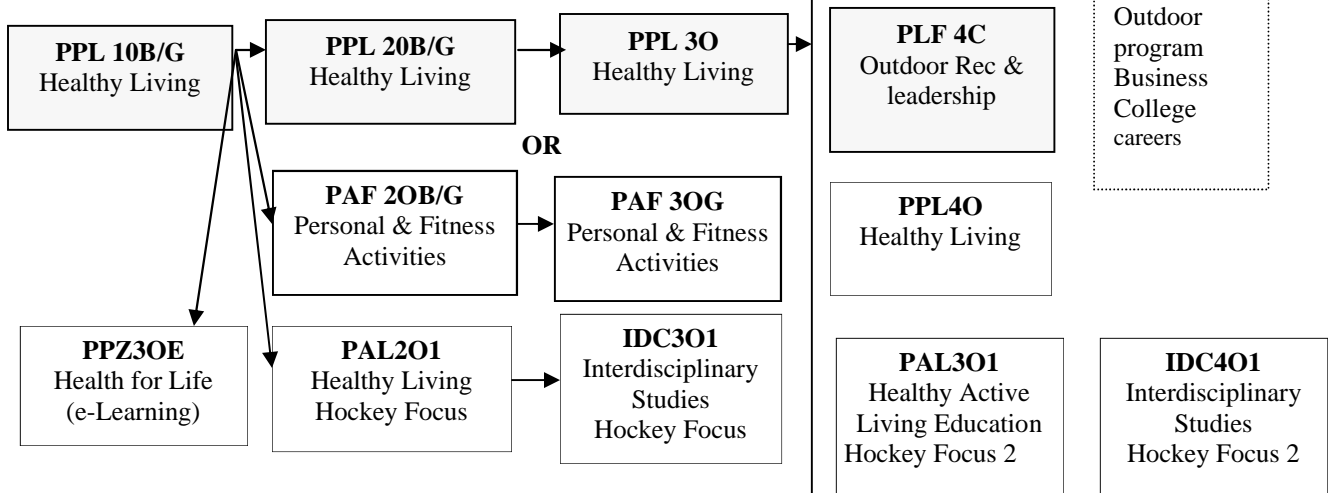


Possible Physical Education Pathways

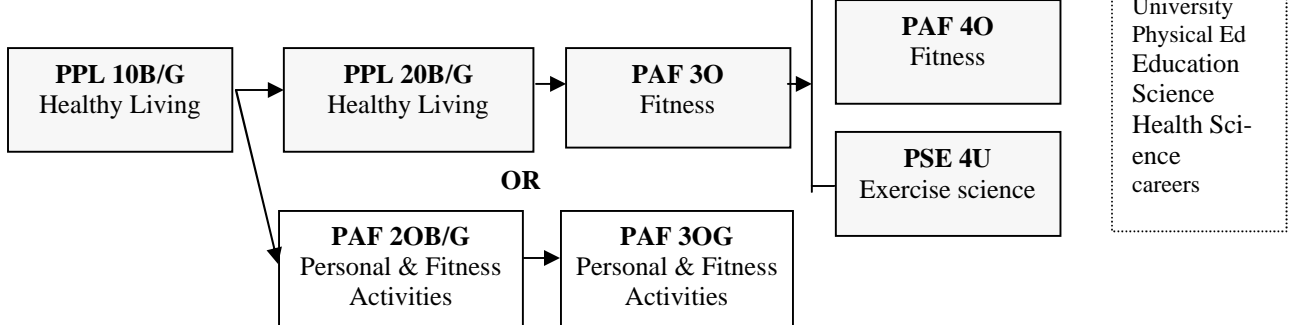
Staying Healthy



College bound or Outdoor Training student



University bound Kinesiology Phys. Ed. student

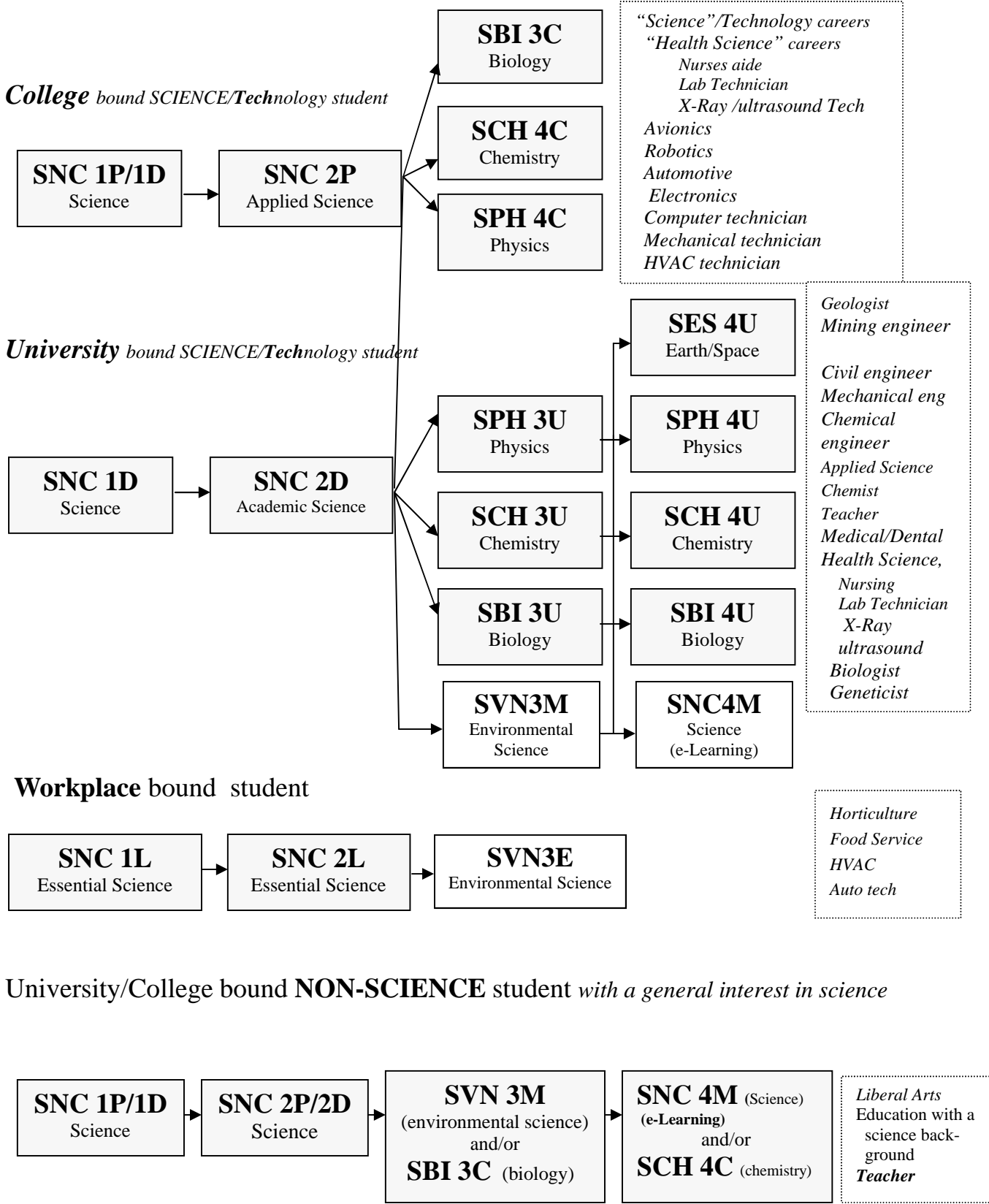


Health & Wellness Specialist High Skills Major

Categories of Required Credits	APPRENTICESHIP TRAINING PATHWAY		COLLEGE PATHWAY		UNIVERSITY PATHWAY		WORKPLACE PATHWAY	
	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12
Major Credits 2 Required each year	PAF301 PAL301 PPL301 PPZ30E	PAF 401 PLF4C1 PPL401	GPP301 PAF301 PAL301 PPL301 PPZ30E	PAF401 PLF4C1 PPL401	GPP301 PAF301 PAL301 PPL301 PPZ30E	PAF401 PPL401 PSE4U1	GPP301 PAF301 PAL301 PPL301 PPZ30E	PAF401 PLF4C1 PPL401
	TXJ3E1	TXJ4E1 TXE4E2	TXJ3E1	TXJ4E1 TXJ4E2			TXJ3E1	TXJ4E1 TXJ4E2
English Credits	ENG3E1 OR ENG3C1	ENG4C1 OR ENG4E1	ENG3C1	ENG4C1	ENG3U1	ENG4U1	ENG3E1	ENG4E1
Math Credits	<i>MBF3C1</i> OR <i>MEL3E1</i>		<i>MBF3C1</i>		<i>MBF3C1</i> OR <i>MCR3U1</i>	<i>MDM4U1</i>	<i>MEL3E1</i>	
Social Science or Science Credits 1 only	HPW3C1 SBI3C1		HSP3M1 HPW3C1 SBI3C1 SCH3C1 SVN3M1	HFA4M1 HSB4M1 SCH4C1 SPH4C1	HSP3M1 SBI3U1 SCH3U1 SPH3U1 SVN3M1	HFA4M1 HSB4M1 HZA4U1 SBI4U1 SCH4U1 SPH4U1	HPW3C1 SVN3E1	
Cooperative Education Credits	2 COOP TIED TO MAJOR CREDIT		2 COOP TIED TO MAJOR CREDIT		2 COOP TIED TO MAJOR CREDIT		2 COOP TIED TO MAJOR CREDIT	

Possible Science Pathways

FELLOWES HIGH SCHOOL



Possible Social Science Pathways

College bound Social Science or Liberal Arts student

CGC 1P/1D
Geography of Can-

CHC 2P
Canadian History

CHV 20
GLC 20
Civics/Careers

NAC201
Aboriginal Peoples
In Canada

CHT30
World History-
Since 1900

HNC3OE
Fashion & Creative
Expression
(e-Learning)

HPW 3C
Working with
children

HSP 3M
Sociology

CLU 3M
Canadian Law

NBV3C1
Aboriginal Beliefs,
Values

HFA4M
Food & Nutrition

HSB 4M
Challenge &
Change

HHS4ME
Individuals &
Families in a
Diverse Society
(e-Learning)

CGR4M
Environmental &
Resource Management
(e-learning)

Early Childhood
Education
Nutrition & Applied
Sciences Dietician
careers

Public
Service
Legal
Assistant

Police Foundations
Travel &
Tourism
careers

Environmental
Studies

University bound Social Science or Liberal Arts student

CGC 1D
Geography of
Canada

CHC 2D
Canadian History

CHV 20
GLC 20
Civics/Careers

HRT3ME
World Religions
(e-Learning)

HSP 3M
Sociology

CHW 3M
World History-
Ancient

CHT30
World History-
Since 1900

CLU 3M
Canadian Law

CGF3MF
Physical Geography
(e-Learning)

HHS4ME
Individuals &
Families in a
Diverse Society
(e-Learning)

HSB 4M
Challenge & Change

CLN 4U
International Law

CGW 4U
Canadian & World
Issues

HZT 4U
Philosophy

HFA4M
Food & Nutrition

CGR4M
Environmental &
Resource Management
(e-learning)

Education
Politics
Economics

International
Studies
Criminology

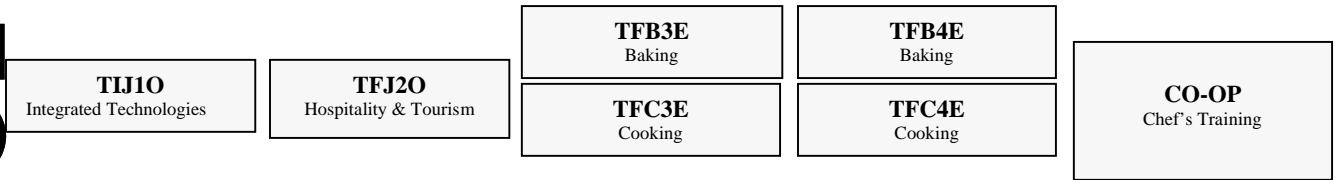
Journalism
Public
Service
Analyst

Early Child-
hood Educa-
tion
Nutrition &
Applied
Sciences Dieti-
cian careers

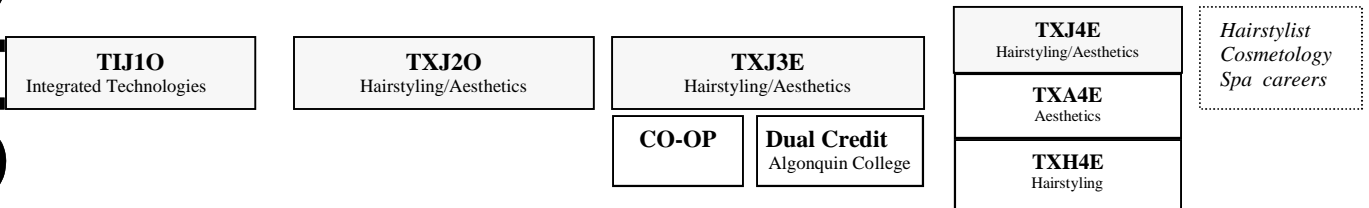
Environmental
Studies

Possible Technology Pathways

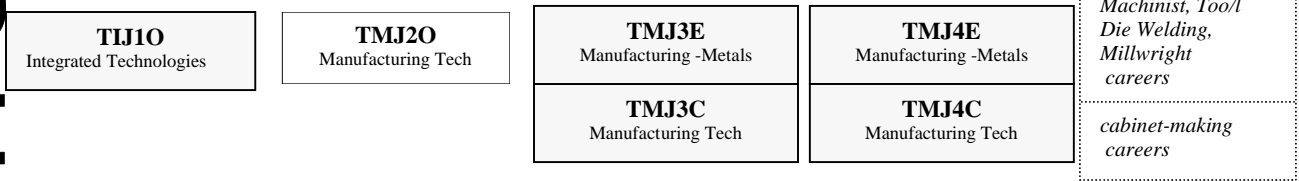
College or Workplace bound student with an interest in Hospitality and Tourism



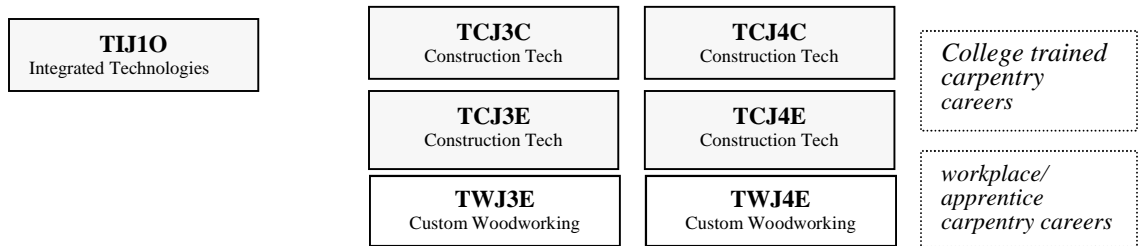
College or Workplace bound student with an interest in Health & Personal Services



College or Workplace bound student with an interest in Manufacturing Technology



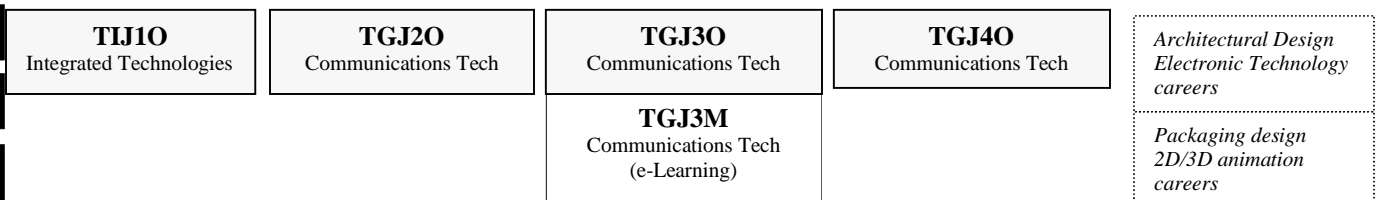
College or Workplace bound student with an interest in Construction Technology



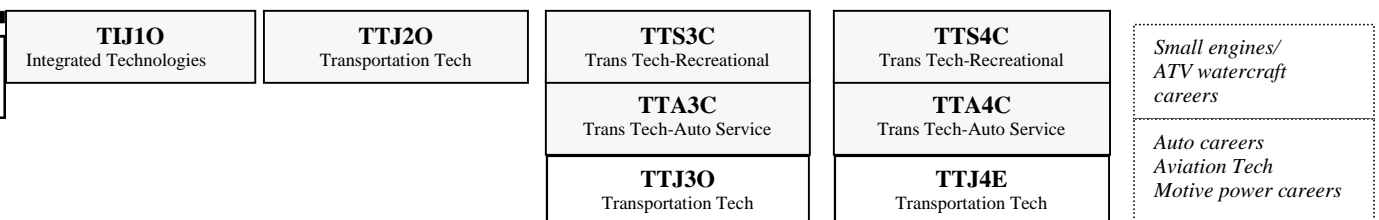
College or Workplace bound student with an interest in Technological Design



College or Workplace bound student with an interest in Communications Technology



College or Workplace bound student with an interest in Transportation Technology



FELLOWES HIGH SCHOOL

Transportation Specialist High Skills Major

	Apprenticeship Training Pathway		College Pathway		University Pathway		Workplace Pathway	
	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12
Major credits 2 Required each year	TCJ3C TCJ3E TMJ3C TMJ3E TTA3C TTS3C	TCJ4C TCJ4E TMJ4C TMJ4E TTA4A TTS4C	TCJ3C TCJ3E TMJ3C TMJ3E TTA3C TTS3C	TCJ4C TCJ4E TMJ4C TMJ4E TTA4A TTS4C	TCJ3C TCJ3E TMJ3C TMJ3E TTA3C TTS3C	TCJ4C TCJ4E TMJ4C TMJ4E TTA4A TTS4C	TCJ3C TCJ3E TMJ3C TMJ3E TTA3C TTS3C	TCJ4C TCJ4E TMJ4C TMJ4E TTA4A TTS4C
English credit(s)	ENG3C 1	ENG4C 1	ENG3C 1	ENG4C 1	ENG3U 1	ENG4U 1	ENG3E 1	ENG4E 1
Math credits	MBF3C 1	MAP4C 1	MBF3C 1	MAP4C 1	MCR3U 1	MHF4U 1	MEL3E 1	MEL4E 1
Science or Business Studies 1 only	SPH4C1		BAF3M1 SPH4C1		BAF3M1 SPH3U1 SPH4U1		SVN3E1	
Co-op credits	2 COOP TIED TO		2 COOP TIED TO		2 COOP TIED TO		2 COOP TIED TO	

Hospitality and Tourism Specialist High Skills Major

Categories of Required Credits	Apprenticeship Training Destination		College Destination		University Destination		Entry Level Workplace Destination	
	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12
Major Credits 2 required per year	TFB3E or TFC3E TFR3C1	TFB4E or TFC4E TFR4C1	TFB3E or TFC3E TFR3C1	TFB4E or TFC4E TFR4C1	TFB3E or TFC3E TFR3C1 TFR4C1	TFB4E or TFC4E HFA4M1	TFB3E TFC3E	TFB4E TFC4E
English	ENG3C1 or ENG 3E1	ENG4E1 or ENG4C1	ENG3C1	ENG4C1	ENB3U1	ENG4U1	ENG3E1	ENG4E1
Math	MBF3C1 or MEL3E1	MAP4C1	MBF3C1	MAP4C1	MCR3U1	MDM4U1	MEL3E1	MEL4E1
Science OR Business Choose 1 only	SBI3C1 or SPH4C3 or SVN3M1	SCH4C1 or SPH4C1	BAF3M1 or SBI3C1 or SVN3M1	SCH4C1 or SPH4C1	BAF3M1 or SBI3U1 or SCH3U1 or SPH3U1 or SVN3M1	SBI4U1 or SCH4U1 or SPH4U1	SVN3E1	
CO-OP CREDITS	TIED TO MAJOR CREDIT 2	TIED TO MAJOR CREDIT 2	TIED TO MAJOR CREDIT 2	TIED TO MAJOR CREDIT 2	TIED TO MAJOR CREDIT 2	TIED TO MAJOR CREDIT 2	TIED TO MAJOR CREDIT 2	TIED TO MAJOR CREDIT 2

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