

# *Renfrew Collegiate Institute*

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## **Statement of Mission**

**Renfrew Collegiate Institute's mission is to develop and provide to each student, regardless of age, sex or race, an education of the highest quality in a positive, caring environment with a professional and dedicated staff. The staff will encourage students to develop positive attitudes concerning co-operation, life-long learning, self-discipline and respect.**

*Renfrew Collegiate Institute is a dynamic secondary school with a strong academic focus that has served Renfrew and surrounding areas for over one hundred and twenty-five years. At RCI, we have outstanding technical and computer facilities, as well as excellent programs in music, art, physical education and French language.*

*Renfrew Collegiate Institute is a mid-sized school with approximately 550 students operating on a semester system. Because Grade 9 pupils may initially find the expanse of the school somewhat overwhelming when compared to their elementary experiences, we have a program called Link Crew in which senior students provide academic and social mentorship to our new students under the supervision of specially trained staff. We also look forward to welcoming grade 7 and 8 students to RCI in September.*

*Our ultimate goal at RCI is to prepare all students for the world of work, apprenticeship or postsecondary education. With this in mind and with further support from our Guidance, Special Education, Enrichment, Student Success and Coop programs, we believe our students will receive the appropriate values, lessons and experience needed to set them on the right career path. This will afford a promising future and make our students productive and responsible citizens.*

*Welcome to the Renfrew Collegiate Institute Course Calendar. This booklet was created to help students with their subject choices for 2010-2011.*

*If you have any questions concerning the program choices for next year, feel free to contact the RCI Guidance Office by calling 432-4858, Extension 278.*

*Alanna Emon, Principal*

## **Code of Conduct and Safe Schools Policy**

This information is available in the Student Agenda book distributed to all students. This information is also available at [www.renfrew.edu.on.ca/sec/rci/index.htm](http://www.renfrew.edu.on.ca/sec/rci/index.htm).

## **Ontario Ministry of Education**

For incoming Grade 9 and returning Grade 10, 11 and 12 students, the Educational Reforms implemented in September 1999 changed the credit structure for their educational programs when compared to the structures, which were in use in previous years.

The courses offered by this school have been developed according to the requirements of the Ontario Ministry of Education. You may view course descriptions at [www.edu.gov.on.ca](http://www.edu.gov.on.ca).

# 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, or
- 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, and
- immediate educational needs.

Early success in high school is essential. Statistics in Ontario show very clearly that failure in courses in grades 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, Cooperative 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 focussing on opportunities for success. We are proud to have an excellent and exciting transition program “Link Crew” in all of the RCDSB secondary schools.

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

## 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 eighteen compulsory credits and twelve optional credits. Forty hours of community involvement and successful completion of the literacy requirement must also be achieved.

**Ontario Secondary School Certificate (after 1999):** 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.

## ***Diploma Requirements***

### **Minimum number of credits for an OSSD**

*Include, within this total, the following required subjects:*

	<b>30</b>	<b>Plus</b>
English (1 credit per grade)	4	12 optional credits.
French as a second language	1	Students have to earn 12
Mathematics (at least 1 senior credit – Grade 11 or 12)	3	optional credits in courses of
Science	2	their choice, selected from
Canadian Geography	1	the full list of courses
Canadian History	1	available in the school.
Arts (Art, Music, Drama, Dance)	1	Optional credits allow
Physical and Health Education	1	students to build an
Civics and Career Studies (1/2 credit each)	1	educational program that
		suits their individual
		interests and meets
<b>Plus</b>		university, college,
➤ 1 additional credit in English, or French as a second language, or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education*	1	apprenticeship, or work requirements.
➤ 1 additional credit in health and physical education, or the arts, or business studies, or cooperative education*	1	40 hours of community involvement
➤ 1 additional credit in science, or technological education, or computer studies or cooperative education*	1	and
		successful completion of the Ministry of Education Literacy Requirement.

*\*A maximum of 2 credits in cooperative education can count as compulsory credits.*

### **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 must 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, may receive the accommodations that are set out in the students' IEP's.

**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 exempt 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 been given at least one opportunity to write the OSSLT. This course can also be used to count as the Grade 11 or Grade 12 English compulsory credit.

**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. These community involvement hours are credited for volunteer work completed commencing with student enrolment in September of their Grade 9 year.

**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.

## ***Additional Considerations for Accumulation of Credits***

*Complete information on all of these opportunities is available in Student Services.*

**Substitutions for Compulsory Credits:** 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. See Administration for details.

**Music:** A maximum of two credits towards the OSSD 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 postsecondary 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:** is an initiative of the Ministry of Education and it provides school boards with access to high quality on-line courses to use for their students. All district school boards in the province have joined in the e-Learning Strategy and many of them, including the RCDSB, will be offering a wide variety of on-line courses to students this school year. Though every attempt will be made to help students access a computer on a daily basis at school, access to high-speed internet at home will greatly increase students’ likelihood of success in these courses. Students wishing to enrol in any of the following courses through e-learning should indicate that on their course selection sheet.

### **RCDSB e-Learning Options for 2010-11\*:**

BBB 4M (International Business Fundamentals)  
CGR 4E (The Environment and Resource Management)  
CHA 3U (American History)  
CIA 4U (Analysing Current Economic Issues)  
HNC 3O (Fashion and Creative Expression)  
HNB 4O (The Fashion Industry)

HZT 4U (Philosophy: Questions and Theories)

PPZ 3O (Health for Life)

SNC 4M (Science with Health Care Focus)

**\*Please Note:** All of these courses may not be available through RCDSB.

**Dual Credits:** There is transportation provided to Algonquin College in Pembroke one afternoon per week for 15 weeks during Semester 2 for students who want to take either of the following “dual credits” (students get a high school credit and a college credit):

- Wildlife Biology
- Leadership and Ethics (this course counts as one of the General Education requirements for a college diploma).

Because of the requirement to attend one afternoon per week, these courses will be most suitable for students who are registered in Co-op or for part-time senior students. Students can count a maximum of 4 Dual Credits as optional credits towards their OSSD. Dual Credits cannot be used as substitutions for compulsory credit courses.

**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.

## ***Attendance Policy***

Ministry Guidelines for Ontario Schools states that “regular attendance on the part of students is vital to the learning process, . . . where attendance has been identified as an essential part of the course . . . and where the student is unwilling to attend regularly, such student will normally fail to achieve credit.”

At RCI, attendance is an essential component of all courses. Regular attendance is necessary if the student is to participate fully in each course. Also, it is a goal of RCI to instill the important values of dependability, punctuality and industry necessary for success after high school.

For a more extensive outline of student responsibilities and expectations, please see the student agenda at [www.renfrew.edu.on.ca/sec/rci/index.htm](http://www.renfrew.edu.on.ca/sec/rci/index.htm).

## ***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 Information Legislation protect these records. 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 on 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.

**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 or 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 Ontario Student Transcript. Withdrawals from Grade 11 and 12 courses will show on the OST, if they are dropped five instructional days after the first report card of the semester or later. They do not show if they are dropped before the five 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.

Opportunities will be provided for students to receive teacher feedback aimed at improving their knowledge and skills on some assessments that are formative, that is their purpose is entirely to enhance student learning. Students should be encouraged to take advantage of these opportunities to ensure better results on the summative evaluations which contribute to their marks. 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 receive a formal report on the progress of their child **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 update on the progress of their child.

## **COURSE CHANGES**

A student must see a guidance counsellor to change a course or program. Students may not pick up a new course after the second week of the semester, but may change levels during the first term. However, this change of level can only be arranged if timetabling and class size will accommodate change.

# ***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. All forms of experiential learning are a valuable complement to students’ academic experience and preparation for the future. When organized in a sequential fashion that meets career development needs, experiential*

learning can maximize student growth and development, and should be encouraged. See the following chart for a summary of each potential learning experience Renfrew Collegiate may offer.

<b>Length</b>	<b>Credit Value</b>	<b>Description</b>	<b>Key Elements</b>
<b>Job shadowing</b> (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	<ul style="list-style-type: none"> <li>• involves the pairing of a student with a worker in a specific occupation</li> <li>• may be integrated with a credit course</li> <li>• may be part of a student's school-work transition program</li> </ul>
<b>Job Twinning</b>			
½ to 1 day	None	one-on-one observation of a cooperative education student at his or her placement	<ul style="list-style-type: none"> <li>• involves the pairing of a student with a cooperative education student</li> <li>• may be integrated with a credit course</li> <li>• may be part of a student's school-work transition program</li> </ul>
<b>Work Experience</b>			
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	<ul style="list-style-type: none"> <li>• involves a short-term, subject-related work placement</li> <li>• forms an integral part of a specific credit course</li> <li>• requires pre-placement orientation</li> <li>• requires a learning plan</li> </ul>
<b>Virtual Work Experience</b>			
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	<ul style="list-style-type: none"> <li>• involves a short-term, subject-related, virtual work placement facilitated through the use of computer software and the internet</li> <li>• forms an integral part of a specific credit course</li> <li>• requires pre-placement orientation</li> <li>• requires a learning plan</li> </ul>

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**Cooperative education**

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full term (year or semester)	1 credit per 110-hour cooperative 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	<ul style="list-style-type: none"><li>• requires a written application process</li><li>• requires a personalized placement learning plan</li><li>• involves the earning of credits</li><li>• requires pre-placement orientation</li><li>• is monitored by the cooperative education teacher</li><li>• integrates classroom and workplace learning</li><li>• involves reflective learning</li><li>• involves student assessment</li></ul>
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**School-work transition programs**

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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	<ul style="list-style-type: none"><li>• is oriented towards students who will be entering the workforce directly after high school</li><li>• involves the development of partnerships with employers</li><li>• involves the enhancement of curriculum with input from employers</li><li>• involves the earning of cooperative education courses</li></ul>
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**ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)**

**What is OYAP?** OYAP is an enhanced Coop program, which allows students to start to learn a skilled trade (through apprenticeship) while at the same time completing the requirements (through coop 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, Coop).
- 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 coop (pre-apprenticeship or apprenticeship on-the-job training)

Year 4: Regular academic program with appropriate electives\* plus enhanced coop (pre-apprenticeship or apprenticeship on-the-job training).

\* Appropriate electives linked to on-the-job training (coop). See "Apprenticeship Subject Pathways" (Ministry of Education, Ministry of Training, Colleges and Universities: 2003)

**See your Technological Studies, Student Services or Coop teacher for details. (Brochures available in Coop Office.)** *In September 2010, there will be a unique opportunity for students apprenticing as Automotive Services technicians. An eight-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.*

### **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.

### **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](http://www.passpathways.on.ca) for more resources, opportunities and suggestions regarding consideration of college as a destination.

### **SPECIALIST HIGH SKILLS MAJORS (SHSM)**

There are 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 RCI are **Community Safety and Emergency Services, Construction, Energy, Health and Wellness and Transportation**. 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 and Safety Awareness Training; eg., 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;
- 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. (Students in the university pathway are advised 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.

Students must select two of the following courses in Grade 11 or 12 for each specific SHSM:

**\*Community Safety and Emergency Services:** CLU 3E, PPZ 3O, SBI 3C, PPL 3O, HHS 4M, HSB 4M, PLF 4O, PPL 4O, CLU 3M, PPL 3O, SBI 3C, HHS 4M, HSB 4M, PLF 4C, SBI 3U, CLU 3M, CIA 4U, HHS 4M, HSB 4M, PSE 4U, CLU 3E, PPL 3O, PPZ 3O, TTP 3M, TPJ 3O, TPJ 4C, TPJ 4E, TPJ 3C, TPJ 4M, TPJ 4C, TPJ 3M, TPJ 4M or TPJ 4E.

**Construction:** TCJ 3C, TWJ 3E, TDJ 3O, TCJ 4C, TWJ 4E, TMJ 4E, TDJ 4O, TCJ 3C, TMJ 3C, TDJ 3M, TCJ 4C, TMJ 4M, TDJ 4M, SPH 3U, TCJ 3C, TDJ 3M, SPH 3U, TCJ 3C, TDJ 3M, SPH 4U, TCJ 4C, TDJ 4M, TCJ 3E, TWJ 3E, TDJ 3O, TCJ 4E, TDJ 4M or TDJ 4O.

**Energy:** SCH 3C, SVN 3E, TCJ 3C, TDJ 3M, TTJ 3C, SCH 3C, SVN 3M, TCJ 3C, TDJ 3M, TTJ 3C, CGR 4M, SCH 4C, SPH 4C, TDJ 4M, SCH 3U, SPH 3U, SVN 3M, TDJ 3M, SPH 4U, SCH 4U, CGR 4M, TDJ 4M, SES 4U, SVN 3E, TCJ 3E, TTJ 3E, CGR 4E, SNC 4E, TCJ 4E, TTJ 4C or TTJ 4E.

**Health and Wellness:** HPC 3O, PPZ 3O, PPL 4O, TPJ 3E, TXJ 4E, SBI 3C, HPC 3O, HRT 3M, SCH 4C, HHS 4M, SBI 3U, HRT 3M, SBI 4U, HHS 4M, PSE 4U, HSB 4U, SNC 3E, HPC 3O, PPL 3O, PPL 4O or TPJ 4E.

**Transportation:** TTJ 3C, TTJ 3O, TTJ 3E, ICS 3C, TDJ 3M, TMJ 3C, TMJ 3E, TTJ 4C, TDJ 4O, TMJ 4C, ICS 4C, ICS 3C, TCJ 3C, TDJ 3M, TTJ 3C, TDJ 4M, TTJ 4C, ICS 4C, SPH 3U, TTJ 3C, ICS 3U, SPH 4U, TTJ 4C, ICS 4U, TCJ 3E, TTJ 3O, TMJ 3E, TTJ 4E or TMJ 4E.

For more information or an application form, contact our SHSM Co-ordinator or 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, Vice-Principal, the Student Success Teacher, Special Education, Guidance, Coop 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/postsecondary 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.

## SPECIAL EDUCATION

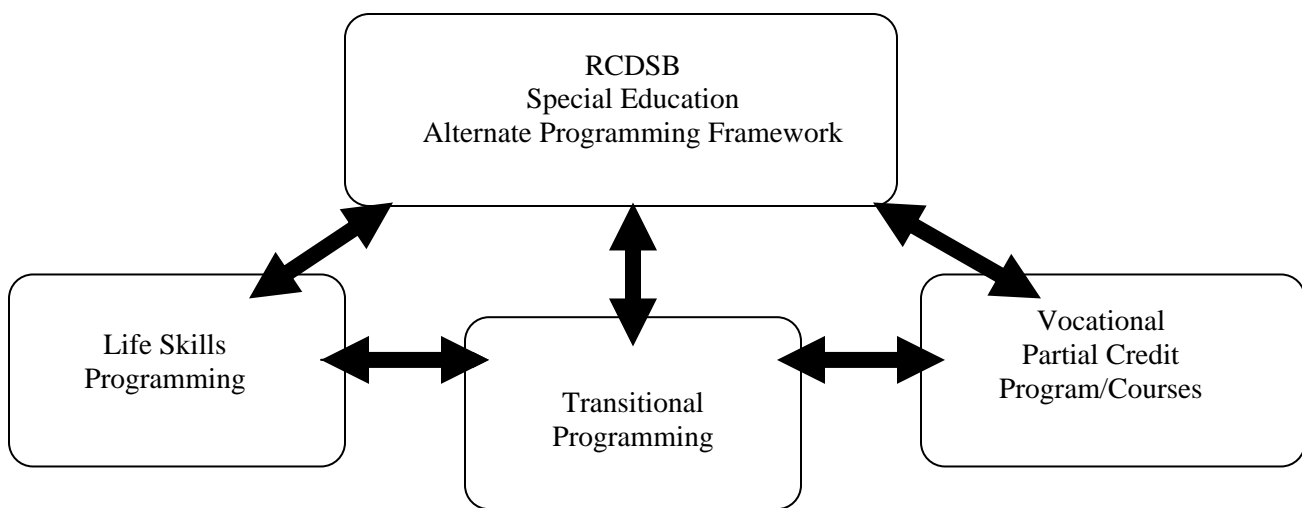
**The Role of the Special Education Department:** The Special Education Department offers academic support plus a variety of learning experiences for students who have been identified as exceptional. The teacher(s) in this Department provide resource help, liaison with subject teachers, and counselling 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).

**Referral 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 students 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 (613) 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.

**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 student 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 cooperative 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.

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 Achievement 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 Achievement.

<b>VOCATIONAL NON-CREDIT PROGRAM (0 credit)</b>			
__ denotes year course taken: A = 1 <sup>st</sup> year   B = 2 <sup>nd</sup> year   C = 3 <sup>rd</sup> year   D = 4 <sup>th</sup> year   E = 5 <sup>th</sup> year   F = 6 <sup>th</sup> year   G = 7 <sup>th</sup> year			
	<b>Fall Semester</b>		<b>Spring Semester</b>
Numeracy & Numbers	KMM _N5		KMM _N6
Social Skills Development	KHD _N5		KHD _N6
Exploring the World of Work	KGW _N5		KGW _N6
Language & Communication Development	KEN _N5		KEN _N6

<b>WORK EXPERIENCE</b>			
KGW _N7	(Fall)	KGW _N8	(Spring)

### **LEARNING RESOURCE CENTRE – SPECIAL EDUCATION**

*The goal of the Learning Resource Centre is to equalize the opportunities of Special Education students to demonstrate competence. The Learning Resource Centre is one step to a student's access to success.*

The Learning Resource Centre provides Special Educational programs and services developed with an Individual Education Plan. This provides learning experiences that correspond with the student's needs, abilities, interests and goals, but may differ in content, process, product and evaluation. Learning Resource programs may involve academic goals, but may differ in content, process, product and evaluation. Learning Resource programs may involve academic **accommodations** and **modifications**. These programs are designed to ensure access to an education for exceptional students while maintaining the Provincial Standard and/or curriculum expectations where credits are to be earned.

A referral can be made when a student, parent/guardian or a teacher feels there is a need for Learning Resource Services to the Special Education Department, Student Services, or School Administrator. Once a referral has been made, a Psycho-Educational Assessment is required to determine the needs of the student by the Identification Placement and Review Committee.

**Learning Disability:** Students who have a learning disability that interferes with academic learning and are enrolled in Applied or Academic courses may receive accommodations and/or

modification while taking any course stream. This assistance is delivered through Classroom Resource and/or Withdrawal Services.

**Behavioural:** Students whose difficulties require counselling, behaviour management and skills based programs to enhance their academic, behaviour and social functioning within the school environment may benefit from assistance by a School Support Counsellor and/or a Learning Resource Teacher. This assistance is delivered through Classroom Resource and/or Withdrawal Services.

**Program for the Gifted:** Students who require more breadth, depth and/or accommodation of pace may receive assistance through individual counselling or enriched and/or differentiated curriculum depending on their needs and goals.

## *Course Outlines*

Course of study outlines for all courses taught at Renfrew Collegiate Institute are available at the school for examination by parents and students.

The course outlines will provide more information than can be included in the brief description in the course calendar.

Information such as the objectives of the course, the core content of the course and the evaluation practices to be used in the course will be included in these outlines.

Students and parents may examine these outlines at the school in our Guidance area or by making arrangements with the Department Head in which any particular course is offered.

## *Guidance*

### **The Role of the Guidance Department**

The Guidance Department offers a program of activities and services that facilitates the personal, social, educational, and career development of students at all grade levels. The school counsellors provide individual counselling, group instruction, consultations, and referrals to assist students and their families in making informed decisions and responsible plans.

### **Program**

The counsellors offer a wide range of activities and services. The current program includes:

- transition to grade nine
- personal/social counselling
- peer tutoring
- referrals
- home/school liaison
- take our kids to work
- bullying program
- **Career Explorations**
  - computer career programs
  - education and career speakers
  - interest inventories
  - job shadowing, Coop, OYAP

➤ **Postsecondary Programs**

- apprenticeships
- college/university (information and visits)
- applications
- scholarships and awards

➤ **Community Liaison including the mandatory community service co-ordination**

**The Guidance Office**

The Guidance Office has an “open-door policy” from 8:00 a.m. until 4:00 p.m. Students are welcome to come in when they are free. Appointments may be scheduled by students and parents.

The Guidance Office has a wide variety of reading material. Calendars are available for apprenticeships, colleges, universities, and other postsecondary institutions. Resource information is available on social issues, study tips, careers, job search skills, summer jobs, and special travel/study/work programs. Most material may be borrowed overnight.

## ***Library Facilities***

Renfrew Collegiate’s Library is open each school day for student use. It is an excellent library facility complete with reference room, seminar rooms, a computer area, a reading area, and lots of table workspace. The selection of titles available is quite comprehensive and new volumes are being added constantly. The Teacher-Librarian is anxious to be of assistance in finding suitable print and electronic resources for all students wishing to make use of this facility, whether their reading is for research, reference or recreation.

Students are encouraged to use the Library before school and during their lunch periods for quiet, individual work or reading.

Computers with internet access are available to students who are researching or working on final products. Research skills are very important for students who intend to enter the workforce after completion of high school and for those wishing to pursue post-secondary studies.

As our society becomes more complex, a high degree of literacy is necessary; therefore, students are urged to acquire a regular reading habit since reading plays an important part in the educational process and in the pleasurable use of free time throughout their lives.

The index for titles in the Library is now computerized to help students with their research.

Renfrew Collegiate Institute’s Library features several electronic databases with unlimited access to current newspaper and journal articles. A number of these databases can also be accessed from home.

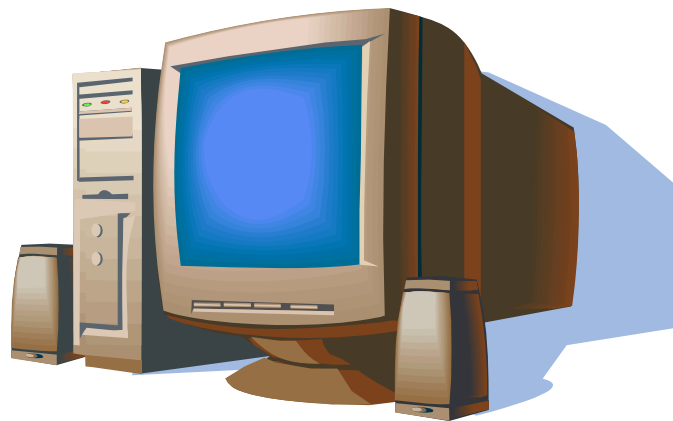
## ***Policy on Computer Usage***

Students at Renfrew Collegiate Institute have the opportunity to make extensive use of the computer facilities. This involves using software, programming languages, and access to resources in virtually any location in the world by way of the Internet. The computer system at RCI consists of over one hundred and fifty workstations set up across a local area network. This presents unique and exciting opportunities to learn and explore by using technology. It also requires that each person act in a responsible manner and respect the rights of others on the system. Misuse of the system can adversely affect everyone’s access to the system. With this in mind, we ask that the students follow a few simple rules and be aware of their consequences.

1. The use/download of unauthorized software is not permitted.
2. Any activity that results in altering the system software or damage to hardware will not be tolerated.
3. The use of another person’s account is not permitted.

4. Each user is completely responsible for any activity which occurs by the use of his/her computer user account.
5. A computer workstation including network access is to be used only for educational purposes including intellectual exchanges, educational projects and support to teaching. Commercial (for profit) and frivolous (game playing, social networking, etc.) are not permitted.
6. Students shall not violate the *Education Act* through use of the computer facilities and the Internet.
7. Any violation of the Canadian Criminal Code such as software piracy, alteration of files and documents or activities resulting in the alteration or destruction of system software is punishable under the Criminal Code and shall be reported to the proper authorities.

**Failure to follow these rules will result in the loss of the privilege of using the computer system regardless of academic consequences.**



# 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 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 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)

## **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.

**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.

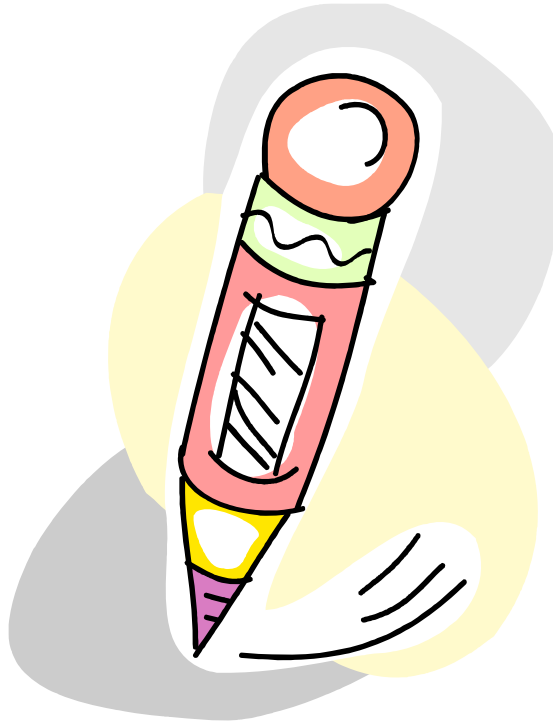
**Open courses** are designed to broaden students' knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace in mind.

**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.

### **THE PROCESS – YOUR NEXT STEPS**

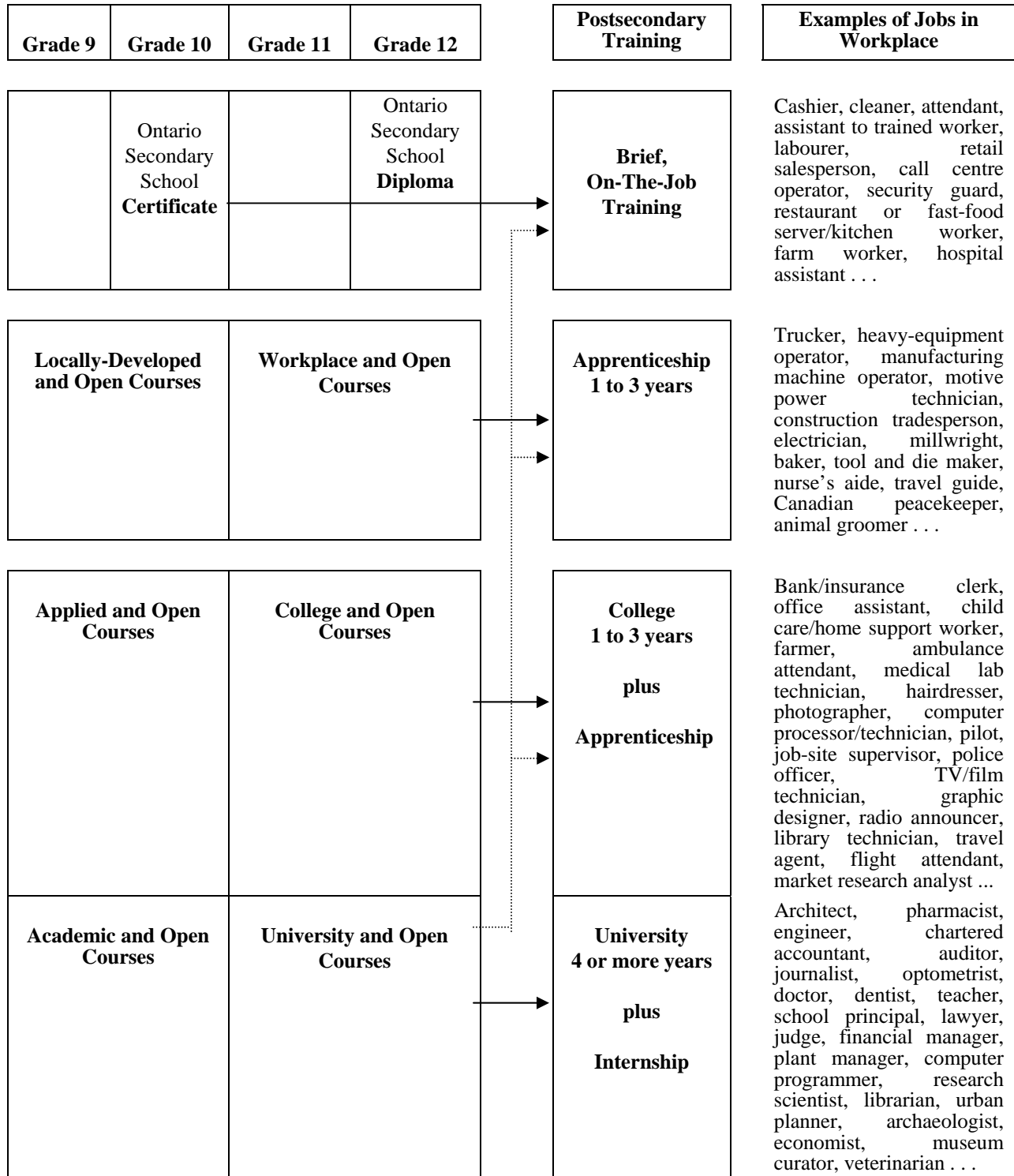
1. Read all of the sections of this book that may apply to you. Invite your parent(s)/guardian(s) to read it also.
2. List the compulsory courses you need to complete for next year.
3. Think about your career goals, your interests and your abilities. Speak with a guidance counsellor, trusted teacher 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.



*We're All Going to Work . . . but We'll All Choose Different Pathways*

**High School Pathways . . . . . After High School Pathways**



## ***Educational Planning Guide***

	Grade 9	Grade 10	Grade 11	Grade 12
<b>1</b>	<b>English</b>	<b>English</b>	<b>English</b>	<b>English</b>
<b>2</b>	<b>Mathematics</b>	<b>Mathematics</b>	<b>Mathematics</b>	<b>Elective</b>
<b>3</b>	<b>Geography</b>	<b>Science</b>	<b>Compulsory</b>	<b>Elective</b>
<b>4</b>	<b>French</b>	<b>History</b>	<b>Compulsory</b>	<b>Elective</b>
<b>5</b>	<b>Science</b>	<b>Civics .5</b> <b>Career Studies .5</b>	<b>Elective</b>	<b>Elective</b>
<b>6</b>	<b>Physical Education</b>	<b>Elective</b>	<b>Elective</b>	<b>Elective</b>
<b>7</b>	<b>Business or Technical</b>	<b>Elective</b>	<b>Elective</b>	<b>Elective</b>
<b>8</b>	<b>Art or Music</b>	<b>Elective</b>	<b>Elective</b>	<b>Elective</b>

\*Electives may count as “compulsory” (Group 1, 2 or 3) – see p. 4 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 <sup>th</sup> Year
<b>1</b>					
<b>2</b>					
<b>3</b>					
<b>4</b>					
<b>5</b>					
<b>6</b>					
<b>7</b>					
<b>8</b>					

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.

### **How to Fill in Your Registration Form**

- Check requirements for compulsory subjects. (Requirements for OSSD – p. 4.)
- Check College/University requirements for your Career Goal.
- Read descriptions of course offerings when deciding on optional subjects (electives).
- Complete Program Planning Guide (p. 22).
- Circle your course choices (p. 23).
- Transfer courses selected to the blank Program Planning Guide.
- Complete your Course Selection Form both on paper and on-line.
- Please print and be as neat and accurate as possible.
- Students/parents may want to plan a fifth year of high school for various reasons.

Subject	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Arts Art – p. 24	NAC 1O1	AVI 2O1	ADA 3M1 AVI 3M1 AVI 3O1 AWQ 3O1 AMU 3M1	ADA 4M1 AVI 4M1
Music – p. 25	AMU 1O1	AMU 2O1		AMU 4M1
Canadian and World Studies Civics – p. 26 Economics – p. 27 Geography – p. 27	CGC 1D1 CGC 1DF (2011-2012) CGC 1P1	CHV 2O1 (1/2 credit)	CGF 3M1 (2011-2012) CGG 3O1 (2010-2011) CGT 3E1 (2010-2011) CHA 3UE CHW 3M1 CLU 3M1	CIA 4UE CGR 4EE CGW 4U1 CHI 4U1 (2011-2012) CHY 4U1 (2010-2011)
History – p. 29		CHC 2D1 CHC 2DF (2010-2011) CHC 2P1		
English – p. 30	ENG 1D1 ENG 1P1 ENG 1L1	ENG 2D1 ENG 2P1 ENG 2L1	EMS 3O1 ENG 3C1 ENG 3E1 ENG 3U1	ENG 4C1 ENG 4E1 ENG 4U1 ETS 4U1 (2011-2012) EWC 4C1 (2010-2011) EWC 4U1 (2010-2011)
French – p. 34	FEF 1DF FSF 1D1 FSF 1P1	FEF 2DF FSF 2D1 FSF 2P1	FEF 3UF FSF 3O1 FSF 3U1	FEF 4UF FSF 4O1 FSF 4U1 IDC 4UF (2010-2011)
Guidance – p. 37		GLC 2O1 (1/2 credit)	IDC 3O1	IDC 4U1
Math, Business and Computers Mathematics – p. 38	MFM 1P1 MPM 1D1 MAT 1L1	MFM 2P1 MPM 2D1 MAT 2L1	MBF 3C1 MCR 3U1 MEL 3E1	MAP 4C1 MCV 4U1 MDM 4U1 MEL 4E1 MHF 4U1
Business – p. 41	BBI 1O1	BBI 2O1 BTT 2O1	BAF 3M1 BBI 3C1 (2011-2012) BMX 3E1 (2011-2012) BTA 3O1 ICS 3C1 ICS 3U1	BAT 4M1 (2010-2011) BBB 4ME BDV 4C1 (2010-2011) ICS 4C1 ICS 4U1
Computers – p. 43				
Native Studies – p. 45	NAC 1O1		NBE 3C1 NBE 3E1	NDW 4M1
Physical Education and Health p. 45	PPL 1OG PPL 1OB	PPL 2OG PPL 2OB	PAF 3O1 (2010-2011) PPL 3OG PPL 3OB PPZ 3OE	PLF 4C1 (20011-2012) PPL 4O1 PSE 4U1
Science – p. 47	SNC 1D1 SNC 1P1 SNC 1L1	SNC 2D1 SNC 2P1	SBI 3C1 SBI 3U1 SCH 3U1 SVN 3E1 SPH 3U1	SBI 4U1 SCH 4C1 SCH 4U1 SNC 4E1 SNC 4ME SPH 4U1 (2010-2011)
Social Sciences and Humanities – p. 50			HIP 3E1 HIR 3C1 HNC 3OE HPC 3O1 HRF 3O1 HRT 3M1	HHS 4M1 HNB 4OE HSB 4M1 HZT 4UE
Technological Studies – p. 52	TIJ 1O1	TCJ 2O1 TFJ 2O1 TGJ 2O1 TTJ 2O1	TCJ 3E1 TDJ 3M1 TGJ 3M1 TMJ 3E1 TPJ 3M1 TWJ 3E1 TXJ 3E1 TTJ 3C1	TDJ 4M1 TGJ 4M1 TMJ 4E1 TPJ 4M1 TTJ 4E1 TXJ 4E1 TWJ 4E1

# The Arts

Renfrew Collegiate Institute is pleased to be able to offer a wide range of courses in three Arts disciplines, Music, Visual Arts and Dramatic Arts. Many studies have shown that student participation in Arts programs can lead to greater academic success in other subject areas. No previous Music or Visual Arts training is required to take an Arts course in grade nine, just an enthusiastic desire to develop as a musician or visual artist.

## Art

COURSES OFFERED		
Grade 9	NAC 101	Expressing Aboriginal Cultures (Open)
Grade 10	AVI 201	Visual Arts (Open)
Grade 11	ADA 3M1	Dramatic Arts (University/College Preparation)
	AVI 3M1	Visual Arts (University/College Preparation)
	AVI 3O1	Visual Arts (Open)
	AWQ 3O1	Visual Arts – Photography (Open)
Grade 12	ADA 4M1	Dramatic Arts (University/College Preparation)
	AVI 4M1	Visual Arts (University/College Preparation)

### Supplies

All Art students are expected to supply a minimum of supplies themselves. These include a 2B drawing pencil and a variety of pencil crayons. An art supply charge of \$10.00 exists for all courses payable with the Student Activity Fee in September.

Art courses are offered in all grades, including a course in photography (AWQ 3O1).

### NAC 101 Expressing Aboriginal Cultures (Open)

This course examines Aboriginal cultures in Canada through an exploration of art forms – 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.

### AVI 201 Visual Arts (Open)

This course emphasizes learning through practice; building on what students know; and introducing them to new ideas, materials, and processes for artistic thinking and experimentation. Student learning will include the refined application of the elements and principles of design, incorporating the creative and design processes, and the relationship between form and content. Students will also learn about the connections between works of art and their historical contexts. Course objectives may be achieved either through a comprehensive program or through a program focused on a particular art form (e.g., drawing, painting).

### ADA 3M1 Dramatic Arts (University/College Preparation)

This course requires students to create and to perform dramatic presentations. Students will analyse, interpret, and perform works of drama from various cultures, including Western plays from around 1900. Students will also do research on different acting styles and conventions for their presentations, create original works, and analyse the functions of playwright, director, actor, producer, designer, technician, and audience.

**AVI 3M1 Visual Arts (University/College Preparation)**

This course provides students with opportunities to further develop their skills and knowledge in visual arts. Students will explore a range of subject matter through studio activities, and will consolidate their practical skills. Students will also analyse art works and study aspects of Western art history, as well as art forms from Canada and from other parts of the world.

*Prerequisite: AVI 101, NAC 101 or AVI 201 or Permission of the Department*

**AVI 3O1 Visual Arts (Open)**

This course focuses on studio activities in one or more of the visual arts. Students will create art works that explore a wide range of subject matter, and will evaluate art works, providing grounds for their aesthetic judgements. They will also examine historical and cultural contexts of Western art (including Canadian art) and art from various world cultures to support their study of specific media.

**AWQ 3O1 Visual Arts – Photography (Open)**

This course examines the medium of photography in both its still camera and motion picture formats.

In both cases, students will learn how art on film contributes to our understanding of the goals of art-making and of our understanding of elements of the human condition.

Still camera assignments teach students to use a camera and work in the darkroom to produce their own black and white negatives and prints exploring a variety of topics. Students also study related theory, history and design knowledge.

Film appreciation assignments focus on how movies, with their particular technical characteristics, extend the possibilities and concerns of art-making.

*Prerequisite: AVI 101, NAC 101 or AVI 201 or Interview with Department*

**ADA 4M1 Dramatic Arts (University/College Preparation)**

This course requires students to experiment with forms and conventions in dramatic literature, and to create/adapt and present dramatic works. Students will do research on dramatic forms, conventions, themes, and theories of acting and directing from different historical periods, and apply their knowledge of these in analysing and interpreting dramatic literature, including Canadian works and works from various cultures in the late twentieth century. Students will also examine the significance of dramatic arts in various cultures.

**AVI 4M1 Visual Arts (University/College Preparation)**

This course focuses on the refinement of students’ skills and knowledge in visual arts. Students will analyse art forms; use theories of art in analysing and producing art; and increase their understanding of stylistic changes in modern and contemporary Western art, Canadian (including Native Canadian) art, and art forms from various parts of the world. Students will produce a body of work demonstrating a personal approach.

*Prerequisite: AVI 101, NAC 101 or AVI 201*



COURSES OFFERED		
Grade 9	AMU 101	Music (Open)
Grade 10	AMU 201	Music (Open)
Grade 11	AMU 3M1	Music (University/College Preparation)
Grade 12	AMU 4M1	Music (University/College Preparation)

**AMU 101 Music (Open)**

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

**AMU 201 Music (Open)**

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

**AMU 3M1 Music (University/College Preparation)**

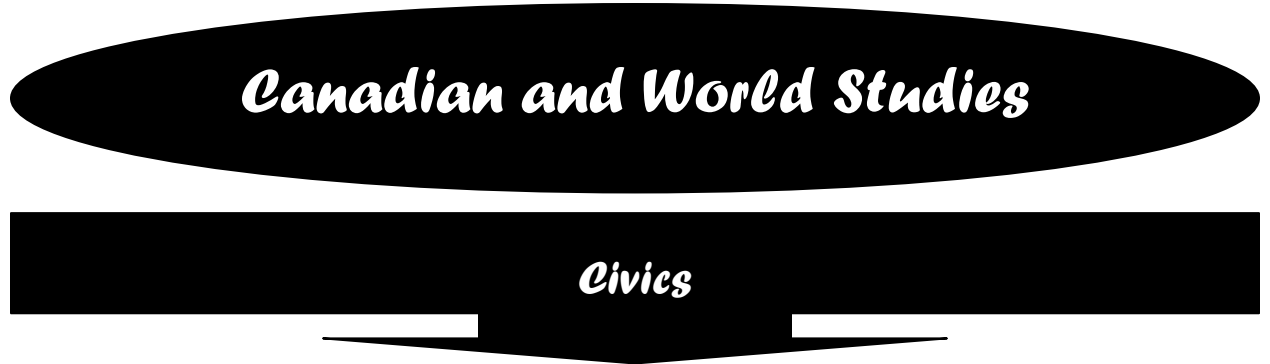
This course emphasizes the appreciation, analysis, and performance of various kinds of music, including baroque and classical music, popular music, and Canadian and non-Western music. Students will perform technical exercises and appropriate repertoire, complete detailed creative activities, and analyse and evaluate live and recorded performances. They will continue to increase their understanding of the elements of music while developing their technical and imaginative abilities.

*Prerequisite: AMU 201 or Permission of the Department*

**AMU 4M1 Music (University/College Preparation)**

This course emphasizes the appreciation, analysis, and performance of music from the romantic period and the twentieth century, including art music, jazz, popular music, and Canadian and non-Western music. Students will concentrate on developing interpretive skills and the ability to work independently. They will also complete complex creative projects.

*Prerequisite: AMU 3M1 or Permission of the Department*



COURSES OFFERED		
Grade 10	CHV 201	Civics (Open)

**CHV 201 Civics (Open)**

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

Civics is a compulsory program instituted by the Ministry of Education for Ontario students. At RCI, this half compulsory credit will be taken in Grade 10 with a compulsory half credit in Career Studies.

## Economics

### COURSES OFFERED

Grade 12	CIA 4UE	Analysing Current Economic Issues (University Preparation/E-learning)
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#### **CIA 4UE Analysing Current Economic Issues (University Preparation/E-learning)**

This course explores the choices that individuals and societies make about the use of resources in a competitive global economy. Students will use economic concepts and models, as well as methods of economic inquiry, to analyse current economic issues and make informed economic choices based on their analysis.

*Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities.*

## Geography

*It is natural to want to know more about the world around us. The geography program strives to develop student awareness of local, national and international issues. The grade nine program uses a wide range of resources, including GIS, to provide students with an understanding of Canada's geographic systems and Canada's role in global relations. Senior geography courses bring world issues into the classroom through discussion, use of technology and dynamic field trips. Students will have the opportunity to pursue specific topics of interest including global and current affairs.*

### COURSES OFFERED

<b>Grade 9</b>	<b>CGC 1D1 CGC 1DF CGC 1P1</b>	<b>Geography of Canada (Academic)</b> <b>Géographie du Canada (Extended) (2011-2012)</b> <b>Geography of Canada (Applied)</b>
<b>Grade 11</b>	<b>CGF 3M1 CGG 3O1 CGT 3E1</b>	<b>Physical Geography: Patterns, Processes, and Interactions</b> (University/College Preparation) (2011-2012) <b>Travel and Tourism : A Regional Geographic Perspective (2010-2011)</b> <b>The Geographer's Toolkit (Workplace) (2010-2011)</b>
<b>Grade 12</b>	<b>CGR 4EE CGW 4U1</b>	<b>The Environment and Resource Management (Workplace Preparation/ E-learning)</b> <b>Canadian and World Issues: A Geographic Analysis</b> (University Preparation)

#### **CGC 1D1 Geography of Canada (Academic)**

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.

**CGC 1DF Géographie du Canada (Extended) (2011-2012)**

This course covers the Canadian Grade 9 academic geography content using French language instruction.

*Prerequisite: FEF 1DF or Permission of the Department*

**CGC 1P1 Geography of Canada (Applied)**

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.

**CGF 3M1 Physical Geography: Patterns, Processes, and Interactions (University/College Preparation) (2011-2012)**

This course examines the major patterns of physical geography and the powerful forces that affect them. Students will investigate the dynamic nature of the earth, the evolving relationship between the planet and its people, and the factors that limit our ability to predict the changes that will occur. Students will use a wide range of geotechnologies and inquiry methods to investigate the distribution and interaction of the elements of their physical environment and to communicate their findings.

*Prerequisite: CGC 1D1 or CGC 1P1 or CGC 1DF or CHC 2D1 or CHC 2DF or CHC 2P1*

**CGG 3O1 Travel and Tourism: A Regional Geographic Perspective (Open) (2010-2011)**

This course focuses on travel and tourism as the vehicle for studying selected world regions. Using a variety of geotechnologies and inquiry and communication methods, students will conduct and present case studies that develop their understanding of the unique characteristics of selected world regions; the environmental, cultural, economic, and political factors that influence travel and tourism; and the impact of the travel industry on communities and environments around the world.

*Prerequisites: CGC 1D1, CGC 1DF or CGC 1P1 and CHC 2D1, CHC 2DF, or CHC 2P1*

**CGT 3E1 The Geographer's Toolkit (Workplace Preparation) (2010-2011)**

This course focuses on giving students practical experiences with geotechnologies and related skills. Students will engage in image interpretation, desktop mapping, analysis using geographic information systems (GIS), use of the global positioning system (GPS), and data collection and management. Students will conduct fieldwork and explore applications and career opportunities in environmental, economic, and political contexts. Students will use a variety of communication tools and methods to present the results of their investigations.

*Prerequisite: CGC 1D1 or CGC 1P1 or CGC 1DF*

**CGR 4EE The Environment and Resource Management (Workplace Preparation/E-learning)**

This course examines the influence of human activities on the natural environment. Students will study ecosystem structures and processes, the ecological impact of human activities, and methods of responsible resource management. Students will apply geotechnologies and geographic inquiry methods to develop and present practical solutions to environmental and resource-management issues. In the process, students' problem-solving and communication skills will be enhanced in preparation for careers and the workplace.

*Prerequisite: CGC 1D1 or CCF 1DF or CGC 1P1*

## **CGW 4U1 Canadian and World Issues: A Geographic Analysis (University Preparation)**

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

*Prerequisite: CGC 1D1 or CGC 1P1 or CGC 1DF or CHC 2D1 or CHC 2P1 or CHC 2DF*

# History

*The RCI History program offers a range of courses designed to give students the opportunity to study and reflect upon interesting and important aspects of civilization from the prehistoric past to present.*

<b>COURSES OFFERED</b>		
<b>Grade 10</b>	<b>CHC 2D1</b> <b>CHC 2DF</b> <b>CHC 2P1</b>	<b>Canadian History Since World War I (Academic)</b> <b>Histoire Canadienne depuis la première guerre mondiale (Extended)</b> (2010-2011) <b>Canadian History Since World War I (Applied)</b>
<b>Grade 11</b>	<b>CHA 3UE</b> <b>CHW 3M1</b> <b>CLU 3M1</b>	<b>American History (University Preparation/E-learning)</b> <b>World History to the Sixteenth Century (University/College Preparation)</b> <b>Understanding Canadian Law (University/College Preparation)</b>
<b>Grade 12</b>	<b>CHI 4U1</b> <b>CHY 4U1</b>	<b>Canada: History, Identity and Culture (University Preparation) (201-2012)</b> <b>World History: The West and The World (University Preparation) (2010-2011)</b>

### **CHC 2D1 Canadian History Since World War I (Academic)**

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

### **CHC 2DF Histoire Canadienne depuis la première guerre mondiale (Extended) (2010-2011)**

This course covers the Canadian grade ten academic history curriculum using French language instruction.

*Prerequisite: FEF 1DF, FEF 2DF or Permission of the Department*

### **CHC 2P1 Canadian History Since World War I (Applied)**

This course explores some of the pivotal 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.

**CHA 3UE American History** (University Preparation/E-learning)

This course traces the social, economic, and political development of the United States from colonial times to the present. Students will examine issues of diversity, identity, and culture that have influenced the country's social and political formation and will consider the implications of its expansion into a global superpower. Students will use critical-thinking and communication skills to determine casual relationships, evaluate multiple perspectives, and present their own points of view.

*Prerequisite: CHC 2D1, CHC 2DF, CHC 2P1*

**CHW 3M1 World History to the Sixteenth Century** (University/College Preparation)

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

*Prerequisite: CHC 2D1, CHC 2P1 or CHC 2DF*

**CLU 3M1 Understanding Canadian Law** (University/College Preparation)

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

*Prerequisite: CHC 2D1, CHC 2P1 or CHC 2DF*

**CHI 4U1 Canada: History, Identity and Culture** (University Preparation) (2011-2012)

This course explores the challenges associated with the formation of a Canadian national identity. Students will examine the social, political, and economic forces that have shaped Canada from the pre-contact period to the present and will investigate the historical roots of contemporary issues from a variety of perspectives. Students will use critical-thinking and communication skills to consider events and ideas in historical context, debate issues of culture and identity, and present their own views.

*Prerequisite: CHC 2D1, CHC 2P1 or CHC 2DF*

**CHY 4U1 World History: The West and The World** (University Preparation) (2010-2011)

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

*Prerequisite: CHC 2D1, CHC 2P1 or CHC 2DF*



# English

*For students, language is a process intimately linked with personal growth and the human need for articulation and communication. The development of a positive self-concept and the formation of positive attitudes are closely linked with the student's growing fluency, especially if sexist language and stereotyping are discouraged in both discussion and writing.*

The increasing complexity of life and technology, the large number of students receiving postsecondary education or training, and the demands of government, social agencies, business, and industry for employees who can communicate effectively are all factors that indicate a need for a strong language component within the English program in our school.

Literature occupies a special place as a foundation of Canadian culture. It celebrates the richness, complexity, and variety of language, and it stimulates the imagination. Literature is an inspiring record of what men and women have enjoyed, have done, and have dreamed of doing. Canadian literature is especially powerful in leading to an increased understanding and appreciation of one another's experiences.

Media study will give students the experience and skills they need to understand, enjoy, and evaluate presentations in a variety of media. Students need to understand what the media conveys, how they convey it, and the effects of the media and their messages on people's lives.

<b>COURSES OFFERED</b>		
<b>Grade 9</b>	<b>ENG 1D1</b> <b>ENG 1P1</b> <b>ENG 1L1</b>	<b>English</b> (Academic) <b>English</b> (Applied) <b>English</b> (Locally-Developed)
<b>Grade 10</b>	<b>ENG 2D1</b> <b>ENG 2P1</b> <b>ENG 2L1</b>	<b>English</b> (Academic) <b>English</b> (Applied) <b>English</b> (Locally-Developed)
<b>Grade 11</b>	<b>EMS 3O1</b> <b>ENG 3C1</b> <b>ENG 3E1</b> <b>ENG 3U1</b> <b>NBE 3C1</b>  <b>NBE 3E1</b>	<b>Media Studies</b> (Open) <b>English</b> (College Preparation) <b>English</b> (Workplace Preparation) <b>English</b> (University Preparation) <b>English: Contemporary Aboriginal Voices</b> (College Preparation) <b>Refer to Native Studies Section</b> <b>English: Contemporary Aboriginal Voices</b> (Workplace Preparation) <b>Refer to Native Studies Section</b>
<b>Grade 12</b>	<b>ENG 4C1</b> <b>ENG 4E1</b> <b>ENG 4U1</b> <b>ETS 4U1</b> <b>EWC 4C1</b> <b>EWC 4U1</b>	<b>English</b> (College Preparation) <b>English</b> (Workplace Preparation) <b>English</b> (University Preparation) <b>Studies in Literature</b> (University Preparation) (2011-2012) <b>The Writer's Craft</b> (College Preparation) (2010-2011) <b>The Writer's Craft</b> (University Preparation) (2010-2011)

**ENG 1D1 English** (Academic)

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

**ENG 1P1 English** (Applied)

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

**ENG 1L1 English (Locally-Developed)**

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the English Grade 11 workplace preparation courses.

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, and thinking, and reflect regularly upon their growth in these areas.

**ENG 2D1 English (Academic)**

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

*Prerequisite: ENG 1D1 or ENG 1P1*

**ENG 2P1 English (Applied)**

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course.

*Prerequisite: ENG 1D1 or ENG 1P1*

**ENG 2L1 English (Locally-Developed)**

In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace, in the English Grade 11 workplace preparation course, or in the English: Contemporary Aboriginal Voices Grade 11 workplace preparation courses.

The course is organized by strands that extend listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on refining foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts.

Students build on their strategies and engage in the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

*Prerequisite: ENG 1LR or ENG 14R or ENG 1L1*

**EMS 3O1 Media Studies (Open)**

This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analysing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading, and writing.

*Prerequisite: ENG 2D1, ENG 2L1 or ENG 2P1*

**ENG 3C1 English (College Preparation)**

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

*Prerequisite: ENG 2P1 or ENG 2D1*

**ENG 3E1 English (Workplace Preparation)**

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

*Prerequisite: ENG 2L1 or ENG 2LR or ENG 2P1*

**ENG 3U1 English (University Preparation)**

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

*Prerequisite: ENG 2D1*

**ENG 4C1 English (College Preparation)**

This course emphasizes consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.

*Prerequisite: ENG 3C1 or ENG 3U1*

**ENG 4E1 English (Workplace Preparation)**

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will analyse informational, graphic, and literary texts and create oral, written, and media texts in a variety of forms for workplace-related and practical purposes. An important focus will be on using language accurately and organizing ideas and information coherently. The course is intended to prepare students for the workplace and active citizenship.

*Prerequisite: ENG 3C1 or ENG 3E1*

**ENG 4U1 English (University Preparation)**

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

*Prerequisite: ENG 3U1*

**ETS 4U1 Studies in Literature (University Preparation) (2011-2012)**

This course is for students with a special interest in literature and literary criticism. The course is organized in a seminar format in which students encounter, discuss and analyse a selection of high interest literature in an informal, academic environment. Students will have an opportunity to respond personally, critically, and creatively to various genres, themes, time periods and authors. They will also assess critical interpretations, write analytical essays, and complete an independent study project.

*Prerequisite: ENG 3U1*

**EWC 4C1 The Writer's Craft (College Preparation) (2010-2011)**

This course emphasizes knowledge and skills related to the craft of writing. Students will investigate models of effective writing; use a workshop approach to produce a variety of works; and make considered decisions for improving the quality of their writing. They will also complete a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

*Prerequisite: ENG 3C1 or ENG 3U1*

**EWC 4U1 The Writer's Craft (University Preparation) (2010-2011)**

This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

*Prerequisite: ENG 3U1*

## *French*

*Bilingualism is an asset in an increasingly competitive job market. The French program at RCI focuses on developing critical and flexible thinking and cultural awareness in an enriching learning environment where students can gain the skills necessary to compete in today's global economy. French language courses are offered at three levels: Applied, Academic and Extended. Social Science courses are offered in French as part of the Extended French Program.*

*The Grade 12 Interdisciplinary course called La francophonie is open to Core and Extended students alike.*

***Extended French Courses:*** *Students who opt for the Extended French program study ¼ of their school day in French. Extended level courses may be used towards achieving the French Certificate of Merit/Certificat de mérite.*

***Certificat de mérite/Certificate of Merit:*** *Students choosing Extended French may earn a Certificate of French Proficiency from the Renfrew County District School Board. Students will receive a silver certificate upon successful completion of six Extended French courses. A gold certificate is awarded upon successful completion of seven Extended French courses (FEF 1DF, FEF 2DF, FEF 3UF, FEF 4UF, CGC 1DF, CHC 2DF and IDC 4UF). The gold certificate is endorsed by the Ontario Ministry of Education.*

***Core French Certificate:*** *Core students are eligible for a French Achievement Certificate upon completion of four French credits with a level 3 standing or higher in three of the four courses.*

*Students must complete all four (Grade 9, 10, 11 and 12) French language courses in order to be eligible for a French Certificate. Substitutions of Social Science courses for French language courses are not possible.*

<b>COURSES OFFERED</b>		
<b>Grade 9</b>	<b>CGC 1DF</b> <b>FEF 1DF</b> <b>FSF 1D1</b> <b>FSF 1P1</b>	<b>Géographie du Canada</b> (Extended) (2011-2012) <b>Refer to Canadian and World Studies Section</b> <b>Français</b> (Extended) <b>Core French</b> (Academic) <b>Core French</b> (Applied)
<b>Grade 10</b>	<b>CHF 2DF</b> <b>FEF 2DF</b> <b>FSF 2D1</b> <b>FSF 2P1</b>	<b>Histoire Canadienne depuis la première guerre mondiale</b> (Extended) (2010-2011) <b>Refer to Canadian and World Studies Section</b> <b>Français</b> (Extended) <b>Core French</b> (Academic) <b>Core French</b> (Applied)
<b>Grade 11</b>	<b>FEF 3UF</b> <b>FSF 3O1</b> <b>FSF 3U1</b>	<b>Français</b> (Extended) <b>Core French</b> (Open) <b>Core French</b> (University Preparation)
<b>Grade 12</b>	<b>FEF 4UF</b> <b>FSF 4O1</b> <b>FSF 4U1</b> <b>IDC 4UF</b>	<b>Français</b> (Extended) <b>Core French</b> (Open) <b>Core French</b> (University Preparation) <b>Interdisciplinary Studies – La francophonie</b> (Extended) (2010-2011)

**FEF 1DF Français** (Extended)

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 a variety of genres (e.g., poems, articles, brochures) and study at least one short novel intended for a French-speaking audience.

**FSF 1D1 Core French** (Academic)

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

**FSF 1P1 Core French** (Applied)

This course emphasizes the concurrent development of oral communication, reading, and writing skills, using a broad-based theme such as the media. Students will enhance their ability to understand and speak French through conversations, discussions, and presentations. They will also read short stories, articles, poems, and songs, and write brief descriptions, letters, dialogues, and invitations.

**FEF 2DF Français** (Extended)

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

*Prerequisite: FEF 1DF or Permission of Department*

**FSF 2D1 Core French (Academic)**

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

*Prerequisite: FSF 1D1 or FSF 1P1 or FEF 1DF*

**FSF 2P1 Core French (Applied)**

This course emphasizes the further development of oral communication, reading, and writing skills using a broad-based theme such as adolescence. Students will expand their knowledge of French by studying a series of theme-related topics, such as students' rights and responsibilities, relationships with peers and adults, and part-time jobs.

*Prerequisite: FSF 1P1 or FSF 1D1 or FEF 1DF*

**FEF 3UF Français (Extended)**

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

*Prerequisite: FEF 2D2 or FEF 2DF or Permission of Department*

**FSF 3O1 Core French (Open)**

This course draws on a broad theme, such as leisure activities, to develop oral communication, reading, and writing skills. Students will give presentations, read a selection of short stories and articles, and produce a variety of written assignments. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

*Prerequisite: FSF 2P1 or FSF 2D1 or FEF 2D2 or FEF 2DF*

**FSF 3U1 Core French (University Preparation)**

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

*Prerequisite: FSF 2D1 or FSF 2P1 or FEF 2D2 or FEF 2DF or Permission of the Department*

**FEF 4UF Français (Extended)**

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

*Prerequisite: FEF 3U2 or FEF 3UF or Permission of the Department*

**FSF 4O1 Core French (Open)**

This course focuses on the development of French-language skills that students can use in the business world or the workplace. Students will give presentations, read a selection of materials appropriate to the topics under study, and produce a variety of written assignments. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

*Prerequisite: FSF 3O1 or FSF 3U1 or FEF 3UF or FEF 3U2*

**FSF 4U1 Core French (University Preparation)**

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

*Prerequisite: FSF 3U1 of FEF 3UF or FEF 3U2*

**IDC 4UF Interdisciplinary Studies – La francophonie (Extended French) (2010-2011)**

This course explores the place occupied by francophone cultures around the world in both historic and current contexts. Students will use interdisciplinary approaches, resources and research methods to investigate how different francophone cultures express themselves through food, literature, politics or foreign policies and through promotion of culture in the travel and tourism sector. They will analyse influential francophone regions, organizations and current affairs. Canada’s role as a francophone nation in the past and the present will also be investigated. Using an interdisciplinary approach, students will compare political and world issues of major concern to francophone regions and will develop theories and opinions on the future of la francophonie in the face of globalization. Students studying French, Political Science or International Relations will find this course of particular interest. This course will be taught in French as part of the Extended French course of study. Core French students are also invited to select this course.

*Prerequisite: FEF 3U2, FEF 3UF, FSF 3U1, FEF 4U2, FEF 4UF or Permission of the Department*

**FRENCH EXCHANGE PROGRAM**

*Each year, a limited number of students of French have an opportunity to participate in a three-month exchange to France offered in association with CEEF (Canadian Education Exchange Foundation). The visiting students come to Renfrew in late August and leave in early November. The Renfrew students leave in February and come back in mid-May. Applicants should have a strong motivation to learn about French language and culture. Students will carry a full course load and can earn French language credits through this program. Summer one-month exchange programs are also available.*

**MYEXPLORE PROGRAM**

*The MyExplore program is a five-week summer French Immersion program open to Grade 11 and 12 students. Full bursaries are available. See Department for details.*



Courses Offered		
Grade 10	GLC 201	Career Studies (Open)
Grade 11	IDC 3O1	Leadership and Peer Support (Open)
Grade 12	IDC 4U1	Leadership and Peer Support (University Entrance)

### **GLC 201 Career Studies (Open)**

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

Career Studies is a compulsory program instituted by the Ministry of Education for Ontario students. At RCI, this half compulsory credit will be taken in Grade 10 with a compulsory half credit in Civics.

### **IDC 301 Leadership and Peer Support (Open)**

### **IDC 4U1 Leadership and Peer Support (University Preparation)**

The purpose of the Leadership course is to tap the students' leadership potential and to maximize the benefits of their leadership skills. The benefits of a Leadership class include an increase in a student's sense of community, an improvement in a school's learning and social climates, and a successful transition by incoming students into high school. Students will also be able to connect with local community organizations and support groups, and work with these groups one on one.

The Leadership class provides students with time to design and implement connections for current grade 9's through both academic and social follow-up and to learn valuable leadership skills through a variety of classroom activities. Students learn skills including written, interpersonal and intrapersonal communication, team building, agenda setting, presentation/facilitation, time management, project management, evaluation, reflection, role modeling, resource management, health and balance, and the closure method. Through the curriculum, students are trained to act as team leaders, motivators, role models, and peer facilitators who provide support to their school throughout the year.

This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles – for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities. **This course has an application process; entry is not guaranteed. Applicants will be selected by a committee.**

# *Mathematics, Business and Computers*

## *Mathematics*

*All Mathematics courses are based on the Ontario Mathematics Guidelines.*

<b>COURSES OFFERED</b>		
<b>Grade 9</b>	<b>MFM 1P1</b>	<b>Foundations of Mathematics (Applied)</b>
	<b>MPM 1D1</b>	<b>Principles of Mathematics (Academic)</b>
	<b>MAT 1L1</b>	<b>Mathematics (Locally-Developed)</b>

<b>Grade 10</b>	<b>MFM 2P1</b> <b>MPM 2D1</b> <b>MAT 2L1</b>	<b>Foundations of Mathematics</b> (Applied) <b>Principles of Mathematics</b> (Academic) <b>Mathematics</b> (Locally-Developed)
<b>Grade 11</b>	<b>MBF 3C1</b> <b>MCR 3U1</b> <b>MEL 3E1</b>	<b>Foundations for College Mathematics</b> (College Preparation) <b>Functions</b> (University Preparation) <b>Mathematics for Work and Everyday Life</b> (Workplace Preparation)
<b>Grade 12</b>	<b>MAP 4C1</b> <b>MCV 4U1</b> <b>MDM 4U1</b> <b>MEL 4E1</b> <b>MHF 4U1</b>	<b>College and Apprenticeship Mathematics</b> (College Preparation) <b>Calculus and Vectors</b> (University Preparation) <b>Mathematics of Data Management</b> (University Preparation) <b>Mathematics for Work and Everyday Life</b> (Workplace Preparation) <b>Advanced Functions</b> (University Preparation)

**MFM 1P1 Foundations of Mathematics** (Applied)

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 relations, 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.

**MPM 1D1 Principles of Mathematics** (Academic)

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

**MAT 1L1 Mathematics** (Locally-Developed)

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

The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on 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 and practical math activities.

**MFM 2P1 Foundations of Mathematics** (Applied)

This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relationships. Students will investigate similar triangles, the trigonometry of right-angled triangles, and the measurement of three-dimensional objects. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

*Prerequisite: MFM 1P1 or MPM 1D1*

**MPM 2D1 Principles of Mathematics (Academic)**

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relationships and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

*Prerequisite: MFM 1P1 or MPM 1D1*

**MAT 2L1 Mathematics (Locally-Developed)**

This course emphasizes the extension of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Mathematics Grade 11 and Grade 12 workplace preparation courses.

The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on strengthening and extending key foundational mathematical concepts and skills by solving authentic, everyday problems.

Students have opportunities to extend their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

**MBF 3C1 Foundations for College Mathematics (College Preparation)**

This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analysing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

*Prerequisite: MFM 2P1 or MPM 2D1*

**MCR 3U1 Functions (University Preparation)**

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

*Prerequisite: MPM 2D1*

**MEL 3E1 Mathematics for Work and Everyday Life (Workplace Preparation)**

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

*Prerequisite: MAT 2L1, MFM 2P1 or MPM 2D1*

**MAP 4C1 College and Apprenticeship Mathematics (College Preparation)**

This course equips students with the mathematical knowledge and skills they will need in many college programs. Students will use statistical methods to analyse problems; solve problems involving the application of principles of geometry and measurement to the design and construction of physical models; solve problems involving trigonometry in triangles; and consolidate their skills in analysing and interpreting mathematical models.

*Prerequisite: MBF 3C1 or MCR 3U1*

#### **MCV 4U1 Calculus and Vectors** (University Preparation)

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering.

*Prerequisite: MCR 3U1*

#### **MDM 4U1 Mathematics of Data Management** (University Preparation)

This course broadens students' understanding of mathematics as it relates to managing information. Students will apply methods for organizing large amounts of information; apply counting techniques, probability, and statistics in modelling and solving problems; and carry out a culminating project that integrates the expectations of the course and encourages perseverance and independence. Students planning to pursue university programs in business, the social sciences, or the humanities will find this course of particular interest.

*Prerequisite: MCR 3U1*

#### **MEL 4E1 Mathematics for Work and Everyday Life** (Workplace Preparation)

This course enables students to broaden their understanding of mathematics as it is applied in important areas of day-to-day living. Students will use statistics in investigating questions of interest and apply principles of probability in familiar situations. They will also investigate accommodation costs and create household budgets; solve problems involving estimation and measurement; and apply concepts of geometry in the creation of designs.

*Prerequisite: MEL 3E1*

#### **MHF 4U1 Advanced Functions** (University Preparation)

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

*Prerequisite: MCR 3U1*

## ***Business***

*The aims of the Business Studies Program are two-fold:*

- 1. making possible the attainment of marketable skills at the secondary level, and*
- 2. providing opportunity for a broad basis of education for students who enter the workforce after secondary school graduation, as well as for those who go on to specialize at the college or university level.*

#### ***Special Business Certificate***

*Students must complete eight business credits of which at least two must be in Cooperative Education. This business certificate will provide valuable support to any job opportunities.*

### ***Specializing in Business Studies***

*Students who have successfully completed five or more senior business and computer studies courses will receive an Ontario Secondary School Diploma (OSSD) with a Business Studies Endorsement.*

<b>COURSES OFFERED</b>		
<b>Grade 9</b>	<b>BBI 1O1</b>	<b>Introduction to Business (Open)</b>
<b>Grade 10</b>	<b>BBI 2O1 BTT 2O1</b>	<b>Introduction to Business (Open)</b> <b>Information and Communication Technology in Business (Open)</b>
<b>Grade 11</b>	<b>BAF 3M1 BMI 3C1 BMX 3E1 BTA 3O1</b>	<b>Financial Accounting Fundamentals (University/College Preparation)</b> <b>Marketing: Goods, Services, Events (College Preparation) (2011-2012)</b> <b>Marketing: Retail and Service (Workplace Preparation) (2011-2012)</b> <b>Information and Communication Technology: The Digital Environment (Open)</b>
<b>Grade 12</b>	<b>BAT 4M1 BBB 4ME  BDV 4C1</b>	<b>Financial Accounting Principles (University/College Preparation) (2010-2011)</b> <b>Introduction to International Business (University/College Preparation/ E-learning)</b> <b>Entrepreneurship: Venture Planning in an Electronic Age (College Preparation) (2010-2011)</b>

#### **BBI 1O1/BBI 2O1 Introduction to Business (Open)**

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication 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.

#### **BTT 2O1 Information and Communication Technology in Business (Open)**

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

#### **BAF 3M1 Financial Accounting Fundamentals (University/College Preparation)**

Whether managing a business or their own personal finances, all students require an understanding of financial fundamentals. This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and ethics and current issues in accounting.

#### **BMI 3C1 Marketing: Goods, Services, Events (College Preparation) (2011-2012)**

This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice.

This course will be offered every second year.

**BMX 3E1 Marketing: Retail and Service** (Workplace Preparation) (2011-2012)

This course focuses on marketing activities in the retail and service sectors. Students will examine trends and global influences on marketing decisions, and will learn about the importance of customer service in developing a customer base and maintaining customer loyalty. Through hands-on learning, students will develop personal selling and information technology skills that will prepare them for a variety of marketing-related positions in the workplace.

This course will be offered every second year.

**BTA 301 Information and Communication Technology: The Digital Environment** (Open)

It's time to move beyond BTT 201! This course prepares students for the digital environment. Using a hands-on approach, students will further develop information and communication technology skills through the use of common business software applications. The concept and operation of e-business will be explored, and students will design and create an e-business website. The skills developed in this course will prepare students for success in the workplace and/or postsecondary studies.

While there is no prerequisite for this course, it is recommended that students complete BTT 201 prior to taking this course.

**BAT 4M1 Financial Accounting Principles** (University/College Preparation) (2010-2011)

This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.

This course will be offered every second year.

*Prerequisite: BAF 3M1*

**BBB 4ME Introduction to International Business** (University/College Preparation/E-learning)

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

*Prerequisite: Any university, university/college, or college preparation course in Business Studies or Canadian and World Studies*

**BDV 4C1 Entrepreneurship: Venture Planning in an Electronic Age** (College Preparation) (2010-2011)

This course provides students with the opportunity to develop and apply entrepreneurial skills through the creation of a venture plan that capitalizes on the potential of e-commerce. Students will research and identify an opportunity for a venture. They will then complete the components of a venture plan that includes a website.

This course will be offered every second year.

## Computers

***A Skill for the 21<sup>st</sup> Century***

*The prominence of computers in all aspects of business and industry require computer literacy as a necessary skill. At Renfrew Collegiate, we are preparing our students by offering computer study courses and by incorporating computers in many of our courses according to the "Computers across the*

Curriculum” document. Renfrew Collegiate has strived to maintain the latest technology by ensuring that our facilities are current. We have eight computer labs (over 150 work stations) available to our students, we are continuously updating software, and we have access to global information through the Internet.

*It is exciting to watch students from all subject areas using the computers for their particular applications. Some computer applications are beginning to spread to extra-curricular activities; the school yearbook is formatted, assembled and printed on our computers.*

*We recommend that all students complete at least one senior computer engineering or information technology course.*

<b>COURSES OFFERED</b>		
<b>Grade 11</b>	<b>ICS 3C1</b>	<b>Introduction to Computer Programming</b> (College Preparation)
	<b>ICS 3U1</b>	<b>Introduction to Computer Science</b> (University Preparation)
<b>Grade 12</b>	<b>ICS 4C1</b>	<b>Computer Programming</b> (College Preparation)
	<b>ICS 4U1</b>	<b>Computer Science</b> (University Preparation)

**ICS 3C1 Introduction to Computer Programming** (College Preparation)

This course introduces students to computer programming concepts and practices. Students will write and test computer programs, using various problem-solving strategies. They will learn the fundamentals of program design and apply a software development life-cycle model to a software development project. Students will also learn about computer environments and systems, and explore environmental issues related to computers, safe computing practices, emerging technologies, and postsecondary opportunities in computer-related fields.

**ICS 3U1 Introduction to Computer Science** (University Preparation)

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

**ICS 4C1 Computer Programming** (University/College Preparation)

This course further develops students’ computer programming skills. Students will learn object-oriented programming concepts, create object-oriented software solutions, and design graphical user interfaces. Student teams will plan and carry out a software development project using industry-standard programming tools and proper project management techniques. Students will also investigate ethical issues in computing, and expand their understanding of environmental issues, emerging technologies, and computer-related careers.

*Prerequisite: ICS 3M1 or ICE 3M1 or ICS 3C1*

**ICS 4U1 Computer Science** (University Preparation)

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyze algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

*Prerequisite: ICS 3M1 or ICE 3M1 or ICS 3U1*

# Native Studies

COURSES OFFERED		
Grade 9	NAC 101	Expressing Aboriginal Cultures (Open)
Grade 11	NBE 3C1	English: Contemporary Aboriginal Voices (College Preparation)
	NBE 3E1	English: Contemporary Aboriginal Voices (Workplace Preparation)
Grade 12	NDW 4M1	Issues of Indigenous Peoples in a Global Context (University/College Preparation)

## **NAC 101 Visual Arts (Open)**

This course examines Aboriginal cultures in Canada through an exploration of art forms – 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.

## **NBE 3C1 English: Contemporary Aboriginal Voices (College Preparation)**

This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Students will study the content, form, and style of informational texts and literary and media works, and will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also write reports, correspondence, and persuasive essays, and analyse the relationship between media forms and audiences. An important focus will be on establishing appropriate voice and using business and technical language with precision and clarity.

## **NBE 3E1 English: Contemporary Aboriginal Voices (Workplace Preparation)**

This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Students will study the content, form, and style of informational texts and literary and media works, and will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also write explanations, letters, and reports, and will investigate the connections between media forms and audiences. An important focus will be on using language clearly, accurately, and effectively in a variety of contexts.

## **NDW 4M1 Issues of Indigenous Peoples in a Global Context (University/College Preparation)**

This course provides students with an overview of the issues and challenges that confront indigenous peoples worldwide. Students will develop an understanding of the concerns and aspirations of the world's indigenous population, plan and conduct research on global issues that have an impact on indigenous peoples, and use information technology to consult materials related to the views of indigenous peoples throughout the world.

# Physical Education and Health

*The nature of Physical Education and Health courses makes it necessary that students have full attendance and participation to ensure a complete evaluation, and students wear a uniform as specified by the Physical Education Department.*

<b>COURSES OFFERED</b>		
<b>Grade 9</b>	<b>PPL 1OG or PPL 1OB</b>	<b>Healthy Active Living Education (Open)</b>
<b>Grade 10</b>	<b>PPL 2OG or PPL 2OB</b>	<b>Healthy Active Living Education (Open)</b>
<b>Grade 11</b>	<b>PAF 3O1 PPL 3OG or PPL 3OB PPZ 3OE</b>	<b>Personal Activities and Fitness (Open) (2010-2011)</b> <b>Healthy Active Living Education (Open)</b> <b>Health for Life (Open/E-learning)</b>
<b>Grade 12</b>	<b>PLF 4C1 PPL 4O1 PSE 4U1</b>	<b>Recreation and Fitness Leadership (College Preparation) (2011-2012)</b> <b>Healthy Active Living Education (Co-ed) (Open)</b> <b>Exercise Science (University Preparation)</b>

**PPL 1OG Healthy Active Living Education – Female (Open)**

**PPL 1OB Healthy Active Living Education – Male (Open)**

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

**PPL 2OG Healthy Active Living Education – Female (Open)**

**PPL 2OB Healthy Active Living Education – Male (Open)**

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

*Prerequisite: PPL 1OF or PPL 1OG or PPL 1OM or PPL 1OB*

**PAF 3O1 Personal Activities and Fitness (Open) (2010-2011)**

This course focuses on the training and conditioning of athletes. Playing strategies, advanced sport skills and regular high-end fitness sessions are taught. Students will assess personal fitness levels and set goals, along with developing and practicing a personal plan. In addition, students will keep a journal of progress, results, goals, improvements, observations, and feelings on a regular basis. Students will show an understanding of Physical Fitness and Program design, skeletal and muscular system, and the latest trends in fitness. Students who take this course must be intrinsically motivated and should be able to work independently.

**PPL 3OG Healthy Active Living Education – Female (Open)**

**PPL 3OB Healthy Active Living Education – Male (Open)**

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

*Prerequisite: PPL 1OF or PPL 1OG or PPL 1OM or PPL 1OB*

**PPZ 3OE Health for Life (Open/E-learning)**

This course helps students develop a personalized approach to healthy living. Students will examine the factors that affect their own health and the health of individuals as members of the community. They will learn about the components of the *Vitality* approach to healthy living – an initiative that promotes healthy eating, an active lifestyle, and a positive self-image. Throughout this course, students will develop the skills necessary to take charge of and improve their own health, as well as to encourage others to lead healthy lives.

**PLF 4C1 Recreation and Fitness Leadership** (College Preparation) (2011-2012)

This course focuses on the development of leadership and coordination skills related to recreational activities. Students will acquire the knowledge and skills required to plan, organize and implement recreational events. They will also learn how to promote the value of physical fitness, personal well-being, and personal safety to others through mentoring. The course will prepare students for college programs in recreational, leisure, and fitness leadership.

*Prerequisite: Any Grade 11 or 12 Open Course in Physical Education and Health*

**PPL 4O1 Healthy Active Living Education – Co-ed** (Open)

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

**PSE 4U1 Exercise Science** (University Preparation)

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

*Prerequisite: Any Grade 11 University or University/College Preparation Course in Science or any Grade 11 or 12 Open Course in Physical Education and Health*



# Science

COURSES OFFERED		
Grade 9	SNC 1D1	Science (Academic)
	SNC 1P1	Science (Applied)
	SNC 1L1	Science (Locally-Developed)
Grade 10	SNC 2D1	Science (Academic)
	SNC 2P1	Science (Applied)
Grade 11	SBI 3C1	Biology (College Preparation)
	SBI 3U1	Biology (University Preparation)
	SCH 3U1	Chemistry (University Preparation)
	SVN 3E1	Science (Workplace Preparation)
	SPH 3U1	Physics (University Preparation)
Grade 12	SBI 4U1	Biology (University Preparation)
	SCH 4C1	Chemistry (College Preparation)
	SCH 4U1	Chemistry (University Preparation)
	SNC 4E1	Science (Workplace)
	SNC 4ME	Science (University/College Preparation/ E-learning)
	SPH 4U1	Physics (University Preparation) (2010-2011)

**SNC 1D1 Science (Academic)**

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

**SNC 1P1 Science (Applied)**

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

**SNC 1L1 Science (Locally-Developed)**

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking and the relationship between science, society, and the environment, to prepare students for success in everyday life, in the workplace and in the Science Grade 11 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.

**SNC 2D1 Science (Academic)**

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid-base reactions; forces that affect climate and climate change; and the interaction of light and matter.

*Prerequisite: SNC 1D1 or SNC 1P1*

**SNC 2P1 Science (Applied)**

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter.

*Prerequisite: SNC 1D1 or SNC 1P1*

**SBI 3C1 Biology (College Preparation)**

This course focuses on the processes involved in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields.

*Prerequisite: SNC 2D1 or SNC 2P1*

**SBI 3U1 Biology (University Preparation)**

This course furthers students' understanding of the processes involved in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps student refine skills related to scientific investigation.

*Prerequisite: SNC 2D1*

**SCH 3U1 Chemistry (University Preparation)**

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

*Prerequisite: SNC 2D1*

**SVN 3E1 Science (Workplace Preparation)**

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in work and life after secondary school. Students will explore a range of topics, including the impact of human activities on the environment; human health and the environment; energy conservation; resource science and management; and safety and environmental responsibility in the workplace. Emphasis is placed on relevant, practical applications and current topics in environmental science, with attention to the refinement of students' literacy and mathematical literacy skills as well as the development of their scientific and environmental literacy.

*Prerequisite: SNC 1D1 or SNC 1P1 or SNC 14R or SNC 1L1 or SNC 1LR*

**SPH 3U1 Physics (University Preparation)**

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

*Prerequisite: SNC 2D1*

**SBI 4U1 Biology (University Preparation)**

This course provides students with the opportunity for in-depth study of the concepts and processes associated with biological systems. Students will study theory and conduct investigations in the areas of metabolic processes, molecular genetics, homeostasis, evolution, and population dynamics. Emphasis will be placed on achievement of the detailed knowledge and refined skills for further study in the various branches of the life sciences and related fields.

*Prerequisite: SBI 3U1*

**SCH 4C1 Chemistry (College Preparation)**

This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment.

*Prerequisite: SNC 2D1 or SNC 2P1*

**SCH 4U1 Chemistry (University Preparation)**

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.

*Prerequisite: SCH 3U1*

**SNC 4E1 Science (Workplace)**

This course provides students with fundamental science knowledge and workplace skills needed to prepare them for success beyond secondary school. Students will explore hazards in the workplace, chemicals in consumer products, disease and its prevention, electricity at home and at work, and nutritional science. Emphasis is placed on current topics in science and relevant, practical activities that develop students' literacy and mathematical literacy skills and enhance their scientific literacy.

*Prerequisite: SNC 2P1 or SNC 2L1*

**SNC 4ME Science (University/College Preparation/E-learning)**

This course enables students, including those who do not intend to pursue science-related programs at the postsecondary level, to further develop their understanding of science and its technological applications. Students will explore a range of topics, including organic products in everyday life; pathogens and disease; energy alternatives and their impact globally; communications systems; and science and contemporary societal issues. Emphasis will be placed on relating these topics to global issues as well as to daily life, and on developing skills in the areas of experimentation, research, critical thinking, and analysis.

*Prerequisite: SNC 2D1*

**SPH 4U1 Physics (University Preparation) (2010-2011)**

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data relating to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

This course will be offered every second year.

*Prerequisite: SPH 3U1*

## *Social Sciences and Humanities*

*The five senior HIR, HIP, HPC, HRF, HRT, HHS and HSB courses qualify as senior social science credits, as do CGF, CGT, CGW, CHI, CHM, CHW, CHY and CLU.*

<b>COURSES OFFERED</b>		
<b>Grade 11</b>	<b>HIP 3E1</b> <b>HIR 3C1</b> <b>HNC 3OE</b> <b>HPC 3O1</b> <b>HRF 3O1</b> <b>HRT 3M1</b>	<b>Managing Personal Resources</b> (Workplace Preparation) <b>Managing Personal and Family Resources</b> (College Preparation) <b>Fashion and Creative Expression</b> (Open/E-learning) <b>Parenting</b> (Open) <b>World Religions: Beliefs and Daily Life</b> (Open) <b>World Religions: Beliefs, Issues and Religious Traditions</b> (University/College Preparation)
<b>Grade 12</b>	<b>HHS 4M1</b> <b>HNB 4OE</b> <b>HSB 4M1</b> <b>HZT 4UE</b>	<b>Individuals and Families in a Diverse Society</b> (University/College Preparation) <b>The Fashion Industry</b> (Open/E-learning) <b>Challenge and Change in Society</b> (University/College Preparation) <b>Philosophy: Questions and Theories</b> (University Preparation/E-learning)

**HIP 3E1 Managing Personal Resources** (Workplace Preparation)

This course prepares students for living independently and working successfully with others. Students will learn to manage their personal resources (including talent, money, and time), to develop interpersonal skills, and to understand economic influences on workplace issues, in order to make wise and responsible personal and occupational choices. The course emphasizes the achievement of expectations through practical experiences and introduces students to skills used in researching and investigating resource management.

**HIR 3C1 Managing Personal and Family Resources** (College Preparation)

This course explores how to use human, material, and community resources effectively, and how to make informed choices with respect to clothing purchases, finance, food and nutrition, housing, and transportation. Students will learn about the dynamics of human interaction; how to make responsible choices in their transition to postsecondary education and careers; and strategies to enable them to manage time, talent, and money effectively. This course also introduces students to skills used in researching and investigating resource management.

**HNC 3OE Fashion and Creative Expression** (Open/E-learning)

This course explores what clothing communicates about the wearer and how it becomes a creative and entrepreneurial outlet through the design and production processes. Students will learn, through practical experiences, about the nature of fashion design; the characteristics of fibres and fabrics; the construction, production, and marketing of clothing; and how to plan and care for a wardrobe that is appropriate for an individual's appearance, activities, employment, and lifestyle. Students will develop research skills as they explore the evolution of fashion and its relationship to society, culture, and individual psychology.

**HPC 3O1 Parenting** (Open)

This course focuses on the skills and knowledge needed to promote the positive and healthy nurturing of children, with particular emphasis on the critical importance of the early years to human development. Students will learn how to meet the developmental needs of young children, communicate and discipline effectively, and guide early behaviour. They will have practical experiences with infants, toddlers, and preschoolers, and will learn skills in researching and investigating questions relating to parenting.

**HRF 3O1 World Religions: Beliefs and Daily Life** (Open)

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

**HRT 3M1 World Religions: Beliefs, Issues and Religious Traditions** (University/College Preparation)

This course enables students to discover what others believe and how they live, and to appreciate their own unique heritage. Students will learn about the teachings and traditions of a variety of religions, the connections between religion and the development of civilizations, the place and function of religion in human experience, and the influence of a broad range of religions on contemporary society. This course also introduces students to skills used in researching and investigating world religions.

*Prerequisite: CHC 2D1 or CHC 2P1 or CHC 2DF*

**HHS 4M1 Individuals and Families in a Diverse Society** (University/College Preparation)

This course applies current theories and research from the disciplines of anthropology, psychology, and sociology to the study of individual development, family behaviour, intimate and parent-child relationships, and the ways in which families interact within the diverse Canadian society. Students will learn the interpersonal skills required to contribute to the well-being of families, and the investigative skills required to conduct and evaluate research about individuals and families.

*Prerequisite: CHC 2D1 or CHC 2P1 or CHC 2DF*

**HNB 4OE The Fashion Industry** (Open/E-learning)

This course provides a historical perspective on fashion and design, exploring the origins, influence, and importance of fashion as an expression of national, cultural, religious and personal identity. Students will learn about the many facets of the Canadian fashion industry, including both large-scale and small entrepreneurial enterprises, and its worldwide links, as well as gaining practical experience in garment design, production, and care. This course also refines students' skills used in researching and investigating various aspects of the fashion industry.

**HSB 4M1 Challenge and Change in Society** (University/College Preparation)

This course examines the theories and methodologies used in anthropology, psychology, and sociology to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will analyse cultural, social, and biological patterns in human societies, looking at the ways in which those patterns change over time. Students will also explore the ideas of classical and contemporary social theorists, and will apply those ideas to the analysis of contemporary trends.

*Prerequisite: CHC 2D1 or CHC 2P1 or CHC 2DF*

**HZT 4UE Philosophy: Questions and Theories** (University Preparation/E-learning)

This course addresses three (or more) of the main areas of philosophy: metaphysics, logic, epistemology, ethics, social and political philosophy, and aesthetics. Students will learn critical-thinking skills, the main ideas expressed by philosophers from a variety of the world's traditions, how to develop and explain their own philosophical ideas, and how to apply those ideas to contemporary social issues and personal experiences. The course will also help students refine skills used in researching and investigating topics in philosophy.

*Prerequisite: Any University or University/College Preparation Course in Social Sciences and Humanities, English or Canadian and World Studies*

## *Technological Studies*

*Technological education courses help students understand that technology is a force for change, and enables them to develop the attitudes, values, and skills they need to meet the challenges that come with change. Students explore various disciplines to understand what is technologically possible, and whether technological changes are acceptable to our culture, social life, economy, and natural environment.*

Because job descriptions today are becoming broader and more general, students need to be adaptable to work in a number of different areas. They must also be willing and able to learn to use emerging technologies. For this reason, broad-based technology courses teach students not only job-specific skills, but also transferable skills. RCI strives to instill in students a commitment to lifelong learning.

Together, these skills, values, and attitudes will allow students to respond to technological change by using their existing knowledge and skills in new and creative ways, whether they are pursuing postsecondary studies or moving directly into the workplace.

Technological Studies is exciting and challenging and offers an equal opportunities program for both male and female students. Technological Studies are very necessary for our rapidly changing world.

The focus will be project-based, hands-on learning; therefore, a supply charge for consumables will be charged to Technology students to cover the cost of materials for personal projects made in the shop classes.

<b>COURSES OFFERED</b>		
<b>Grade 9</b>	<b>T1J 1O1</b>	<b>Exploring Technologies (Open)</b>
<b>Grade 10</b>	<b>TCJ 2O1 TFJ 2O1 TGJ 2O1 TTJ 2O1</b>	<b>Construction Technology (Open) Hospitality and Tourism Technology (Open) Communications Technology (Open) Transportation Technology (Open)</b>
<b>Grade 11</b>	<b>TCJ 3E1 TDJ 3M1 TGJ 3M1 TMJ 3E1 TPJ 3M1 TWJ 3E1 TXJ 3E1 TTJ 3C1</b>	<b>Construction Technology (Workplace) Technological Design (University/College Preparation) Communications Technology (University/College Preparation) Manufacturing Technology (Workplace Preparation) Health Care (University/College Preparation) Custom Woodworking (Workplace Preparation) Hairstyling and Aesthetics (Workplace Preparation) Transportation Technology (College Preparation)</b>
<b>Grade 12</b>	<b>TDJ 4M1 TGJ 4M1 TMJ 4E1 TPJ 4M1 TTJ 4E1 TXJ 4E1 TWJ 4E1</b>	<b>Technological Design (University/College Preparation) Communications Technology (University/College Preparation) Manufacturing Technology (Workplace Preparation) Health Care – Support Services (University/College Preparation) Transportation Technology (Workplace Preparation) Hairstyling and Aesthetics (Workplace Preparation) Custom Woodworking (Workplace Preparation)</b>

### **T1J 1O1 Exploring Technologies (Open)**

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 postsecondary education and training pathways leading to careers in technology-related fields.

### **TCJ 2O1 Construction Technology (Open)**

This course introduces students to building materials and processes through opportunities to design and build various construction projects. Students will learn to create and read working drawings; become familiar with common construction materials, components, and processes; drawings; become familiar with common construction materials, components, and processes; and perform a variety of fabrication, assembly, and finishing operations. They will use a variety of hand and power tools and apply knowledge of imperial and metric systems of measurement, as appropriate. Students will develop an awareness of environmental and societal issues related to construction technology, and will explore secondary and postsecondary pathways leading to careers in the industry.

**TFJ 2O1 Hospitality and Tourism Technology (Open)**

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

**TGJ 2O1 Communications Technology (Open)**

This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology and explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.

**TTJ 2O1 Transportation Technology (Open)**

This course introduces students to the service and maintenance of vehicles, aircraft, and/or watercraft. Students will develop knowledge and skills related to the construction and operation of vehicle/craft systems and learn maintenance and repair techniques. Student projects may include the construction of a self-propelled vehicle or craft, engine service, tire/wheel service, electrical/battery service, and proper body care. Students will develop an awareness of related environmental and societal issues and will explore secondary and postsecondary pathways leading to careers in the transportation industry.

*Students have the opportunity to earn multiple credits in senior technology courses. In some cases, students may specialize in certain areas of the discipline.*

**TCJ 3E1 Construction Technology (Workplace Preparation)**

This course enables students to develop technical knowledge and skills related to carpentry, masonry, electrical systems, heating and cooling, and plumbing for residential construction. Students will gain hands-on experience using a variety of materials, processes, tools, and equipment to design, lay out, and build projects. They will create and read technical drawings, learn construction terminology, interpret building codes and regulations, and apply mathematical skills as they develop construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and explore postsecondary and career opportunities in the field.

**TDJ 3M1 Technological Design (University/College Preparation)**

This course examines how technological design is influenced by human, environmental, financial, and material requirements and resources. Students will research, design, build, and assess solutions that meet specific human needs, using working drawings and other communication methods to present their design ideas. They will develop an awareness of environmental, societal, and cultural issues related to technological design, and will explore career opportunities in the field, as well as the college and/or university program requirements in the field, as well as the college and/or university program.

**TGJ 3M1 Communications Technology (University/College Preparation)**

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues and explore college and university programs and career opportunities in the various communications technology fields.

*Prospective students should also be aware that emphasis courses in Photography and Digital Imaging (TGP 3M) or Interactive New Media and Animation (TGI 3M) can be scheduled into this class.*

**TMJ 3E1 Manufacturing Technology (Workplace Preparation)**

This hands-on, project-based course is designed for students planning to enter an occupation or apprenticeship in manufacturing directly after graduation. Students will work on a variety of manufacturing projects, developing knowledge and skills in design, fabrication, and problem solving and using tools and equipment such as engine lathes, milling machines, and welding machines. In addition, students may have the opportunity to acquire industry-standard certification and training. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about secondary school pathways that lead to careers in the industry.

*Multiple credits may include welding or precision machining.*

**TPJ 3M1 Health Care (University/College Preparation)**

This course focuses on the development of knowledge and skills that will benefit students planning a career in the health care field. Students will learn about human anatomy and physiology, homeostasis, vital signs, disease prevention and treatment, how lifestyle choices affect health and well-being, and conventional and complementary methods of disease prevention and treatment. Students will develop an awareness of health and safety issues, environmental and societal issues related to health care, and career opportunities in the field.

**TWJ 3E1 Custom Woodworking (Workplace Preparation)**

This course enables students to develop knowledge and skills related to cabinet making and furniture making. Students will gain practical experience using a variety of the materials, tools, equipment, and joinery techniques associated with custom woodworking. Students will learn to create and interpret technical drawings and will plan, design, and fabricate projects. They will also develop an awareness of environmental and societal issues related to the woodworking industry, and explore apprenticeships, postsecondary training, and career opportunities in the field that may be pursued directly after graduation.

**TXJ 3E1 Hairstyling and Aesthetics (Workplace Preparation)**

This course enables students to develop knowledge and skills in cosmetology and offers a variety of applications that will equip students to provide services for a diverse clientele. Students identify trends in the hairstyling and aesthetics industry, learn about related health and safety laws, and expand their communication and interpersonal skills through interactions with peers and clients. Students consider environmental and societal issues related to the industry and acquire a more detailed knowledge of apprenticeships and direct-entry work positions.

**TTJ 3C1 Transportation Technology (College Preparation)**

This course enables students to develop technical knowledge and skills as they study, test, service, and repair engine, electrical, suspension, brake, and steering systems on vehicles, aircraft, and/or watercraft. Students will develop communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will develop an awareness of environmental and societal issues related to transportation and will learn about apprenticeship and college programs leading to careers in the transportation industry.

**TDJ 4M1 Communications Technology (University/College Preparation)**

This course introduces students to the fundamentals of design advocacy and marketing, while building on their design skills and their knowledge of professional design practices. Students will apply a systematic design process to research, design, build, and assess solutions that meet specific human needs, using illustrations, presentation drawings, and other communication methods to present their designs. Students will enhance their problem-solving and communication skills, and explore career opportunities and the postsecondary education and training requirements for them.

*Prerequisite: TDJ 3M1*

**TGJ 4M1 Communications Technology (University/College Preparation)**

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology and will investigate career opportunities and challenges in a rapidly changing technological environment.

*Students should note that emphasis courses in Photography and Digital Imaging (TGP 4M) or Interactive New Media and Animation (TGI 4M) can be scheduled into this class.*

*Prerequisite: TGJ 3M1*

**TMJ 4E1 Manufacturing Technology (Workplace Preparation)**

This project-driven, hands-on course builds on students' experiences in manufacturing technology. Students will further develop knowledge and skills related to the use of engine lathes, milling machines, welding machines, and other related tools and equipment as they design and fabricate solutions to a variety of technological challenges in manufacturing. Students may have opportunities to acquire industry-standard training and certification. Students will expand their awareness of environmental and society issues and of career opportunities in the manufacturing industry.

*Multiple credits may include welding or precision machining.*

**TPJ 4M1 Health Care (University/College Preparation)**

This course focuses on the development of clinical skills needed to assess general health status. Students will learn about accepted health care practices and about how to perform various procedures, using appropriate instruments and equipment. They will learn about the human immune system, pathology, and disease prevention and treatment. Students will also expand their awareness of workers' health and safety issues, environmental and societal issues related to health care, and postsecondary destinations in the field.

The focus will be on Emergency Preparedness, introducing students to roles and functions of Paramedics, Fire Fighters, Police Officers, and other Emergency Medical Responders.

**TTJ 4E1 Transportation Technology: Vehicle Maintenance (Workplace Preparation)**

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

**TXJ 4E1 Hairstyling and Aesthetics (Workplace Preparation)**

This course enables students to develop increased proficiency in a wide range of hairstyling and aesthetics services. Working in a salon/spa team environment, students strengthen their fundamental cosmetology skills and develop an understanding of common business practices and strategies in the salon/spa industry. Students expand their understanding of environmental and societal issues and their knowledge of postsecondary destinations in the hairstyling and aesthetics industry.

*Prerequisite: TPE 3E1 or TXJ 3E1*

**TWJ 4E1 Custom Woodworking (Workplace Preparation)**

This course enables students to further develop knowledge and skills related to the planning, design, and construction of residential and/or commercial cabinets and furniture. Students will gain further experience in the safe use of common woodworking materials, tools, equipment, finishes, and hardware, and will learn about the entrepreneurial skills needed to establish and operate a custom woodworking business. Students will also expand their awareness of health and safety issues and environmental and societal issues related to woodworking, and will explore career opportunities that may be pursued directly after graduation.

The word "Coop" is written in a white, cursive font and is centered within a black, horizontally-oriented oval shape.

Cooperative Education allows students the opportunity to explore their career options. Students are encouraged to discuss their workstation preferences with Cooperative Education personnel before completing the registration form.

**Why Choose Cooperative Education?**

- There is a need to prepare young people for employment.
- Employers demand experience and higher education of their employees.
- For many employers, the chief value of educational credentials is to ensure that the applicant has good work habits and a positive attitude.
- Cooperative Education contains a balance between school work and practical, on-the-job training.
- Participation in the Cooperative Education Program may lead to part-time or full-time employment.
- Cooperative Education looks great on a résumé.
- Provides an opportunity to gain apprenticeship hours in Ontario Youth Apprenticeship Program (OYAP).

**Selection**

Students would normally select Coop in their senior years of high school. It is recommended that students have completed or are completing their compulsory credits before opting for Coop.

## **Course Descriptions**

Cooperative Education courses (COP 3/408 – 2 credits and COP 3/409 – 4 credits) consist of an in-school and out-of-school component to combine learning and experience in an educationally beneficial way.

The out-of-school experiences will be designed whenever possible to give the students an opportunity to explore careers in which they are interested.

In the past, programs have offered experience as plumbers, electricians, computer technicians, hair stylists, teachers and educational assistants, nurses, dental assistants, secretaries, accountants, auto mechanics, machinists, draftspersons, retail sales people and more. These placements are for a period of five months.

Both the in-school and out-of-school components are closely monitored and evaluated by the Cooperative Education Department. Evaluation will be based on assignments set for both components, plus periodic visitation by the supervisor. Evaluation will follow RCI policies.

Cooperative Education must be an educational experience shared by the student, parents, school and the workstation.

### **Students and parents must be aware that:**

Parental consent is necessary before students can be accepted into the program.

Students are responsible for transportation to and from the workstation.

No pay is expected by the student for the out-of-school learning experiences.

### **OYAP Information:**

OYAP is a challenging and rewarding program for young people who wish to pursue a career in the skilled trades.

OYAP is a planned and monitored school-work program that allows students to learn a skilled trade while at the same time completing the requirements for Ontario Secondary School graduation. This is done through apprenticeship.

To be eligible, students must be 16 years of age, have earned a minimum of 16 high school credits and be enrolled as a full-time student during the program.

**NOTE:** Enrollment in Cooperative Education programs for certain subject areas is restricted as a result of limited suitable placement opportunities within the community. In these cases, admission to the program will be decided by a school selection committee.

Student attendance and performance records will also determine acceptable entry to Coop programs.