

Holy Cross Catholic Secondary School

Blessed Beyond Belief

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Student Services

Guidance - Department Head.....	Ana Cantarutti
Counsellors.....	Gloria Vella-Bowry, Kristi LeSarge
Youth Workers.....	Amey Cancian, Leeanne Amell
Cooperative Education.....	Noella Johnston/ Tim Hunter
Pastoral Services – Priest Chaplain.....	Father Hibbard
Priest Chaplain.....	Father Shea
Chaplaincy Team Leader.....	Nick Cotman

Department Heads

Arts.....	Stacy Check-Drumm
English and Modern Languages.....	Dan Roberts
Mathematics.....	Liz Mulvenna
Religious Education.....	Jennie Melo-Jordan
Science.....	Tim Pendergast
Social Sciences.....	Jonathan Drumm
Special Education - Department Head.....	Mia Sarris White
Technology.....	Robin Dzierniejko

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Director of Education.....	David DeSantis
Chair of the Board.....	Terry Shea
Superintendent of School Effectiveness for Holy Cross.....	Carey Smith-Dewey

Holy Cross Catholic Secondary School

Mission Statement

To live in Christ – such is the basis of our Faith. Indeed, it is the foundation of the Holy Cross Community. Rooted in the Word of God, Holy Cross recognizes that it is only in cooperating with the Spirit's challenge to a deepened conversion that individual potentials can be realized. This conversion enables the formation of a community increasingly committed to the difficult task of advancing God's Kingdom in a culture that is often unwelcoming; moreover, Holy Cross acknowledges its relationship and responsibilities toward the total human community.

Our message to each other is simple and clear: God loves us and Christ is alive in us. This is a compelling reality. It allows us to celebrate, as a Church, the gift that is Creation and to declare, as a Church, that God is Love.

GENERAL PROGRAM INFORMATION

Introduction

The purpose of the Grade 9 Course Calendar is to provide specific information regarding courses and diploma requirements which will assist students and parents in making appropriate selections.

The philosophy of the school is that all students should have the opportunity to develop fully their God-given talents.

The courses offered by this school have been developed according to the requirements of the Ontario Ministry of Education. Detailed courses of study are available at the school for parent or student perusal.

It is the policy of Holy Cross Catholic Secondary School that gender role stereotyping of courses and programs is to be avoided. Some courses for example, while Physical Education may be segregated, students of either gender are free to participate in courses in all available subjects.

Helping students to learn and to develop as mature and contributing citizens is a responsibility that is shared by the home, the school and the parish. We look forward to working co-operatively to enable students to develop to their full potential.

The staff of the Life Skills Development Centre strives to encourage and guide students to develop to the maximum of their potential within a caring and supportive environment.

The Semester System

The school year is divided into two semesters:

SEMESTER I: September - January
SEMESTER II: February - June

In the first three years of high school, students are required to carry a full course load (4 credits per semester) to ensure favourable progress in accumulating specified requirements for their Ontario Secondary School Diploma.

Evaluation and Reporting

Culminating evaluations and examinations will be held toward the end of each semester in most courses. Progress will be reported to students and parents as follows:

Reporting Periods			
Semester	Early Report	Midterm Report	Final Report
I	October	November	February
II	March	April	July

Scheduled parent-teacher interviews will be arranged following distribution of Early Reports in each semester (October and March). We encourage parents/ guardians to contact teachers at any time during the semester.

Course Transfers During the School Year

As a credit consists of a minimum of 110 hours of scheduled time, once a significant amount of time has passed, transfer to substantially different courses is discouraged. Where a student wishes to change to a similar course but at a different level of difficulty, transfers are sometimes possible. Consultation with a Guidance Counselor is required. Any such transfers are dependent upon availability in appropriate classes, and upon it being feasible to timetable the change. Transfers require parental and administrative approval.

STUDENT SERVICES

The Student Services (Guidance) Department at Holy Cross provides assistance to grade 9 students in the following ways:

- **Academic counselling** – bridging the transition from elementary to high school through course selection; determining the appropriate academic level and effecting changes where necessary, and long-term planning of the students' high school programs taking into account the requirements for the Secondary School Diploma
- **Career counselling** – providing the tools for the students to research post-secondary options (e.g. relevant websites, such as myBlueprint.ca) and counselling students re: future plans
- **Personal counselling** – with our guidance counselors, usually of a short-term nature, (e.g. adjustment to high school; social problems, etc.) and with our youth workers who provide support services focusing on social, emotional, and behavioural and familial needs
- **Academic support** – collaborating with Student Success teachers to provide credit rescue and credit recovery when appropriate; providing personalized planning to meet students' learning needs
- **Our Special Education Department** - provides support to students on Individual Education Plans to ensure success in their credit courses. Learning strategy courses, assistive technology and resource assistance are available to students

In addition, the Department provides assistance in the following areas:

- **Tutor contacts** – arranged through individual counsellors, when possible
- **Summer school/summer on-line courses** – courses offered in July as new credit or upgraded credit. Information available towards the end of the school year.
- **Take Our Kids to Work Day** – the designated day this year is Wednesday, November 1st, 2023. Students will be going to work with their parents, guardian, relative or family friend. Information and permission forms will be distributed through home forms in early October.

SCHOOL UNIFORM POLICY

Students are expected to wear the Holy Cross uniform at all times during the school day, including the lunch hour and during spare periods. **McCarthy's** is the official supplier of all components of the Holy Cross uniform. Uniform items are available at www.mccarthyuniforms.ca

The uniform provides many advantages to our students, including safety, pride, and community. All of our students are dressed identically so that our staff can easily identify any person who does not belong in our building. Our students who wear this uniform experience feelings of belonging to a larger group. Our uniform allows our student to be on equal footing, as family income is not transparent. Our students are more easily able to concentrate on their classroom activities as various attire does not distract from learning.

The fall and winter uniform is in effect from September to June. The uniform is described below:

Unisex: solid grey Holy Cross dress pants, green school crested golf shirt or white Holy Cross crested dress shirt.

Optional Girls: The Holy Cross kilt with black tights.

Optional Boys: if white Holy Cross crested dress shirt, add school tie.

Optional: School crested vest, pull over, zippered sweater or cardigan.

Footwear: Any footwear excluding flip-flops, slippers, high heels, and boots.

The spring uniform option is in effect from May until the end of June.

Unisex: green school crested golf shirt and tan knee length Holy Cross crested walking shorts.

Footwear: deck shoes, running shoes, and sandals are permitted.

Students must present themselves in good repair at all times during the school day. Ball caps and offensive clothing are not permitted in the school at any time; if found, they will be seized and reissued at the end of the semester. Appropriate attire for shop, gym, drama, and art will be determined by the teacher and worn for that period only.

Students are not to accessorize their uniform. Excessive jewelry, studded arm bands, necklaces and /or belts, or bandanas are not to be worn. One warning will be issued to students who are not in compliance with these rules and on a second offense the items will be confiscated for the term

Non-Uniform Day Dress Code: In selected months and as determined by the Principal, non-uniform days will take place on the last Friday of the month. Attire for non-uniform days will be modest. Immodest, revealing clothing and/or clothing with inappropriate design/language promoting drugs/alcohol/sex will not be permitted.

Students are to use the washroom facilities to change their clothing at all times.

CO-CURRICULAR AND EXTRA CURRICULAR ACTIVITIES

Students at Holy Cross have the following co-curricular and extra-curricular activities to consider (all are staff-initiated and supervised):

Artistic & Technology Pursuits:

- * Technological Skills Competition
- * Specialist High Skills Major: SHSM Program
 - Information and Communication Technology
 - Environment
- * Annual Musical
- * Cabaret Performance
- * Coffee House Performance
- * Improv Team
- * Dance Club
- * Dance Team
- * Art Exhibitions
- * Art Club
- * Musical Performance of Jr. Concert and Sr. Wind Ensemble, Jazz Ensemble, Symphonic Band
- * Music Festivals
- * Choir

Athletics:

- * Varsity & Jr. Varsity Girls and Boys Basketball, Volleyball, Soccer, Wrestling, and Rugby
- * Varsity & Jr. Varsity Football
- * Track and Field
- * Cross Country Running
- * Girls Field Hockey
- * Cheerleading
- * Curling
- * Swimming
- * Girls/Boys Ice Hockey
- * Baseball
- * Badminton
- * Tennis
- * Fishing Club
- * Ultimate Frisbee Club

Student Leadership:

- * Students' Council
- * Athletic Council
- * Student Assistant Coaching; Student Officiating
- * Crusaders in Community Service (CICS)
- * Yearbook Production
- * Environmental club
- * Wellness Team
- * Nintendo Smash Brothers Club
- * SHSM Student Executive
- * International Club

Academic Endeavors:

- * Math and Science Contests
- * Prose and Poetry Writing Contests
- * Queen's Mini-courses for Enrichment
- * Chess Club
- * DECA
- * St. Lawrence College Dual Credit
- * Extended French

ONTARIO SECONDARY SCHOOL DIPLOMA REQUIREMENTS

Total Number of Credits - 30



HOLY CROSS CATHOLIC SECONDARY SCHOOL GRADE 9 PROGRAM

What do you need to graduate from high school?

18 Compulsory credits

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

4	credits in English (1 credit per grade)
3	credits in Mathematics (1 credit in Grade 11 or 12)
2	credits in Science
1	credit in Canadian History
1	credit in Canadian Geography
1	credit in the Arts
1	credit in Health & Physical Education
1	credit in French as a Second language
.5	credit in Career Studies
.5	credit in Civics

In addition, students must complete:

12	optional credits (grade 9,10,11,12 Religion credits are included)
2	Online credits (any 2 of the total 30 credits are to be completed online) *
40	hours of community involvement
	the provincial literacy requirement

Plus one credit from each of the following groups:

1	<p>Group 1:</p> <ul style="list-style-type: none"> • English or French as a second language • a Native language • a classical or international language • Social Sciences and the Humanities • Canadian and World studies • Guidance and Career Education • Cooperative Education
1	<p>Group 2:</p> <ul style="list-style-type: none"> • Health and Physical Education • the Arts • Business Studies • French as a Second Language • Cooperative Education
1	<p>Group 3:</p> <ul style="list-style-type: none"> • Science (Grade 11 or 12) • Technological Education • French as a Second Language • Computer Studies • Cooperative Education

*Parents/guardian may choose to opt their children out of the mandatory online learning credits required for graduation. To opt out, a parent/guardian must submit an opt-out form to the school. This decision can be shared and/or modified in any grade. Please contact the school for further information on this process.

ONTARIO SECONDARY SCHOOL CERTIFICATE

Total Number of Credits - 14

COMPULSORY CREDITS

Total of 7.0 – Ministry Requirement **PLUS** 2.0 Religion Credits in Grade 9, and 10

- 2.0 credits in English
- 1.0 credit in Canadian Geography **OR** Canadian History
- 1.0 credit in Mathematics
- 1.0 credit in Science
- 1.0 credit in Health and Physical Education
- 1.0 credit in the Arts or Technological Education

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 programs or other kinds of training, or who plan to find employment after leaving school.

The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For those students who have an IEP, a copy of the IEP may be included.

Students who return to school to complete additional courses will have their transcript updated accordingly but will not be issued a new Certificate of Accomplishment.

SUBSTITUTIONS FOR COMPULSORY COURSES

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the Secondary School Diploma, substitutions may be made for a limited number of compulsory credit courses using courses from the remaining compulsory credits. To meet individual students' needs, principals may replace up to three credits with credits from the remainder of the compulsory credits requirements. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for the Ontario Secondary School Diploma and not less than fourteen for the Ontario Secondary School Certificate. Substitutions should be made to promote and enhance student learning or to meet special needs and interests.

If a parent or an adult student requests a substitution, the principal will determine whether or not a substitution should be made. A principal may also initiate consideration of whether a substitution should be made. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases where the parent or adult student disagrees with the decision of the principal, the parent or adult student may ask the appropriate Supervisory Officer to review the matter.

Each substitution will be noted on the student's Ontario Student Transcript.

THE ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)

All students must successfully complete the Ontario Secondary School Literacy Test in order to earn a secondary school diploma. Students will normally take this test when they are in Grade 10. The test will be based on the Ontario curriculum expectations for language and communication – particularly reading and writing – up to and including Grade 9.

The test will serve both to determine whether students have acquired the skills considered essential for reading and writing, and to provide confirmation that those students who have completed the test successfully have attained the provincial expectations for reading and writing. The test will identify those students who have not demonstrated the required skills and will identify areas in which these students need remediation. The necessary accommodations will be made to ensure that students who are receiving special education programs and services and who have an Individual Education Plan have a fair and equal opportunity to successfully complete the test. The Principal, in consultation with the parent or adult student and appropriate school staff may request a deferral (for ESL or ELD students) or an exemption only if the IEP indicates that the student is not working towards a Secondary School Diploma. Holy Cross will provide remedial assistance for students who do not complete the test successfully. This assistance will be designed to help students improve their skills so that they are better prepared to retake the test.

Students, who have been eligible to write the OSSLT, and have been unsuccessful at least once, are eligible to take the Ontario Secondary School Literacy Course to achieve both a Grade 12 English credit and their literacy credential for graduation.

COMMUNITY INVOLVEMENT ACTIVITIES

All secondary school students in Ontario are 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.

Students will select one or more Community Involvement Activities in consultation with their parents. Selection of activities take into account the age, maturity, and ability of the student, the location and environment of the proposed activity, the need for any special training, equipment, and preparation. The safety of the student is paramount. Parents/students have the primary responsibility to ensure that this requirement is met. A parent is not required to sign a form or to be consulted if the student is eighteen years of age or older. It should be noted that students will not be paid for performing any community involvement activity.

Information on the community involvement diploma requirement is available to students and parents, as well as to the persons and organizations who are asked by students to sponsor a particular community involvement activity. This information is available in Student Services.

Crusader Certificate – Students who complete 100 hours of community service by the time of graduation will receive a Crusader Certificate and will be acknowledged at the graduation ceremony.

Online Learning Graduation Requirement

Students are required to earn two online credits to graduate from secondary school, beginning with every student who entered Grade 9 in the 2020-2021 school year. The graduation requirement is intended to support students in developing digital literacy and other important transferable skills that will help prepare them for success after graduation and in all aspects of their lives.

Meeting the online learning graduation requirement should not pose a barrier to graduation for students. As with all learning, students, students taking online courses will have access to the supports they need through their schools, (e.g., guidance, nutrition programs, extra-curricular activities, and services for English-language learners). If a student in a publicly funded school has an Individual Education Plan (IEP), the plan should be shared, when appropriate, with an educator instructing an online course delivered by another publicly funded school board, with the necessary consent.

Parents /guardians may choose to opt their child out of the mandatory online courses required for graduation. Students 18 years of age or older or students who are 16 or 17 years of age and have withdrawn from parental control can also opt out of the graduation requirement. School boards must allow for students and parents/guardians to opt back into the online learning graduation requirement should their decision change. Please contact Student Services for the opt out form.

GRADE 9 COURSE DESCRIPTIONS FOR SEPTEMBER 2023

De-Streamed Program

As part of its efforts to ensure all students can reach their full potential, the Ministry of Education has unveiled a new de-streamed curriculum that started to take place in 2021 and will continue in the 2023-2024 school year. All grade 9 courses will be offered in one stream. Research has shown that streaming disproportionately affects racialized students, special needs students and students from lower income families. The new changes will allow every student to pursue multiple pathways as they progress through high school. The Ministry of Education hopes to remove barriers for all students by offering them the same starting point when they enter high school.

ARTS

ADA 101 - Dramatic Arts

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

Credit Value: 1.0

Note: Gr. 9 Dramatic Arts not required as prerequisite for Gr. 10 Dramatic Arts credit

AMU 101 - Music

Open - Grade 9

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music and will develop a variety of skills transferable to other areas of their life.

Credit Value: 1.0

Note: Gr. 9 Music is strongly recommended as prerequisite for Gr. 10 Music credit

AMG 101 - Introduction to Guitar

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 analyze 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.

Credit Value: 1.0

Note: Gr. 9 Guitar is strongly recommended as prerequisite for Gr. 10 Guitar credit

NAC 101 – Visual Art

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context. Examples include, but are not limited to, a variety of contemporary and traditional First Nations, Métis, and Inuit art forms such as new media, storytelling, installation and performance art.

Credit Value: 1.0

BUSINESS STUDIES

BTT 101 – Information and Communication Technology in Business

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.

Students may also develop skills in digital audio, photo, and video production.

Credit Value: 1.0

CANADIAN AND WORLD STUDIES

CGC 1D1 - Geography of Canada

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place to live.

Credit Value: 1.0

ENGLISH

ENL 1W1 - English

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

Credit Value: 1.0

ENG 1L1 – English

Locally Developed Compulsory English – Grade 9

This course provides foundational literacy and communication skills to prepare students for success in their daily lives and in the workplace. The course is organized by strands that develop listening and talking skills, reading, and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

Credit Value: 1.0

ESL AO1 - ESL Level 1, Beginning Communication in English

This course builds on students' previous education and language knowledge to introduce the English language and help students adjust to their new cultural environment. Students will develop the ability to use oral and written English for daily needs, acquire basic conversation skills and vocabulary, and use simple sentence patterns. Students will also acquire basic orientation information related to their needs as newcomers to Canada.

Credit Value: 1.0

GUIDANCE & CAREER EDUCATION

GLE 101 - Learning Strategies 1

Skills for Success in Secondary School

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

Credit Value: 1.0

Prerequisite: Recommendation of Special Education Department

HEALTH AND PHYSICAL EDUCATION

PPL 10 - Healthy Active Living

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

* This course is segregated into male and female only sections.

Credit Value: 1.0 *NOTE: Grade 9 PPL10 is not required as a prerequisite for Grade 10 PPL20*

PAD 10 – Healthy Living and Outdoor Activities

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. This co-ed, group-oriented course takes place primarily within 'the outdoor classroom' (on/around the school grounds, local Outdoor Education areas, and extended field trips) as well as within the conventional classroom and challenges students to learn by doing. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. They will examine issues related to healthy eating and environmental awareness.

*This course will focus on meeting these expectations in an outdoor environment. Activities will include fishing, hiking, canoeing, biking and wilderness survival.

Credit Value: 1.0

MATHEMATICS

MTH 1W1 – Mathematics

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

Credit Value: 1.0

Prerequisite: None

MAT 1L1 – Mathematics

Locally Developed Compulsory Mathematics – Grade 9

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

Students wishing to switch to the applied stream will need to consult with their Counselor.

Credit Value: 1.0

MODERN LANGUAGES

FSF 1D1 – Core French

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will continue to develop language knowledge and skills by using language-learning strategies introduced in the elementary core French program and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities and will develop the skills necessary to become life-long language learners.

Prerequisite: *Minimum of 600 hours of elementary Core French instruction, or equivalent*

Credit Value: 1.0

FEF 1D1 – Extended French

This course provides opportunities for students to speak and interact in French in a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Extended French program. They will develop their creative and critical thinking skills through independently responding to and interacting with a variety of oral and written texts. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: *Minimum of 1260 hours of French instruction, or equivalent*

Credit Value: 1.0

RELIGION

HRE 101 – Discipleship and Culture

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

Credit Value: 1.0

**This course will also be offered in French in order to fulfill the Extended French program requirements.*

SCIENCE

SNC 1W1 - Science

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

Credit Value: 1.0

SNC 1L1 – Science

Locally Developed Compulsory Science

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

Credit Value: 1.0

TECHNOLOGY

TIJ 10 - Exploring Technologies

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 career in technology-related fields.

Projects include: photograph & graphic design a movie poster, video record & edit a movie trailer, assemble & program a Lego robot, design & make a 3D print, design & build the tallest cardboard tower, design & construct a wood plaque, and design & build a model glider.

Prerequisite: None.

NOTE: TIJ 10 is strongly recommended for students wishing to take grades 10, 11, and 12 Technological Education Courses.

Credit Value: 1.0



Grade 10-12 Course Descriptions and subject prerequisite charts are outlined in the Holy Cross Program Information Booklet accessed through our school website hctoday.ca on the student services link.

COURSE PLANNING CHART – GRADE 9 & 10

Grade 9		Grade 10	
Arts Dramatic Arts Music Music – (Intro to Guitar) - Open Visual Arts - Open	ADA 10 AMU 10 AMG 10 NAC 10	Arts Dramatic Arts - Open Music - Open Music – Open Dance - Open Visual Arts – Open	ADA 20 AMU 20 AMG 20 ATC 20 AVI 20
Languages English – De-Streamed English - Locally Developed English – (Second Language Foreign Students) French - De-Streamed French – Extended	ENL 1W ENG 1L ESL AO FSF 1D FEF 1D	Languages English - Academic English - Applied English - Locally Developed English (Second Language Foreign Students) French – Academic French - Extended	ENG 2D ENG 2P ENG 2L ESL AO FSF 2D FEF 2D
Mathematics Math – De-Streamed Math - Locally Developed	MTH 1W MAT 1L	Mathematics Math - Academic Math - Applied Math - Locally Developed	MPM 2D MFM 2P MAT 2L
Science Science - De-Streamed Science - Locally Developed	SNC 1W SNC 1L	Science Science - Academic Science - Applied Science - Locally Developed	SNC 2D SNC 2P SNC 2L
Technology Exploring Technologies - Open	TIJ 10	Technology Communications - Open Computer Technology - Open Technological Design - Open Construction Tech - Open Transportation Tech - Open	TGJ 20 TEJ 20 TDJ 20 TCJ 20 TTJ 20
		Computer Studies Digital Technology - Open	ICD 20
Religious Education <i>Compulsory</i> Religion – Open Religion – Open Extended French	HRE 10 HRE 101E	Religious Education <i>Compulsory</i> Religion - Open	HRE 20
Business Information and Technology in Business - Open	BTT 10	Business Business Introduction - Open	BBI 20
Social Sciences Geography - De-Streamed	CGC 1D	Social Sciences Civics – Open (.5 credit) History - Academic History – Applied History – Locally Developed History – Extended French	CHV 20 CHC 2D CHC 2P CHC 2L CHC 2D1E
Health & Physical Education Healthy Living & Outdoor Activities - Open Physical Education Girls-Open Physical Education Boys-Open	PAD 10 PPL 10F PPL 10M	Health & Physical Education Healthy Living & Outdoor Activities - Open Physical Education – Open	PAD 20 PPL 20
Guidance & Career Education Learning Strategies - Open	GLE 10	Guidance & Career Education Career Studies – Open (.5 credit) Learning Strategies - Open	GLC 20 GLE 20

Grade 11		Grade 12	
Arts Dance - U/C Dramatic Arts - U/C Music - Brass/Percussion - U/C Music - Stage Band - U/C Music - Woodwinds - U/C Music - (Guitar) - U/C Music - Vocals U/C Visual Arts - U/C Visual Arts - Open	ATC 3M ADA 3M AMB 3M AMH 3M AMG 3M AMW 3M AMV 3M1 AVI 3M AVI 3O	Arts Dance - U/C Dramatic Arts - U/C Music - Brass/Percussion - U/C Music - Stage Band - U/C Music - Woodwinds - U/C Music - (Guitar) - U/C Music - (Vocals) - U/C Visual Arts - U/C	ATC 4M ADA 4M AMB 4M AMH 4M AMW 4M AMG 4M AMV 4M AVI 4M
Languages English - U English - C English - E English (Second Lang.-Foreign Students) French (Core) - U French Extended - U	NBE 3U NBE 3C NBE 3E ESL AO FSF 3U FEF 3U	Languages *English - (Compulsory) - U *English - (Writers Craft) - U English - (Writers Craft) - C *English - C English - E English - Literacy - Open English (Second Lang.-Foreign Students) French – (Coe) - U French - (Extended) - U	ENG 4U EWC 4U EWC 4C ENG 4C ENG 4E OLC 4O ESL AO FSF4U FEF 4U
Mathematics Math - (Functions) - U Math - (Functions & Applications) - U/C Math - (Foundations for College Math) - C Math - (Everyday Life) - E	MCR 3U MCF 3M MBF 3C MEL 3E	Mathematics *Mathematics - (College Technology) Mathematics - (Calculus & Vectors) - U Mathematics - (Advanced Functions) - U Mathematics - (Data Management) - U Mathematics - (College) - C Mathematics - (Workplace) - E	MCT 4C MCV 4U MHF 4U MDM 4U MAP 4C MEL 4E
Science Biology - U Biology - C Chemistry - U Physics – U Environnemental - E Environnemental - U/C	SBI 3U SBI 3C SCH 3U SPH 3U SVN 3E SVN 3M	Science Biology - U Chemistry - U Chemistry - C Physics - U Health Science - U/C	SBI 4U SCH 4U SCH 4C SPH 4U SNC 4M
Technology Communications Technology - U/C Computer Engineering Tech - U/C Computer Technology - E Construction Engineering Tech - C Construction Technology - E Custom Woodworking - E Green Industries - U/C Green Industries - E Manufacturing Technology Technological Design - U/C Transportation Technology - C Interdisciplinary Studies - (Intro to Commercial Photography and Yearbook Design) - Open	TGJ 3M TEJ 3M TEJ 3E TCJ 3C TCJ 3E TWJ 3E THJ3M THJ3E TMJ 3M TDJ 3M TTJ 3C IDC 3OY	Technology Communications Technology - U/C Computer Engineering Technology – U/C Computer Technology - E Construction Engineering Technology - C Construction Technology - E Green Industries – U/C Green Industries – E Custom Woodworking - E Technological Design - U/C Manufacturing Technology – U/C Transportation Technology - C Transportation Technology: Vehicle Maintenance – E Interdisciplinary Studies – (Commercial Photography & Yearbook Design) – Open Interdisciplinary Studies – (Commercial Photography & Yearbook Design) – U	TGJ 4M TEJ 4M TEJ 4E TCJ 4C TCJ 4E THJ4M THJ4E TWJ 4E TDJ 4M TMJ 4M TTJ 4C TTJ 4E IDC 4OY IDC 4UY
Computer Studies Intro to Computer Science – U Intro to Computer Programming – C	ICS 3U ICS 3C	Computer Studies *Computer Science – U Computer Programming - C	ICS 4U ICS 4C
Religious Education Compulsory World Religions & Belief Traditions - U/C World Religions & Belief Traditions in Daily Life – Open World Religions - Extended French U/C	HRT 3M HRF 3O HRT3M1E	Religious Education Church & Culture - U/C - Compulsory Church & Culture - O - Compulsory Philosophy: Questions & Theories - U Families in Canada - U Families in Canada – C	HRE 4M HRE 4O HZZ 4U HHS 4U HHS 4C
Business Accounting - U/C Marketing - E Marketing - C	BAF 3M BMX 3E BMI 3C	Business *Principles of Financial Accounting - U/C *Business Leadership - U/C *Analyzing Current Economic Issues – U	BAT 4M BOH 4M CIA 4U
Social Sciences American History - U Intro to Anthro, Psych & Soc - U Intro to Anthro, Psych & Soc - C *Law - U/C *Travel and Tourism - O	CHA 3U HSP 3U HSP 3C CLU 3M CGG3O	Social Sciences *World Issues - U History (Canada) - U World History since the 15 th Century - U Canadian & International Law – U Human Development Nutritional Health - C	CGW 4U CHI 4U CHY 4U CLN 4U HHG 4M HFA 4C
Health & Physical Education Outdoor Activities - Open Personal & Fitness Activities (Non-competitive, Female only) - Open Personal & Fitness Activities (Fitness) - Open Physical Education - (Healthy Active Living) - Open	PAD 3O PAF 3OF PAI 3O PPL 3O	Health & Physical Education Outdoor Activities - Open Personal & Fitness Activities (Fitness) – Open Phys. Education - (Healthy Active Living) - O *Introductory Kinesiology – U Interdisciplinary Studies (Sports Leadership)– O Interdisciplinary Studies (Sports Leadership)– U	PAD 4O PAI 4O PPL 4O PSK 4U IDC 4OP IDC 4UP
First Nations, Métis, Inuit Studies Aboriginal Beliefs, Values & Aspirations in Contemporary Society - C/E	NBV 3C NBV 3E		
Guidance & Career Education Cooperative Education – Open Learning Strategies – Open Dual Credit	COP 3O GLE 3O DUAL	Guidance and Career Education Interdisciplinary Studies (Student Council) - O Interdisciplinary Studies (Student Council) - U Cooperative Education - Open Learning Strategies – Open Dual Credit	IDC 4OS IDC 4US COP 4O GLE 4O DUAL
Levels listed above: "U" – University "C" – College "M" – University/College "E" – Workplace "O" – Open "L" – Locally Developed "W" – De-Streamed		*ELEARNING Courses DUAL CREDIT Courses available at St. Lawrence College	
The Holy Cross website can be found at hctoday.ca			

DATES TO REMEMBER

August 2023

“Moving on Up” - Orientation Days

September 2023

Grade 9 Orientation Day

October 2023

Early Semester Reports
Parent -Teacher Interviews

November 2023

Take Our Kids to Work Day – Wednesday, November 2nd
Semester 1 Mid-term Report Cards

January 2024

Exams – End of January

February 2024

Semester 2 Begins
Semester 1 Final Report Cards
Course Selection Workshops

March 2024

Early Semester Reports
Parent -Teacher Interviews

April 2024

Semester 2 Mid-term Report Cards

HOLY CROSS

June 2024

Exams – Last week of June

July 2024

Semester 2 Final Report Cards