



# ST. ANNE'S CATHOLIC SECONDARY SCHOOL



## Course Offerings ~ Grade 10-12 ~ 2026-2027 School Year

\*Courses will run subject to sufficient enrollment\*

### Understanding Course Codes

- First 3 letters/characters represent department and course
- 4th character represents Grade level (1 = Gr 9, 2 = Gr 10, 3 = Gr 11, 4 = Gr 12)
- 5th character represents difficulty level.  
In Grade 10, D = Academic, P = Applied, L = Locally Developed, O = Open  
In Gr 11 and 12, C = College, E = Workplace, U = University, M = Mixed (University/College), O = Open
- 6th character represents special circumstance (eg. L is eLearning)

Example: ENG2P represents Grade 10 Applied English

### MyBlueprint Instructions for Students

#### Step 1: Access myBlueprint

##### OPTION #1

- Login to [www.myBlueprint.ca](http://www.myBlueprint.ca) - and click on Log In. Scroll down to School Account Login and choose Huron Perth Catholic from the drop down menu. If you are logged into your school Google account, you will be logged in automatically.

##### OPTION #2

- Login to [www.myBlueprint.ca](http://www.myBlueprint.ca) - and click on Log In. Enter your @huronperthcatholic.ca email address and enter your password. If you need a password reset, ask your Guidance Counselor.
- Click on High School from the menu on the left side of the screen - this will open up your Official High School Plan

#### Step 2: Choose Courses for Next Year

- For the required courses that are already listed, you will need to click on them and choose the appropriate level
- Choose elective courses to fill out your course selections
- Choose two alternate courses - these are courses you would like to take if one of your electives doesn't run or there is a conflict in your timetable - you will not be able to submit your course selection without alternate courses

#### Step 3: Submit your Course Selections for Parent/Guardian Approval

- Click Submit, and then add your parent's email address
- Ask your parent/guardian to review your selections and approve them if they are in agreement. If they have questions or concerns, they should reach out to Mr. Ditner or Ms. Skillen.



## ARTS - Drama

### **DRAMATIC ARTS – ADA20**

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.

**Prerequisite:** None

### **DRAMATIC ARTS – ADA3M**

This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences.

**Prerequisite:** ADA10 or ADA20

### **DRAMATIC ARTS – ADA3O**

This course requires students to engage in dramatic processes and the presentation of dramatic works, and emphasizes the application of drama skills in other contexts and opportunities. Students will interpret and present works in a variety of dramatic forms, create and script original works, and critically analyse the processes involved in producing drama works. Students will develop a variety of skills related to collaboration and the presentation of drama works.

**Prerequisite:** None

### **DRAMATIC ARTS – ADA4E**

This course requires students to create, present, and analyse a variety of dramatic works relevant to the workplace. Students will build trust and collaborative skills and develop self-confidence through hands-on experience and project-based learning in drama activities. Students will also explore skills related to the study of drama that can be applied in the workplace.

**Prerequisite:** ADA3O

### **DRAMATIC ARTS – ADA4M**

This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other text and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

**Prerequisite:** ADA3M

## ARTS - Media Arts

### **MEDIA ARTS - ASM2O**

This course enables students to create media art works by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communications skills that are transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. Students will develop the skills necessary to create and interpret media art works.

**Prerequisite:** None

### **MEDIA ARTS - ASM3O**

This course focuses on the development of media arts skills through the production of art works involving traditional and emerging technologies, tools, and techniques such as new media, computer animation, and web environments. Students will explore the evolution of media arts as an extension of traditional art forms, use the creative process to produce effective media art works, and critically analyse the unique characteristics of this art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture, and values.

**Prerequisite:** None

### **MEDIA ARTS - ASM3M**

This course focuses on the development of media arts skills through the production of art works involving traditional and emerging technologies, tools, and techniques such as new media, computer animation, and web environments. Students will explore the evolution of media arts as an extension of traditional art forms, use the creative process to produce effective media art works, and critically analyse the unique characteristics of this art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture, and values.

**Prerequisite:** ASM2O



## **ARTS – Music**

### **MUSIC – INSTRUMENTAL - AMU20**

This course emphasizes the creation and performance of music at a level consistent with previous experience. 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 their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

**Prerequisite:** None

### **MUSIC – GUITAR – AMG20**

*This course is designed for beginning guitar students who will learn how to tune the guitar, read chord charts and melodic notation, be introduced to folk, rock, pop, blues, jazz and classical styles through performance, listening, music theory and the history of the guitar.*

This course emphasizes the creation and performance of music at a level consistent with previous experience. 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 their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

**Prerequisite:** None

### **MUSIC – INSTRUMENTAL - AMU3M**

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analyzing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.

**Prerequisite:** AMU10 or AMU20

### **MUSIC – GUITAR – AMG30**

*This course continues to build on the fundamental guitar skills that were established in the Grade 10 course. Student learning will include working mainly in a small group setting in order to fulfill performance-based tasks on a weekly basis. AMG30 is designed to further develop students who have an intermediate understanding of the guitar. Class instruction will continue to elaborate on chording and reading music notation / tab. Students enrolling in this course must own an acoustic guitar that is in good working order.*

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analyzing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.

**Prerequisite:** AMG20

### **MUSIC – FOR THE LOVE OF IT - AMU30**

*This course is built for students who want to explore many different forms of music and focus on improving and experiencing music rather than becoming a performer. Students will have the opportunity to complete the following units of study: introductory guitar, music appreciation & listening, music business, live audio, music careers, and music history.*

This course develops students' musical literacy through performance and the preparation and presentation of music productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyze music from various genres and periods, and they will develop skills transferable to other aspects of their life and their careers.

**Prerequisite:** None



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## **MUSIC – INSTRUMENTAL - AMU4M**

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers.

**Prerequisite:** AMU3M

## **MUSIC – FOR THE WORKPLACE – AMU4E**

*This course is built for students who want to continue and build their understanding from AMU3O with a continued focus on improving and experiencing music rather than becoming a performer. Students will have the opportunity to complete the following units of study: introductory guitar, music appreciation & listening, music business, live audio, music careers, and music history.*

This course provides students with the fundamental knowledge and skills needed to succeed in the music workplace. Students will, at a level consistent with previous experience, perform appropriate musical works. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, and market music presentations that reflect a broad spectrum of workplace contexts. In addition, students will explore ethical and safe practices related to music.

**Prerequisite:** AMU3O

## **ARTS – Visual Arts**

### **VISUAL ARTS – AVI2O**

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

**Prerequisite:** None

### **VISUAL ARTS – AVI3M**

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emergent technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course will be delivered as a comprehensive program.

**Prerequisite:** AVI1O or AVI2O

### **VISUAL ARTS – AVI4M**

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

**Prerequisite:** AVI3M

### **VISUAL ARTS – VISUAL DESIGN – AWD4M**

*This course offers students a variety of commercial art fields. Students will explore some of the following areas of design: illustration, stage and theatre, information, industrial, and environmental design. Students will be introduced to the design process in areas such as advertising, fashion design or interior design, as they build components for a portfolio to be used for further academic study.*

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

**Prerequisite:** AVI2O or AVI3M



## **BUSINESS**

### **LAUNCHING AND LEADING A BUSINESS - BEP20**

This course introduces students to the world of business and what is required to be successful, ethical, and responsible in today's economy. Students will develop the knowledge and skills needed to be an entrepreneur who knows how to respond to local and global market opportunities. Throughout the course, students will explore and understand the responsibility of managing different functions of a business. This includes accounting, marketing, information and communication technology, financial management, human resources, and production.

**Prerequisite:** None

### **FINANCIAL ACCOUNTING FUNDAMENTALS – BAF3M**

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.

**Prerequisite:** None

### **ENTREPRENEURSHIP: THE VENTURE – BDI3C**

This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a school-based or student-run business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs.

**Prerequisite:** None

### **MARKETING: GOODS, SERVICES, EVENTS – BMI3CL (eLearning only)**

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.

**Prerequisite:** None

### **FINANCIAL ACCOUNTING PRINCIPLES – BAT4M**

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.

**Prerequisite:** BAF3M

### **BUSINESS LEADERSHIP: MANAGEMENT FUNDAMENTALS – BOH4M or BOH4ML (eLearning option)**

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision-making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

**Prerequisite:** None



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## **CANADIAN & WORLD STUDIES – Economics**

### **ANALYSING CURRENT ECONOMIC ISSUES – CIA4U**

This course examines current national and global economic trends and policies from diverse perspectives. Students will explore the impact of choices that individuals and institutions, including governments, make in responding to local, national, and global economic issues such as globalization and global economic inequalities, trade agreements, national debt, taxation, social spending, and consumer debt. Students will apply the concepts of economic thinking and the economic inquiry process, including economic models, to investigate, and develop informed opinions about, current economic issues and to help them make reasoned economic decisions.

**Prerequisite:** Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

## **CANADIAN & WORLD STUDIES – Geography**

### **WORLD ISSUES – A GEOGRAPHIC ANALYSIS – CGW4U**

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

**Prerequisite:** Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

## **CANADIAN & WORLD STUDIES – History**

### **CANADIAN HISTORY SINCE WORLD WAR I – CHC2D**

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

**Prerequisite:** None

### **CANADIAN HISTORY SINCE WORLD WAR I – CHC2L**

This course focuses on the connections between the student and key people, events, and themes in Canadian history from World War I to the present. Students prepare for courses in the grades 11 and 12 through the development and extension of historical literacy and inquiry skills. Students explore a variety of topics highlighting individuals and events that have contributed to the story of Canada. The major themes of Canadian identity, internal and external relationships, and changes since 1914, are explored through guided investigation. Students have the opportunity to extend analytical skills with a focus on identifying and interpreting events and perspectives and making connections. Students practise reading, writing, visual, and oral literacy skills, and mathematical literacy skills to identify and communicate ideas in a variety of forms.

**Prerequisite:** None

### **CANADIAN HISTORY SINCE WORLD WAR I – CHC2P**

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities, since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to heritage and identities in Canada. Students will develop an understanding of some key political developments and government policies that have had an impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

**Prerequisite:** None



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## **WORLD HISTORY TO THE END OF THE FIFTEENTH CENTURY– CHW3M (Not offered for the 2026 – 2027 school year, but available the following year)**

This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.

**Prerequisite:** CHC2D or CHC2P

## **CANADA: HISTORY, IDENTITY AND CULTURE – CHI4U (Not offered for the 2026 – 2027 school year, but available the following year)**

This course traces the history of Canada, with a focus on the evolution of our national identity and culture as well as the identity and culture of various groups that make up Canada. Students will explore various developments and events, both national and international, from precontact to the present, and will examine various communities in Canada and how they have contributed to the development of identity and heritage in Canada. Students will investigate the development of culture and identity, including national identity, in Canada and how and why they have changed throughout the country's history. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate the people, events, and forces that have shaped Canada.

**Prerequisite:** Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

## **WORLD HISTORY SINCE THE FIFTEENTH CENTURY – CHY4UL (eLearning only) (Offered for the 2026 – 2027 school year, but not available the following year)**

This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history.

**Prerequisite:** Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities



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## **CANADIAN & WORLD STUDIES – Law**

### **UNDERSTANDING CANADIAN LAW – CLU3M (Offered for the 2026 – 2027 school year, but not available the following year)**

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them

**Prerequisite:** CHC2D or CHC2P

### **CANADIAN & INTERNATIONAL LAW – CLN4U**

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts

**Prerequisite:** Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

## **CANADIAN & WORLD STUDIES – Politics**

### **CIVICS AND CITIZENSHIP – CHV20 (½ credit)**

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities..

**Prerequisite:** None

### **CANADIAN AND INTERNATIONAL POLITICS – CPW4U**

This course explores various perspectives on issues in Canadian and world politics. Students will explore political decision making and ways in which individuals, stakeholder groups, and various institutions, including governments, multinational corporations, and non-governmental organizations, respond to and work to address domestic and international issues. Students will apply the concepts of political thinking and the political inquiry process to investigate issues, events, and developments of national and international political importance, and to develop and communicate informed opinions about them.

**Prerequisite:** Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities



## **ENGLISH**

### **ENGLISH – ENG2D**

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 analyze 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:** ENG1D or ENG1P

### **ENGLISH – ENG2P**

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:** ENG1D or ENG1P

### **ENGLISH – ENG2L**

In this course, students focus on extending their literacy and communication skills to prepare for successes in their daily lives, in the workplace or in English Grade 11 Workplace Preparation course. The course is organized into 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 on 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:** Any Grade 9 English credit

### **ENGLISH – ENG3C**

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:** ENG2P

### **ENGLISH – ENG3E**

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:** ENG2P or ENG2L

### **ENGLISH – ENG3U**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze 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:** ENG2D

### **ENGLISH: UNDERSTANDING CONTEMPORARY FIRST NATIONS, MÉTIS AND INUIT VOICES - NBE3C**

This course explores the themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also looks at the perspectives and influences of texts that relate to those cultures. In order to understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will study the use of text forms by Indigenous authors/creators from other periods in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English college preparation course

**Prerequisite:** ENG2D OR ENG2P



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## **ENGLISH: UNDERSTANDING CONTEMPORARY FIRST NATIONS, MÉTIS AND INUIT VOICES - NBE3E**

This course explores themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media texts emerging from First Nations, Métis, and Inuit cultures in Canada, as well as some texts that relate to those cultures. In order to better understand contemporary texts, students will explore connections between traditional and contemporary text forms and cultural and community aspects of identity, relationships, and self-determination, sovereignty, or self-governance. Students will also create oral, written, and media texts focusing on the development of literacy, communication, and critical thinking skills necessary for success in the workplace and daily life. The course is intended to prepare students for the compulsory Grade 12 English workplace preparation course.

**Prerequisite:** ENG2D, ENG2P, ENG2L

## **ENGLISH: UNDERSTANDING CONTEMPORARY FIRST NATIONS, MÉTIS AND INUIT VOICES - NBE3U**

This course explores the themes, forms, and stylistic elements of a variety of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also examines the perspectives and influence of texts that relate to those cultures. In order to fully understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will analyse the changing use of text forms by Indigenous authors/creators from various periods and cultures in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English university or college preparation course.

**Prerequisite:** ENG2D

## **ENGLISH – ENG4C**

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze 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:** ENG3C or NBE3C

## **ENGLISH – ENG4E**

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 analyze 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:** ENG3E or NBE3E

## **ENGLISH – ENG4U or ENG4UL (eLearning option)**

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 analyze 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:** ENG3U or NBE3U

## **ONTARIO SECONDARY SCHOOL LITERACY COURSE**

### **ONTARIO SECONDARY SCHOOL LITERACY COURSE – OLC4O**

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. 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.

Eligibility requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course.



## **FRENCH – Core**

### **CORE FRENCH – FSF2D**

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** FSF1D or FSF1P

### **CORE FRENCH – FSF2P**

This course provides opportunities for students to communicate in French about everyday matters and topics of personal interest in real-life situations. Students will exchange information, ideas, and opinions with others in structured, guided, and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through using language learning strategies for understanding texts and communicating clearly. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** FSF1D or FSF1P

### **CORE FRENCH – FSF3U**

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** FSF2D

### **CORE FRENCH – FSF4U**

This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

*\*Students enrolled in this course will have the opportunity to earn DELF certification (Diploma of French Language / Diplôme d'études en langue française)*

**Prerequisite:** FSF3U

## **FRENCH – Immersion**

### **FRENCH IMMERSION – FIF2D**

This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will use a variety of language learning strategies in listening, speaking, reading, and writing, and will respond to and interact with print, oral, visual, and electronic texts. Students will develop their knowledge of the French language through the study of contemporary French literature and historically well-known French European literature. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** FIF1D or FIF1P

### **FRENCH IMMERSION – FIF2P**

This course emphasizes the development and use of skills and strategies in communication and interaction in French. Students will acquire literacy skills by using creative and critical analysis processes in listening, speaking, reading, and writing in real-life contexts. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** FIF1D or FIF1P



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## **FRENCH IMMERSION – FIF3U**

This course provides opportunities for students to consolidate the communication skills required to speak and interact with increasing confidence and accuracy in French in a variety of academic and social contexts. Students will use their skills in listening, speaking, reading, and writing and apply language learning strategies while exploring a variety of concrete and abstract topics. Students will increase their knowledge of the French language through the study of French literature from around the world. They will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** FIF2D

## **FRENCH IMMERSION – FIF4U**

This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will consolidate their listening, speaking, reading, and writing skills and apply language learning strategies while communicating about concrete and abstract topics, and will independently respond to and interact with a variety of oral and written texts. Students will study a selection of French literature from the Middle Ages to the present. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

*\*Students enrolled in this course will have the opportunity to earn DELF certification (Diploma of French Language / Diplôme d'études en langue française)*

**Prerequisite:** FIF3U

## **CANADIAN HISTORY SINCE WORLD WAR I – CHC2DF (FRENCH IMMERSION)**

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

**Prerequisite:** None

## **CANADIAN HISTORY SINCE WORLD WAR I – CHC2PF (FRENCH IMMERSION)**

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity. Students will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

**Prerequisite:** None

## **RELIGIOUS EDUCATION: "CHRIST AND CULTURE" – HRE2OF (FRENCH IMMERSION)**

This course both invites and challenges the adolescent to personalize the Gospel values and social justice principles that guide Catholics in understanding their role in shaping culture as disciples of Jesus. Students will explore such foundational topics as: what it means to be human, created in God's image, what is culture, Christ and culture, living together in solidarity, social justice, prayer and sacrament, friendship and intimacy. Connections between the living Church and contemporary culture are explored in terms of what it means to be a responsible Christian adolescent in a secularized, pluralistic world.

**Prerequisite:** None

## **RELIGIOUS EDUCATION – FAITH AND CULTURE: WORLD RELIGIONS – HRT3MF (FRENCH IMMERSION) or HRT3MFL (eLearning option)**

This course engages students in the examination of world religions, particularly Judaism, Christianity, Islam and the First Nations, Métis and Inuit Spiritualities and a locally appropriate religious tradition. This is a survey course that will help students understand the basic similarities and differences between the religious traditions so they can interact with others with acceptance and familiarity. We live in a multi-faith global community. With the knowledge of this course, students ought to be able to understand more clearly the world's religious affairs.

**Prerequisite:** None.

## **RELIGIOUS EDUCATION: FAITH AND CULTURE: WORLD RELIGIONS – HRF3OF (FRENCH IMMERSION)**

This course engages students in the examination of world religions, particularly Judaism, Christianity and Islam, First Nations, Métis and Inuit Spiritualities', and locally appropriate religious tradition(s), if suitable. This is a survey course that will help students understand the basic similarities and differences between the religious traditions so they can interact with others with acceptance and familiarity. Ontario is a multi-faith global community. Students will deepen their understanding of the various faith traditions in their local community and around the world.

**Prerequisite:** None



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### **RELIGIOUS EDUCATION: "CHURCH AND CULTURE" – HRE4MF (FRENCH IMMERSION)**

This course enables students to deepen their understanding of how the Church engages contemporary culture with faith and reason, in pursuit of love, justice, and the common good. Students will have opportunity to learn how living the Baptismal vocation to a virtuous life, filled with the joy of the Gospel and nurtured by the sacraments, can transform them and society from within, allowing God to reign in human hearts. Students will also refine research and inquiry skills.

**Prerequisite:** HRT3M or any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

### **RELIGIOUS EDUCATION: "CHURCH AND CULTURE" – HRE4OF (FRENCH IMMERSION)**

This course has the aim of assisting students in understanding themselves as moral persons living the way of Christ through an examination of the revelation of sacred Scripture, and the experience and teaching of the Catholic Church. It engages students in critical reflection on significant contemporary moral and ethical issues in light of Scripture, Church teaching, and their own experiences (i.e., Theological Reflection). Social and ecological justice issues are explored along with a study of topics that focus on Christian mercy and forgiveness. The graces and challenges of every day human living, understanding who we are, what we are called to be, and living in relationships, including marriage, and family life are explored from a Catholic perspective. Students are challenged to adopt the Christian stance in the political world.

**Prerequisite:** None

## **GUIDANCE AND CAREER EDUCATION**

### **CAREER STUDIES – GLC20 (½ credit)**

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

**Prerequisite:** None

### **ADVANCED LEARNING STRATEGIES: GLE20/GLE30/GLE40**

This course improves students' learning skills, preparing them to make successful transitions to work and postsecondary education and become independent, lifelong learners. Students will learn how to assess their learning abilities and use critical reading, time management, and other techniques for promoting effective learning. In addition, they will investigate learning requirements for employment and postsecondary education or training and develop plans for learning after secondary school.

**Prerequisite:** None



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## **SOCIAL SCIENCES & HUMANITIES – General**

### **INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY, AND SOCIOLOGY – HSP3U or HSP3UL (eLearning option)**

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science, and to become familiar with current thinking on a range of issues within the three disciplines.

**Prerequisite:** ENG2D or CHC2D

### **INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY, AND SOCIOLOGY – HSP3C**

This course introduces students to theories, questions, and issues related to anthropology, psychology, and sociology. Students learn about approaches and research methods used by social scientists. They will be given opportunities to apply theories from a variety of perspectives, to conduct social science research, and to become familiar with current issues within the three disciplines.

**Prerequisite:** None

### **CHALLENGE AND CHANGE IN SOCIETY – HSB4U**

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

**Prerequisite:** Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

## **SOCIAL SCIENCES & HUMANITIES – Family Studies ~ Food and Nutrition**

### **FOOD AND CULTURE – HFC3E**

This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will demonstrate the ability to cook with ingredients and equipment from a range of cultures, describe food-related etiquette in a variety of countries and cultures, and explore ways in which Canadian food choices and traditions have been influenced by other cultures. Students will have opportunities to develop practical skills and apply research skills as they investigate foods and food practices from around the world.

**Prerequisite:** None

### **NUTRITION AND HEALTH – HFA4C**

This course focuses on the relationship between nutrition and health at different stages of life and on global issues related to food production. Students will investigate the role of nutrition in health and disease and assess strategies for promoting food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and refine their ability to use social science research and inquiry methods to investigate topics related to nutrition and health.

**Prerequisite:** Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

### **NUTRITION AND HEALTH – HFA4U**

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health.

**Prerequisite:** Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies



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## RELIGION

***Students require one Religion course per year of enrolment at St. Anne's.***

### **RELIGIOUS EDUCATION: "CHRIST AND CULTURE" – HRE20**

This course both invites and challenges the adolescent to personalize the Gospel values and social justice principles that guide Catholics in understanding their role in shaping culture as disciples of Jesus. Students will explore such foundational topics as: what it means to be human, created in God's image, what is culture, Christ and culture, living together in solidarity, social justice, prayer and sacrament, friendship and intimacy. Connections between the living Church and contemporary culture are explored in terms of what it means to be a responsible Christian adolescent in a secularized, pluralistic world.

**Prerequisite:** None

### **RELIGIOUS EDUCATION: "FAITH AND CULTURE: WORLD RELIGION" – HRF30**

This course engages students in the examination of world religions, particularly Judaism, Christianity and Islam, First Nations, Métis and Inuit Spiritualities', and locally appropriate religious tradition(s), if suitable. This is a survey course that will help students understand the basic similarities and differences between the religious traditions so they can interact with others with acceptance and familiarity. Ontario is a multi-faith global community. Students will deepen their understanding of the various faith traditions in their local community and around the world.

**Prerequisite:** None

### **RELIGIOUS EDUCATION – "FAITH AND CULTURE: WORLD RELIGION" – HRT3M**

This course engages students in the examination of world religions, particularly Judaism, Christianity, Islam and the First Nations, Métis and Inuit Spiritualities and a locally appropriate religious tradition. This is a survey course that will help students understand the basic similarities and differences between the religious traditions so they can interact with others with acceptance and familiarity. We live in a multi-faith global community. With the knowledge of this course, students ought to be able to understand more clearly the world's religious affairs.

**Prerequisite:** HRE20 or ENG2D or ENG2P

### **RELIGIOUS EDUCATION: "CHURCH AND CULTURE" – HRE4M or HRE4ML (eLearning option)**

This course enables students to deepen their understanding of how the Church engages contemporary culture with faith and reason, in pursuit of love, justice, and the common good. Students will have opportunity to learn how living the Baptismal vocation to a virtuous life, filled with the joy of the Gospel and nurtured by the sacraments, can transform them and society from within, allowing God to reign in human hearts. Students will also refine research and inquiry skills.

**Prerequisite:** HRT3M or any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

### **RELIGIOUS EDUCATION: "CHURCH AND CULTURE" – HRE4O**

This course has the aim of assisting students in understanding themselves as moral persons living the way of Christ through an examination of the revelation of sacred Scripture, and the experience and teaching of the Catholic Church. It engages students in critical reflection on significant contemporary moral and ethical issues in light of Scripture, Church teaching, and their own experiences (i.e., Theological Reflection). Social and ecological justice issues are explored along with a study of topics that focus on Christian mercy and forgiveness. The graces and challenges of every day human living, understanding who we are, what we are called to be, and living in relationships, including marriage, and family life are explored from a Catholic perspective. Students are challenged to adopt the Christian stance in the political world.

**Prerequisite:** None



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## **COMPUTER STUDIES**

### **INTRODUCTION TO COMPUTER PROGRAMMING – ICS3C**

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.

**Prerequisite:** None

### **INTRODUCTION TO COMPUTER SCIENCE – ICS3U**

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.

**Prerequisite:** None



## MATHEMATICS

### **LOCALLY DEVELOPED MATHEMATICS – MAT2L**

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 Grade 11 Mathematics Workplace Preparation course. The course is organized into 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.

**Prerequisite:** A Grade 9 Mathematics credit

### **FOUNDATIONS OF MATHEMATICS – MFM2P**

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 relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**Prerequisite:** MTH1W

### **PRINCIPLES OF MATHEMATICS – MPM2D**

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 relations 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:** MTH1W

### **FOUNDATIONS FOR COLLEGE MATHEMATICS – MBF3C**

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; and develop their ability to reason by collecting, analyzing, and evaluating data involving one and two variables; 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:** MFM2P (*recommended final grade of at least 60%*)

### **FUNCTIONS AND APPLICATIONS – MCF3M**

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modeling real world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to financial and trigonometric applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

**Prerequisite:** MPM2D or MFM2P (*recommended final grade of at least 75% in MFM2P*)

### **FUNCTIONS – MCR3U**

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; and develop facility in simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

**Prerequisite:** MPM2D (*recommended final grade of at least 75%*)

### **MATHEMATICS FOR WORK & EVERYDAY LIFE – MEL3E**

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:** MTH1W, MAT2L or MFM2P



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## **FOUNDATIONS FOR COLLEGE MATHEMATICS – MAP4C**

This course enables students to broaden their understanding of real world applications of mathematics. Students will analyze data using statistical methods; solve problems involving applications of geometry and trigonometry; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades.

**Prerequisite:** MBF3C or MCF3M

## **MATHEMATICS FOR COLLEGE TECHNOLOGY – MCT4C**

This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, exponential, and trigonometric functions; continue to represent functions numerically, graphically, and algebraically; develop facility in simplifying expressions and solving equations; and solve problems that address applications of algebra, trigonometry, vectors, and geometry. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for a variety of college technology programs.

**Prerequisite:** MCF3M or MCR3U (*recommended final grade of at least 70% in MCF3M*)

## **CALCULUS AND VECTORS – MCV4U**

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, sinusoidal, exponential, rational, and radical 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 choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

**Co-requisite:** MHF4U (students may enroll in MHF4U and MCV4U at the same time)

## **MATHEMATICS OF DATA MANAGEMENT – MDM4U**

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing large amounts of information; solve problems involving probability and statistics; and carry out a culminating project that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

**Prerequisite:** MCR3U or MCF3M (*recommended final grade of at least 70% in MCF3M*)

## **MATHEMATICS FOR WORK AND EVERYDAY LIFE – MEL4E**

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics; apply the concept of probability to solve problems involving familiar situations; investigate accommodation costs and create household budgets; use proportional reasoning; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**Prerequisite:** MEL3E

## **ADVANCED FUNCTIONS – MHF4U**

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 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:** MCR3U or MCT4C (*recommended final grade of at least 75% in either course*)



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## **HEALTH & PHYSICAL EDUCATION**

**All students are required to have appropriate St. Anne's physical education clothing, running shoes, sun protection and eye protection. All classes are co-ed, with the exception of PAF20.**

### **HEALTHY LIVING AND PERSONAL AND FITNESS ACTIVITIES – PAF20 (FEMALES ONLY)**

*Students will develop a personal program designed to achieve their fitness goals and enhance their confidence. The scientific foundation of exercise, as well as safety, training techniques, anatomy, and nutrition will be important topics covered.*

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

**Prerequisite:** None

### **HEALTHY ACTIVE LIVING EDUCATION – PPL20**

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

**Prerequisite:** None

### **HEALTHY LIVING AND PERSONAL AND FITNESS ACTIVITIES – PAF30**

*Students will develop a personal program designed to achieve their fitness goals and enhance their confidence. The scientific foundation of exercise, as well as safety, training techniques, anatomy, and nutrition will be important topics covered.*

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. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

**Prerequisite:** None

### **HEALTHY ACTIVE LIVING EDUCATION – PPL30**

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. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

**Prerequisite:** None

### **HEALTH FOR LIFE – PPZ3CL (eLearning only)**

This course enables students to examine the factors that influence their own health practices and behaviours as well as those factors that contribute to the development of healthy communities. It emphasizes the concept of wellness, which addresses all aspects of well-being – physical, cognitive, emotional, spiritual, and social – and promotes healthy eating, physical activity, and building and maintaining a positive sense of self. Students will develop the skills necessary to make healthy choices and create a personal wellness plan. They will also design initiatives that encourage others to lead healthy, active lives. The course prepares students for college programs in health sciences, fitness, wellness, and health promotion.

**Prerequisite:** None



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### **HEALTHY LIVING AND PERSONAL AND FITNESS ACTIVITIES – PAF40**

*Students will develop a personal program designed to achieve their fitness goals and enhance their confidence. The scientific foundation of exercise, as well as safety, training techniques, anatomy, and nutrition will be important topics covered.*

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

**Prerequisite:** None

### **HEALTHY ACTIVE LIVING EDUCATION – PPL40**

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

**Prerequisite:** None

### **RECREATION AND HEALTHY ACTIVE LIVING LEADERSHIP – PLF4M**

This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.

**Prerequisite:** Any course in Health and Physical Education

### **INTRODUCTORY KINESIOLOGY – PSK4U**

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 sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, 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 health and physical education



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## **HOCKEY FOCUS – PHYSICAL EDUCATION PROGRAM**

### **HEALTHY LIVING AND LARGE-GROUP ACTIVITIES – PAL20**

*This Hockey Skills Course will feature on-ice training and classroom learning with an individualized fitness component. Students will receive on-ice instruction combined with off-ice fitness, health and nutrition training that will be specifically designed to meet the needs of each participant. Both the on-ice and off-ice training will be delivered in a manner that will allow for differentiated instruction to ensure that all skill levels can participate with a focus on individual improvement.*

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

**Prerequisite:** None

### **HEALTHY LIVING AND LARGE-GROUP ACTIVITIES – PAL30**

*This Hockey Skills Course will feature on-ice training and classroom learning with an individualized fitness component. Students will receive on-ice instruction combined with off-ice fitness, health and nutrition training that will be specifically designed to meet the needs of each participant. Both the on-ice and off-ice training will be delivered in a manner that will allow for differentiated instruction to ensure that all skill levels can participate with a focus on individual improvement.*

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. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

**Prerequisite:** None

### **HEALTHY LIVING AND LARGE-GROUP ACTIVITIES – PAL40**

*This Hockey Skills Course will feature on-ice training and classroom learning with an individualized fitness component. Students will receive on-ice instruction combined with off-ice fitness, health and nutrition training that will be specifically designed to meet the needs of each participant. Both the on-ice and off-ice training will be delivered in a manner that will allow for differentiated instruction to ensure that all skill levels can participate with a focus on individual improvement.*

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

**Prerequisite:** None

### **PROGRAM NOTES:**

- Students must provide their own equipment, as required by Hockey Canada.
- The course will utilize the ice surface and track at the Central Huron Community Centre, as well as classroom and fitness spaces at St. Anne's.
- Transportation provided by bus on days that the arena is used.



## **SCIENCE – General**

### **SCIENCE – SNC2D**

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:** SNC1D or SNC1P

### **SCIENCE – SNC2L**

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking, and the environmental impact of science and technology, to prepare students for success in everyday life and in the workplace. Students explore a range of topics, including science in the media, interactions of common materials, interdependence of organisms in communities, and using electrical energy. 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.

**Prerequisite:** None

### **SCIENCE – SNC2P**

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:** SNC1D or SNC1P

### **SCIENCE – SNC4ML (eLearning only)**

This course enables students, including those pursuing postsecondary programs outside the sciences, to increase their understanding of science and contemporary social and environmental issues in health-related fields. Students will explore a variety of medical technologies, pathogens and disease, nutritional science, public health issues, and biotechnology. The course focuses on the theoretical aspects of the topics under study and helps refine students' scientific investigation skills.

**Prerequisite:** SNC2D or any grade 11 U, M or C course in the sciences

## **SCIENCE – Biology**

### **BIOLOGY – SBI3C**

This course focuses on the processes that occur 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:** SNC2D or SNC2P

### **BIOLOGY – SBI3U**

This course furthers students' understanding of the processes that occur 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 students refine skills related to scientific investigation.

**Prerequisite:** SNC2D

### **BIOLOGY – SBI4U**

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

**Prerequisite:** SBI3U (*recommended that students have some knowledge of Chemistry (SCH3U) prior to taking this course*).



## **SCIENCE – Chemistry**

### **CHEMISTRY – SCH3U**

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:** SNC2D

### **CHEMISTRY – SCH4CL (eLearning only) (in-person to be offered in 2027-2028)**

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:** SNC2D or SNC2P

### **CHEMISTRY – SCH4U**

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:** SCH3U

## **SCIENCE – Earth and Space Science**

### **SCIENCE - EARTH AND SPACE SCIENCE – SES4UL (eLearning only)**

This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence.

**Prerequisite:** SNC2D

## **SCIENCE – Physics**

### **PHYSICS – SPH3U**

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 analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

**Prerequisite:** SNC2D

### **PHYSICS – SPH4C**

This course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment.

**Prerequisite:** SNC2D or SNC2P



### **PHYSICS – SPH4U**

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 analyze, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

**Prerequisite:** SPH3U

## **TECHNOLOGICAL EDUCATION – Agriculture Technology**

### **TRANSPORTATION TECHNOLOGY - AGRICULTURE TECHNOLOGY – TTH3C**

*This senior transportation technology class offers students Ag-transportation technology credits with a focus on Agricultural repair, service and Ag-business as it relates to agriculture. These courses enable students to develop the specialized knowledge and skills required to work with Ag-electrical, Ag-hydraulics, Ag-equipment and Ag-business certifications relating to everyday practices in agriculture. Students will solve problems related to farm and heavy equipment systems. Students will study and then apply this knowledge to in-class projects and work experiences. Students will be exposed to the tools and materials of the agricultural trade.*

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.

**Prerequisite** – None

### **TRANSPORTATION TECHNOLOGY - AGRICULTURE TECHNOLOGY – TTH4C**

*This senior transportation technology class offers students Ag-transportation technology credits with a focus on Agricultural repair, service and Ag-business as it related to agriculture. These courses enable students to develop the specialized knowledge and skills required to work with Ag-electrical, Ag-hydraulics, Ag-equipment and Ag-business certifications relating to everyday practices in agriculture. Students will solve problems related to farm and heavy equipment systems. Students will study and then apply this knowledge to in-class projects and work experiences. Students will be exposed to the tools and materials of the agricultural trade.*

This course enables students to further develop technical knowledge and skills as they study, test, service, and repair engine management systems; power trains; steering/control, suspension, brake, and body systems on vehicles, aircraft, and/or watercraft; and/or small-engine products. Students will refine communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will expand their awareness of environmental and societal issues related to transportation and their knowledge of apprenticeship and college programs leading to careers in the transportation industry.

**Prerequisite** – TTH3C

## **TECHNOLOGICAL EDUCATION – Communications Technology**

### **COMMUNICATIONS TECHNOLOGY – TGJ20**

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, interactive new media and animation, and robotics. 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 will explore secondary and post-secondary education and training pathways and career opportunities in the various communications technology fields.

**Prerequisite:** None

### **COMMUNICATIONS TECHNOLOGY – TGJ3M**

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; interactive new media, and robotics. Students will also develop an awareness of related environmental and societal issues, and will explore college and university programs and career opportunities in the various communications technology fields.

**Prerequisite:** None



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### **COMMUNICATIONS TECHNOLOGY – TGJ4M**

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; interactive new media; and robotics. 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.

**Prerequisite:** TGJ3M

## **TECHNOLOGICAL EDUCATION – Construction Technology**

### **CONSTRUCTION TECHNOLOGY – TCJ20 or TCJ2OG (female only)**

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; 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.

**Prerequisite:** None

**\*\* This course is also offered as a FEMALE ONLY credit (subject to sufficient enrolment). If you wish to take the Female only credit, please choose the following course code: TCJ2OG**

### **CONSTRUCTION TECHNOLOGY – TCJ3C or TCJ3CG (female only)**

This course focuses on the development of knowledge and skills related to residential construction. Students will gain hands-on experience using a variety of construction materials, processes, tools, and equipment; learn about building design and planning construction projects; create and interpret working drawings and sections; and learn how the Ontario Building Code and other regulations and standards apply to construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and will explore career opportunities in the field.

**Prerequisite:** None

**\*\* This course is also offered as a FEMALE ONLY credit (subject to sufficient enrolment). If you wish to take the Female only credit, please choose the following course code: TCJ3CG**

### **CONSTRUCTION TECHNOLOGY – TCJ4C or TCJ4CG (female only)**

This course enables students to further develop knowledge and skills related to residential construction and to explore light commercial construction. Students will gain hands-on experience using a variety of materials, processes, tools, and equipment, and will learn more about building design and project planning. They will continue to create and interpret construction drawings and will extend their knowledge of construction terminology and of relevant building codes and regulations, as well as health and safety standards and practices. Students will also focus on environmental and societal issues related to construction engineering technology, and will explore career opportunities in the field.

**Prerequisite:** TCJ3C

**\*\* This course is also offered as a FEMALE ONLY credit (subject to sufficient enrolment). If you wish to take the Female only credit, please choose the following course code: TCJ4CG**



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## **TECHNOLOGICAL EDUCATION – Electrical Technology**

### **CONSTRUCTION TECHNOLOGY – ELECTRICAL / NETWORK CABLING - TCE3E**

*The focus of this course is on electrical wiring and residential electrical applications.*

This course focuses on the development of knowledge and skills related to residential construction. Students will gain hands-on experience using a variety of construction materials, processes, tools, and equipment; learn about building design and planning construction projects; create and interpret working drawings and sections; and learn how the Ontario Building Code and other regulations and standards apply to construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and will explore career opportunities in the field.

**Prerequisite:** None

### **CONSTRUCTION TECHNOLOGY – ELECTRICAL / NETWORK CABLING - TCE4E**

*The focus of this course is on electrical wiring and residential electrical applications.*

This course enables students to further develop technical knowledge and skills related to residential construction and to explore light commercial construction. Students will continue to gain hands-on experience using a variety of materials, processes, tools, and equipment; create and interpret construction drawings; and learn more about building design and project planning. They will expand their knowledge of terminology, codes and regulations, and health and safety standards related to residential and light commercial construction. Students will also expand their awareness of environmental and societal issues related to construction technology, and will explore entrepreneurship and career opportunities in the industry that may be pursued directly after graduation.

**Prerequisite:** TCE3E

## **TECHNOLOGICAL EDUCATION – Hairstyling and Aesthetics**

### **HAIRSTYLING AND AESTHETICS – TXJ2O**

This course presents hairstyling, make-up, and nail care techniques from a salon/spa perspective. Using materials, processes, and techniques used in the industry, students learn fundamental skills in hairstyling, giving manicures and facials, and providing hair/scalp analyses and treatments. Students will also consider related environmental and societal issues, and will explore secondary and postsecondary pathways leading to careers in the field of hairstyling and aesthetics.

**Prerequisite:** None

**Antirequisite:** TXJ1O

### **HAIRSTYLING AND AESTHETICS – TXJ3E**

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 will 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 will also consider environmental and societal issues related to the industry, and will acquire a more detailed knowledge of apprenticeships and direct-entry work positions.

**Prerequisite:** None

### **HAIRSTYLING AND AESTHETICS – TXJ4E**

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 will strengthen their fundamental cosmetology skills and develop an understanding of common business practices and strategies in the salon/spa industry. Students will also expand their understanding of environmental and societal issues and their knowledge of postsecondary destinations in the hairstyling and aesthetics industry.

**Prerequisite:** TXJ3E



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## **TECHNOLOGICAL EDUCATION – Manufacturing Technology**

### **MANUFACTURING TECHNOLOGY – TMJ2O**

This course introduces students to the manufacturing industry by giving them an opportunity to design and fabricate products using a variety of processes, tools, and equipment. Students will learn about technical drawing, properties and preparation of materials, and manufacturing techniques. Student projects may include a robotic challenge, a design challenge, or a fabrication project involving processes such as machining, welding, vacuum forming, or injection molding. Students will develop an awareness of environmental and societal issues related to manufacturing, and will learn about secondary and postsecondary pathways leading to careers in the industry.

**Prerequisite:** None

### **MANUFACTURING TECHNOLOGY – TMJ3C**

This course enables students to develop knowledge and skills through hands-on, project-based learning. Students will acquire design, fabrication, and problem-solving skills while using tools and equipment such as lathes, mills, welders, computer-aided machines, robots, and control systems. Students may have opportunities to obtain industry-standard certification and training. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about pathways leading to careers in the industry.

**Prerequisite:** None

### **MANUFACTURING ENGINEERING TECHNOLOGY – TMJ3M**

This course enables students to develop knowledge and skills related to design, process planning, control systems, and quality assurance. Students will use a broad range of tools and equipment and will combine modern manufacturing techniques and processes with computer-aided manufacturing as they develop critical decision-making, problem-solving, and project-management skills. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about pathways leading to careers in the industry.

**Prerequisite:** None

### **MANUFACTURING TECHNOLOGY – TMJ4C**

This course enables students to further develop knowledge and skills related to machining, welding, print reading, computer numerical control (CNC), robotics, and design. Students will develop proficiency in using mechanical, pneumatic, electronic, and computer control systems in a project-based learning environment and may have opportunities to obtain industry-standard training and certification. Students will expand their awareness of environmental and societal issues and career opportunities in the manufacturing industry.

**Prerequisite:** TMJ3C

### **MANUFACTURING ENGINEERING TECHNOLOGY – TMJ4M**

This course enables students to further develop knowledge and skills related to design, process planning, control systems, project management, quality assurance, and business operations. Students will use a broad range of tools and equipment, enhance their skills in computer-aided design, and collaborate in managing a project. Students will critically analyse and solve complex problems involved in manufacturing products. Students will expand their awareness of environmental and societal issues and of career opportunities in the manufacturing industry.

**Prerequisite:** TMJ3M



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## **TECHNOLOGICAL EDUCATION – Technological Design**

### **TECHNOLOGICAL DESIGN – TDJ20**

This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design, and will learn about secondary and postsecondary education and training leading to careers in the field.

**Prerequisite:** None

### **TECHNOLOGICAL DESIGN – TDJ3M**

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 for them.

**Prerequisite:** None

### **TECHNOLOGICAL DESIGN – TDJ4M**

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 will explore career opportunities and the postsecondary education and training requirements for them.

**Prerequisite:** TDJ3M

## **TECHNOLOGICAL EDUCATION – Transportation Technology**

### **TRANSPORTATION TECHNOLOGY – TTJ20**

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.

**Prerequisite:** None

### **TRANSPORTATION TECHNOLOGY – TTJ3C**

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.

**Prerequisite:** None

### **TRANSPORTATION TECHNOLOGY – TTJ4C**

This course enables students to further develop technical knowledge and skills as they study, test, service, and repair engine management systems; power trains; steering/control, suspension, brake, and body systems on vehicles, aircraft, and/or watercraft; and/or small-engine products. Students will refine communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will expand their awareness of environmental and societal issues related to transportation and their knowledge of apprenticeship and college programs leading to careers in the transportation industry.

**Prerequisite:** TTJ3C



## **CO-OPERATIVE EDUCATION**

Co-operative Education assists students bound for university, college or entering the workplace in making career decisions as well as in developing knowledge, skills, and attitudes essential in today's society. This program is based on a partnership between school and the community, which integrates classroom theory with experiences at the workplace. This program allows students to strengthen employment skills, to improve qualifications for future employment and to extend the classroom experience into the community.

### **TO SELECT CO-OP IN YOUR COURSE SELECTION,**

- Choose from one of the two placeholder codes  
**COP2X** (half day - 2 credit) or **COP4X** (full day - 4 credit)
- In April, you will be contacted to attend an information meeting and complete the application process, which includes:
  - current resume
  - parental consent
  - teacher reference
- Your timetable will then be updated to the appropriate course code(s) based on the number of co-op credits you have in your credit history. **Your first 2 credits will be noted as DCO30, and any subsequent credits will be linked to a related course in your credit history.**

### **CREATING OPPORTUNITIES THROUGH CO-OP - DCO30**

This course consists of a learning experience connected to a community and a cooperative education curriculum focused on developing skills, knowledge, and habits of mind that will support students in their learning, including their education and career/life planning, at school and beyond, today and in the future. Within the context of their experience connected to a community, students will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being and that will strengthen their inquiry, decision making, and leadership skills. Students will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.

**Prerequisite:** None

### **COOPERATIVE EDUCATION LINKED TO A RELATED COURSE (OR COURSES)**

This course consists of a learning experience connected to a community and a cooperative education curriculum that incorporates relevant expectations from the student's related course (or courses). Students will develop skills, knowledge, and habits of mind that will support them in their learning, including their education and career/life planning, at school and beyond, today and in the future. Within the context of their experience connected to a community, students will apply, extend, and refine skills and knowledge acquired in their related course or courses and will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being. They will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.

**Prerequisite:** None

### **ATTENDANCE AND PLACEMENT**

Consideration for admission to the Co-op program requires that the student demonstrate responsible attendance patterns. The student will be presented with placement options that align with his/her future career path. Students may suggest specific placement sites. Students may wish to explore occupational fields and industry sectors that are of interest to them and relate to their own career goals. Follow-up will occur between the placement, co-op teacher and student/parent.

### **PRE-PLACEMENT REQUIREMENTS AND IN-SCHOOL INTEGRATION**

All students accepted must complete the pre-placement component of the program. During this time, students will discuss the job application process as well as information related to health and safety, confidentiality, ethics, school and workplace expectations. Interspersed throughout a student's co-operative education experience will include structured activities which integrate classroom with on-site experiences. During these times, the classroom becomes a forum for reflecting on personal experiences that will encourage students to analyse, compare and contrast their out-of-school experiences. During the work placements, students will be required to complete student activity reports, reflection journals and assignments given to them during integration days.

### **TRANSPORTATION**

Students are responsible for supplying their own transportation to and from the work placement. i.e. walking, biking, driving. Missed time due to illness and co-curricular activities must be made up at the placement during the student's personal time.



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## **ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)**

Students participating in a trade-related co-operative education placement qualify for the Ontario Youth Apprenticeship Program. While on placement earning credits, developing knowledge and skills, a student can be registered as an apprentice. An apprenticeship is an agreement between the student (who wants to learn a skilled trade), the employer (who teaches the skills), the school and the Ministry of Labour, Immigration, Training and Skills Development. Students will get a head start on becoming a fully qualified journeyman with a skill that is in demand. Apprenticeships are an excellent way of learning valuable work skills and are a viable alternative to traditional post-secondary programs. There are over 200 skilled trades that are formally recognized in Ontario. To meet the needs of employers, new trades are being introduced annually, and established programs are always being upgraded. To begin an apprenticeship during secondary school, a student must:

- have successfully completed 16 credits
- be enrolled full-time in secondary school

To remain in the program, students must complete all requirements for an Ontario Secondary School Diploma (OSSD). The apprenticeship will continue after secondary school graduation with a sponsoring employer.

## **OYAP-FAST (Focused Apprenticeship Skills Training)**

The OYAP-FAST program is designed for students interested in pursuing a career in skilled trades while completing their Ontario Secondary School Diploma (OSSD). Students enrolled in this program can earn eight to eleven co-op credits while gaining hands-on experience in a skilled trade, with the opportunity to become a registered apprentice. In order to be eligible, students must be at least fifteen years old, have completed fourteen high school credits, and participate in a co-op placement with an employer in the skilled trades. Upon completion of the OYAP-FAST program, students receive a special seal on their OSSD, recognizing their advanced training in a specific trade. This pathway allows students to fast-track their apprenticeship training, preparing them for post-secondary apprenticeship programs and careers in the skilled trades.

Students who wish to enrol in this program are encouraged to consult with their guidance counsellor to ensure their course selections align with the requirements of the OYAP-FAST program. A Parental Consent form will be required to officially enrol in this program. Please choose **OYAP3X4** under Co-operative Education if you are a grade 10 student looking to enrol in this program. If you are a grade 11 student currently in the program, please choose **OYAP4X4** to complete this program in grade 12.

## **DUAL CREDITS**

Dual Credits allow students to participate in college courses while still in high school. Courses count towards both a high school diploma and a post-secondary diploma or certificate. Dual Credit programs may provide new and varied learning opportunities by exposing students to the college setting and culture. Huron Perth Catholic District School Board is partnered with Conestoga College, Fanshawe College and Lambton College in the delivery of dual credit programs. Speak to your Guidance counselor or SHSM teacher about the availability of programs in your area



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

Specialist High Skills Major programs are designed to provide students with sector-recognized learning and skills that are advantageous for their success in the workplace and post secondary education destinations. The SHSM focuses on expanding quality learning opportunities and supporting success for all students. The SHSM is a ministry-approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements for the Ontario Secondary School Diploma (OSSD). This career-focused program is also designed to help prepare students to make the transition from secondary school to apprenticeship training, college, university, or the workplace. A SHSM enables students to gain sector-specific skills and knowledge in the context of engaging, career related learning environments and helps them focus on graduation and on pursuing their post-secondary goals.

At St. Anne's CSS, students will commit to a unique program, during grades eleven and twelve, which will allow exploration in the areas of: **agriculture technology, arts & culture, business, construction, health and wellness, non-profit, education and childcare or sports**. These sectors of the economy can be pursued in Huron County and beyond. Upon graduation, students will have enhanced their academic portfolio in the following six areas:

- 1) Bundled credits in the major PLUS Co-Operative Education;
- 2) Sector-recognized certifications & training;
- 3) Experiential learning & career exploration activities;
- 4) Reach ahead experiences; and
- 5) Sector-partnered experiences

For a student to receive the SHSM designation on their diploma upon graduation, the student's specific pathway must include: 4 credits in SHSM major at the grade eleven and twelve level; additional credits to supplement the particular major; two credits in the related subject based co-operative education experience; sector related certifications; and contextualized units of study which are incorporated into the compulsory courses of Mathematics, Science and English.

**AGRICULTURE SHSM MAJOR** ~ At St. Anne's CSS, students will commit to a unique program during grades eleven and twelve which will allow exploration in transportation technology credits with a focus on Agricultural repair, service and Ag-business as it relates to agriculture. These courses enable students to develop the specialized knowledge and skills required to work with Ag-electrical, Ag-hydraulics, Ag-equipment and Ag-business certifications relating to everyday practices in agriculture. Students will solve problems related to farm and heavy equipment systems. Students will study and then apply this knowledge to in-class projects and work experiences. Students will be exposed to the tools and materials of the agricultural trade. Upon graduation completion, students may choose to enter apprenticeships, college, university and world of work related careers.

**ARTS & CULTURE SHSM** ~ At St. Anne's CSS, students will commit to a unique program, during grades eleven and twelve, which will allow exploration in the areas of dance, dramatic arts, visual arts and music that can be pursued in Huron County and beyond. Upon graduation, students will have enhanced their academic portfolio in many ways. Students who have a commitment to **FOUR** courses in Grade 11 and 12 from Dramatic Arts, Music, Visual Arts, Hairstyling and Aesthetics, Communication Technology or Technological Design should speak to a guidance counsellor about the possibility of becoming an ARTS & CULTURE SHSM student.

**BUSINESS SHSM** ~ At St. Anne's CSS, students will commit to a unique program, during grades eleven and twelve, which will allow exploration in the area of Business that can be pursued in Huron County and beyond. Upon graduation, students will have enhanced their academic portfolio in many ways. Students who have a commitment to **FOUR** courses in Grade 11 and 12 in Business Studies and Canadian & World Studies, should speak with a guidance counsellor about the possibility of becoming a BUSINESS SHSM student.

**CONSTRUCTION SHSM** ~ At St. Anne's CSS, students will commit to a unique program, during grades eleven and twelve, which will allow exploration in the area of Construction that can be pursued in Huron County and beyond. Upon graduation, students will have enhanced their academic portfolio in many ways. Students who have a commitment to **FOUR** courses in Grade 11 and 12 in Construction Technology, and/or courses from Design Technology, Manufacturing Technology and Transportation Technology, should speak with a guidance counsellor about the possibility of becoming a CONSTRUCTION SHSM student. Students will be exposed to the tools and materials of the construction trade.

**NON-PROFIT, EDUCATION AND CHILDCARE SHSM** - At St. Anne's CSS, students will commit to a unique program, during grades eleven and twelve, which will allow exploration in the areas of problem solving, analysis, communication, cooperation, ethical values, consciousness, and citizenship. This SHSM may be designed to have a particular focus – for example, on international development or community action. Upon graduation, students will have enhanced their academic portfolio in many ways. Students who have a commitment to **FOUR** courses in Grade 11 and 12 from Social Sciences, Business or Science and/or Humanities, should speak to a guidance counsellor about the possibility of becoming a NON-PROFIT, EDUCATION AND CHILDCARE SHSM student.



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**HEALTH AND WELLNESS SHSM** ~ At St. Anne's CSS, students will commit to a unique program, during grades eleven and twelve, which will allow exploration in the areas of health and wellness that can be pursued in Huron County and beyond. Upon graduation, students will have enhanced their academic portfolio in many ways. Students who have a commitment to FOUR courses in Grade 11 and 12 from Physical Education, Social Sciences and/or Science should speak to a guidance counsellor about the possibility of becoming a HEALTH AND WELLNESS SHSM student.

**SPORTS SHSM** ~ At St. Anne's CSS, students will commit to a unique program, during grades eleven and twelve, which will allow exploration in the areas of sports and recreation that can be pursued in Huron County and beyond. Upon graduation, students will have enhanced their academic portfolio in many ways. Students who have a commitment to FOUR courses in Grade 11 and 12 from Physical Education, Social Sciences and/or Science, should speak to a guidance counsellor about the possibility of becoming a SPORTS SHSM student.

**IF YOU ARE INTERESTED IN JOINING SHSM IN ANY OF THE SECTORS MENTIONED ABOVE, PLEASE SPEAK WITH A GUIDANCE COUNSELOR (MR. DITNER OR MS. SKILLEN) OR THE SHSM LEAD TEACHER (MS. WELLS). THERE WILL ALSO BE A RECRUITMENT PERIOD BASED ON COURSE SELECTIONS THAT MATCH PARTICULAR SHSM PROGRAMS.**



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## **SUMMER SCHOOL**

The Huron Perth Catholic District School Board offers summer school opportunities through the month of July. Summer school courses are new credits and are available for students entering Grade 9 through to completing graduation requirements for Grade 12 students. Courses are offered in an online format and occur for 4 full weeks in July (20 weekdays). Summer co-operative education opportunities also exist for senior students registered in one of our Specialist High Skills Major programs, who are unable to meet the co-operative education requirement within the academic school year.

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### **Summer eLearning Opportunities**

The following full-credit courses are expected to be available this summer via eLearning:

- a) **Grade 10 Civics and Career Studies (CHV2O/GLC2O)**
- b) **Grade 11 English – University preparation (ENG3U)**
- c) **Grade 12 English – University preparation (ENG4U)**

Students in these courses should expect 4 to 6 hours of course work per weekday, for 20 weekdays (July 2-29, 2026). Please note that students taking both of the Civics and Career Studies half credit courses cannot take both courses during the same two-week period. Students will be registered in one course for the first two weeks and the other course the second two weeks. There is no option to select specific dates for these courses.

The following half credit courses are expected to be available this summer:

- a) **Grade 10 Civics (CHV2O)**
- b) **Grade 10 Career Studies (GLC2O)**

Students in these courses should expect 4-6 hours of course work per weekday, for 10 weekdays (either July 2-15 or July 16-29, 2026). They would be expected to complete the other half credit the following summer.

Course offerings are subject to sufficient enrollment as well as enrollment limits. Students are admitted on a first come – first served basis.

### **Connectivity and Technology**

Students must be able to access the internet throughout summer school as daily login during the week is required. Secondary students will have use of their assigned Chromebook. An online orientation session will be hosted before summer school begins, so students are familiar with D2L as the Learning Management System (LMS). Please note that there is limited tech support available during the summer months.

Please read all information below, and complete the request for registration through the process outlined below.

Once you have completed the form and answered all required questions, click the submit icon to send the form electronically. Acceptance notices will be emailed beginning in May. You may receive an earlier confirmation email to your Huron-Perth Catholic Google account from "PRISM: Ontario Elearning Consortium" indicating that you are enrolled in a course. Please be advised that course offerings are pending student enrolment and staffing.

For students who are under the age of 18, a parent/guardian must acknowledge that they have read, understood, and support this application.

### **Summer School Requirements**

Please read carefully the following requirements for Summer School 2026, then check that you have read and that you understand these requirements.

There are many benefits to taking a summer school course, such as reaching ahead for a credit to provide more options during the school year. Summer school can also help students with structure to their days during the month of July, so it is easier to fall back into school routines in the new school year.



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As online courses are self-directed with no required synchronous lessons (i.e., lessons are not delivered in real time/no live video lessons), this provides students with the flexibility to organize their time and schedule. Internet access throughout the summer school program is a requirement. Daily login to D2L during the week is required to keep up with the pace of the course, to see announcements, and to complete daily readings and assignments by their due dates. **Vacation or work schedules should not interfere with summer school learning. Assessment deadlines and exams will not be rescheduled.**

**Students must log into their D2L class on the first day of classes (July 2 and/or July 16), or they could be removed from the course.**

## **How To Request Registration**

There are two ways to access the registration system called "PRISM". For both, you must be signed into your [huronperthcatholic.ca](http://huronperthcatholic.ca) Chrome profile. First, you can click on the "waffle" button on the top right of your screen when logged into your Google profile. This is found on any Google page like Search, Drive, etc. Then scroll down and select "PRISM for Students". It'll be at the bottom.

Alternatively, you can simply use this URL:

<https://ontario.prismsis.com/student/login>

Once you access the site, you'll be prompted to select our school board. Please select "Huron-Perth Catholic DSB", and then the login button.

Once logged in, there is a "how to" video that shows how to navigate the site. To request registration, click on "Course Catalogue", and then scroll down to see the options for summer school. Click "Request Registration" beside the class(es) you want to register for. If you are wanting both Civics and Careers, please request both.

Please note that requesting registration does not assure you a spot. Once all requests are received, the process of assigning students to classes will begin. Further messaging about your status will follow in April or May.

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## **Summer Co-operative Education - 2 credits**

**Two-credit Co-Operative Education (DCO30)** is also available for students going into Grade 11 or 12, if they are registered in one of the seven SHSM programs offered at St. Anne's. The time commitment begins with students completing pre-placement activities online and continues with at least 168 hours of on-the-job placement (42 hours per week for 4 weeks) during the month of July. These are not online courses through an eLearning platform.

Please complete this Google Form to register for Summer Co-op: (To be added prior to publishing)

**During course selection, we ask that students considering Summer School omit the class they plan to take in summer school from their selections and include a COMMENT on the submission page alerting Student Services of their plan**



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## **ONLINE LEARNING GRADUATION REQUIREMENT**

Students are required to earn two online learning credits to graduate from secondary school. The graduation requirement is intended to support students in developing familiarity and comfort with learning and working in a fully online environment, as well as developing digital literacy and other important transferable skills that they will need for success after secondary school, including in post-secondary education and the workplace.

Definition of “online learning” for this graduation requirement

- Online learning credits that count towards the requirement are earned through courses that rely primarily on communication between students and educators through the internet or another digital platform.
- Online learning credits that count do not generally require students to be physically present with one another or with their educator in the school, except where required for:
  - o examinations and other final evaluations
  - o occasional meetings with educators and other school staff, and
  - o access to internet connectivity, learning devices, or other supports
- In online learning courses delivered by schools in the publicly funded education system, coursework is teacher-led.
- Students from the same online class may follow different timetables and be from different schools or school boards.
- Students in publicly funded schools complete their online coursework with the support of a certified Ontario educator with whom they communicate, and who provides instruction, ongoing feedback, assessment, evaluation and reporting as needed, including implementing any accommodations and/or modifications identified in the student’s Individual Education Plan.

In-person courses that use digital learning tools in a physical classroom do not count towards the online graduation requirement, nor do remote learning courses that rely on a minimum requirement for synchronous learning.

Selection of courses should consider future pathways, the ability and interests of the student to learn in a fully online environment and any potential supports that may be needed. Meeting the online learning graduation requirement should not pose a barrier to graduation for students. As with all learning, students taking online courses will have access to the supports they need through their school, (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, 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 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. Students 18 years of age or older, or who are 16 or 17 years of age and have withdrawn from parental control, can also opt out of the graduation requirement by submitting an opt-out form to the school. School boards must also allow for students and parents/guardians to opt back into the online learning graduation requirement should their decision change. Please contact the school for further information on this process.



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### **E-LEARNING**

**\*\*\* The following courses are being offered asynchronously by the HPCDSB. They are split between St. Anne's and St. Michael Catholic Secondary Schools\*\*\***

**\*\*The ability to offer these courses require sufficient enrollment of students within the HPCDSB, as well as other Catholic School Boards\*\***

#### **BUSINESS - MARKETING: GOODS, SERVICES, EVENTS – BMI3CL (eLearning only)**

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.

**Prerequisite:** None

#### **BUSINESS - BUSINESS LEADERSHIP: MANAGEMENT FUNDAMENTALS – BOH4ML (eLearning option)**

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision-making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

**Prerequisite:** None

#### **CANADIAN AND WORLD STUDIES - WORLD HISTORY SINCE THE FIFTEENTH CENTURY – CHY4UL (eLearning only)**

This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history.

**Prerequisite:** Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

#### **ENGLISH – ENG4UL (eLearning option)**

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 analyze 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:** ENG3U or NBE3U

#### **SOCIAL SCIENCES AND HUMANITIES - INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY, AND SOCIOLOGY – HSP3UL (eLearning option)**

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science, and to become familiar with current thinking on a range of issues within the three disciplines.

**Prerequisite:** END2D or CHC2D

#### **RELIGIOUS EDUCATION – FAITH AND CULTURE: WORLD RELIGIONS – HRT3MFL (FRENCH IMMERSION) (eLearning option)**

This course engages students in the examination of world religions, particularly Judaism, Christianity, Islam and the First Nations, Métis and Inuit Spiritualities and a locally appropriate religious tradition. This is a survey course that will help students understand the basic similarities and differences between the religious traditions so they can interact with others with acceptance and familiarity. We live in a multi-faith global community. With the knowledge of this course, students ought to be able to understand more clearly the world's religious affairs.

**Prerequisite:** None.



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**RELIGIOUS EDUCATION: "CHURCH AND CULTURE" – HRE4ML (eLearning option)**

This course enables students to deepen their understanding of how the Church engages contemporary culture with faith and reason, in pursuit of love, justice, and the common good. Students will have the opportunity to learn how living the Baptismal vocation to a virtuous life, filled with the joy of the Gospel and nurtured by the sacraments, can transform them and society from within, allowing God to reign in human hearts. Students will also refine research and inquiry skills.

**Prerequisite:** HRT3M or any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

**HEALTH AND PHYSICAL EDUCATION - HEALTH FOR LIFE – PPZ3CL (eLearning only)**

This course enables students to examine the factors that influence their own health practices and behaviours as well as those factors that contribute to the development of healthy communities. It emphasizes the concept of wellness, which addresses all aspects of well-being – physical, cognitive, emotional, spiritual, and social – and promotes healthy eating, physical activity, and building and maintaining a positive sense of self. Students will develop the skills necessary to make healthy choices and create a personal wellness plan. They will also design initiatives that encourage others to lead healthy, active lives. The course prepares students for college programs in health sciences, fitness, wellness, and health promotion.

**Prerequisite:** None

**SCIENCE - CHEMISTRY - SCH4CL (eLearning only)**

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:** SNC2D or SNC2P

**SCIENCE - EARTH AND SPACE SCIENCE – SES4UL (eLearning only)**

This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence.

**Prerequisite:** SNC2D

**SCIENCE - GENERAL – SNC4ML (eLearning only)**

This course enables students, including those pursuing postsecondary programs outside the sciences, to increase their understanding of science and contemporary social and environmental issues in health-related fields. Students will explore a variety of medical technologies, pathogens and disease, nutritional science, public health issues, and biotechnology. The course focuses on the theoretical aspects of the topics under study and helps refine students' scientific investigation skills.

**Prerequisite:** SNC2D or any grade 11 U, M or C course in the sciences