



Rainy River High School

Course Information Guide 2009-2010

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The Secondary School Program

To prepare students effectively for the challenges that await them, Rainy River High School offers an education program that promotes a high standard of achievement, that provides all students with the learning opportunities and support they need, and that is relevant to society's needs and expectations.

Courses are offered in ways that are

intended to ensure that education is relevant both to students' needs and interests, and to the requirements of post-secondary institutions and employers. In Grades 9 and 10, courses strongly promote the acquisition of essential knowledge and skills by all students, but at the same time allow students to begin to focus on their areas of strength and interest and to explore various areas of study. In Grades 11 and 12, the program is designed to allow all students to choose courses that are clearly and directly linked to their intended post-secondary destinations.

The graduation requirements emphasize a challenging, high-quality curriculum and the achievement by students of measurable results.

The secondary school program includes a guidance and career education program designed to encourage and help students to learn about career opportunities and to make informed decisions about the options they will encounter in the course of secondary school and those they will face as they prepare to leave school. Central features of this program are the development of an annual education plan by every student that is designed to help students set appropriate goals and select courses that will help them achieve these goals. }

Diploma Requirements and Related Procedures for Students Starting High School in or after 1999

In order to earn an Ontario Secondary School Diploma (OSSD), a student entering Grade 9 in the 1999-2000 school year or in subsequent years must earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits. Students must also complete 40 hours of community involvement activities and must pass the provincial secondary school literacy test.

The combination of compulsory and optional courses is designed to provide all students with the essential knowledge and skills they will need to function effectively in any area of activity, as well as the opportunities to acquire the specialized knowledge and skills they will need to succeed in their chosen post-secondary endeavours.

Compulsory Credits (total of 18)

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

- 4 credits in English (1 credit per grade)
- 1 credit in a second language
- 3 credits in mathematics
(at least 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 1 credit in the arts
- 1 credit in health and physical education
- ½ credit in civics
- ½ credit in career studies.

plus:

- 1 additional credit in English, or French as a second language, or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career studies, or co-operative education.
- 1 additional credit in health and physical education, or the arts, or business studies, or co-operative education;
- 1 additional credit in science (Grade 11 or 12), or technological education (Grades 9-12), or co-operative education

Optional Credits (total of 12)

In addition to the 18 compulsory credits, students must earn 12 optional credits. Students may earn these credits by successfully completing courses that they have selected from the courses listed as available in this course calendar.

Community Involvement Activities

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities. These activities may be completed at any time during their years in the secondary school program.

The community involvement requirement is designed to encourage students to develop awareness and understanding of civic responsibility and of the role they can play in supporting and strengthening their communities. The requirement will benefit communities, but its primary purpose is to contribute to students' development. It will provide opportunities for students to learn about the contributions they can make to the community.

Students, in collaboration with their parents, will decide how they will complete the community involvement requirement. They may use their annual education plan to identify possible activities they might undertake. Community involvement activities may take place in a variety of settings, including businesses, not-for-profit organizations, public sector institutions (including hospitals), and informal settings. Students may not fulfil the requirement through activities that are counted towards a credit (cooperative education and work experience, for example), through paid work, or by assuming duties normally performed by a paid employee.

The requirement is to be completed outside students' normal instructional hours, that is, the activities are to take place in students' designated lunch hours, after school, on weekends, or during school holidays.

Students will maintain and provide a record of their community involvement activities. Completion of the required 40 hours must be confirmed by the organizations or persons supervising the activities.

Documentation attesting to the completion of each activity must be submitted to the principal by the student. This documentation must include for each activity: the name of the person or organization receiving the service, the activity performed, the dates and hours, the signatures of the student and his or her parents, and a signed acknowledgement by the person (or a representative of the organization) involved. The principal will decide whether the student has met the requirements of both the ministry and the board for these activities.

Ontario Secondary School Literacy Test

All students who enter grade nine in the 2000-2001 school year or in subsequent years must successfully complete the Ontario Secondary School Literacy Test in order to earn a secondary school diploma. Students will

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OSSLT *(Continued from page 2)*

normally take the reading and writing test when they are in Grade 10. The test is based on the Ontario curriculum expectations for language and communication up to and including grade nine.

The test serves both to determine whether students have acquired the reading and writing skills considered essential for literacy, and to provide confirmation that those students who have completed the test successfully have attained the provincial expectations for literacy. The test will identify those students who have not demonstrated the required skills and will identify areas in which these students need remediation. Schools are required to provide remedial assistance for students who do not complete the test successfully. This assistance will be designed to help students improve their skills so that they are better prepared to retake the literacy test. Once students have successfully completed the literacy test, they may not retake the test in the same language (i.e., English or French).

Accommodations, Deferrals, and Exemptions
Accommodations

The necessary accommodations must be made to ensure that students who are receiving special education programs and services and who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the secondary school literacy test. Students needing such accommodations may or may not have been formally identified as exceptional by an Identification, Placement, and Review Committee (IPRC). The accommodations made will be the same as those that are set out in the student's IEP and/or that are available to the student in the course of his or her regular school work, including examinations and other forms of evaluation. While accommodations such as alternative forms of print and extra time are acceptable, the actual content of the secondary school literacy test will not be altered.

Deferrals

Students who might benefit from a deferral of the test may include students who have been identified as exceptional and students registered in English as a second language/English literacy development (ESL/ELD) courses, who have not yet acquired the level of proficiency in English required for successfully completing the test.

Exemptions

Students whose IEP indicates that the student is not working towards the attainment of a secondary school diploma may, with parental consent and the approval of the principal, be exempted from participating in the secondary school literacy test. Students who do not

successfully complete the literacy test will not be able to receive a secondary school diploma. Should the learning expectations contained in the student's IEP be revised at some point so as to allow the student to work towards the attainment of the secondary school diploma, the student would be expected to successfully complete the secondary school literacy test.

The Ontario Secondary School Literacy Course

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. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.)

Substitutions for Compulsory Courses

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

The decision to make a substitution for a student will be made only if the student's educational interests are best served by such substitution. If a parent or an adult student requests a substitution, the principal will determine whether or not a substitution should be made.

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The principal may also initiate consideration of whether a substitution should be made. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff.

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

The Ontario Secondary School Certificate

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

Compulsory credits (total of 7)

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

Optional credits (total of 7)

7 credits selected by the student from available courses.

The provisions for making substitutions for compulsory

credits also apply to the Ontario Secondary School Certificate.

The Certificate of Accomplishment

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

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

Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly, but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when a student has fulfilled the appropriate requirements. }

The Organization of Secondary School Courses

The provision of different types of courses in the secondary school program is designed to provide all students with the essential knowledge and skills they will need in any area of endeavour, as well as the opportunity to specialize in areas that are related to their particular post-secondary goals.

The types of courses offered and their organization provide for a graduated streaming of courses in Grades 9 to 12 that will keep options open for all students in the earlier grades and prepare students in senior grades for their future destinations.

Types of Courses

In Grades 9 and 10, four types of courses are offered: academic courses, applied courses, locally developed, and open courses.

Academic courses emphasize theory and abstract problems. Applied courses focus on practical applications and concrete examples. Both types of courses set high expectations for students while preparing

them for studies in the senior grades.

In Grades 11 and 12, courses offered to prepare students for their post-secondary destinations include: university preparation courses, university/college preparation courses, college preparation courses, and workplace preparation courses. Open courses are also offered in Grades 11 and 12 (see below).

Open courses, offered in all secondary school grades, are designed to prepare students for further study in certain subjects and to enrich their education generally. Like the other types of courses, open courses are credit-based and are counted towards the 30 credits required to meet diploma requirements.

Transfer courses, available in Grades 10, 11, and 12, offer students a means of transferring from one type of course to another if their interests and goals change during secondary school. Like the other types of courses, transfer courses are credit-based and are counted towards the 30 credits required to meet diploma requirements. }

Grade Nine and Ten Courses - Overview

In these years, students select an appropriate combination of academic, applied, and open courses in order to add to their knowledge and skills base, explore their interests, and determine the type of educational program they are best suited to undertake in Grades 11 and 12. Students are not required to make binding decisions about a particular educational and career path. RRHS offers both academic and applied courses in the following curriculum areas: English, mathematics, science, history, geography, and French as a second language (FSL).

Open courses will be offered in the other Grade 9 and 10 subjects.

Academic Courses and Applied Courses

Academic and applied courses set high expectations for all students. Academic courses focus on the essential concepts of the discipline and also explore related concepts. Academic courses develop students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts and incorporating practical applications as appropriate. Applied courses also focus on the essential concepts of the discipline, but develop students' knowledge and skills by emphasizing practical, concrete applications of these concepts and incorporating theoretical applications as appropriate. Academic and applied courses differ in the balance between essential concepts and additional material, and in the balance between theory and application.

Students who are successful in any academic or applied Grade 9 course will have the opportunity to enter either the academic or applied course in the same subject in Grade 10. However, Grade 10 academic and applied courses will prepare students for specific Grade 11 courses in accordance with the prerequisites for Grade 11

courses specified in various curriculum policy documents. A student enrolled in a Grade 10 course that does not meet the prerequisite for a specific destination-related Grade 11 course can take a transfer course to qualify for the Grade 11 course if his or her educational goals should change.

Open Courses in Grades 9 and 10

Open courses in Grades 9 and 10 are offered in all subjects other than those offered as academic and applied. (For example, open courses are offered in visual arts, and health and physical education, but not in English, mathematics, science, French as a second language, history, or geography.) An open course comprises a set of expectations that is suitable for all students at a given grade level. These courses are designed to provide students with a broad educational base that will prepare them for their studies in Grades 11 and 12 and for productive participation in society.

Locally Developed Compulsory Credit Courses

These are courses developed by the school board in English, mathematics, science, and history that may be offered to students who have experienced significant difficulties in these subject areas in elementary school. These courses provide an opportunity to obtain sufficient background and skill development to prepare them for Workplace Preparation courses in grade eleven.

If you plan to go directly to the workplace after high school, and if you experienced significant achievement problems in elementary school, you should talk to the guidance counselor or school administrators about Locally Developed Compulsory Credit courses. }

Grade Eleven and Twelve Courses - Overview

In Grades 11 and 12, students will focus more on their individual interests and identify and prepare for initial post-secondary goals. In these grades there are also more opportunities than in Grades 9 and 10 for learning experiences beyond the school, including cooperative education.

The four destination-related types of courses are: university preparation courses, university/college preparation courses, college preparation courses, and workplace preparation courses. At a minimum, school boards must offer one course in each of these four types in Grades 11 and 12 in the following subjects: English, mathematics, science, and technological education.

Open courses and transfer courses are also available in Grades 11 and 12. Open courses are appropriate for all students and are not linked to any specific post-secondary destination. Transfer courses are designed primarily to provide the content needed by students who wish to transfer from one type of course to another as a result of changes in their post-secondary plans.

University Preparation Courses

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. The range of courses offered and the content of these courses will allow students to prepare for university programs

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and related careers. Teaching and learning will emphasize theoretical aspects of the course content but will also include concrete applications. All university preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Students will be required to demonstrate that they have developed these skills.

University/College Preparation Courses

University/college preparation courses include content that is relevant for both university and college programs. These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs. The range of courses offered and the content of these courses will allow students to prepare for college and university programs and related careers. Teaching and learning will emphasize both theoretical aspects and related concrete applications of the course content. All university/college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Students will be required to demonstrate that they have developed these skills.

College Preparation Courses

College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. The range of courses offered and the content of these courses will allow students to prepare for most college programs and related careers. Teaching and learning will emphasize concrete applications of the theoretical material covered in the course, and will also emphasize the development of critical-thinking and problem-solving skills. All college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. These courses will also require students to demonstrate that they have developed the required skills.

Workplace Preparation Courses

Workplace preparation courses are designed to equip students with the knowledge and skills they need for direct entry into the workplace or for admission to apprenticeship programs and other training programs offered in the community. The range and content of the courses offered will allow students to prepare for a variety of jobs, training programs, and careers. Teaching and learning will emphasize workplace applications of the course content, but will also explore the theoretical material that underlies these practical

applications.

Cooperative education and work experience placements within the community are important components of workplace preparation courses. Schools will involve employers and site supervisors in the planning of cooperative education and work experience placements, and will ensure that they have their cooperation and support in implementing these courses. Workplace preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of generic employment skills, as well as independent research and learning skills. Students will be required to demonstrate that they have developed these skills. Workplace preparation courses in particular should also promote and stress the importance of lifelong learning.

Transfer Courses

The purpose of transfer courses is to enable students who alter their post-secondary plans to transfer from one type of course to another in Grades 10, 11, and 12. Transfer courses are designed to provide the knowledge and skills required to bridge the gap between two courses of different types. In most cases, transfer courses are shorter and more focused than other types of courses, and can be delivered in a variety of ways. These courses will provide partial credits, since they require students to demonstrate achievement of new curriculum expectations. The credits earned will qualify as optional credits towards the diploma requirements. Transfer courses are not remedial instruction provided to enable students to achieve the curriculum expectations of a course that they have failed to complete successfully; they are designed to adequately prepare students to meet the expectations of a different type of course.

Open Courses in Grades 11 and 12

Open courses in Grades 11 and 12 allow students to broaden their knowledge and skills in a particular subject that may or may not be directly related to their post-secondary goals, but that reflects their interests. These courses are appropriate for all students regardless of post-secondary destination. These courses are designed to provide students with a broad educational base and to equip them for active and rewarding participation in society. They are not designed with the specific requirements of university or college programs or the workplace in mind. }

Planning Your Educational Program

The goal of program planning for the individual student is to provide the student with a relevant and rigorous program that meets the student's particular needs and goals, reflects his or her strengths and interests, and provides both the flexibility and balance needed to accommodate changes in these needs, goals, and interests. In the early years of secondary school particularly, students need help in defining their personal, educational, and career goals, and in identifying the courses and options that will set them on the path to realizing these goals.

Responsibility for planning the student's program is shared by the student, his or her parents, the guidance counselor, the teacher-adviser, and school administrators. In the course of their school career, students make a number of transitions. In order to make these transitions as smooth as possible and to help students make informed decisions at key points in their schooling, all students in Grades 7 to 12 will develop an annual education plan. In preparing this plan, students will examine their interests, needs, and achievements and identify their long- and short-term goals with respect to academic achievement, career exploration, and community involvement.

In order to plan the most effective program for the student, the student, guidance counselor, and teacher-adviser should work together in selecting the compulsory and optional courses that are most appropriate in light of the student's strengths, needs, and interests, and that will also allow the student to consider a wide range of career and educational possibilities.

The Annual Education Plan

Each student in Grades 7 to 12 will prepare an annual education plan. Students in Grades 7 to 10 will prepare their plan with the assistance of their parents, guidance counselor, and teacher-adviser. Students will use the plan to set long- and short-term goals and to review and revise them each year. The annual education plan for students in Grades 9 to 12 will identify:

- the student's goals for academic achievement;
- the student's course selections for the following year;
- the extracurricular activities, cooperative education programs, and work experience opportunities in which the student will be participating, both in school and without;
- a range of possible post secondary goals. Beginning in grade 10, students should consider, and research the requirements for, continued study at a college or

university, or a private vocational school; apprenticeships or internships; or direct entry into the work force.

The plan will be reviewed at least twice a year. Students in Grades 7 to 11 will review their plan with their parents and guidance counselor. Students in Grade 12 should review their plan with their parents and guidance counselors. For students who have an Individual Education Plan (IEP) and who are receiving special education programs and services, the Annual Education Plan will complement their IEP.

Selection of Courses

The secondary school program includes several features designed to help students make appropriate educational choices and career plans. It is important that guidance counselors and other teachers help students to determine their interests, needs, and special strengths, and to explore the broad range of learning and employment opportunities open to them.

Parents and students will select courses in collaboration with the guidance counselor and subject teachers. Course selections for students under the age of eighteen must be made with parental approval.

Grade 8 students and their parents choose Grade 9 courses on the basis of the students' needs, interests, strengths, and past achievements, and may also be influenced by learning opportunities available outside the school. In Grades 9 and 10, in addition to open courses, students may choose all academic courses or all applied courses, or a combination of the two.

In Grades 11 and 12, students will select the courses they need to attain their goals, basing their choices on decisions made during the annual review of their post-secondary goals and interests.

Courses in the curriculum have been organized to provide clear educational paths for students, and to make it easier for students to select the appropriate courses. The provision of different types of courses leading to specific destinations allows students to acquire a solid core of theoretical and applied learning and to focus their learning on goals that have relevance for them.

Challenge For Credit

Students may obtain credits towards the secondary school diploma (OSSD) for knowledge and skills that they have acquired outside of secondary school. This

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prior learning is assessed and evaluated to determine whether the student has met the provincial course expectations. Students may “challenge” a specific course for credit if they can provide evidence indicating a likelihood of success. During the school year 2002-2003 students (not including mature students) enrolled in secondary school may challenge Grade 10 and 11 courses.

A student who believes that she or he possesses the full range of knowledge and skills for a Grade 10 or 11 course in the school course calendar should refer to the “*Challenge For Credit*” brochure for information about attending the next orientation session. Brochures are located in the guidance office. The student should be prepared to provide reasonable evidence for success in the challenge process (e.g., a portfolio, documentation of related course work, recommendation from a teacher, etc.). Further, the student will be required to demonstrate achievement of the course expectations through formal tests and other assessment strategies

appropriate for the particular course. Students who are successful in the challenge assessment will receive a final percentage grade and a credit for the course. }

Communicating Student Achievement

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours.

Assessment and Evaluation

The primary purpose of assessment and evaluation is to improve student learning.

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well students are achieving the curriculum expectations. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement.

Evaluation is the process of judging the quality of a student's work on the basis of established achievement criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

The levels of achievement are associated with percentage grades, and are defined as follows:

- 80-100% - Level 4: A very high to outstanding level of achievement. Achievement is above the provincial standard.
- 70-79% - Level 3: A high level of achievement. Achievement is at the provincial standard.
- 60-69% - Level 2: A moderate level of

achievement. Achievement is below, but approaching, the provincial standard.

- 50-59% - Level 1: A passable level of achievement. Achievement is below the provincial standard.
- Below 50%: Insufficient achievement of the curriculum expectations. The student will not receive a credit for the course.

Level 3 is defined as the provincial standard. A student achieving at this level is well prepared for work in the next grade or the next course.

The Provincial Report Card

Student achievement must be communicated formally to students and parents by means of the Provincial Report Card. The report card documents the student's achievement in every course, at particular points in the school year or semester, in the form of a percentage grade. It also includes teachers' comments on the student's strengths and weaknesses, specifying the areas in which improvement is needed and the ways in which it might be achieved. The report card contains separate sections for recording attendance and for evaluating the student's learning skills in every course.

At the end of each course, a final grade is recorded, and credit is granted for every course in which the student's grade is 50 per cent or higher (reflecting achievement at level 1 or above). The final grade for each course will be based in part on assessments and evaluations conducted throughout the course, and in part on a final

evaluation. The relative weights assigned to these two components are specified in the curriculum policy document on program planning and assessment. }

Opportunities for Learning

The school environment is one of the major agents of socialization in our society and is one of vital importance in the growth and development of our young people. It is essential therefore that the school provide every opportunity to maximize the potential of both male and female students. In order to give every student the chance to develop in the direction of his or her talents, the school has designed its curriculum and directed its teaching methods, materials, and counseling services to create a learning environment that is free from sex role stereotyping.

All students, regardless of their career plans, are encouraged to take a wide variety of courses. They must be adequately prepared for the highly competitive economic environment. Educators and parents must help them come to terms with the changing roles, values, and attitudes towards men and women in our society.

Student Attendance

The responsibilities of students are recorded in the Rainy River High School Student Handbook which is distributed to all students, and is available at the office. The Handbook indicates expected behaviour with regard to respect for self, peers, property, and authority, and preparation for class.

Regular attendance has been identified as an essential component of a course and where a student, with his/her parents, has been appropriately counseled and provided with support and direction to promote regular attendance in the course, and where the student is unwilling to attend regularly, such a student will not pass the course.

Co-operative Education

Co-operative Education is a career-oriented program designed to integrate classroom theory with practical, meaningful experiences in the workplace. The program is open to all students, and affords each the opportunity to explore career goals or interests while still in school.

Co-op allows students to:

- relate classroom instruction to the workplace;
- observe and operate equipment not available at school;
- develop job skills;
- gain practical experience which is essential in today's competitive job market;
- acquire confidence, self-reliance, appropriate expectations and attitudes in preparation for

permanent employment;

- enhance opportunities for summer work and job placement after graduation;
- enter apprenticeship and other post-secondary education programs more easily.

Co-op courses are offered to students in grades 11 and 12. Enrolment in Co-operative Education courses is subject to timetable limitations and availability of job placements. Acceptance into the program depends in part upon an interview with the teacher-monitor.

Evaluation of each participant is a combined effort of the school monitor and workplace supervisor. The evaluation is based on the student's attendance, reliability, initiative and ability to work in a practical situation. The mark is based on on-the-job performance, as well as assignments, weekly logs and pre-employment orientation.

Ontario Youth Apprenticeship Program

The Ontario Youth Apprenticeship Program (OYAP) is an apprenticeship program that matches the student candidate with the appropriate employer. It allows you to learn a skilled trade while at the same time completing your requirements for high school graduation. This is done through an agreement between the student who wants to learn a skilled trade, the employer who provides the training, the Ministry of Education, the high school and the Ministry of Training, Colleges and Universities. Please see the guidance counselor for more information.

Course Changes

As with original course selections, all transfers or course changes by students under the age of 18 must receive parental approval. Where there is limited enrolment first choice will be given to those who need it to complete a program.

Student Records, Diploma, and Transcripts

The cumulative record of each student's progress is maintained in the Ontario Student Record folder. Students and parents should note the distinction between the Ontario secondary school graduation diploma and the transcript of marks issued by the school. The diploma is issued by the Ontario Ministry of Education, and states that a student has successfully completed the minimum requirements for an Ontario Secondary School Diploma. The transcript of marks lists all the courses which have been successfully completed, the marks and credits obtained. It is an important document for employment purposes and for admission to post-secondary institutions. Students and parents may have access to this information by contacting the Guidance Office. }

Rainy River High School Code of Conduct

A school is a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. All students, parents, teachers and staff have the right to be safe, and feel safe, in their school community. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions that put at risk the safety of others or oneself.

The Rainy River High School Code of Conduct sets clear standards of behaviour. It specifies the mandatory consequences for student actions that do not comply with these standards. These standards of behaviour apply not only to students, but also to all individuals involved in the school system - parents or guardians, volunteers, teachers and other staff members - whether they are on school property, on school buses or at school-authorized events or activities.

Guiding Principles

All participants involved in the Rainy River District school system - students, parents or guardians, volunteers, teachers and other staff members - are included in this Code of Conduct whether they are on school property, on school buses or at school-authorized events or activities.

All members of the school community are to be treated with respect and dignity, especially persons in positions of authority.

Responsible citizenship involves appropriate participation in the civic life of the Rainy River High School community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

Members of the school community are expected to use non-violent means to resolve conflict. Physically aggressive behaviour is not a responsible way to interact with others.

The possession, use or threatened use of any object to injure another person endangers the safety of oneself and others.

Alcohol and illegal drugs are addictive and present a health hazard. Rainy River high School will work cooperatively with police, and drug and alcohol

agencies to promote prevention strategies and, where necessary, respond to school members who are in possession of, or under the influence of alcohol or illegal drugs.

Insults, disrespect, and other hurtful acts disrupt learning and teaching in a school environment. Conflict and difference should be addressed in a manner characterized by respect and civility.

Roles and Responsibilities

The **Rainy River District School Board** provides direction to their schools that ensure opportunity, excellence, and accountability in the education system. The Board will:

- seek input from school councils and review policies regularly with students, staff, parents or guardians, volunteers and the community;
- clearly communicate the Rainy River District School Board Code of Conduct to all parents, students and staff in a manner that encourages their commitment and support;
- ensure an effective intervention strategy and response to all infractions related to the standards for respect, civility, responsible citizenship, and physical safety;
- provide opportunities for all staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence and safe learning and teaching environments.

The **Principal**, under the direction of the school board, takes a leadership role in the daily operation of a school. This leadership is evident by:

- demonstrating care and commitment to academic excellence and a safe teaching and learning environment;
- holding everyone under their authority, accountable for their behaviour and actions;
- communicating regularly and meaningfully with all members of their school community.

Teachers and school staff, under the leadership of the principal, are to maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, staff uphold these high standards when they:

- help students work to their full potential and develop their self-worth;

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- communicate regularly and meaningfully with parents, and maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, staff, and parents;
- prepare students for the full responsibilities of citizenship.

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time, and ready to learn;
- shows respect for themselves, for others, and for those in authority;
- refrains from bringing anything to school that may compromise the safety of others;
- follows the established rules and takes responsibility for his or her own action.

Parents play an important role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe and respectful learning environment for all students.

Parents fulfill this responsibility when they:

- show an active interest in their child's school work and progress;
- communicate regularly with the school;
- help their child be neat, appropriately dressed and prepared for school;
- ensure that their child attends school regularly and on time;
- assist school staff in dealing with disciplinary issues.

Police and Community Members are essential partners in making our schools and communities safer. Community members need to support and respect the rules of their local schools. Police investigate incidents in accordance with the protocols developed with the Rainy River District School Board. These protocols are based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education

Standards of Behaviour

Respect, Civility, and Responsible Citizenship

All members of the Rainy River High School Community must:

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas and opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- respect persons who are in a position of authority;
- respect the need of others to work in an environment of learning and teaching.

Physical Safety

Weapons

All members of the Rainy River High School Community must:

- not be in possession of any weapon, including but not limited to firearms;
- not use any object to threaten or intimidate another person;
- not cause injury to any person with an object.

Alcohol and Drugs

All members of the Rainy River High School Community must:

- not be in possession of, or under the influence of, or provide others with, alcohol or illegal drugs.

Physical Aggression

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All members of the Rainy River High School Community must:

- not inflict or encourage others to inflict bodily harm on another person;
- seek staff assistance, if necessary, to resolve conflict peacefully.

Bullying: The use of power and aggression with the aim of controlling or hurting another person repeatedly.

All members of the Rainy River High School Community must:

- Not participate in physical aggression (hitting, kicking, use of weapons), verbal bullying (name-calling, racist remarks, teasing, threats), and/or psychological bullying (social exclusion, gossip, taunting, gang activities).

Mandatory Consequences

Police will be involved, as indicated by the police/school protocol, and the student will be immediately suspended and proceed to an expulsion hearing for the following:

- possession of a weapon, including, but not limited to firearms;

- trafficking in drugs or weapons;
- robbery;
- use of a weapon to cause bodily harm, or to threaten serious harm;
- physical assault causing bodily harm requiring professional medical treatment;
- sexual assault;
- providing alcohol to minors.

Immediate Suspension will be the minimum penalty faced by a student for:

- uttering a threat to inflict serious bodily harm;
- possession of illegal drugs;
- acts of vandalism causing extensive damage to school property or property located on school premises.

In these instances, police will be involved, as required, and conditions to return to school will be specified in accordance with school board policies.

A student will be immediately suspended for:

- swearing at a teacher, or other person in authority;
- being in possession of alcohol;
- being under the influence of alcohol
- bullying. }

Grade Nine Courses

Detailed descriptions of all courses offered at Rainy River High School may be viewed at the Ontario Ministry of Education website: <http://www.edu.gov.on.ca/eng/document/curricul/seccurr.html>

All grade nine students at Rainy River High School will take the following courses: English, Mathematics, Science, a second language, Healthy Active Living, Geography, Computer Applications, and Integrated Technologies.

As indicated below, several of these courses may be taken at the academic or applied level. These selections should be made by parents in consultation with their child, and the child's grade eight teacher.

Business Studies

Computer Applications BTT 10 Open Level

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

digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology.

Canadian and World Studies

Geography CGC 1D Academic Level

This course uses a variety of frameworks, including ecozones and principles of physical, human, and economic geography, to explore the distinct and evolving character of Canada's geography. Students will investigate the interconnections between the environment and human activities in Canadian ecozones in order to understand Canada's diversity and role in the world.

Geography of Canada CGC 1P Applied Level

This course draws upon students' everyday experiences and uses a variety of frameworks, including ecozones, to help students learn about the geography of Canada

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and the country's place in the global community. Students will investigate the interconnections among the country's landforms, climate, soils, plants, animals, and human activities in order to understand Canada's physical character and diversity, and various kinds of interactions.

English

English ENG 1D Academic Level

This course emphasizes the analytical reading, writing, oral communications, and thinking skills that students need for success in secondary school academic programs and their daily lives. Students will study and interpret texts from contemporary and historical periods, including short stories, poems, and short essays, and will investigate and create media works. An important focus will be the correct and effective use of spoken and written language.

English ENG 1P Applied Level

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

English, ENG 1L

Locally Developed Compulsory Credit Course

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

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

Second Language

Core French FSF 1D Academic Level

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

Core French FSF 1P Applied Level

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

Health and Physical Education

Healthy Active Living Education

PPL 10 Open Level, (Co-educational)

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

Mathematics

Principles of Mathematics MPM 1D Academic Level

This course enables students to develop generalizations of mathematical ideas through exploration of applications, the effective use of technology, and abstract reasoning. Students will investigate relationships to develop equations of straight lines in analytic geometry, explore relationships between volume and surface area of objects in measurement, and apply extended algebraic skills in problem solving. Students will engage in abstract extensions of core learning that will deepen their mathematical knowledge and enrich their understanding.

Foundations of Mathematics MFM 1P Applied Level

This course enables students to develop mathematical ideas and abstract reasoning through exploration of applications, the effective use of technology, and extended experiences with hands-on activities. Students will investigate relationships

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of straight lines in analytic geometry, solve problems involving the measurement of 3-dimensional objects and 2-dimensional figures, and apply key numeric and algebraic skills in problem solving. Students will also have opportunities to consolidate core skills and deepen their understanding of key mathematical concepts.

Mathematics, MAT 1L

Locally Developed Compulsory Credit Course

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

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

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

Guidance and Career Studies

Learning Strategies: Skills for Success in Secondary School, GLS10, Open Level

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

Science

Science SNC 1D Academic Level

This course enables students to understand essential concepts in biology, chemistry, earth and space science, and physics; to develop skills in the processes of scientific inquiry; and to relate science knowledge to

technological, social, and environmental knowledge. Students will learn about scientific theories and pursue inquiries related to cell division and reproduction, atomic and molecular structures, properties of elements and compounds, the universe and space exploration, and the principles of static and current electricity.

Science SNC 1P Applied Level

This course enables students to understand essential concepts in biology, chemistry, earth and space science, and physics; to develop practical skills in scientific investigation; and to apply their knowledge of science to everyday situations. Students will design and conduct investigations into practical problems and issues related to cell division and reproduction, the structure and properties elements and compounds, astronomy and space exploration, and static and current electricity.

Science, SNC 1L

Locally Developed Compulsory Credit Course

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

Students explore a range of topics including science in daily life, properties of common materials, life sustaining processes in simple and complex organisms, and electrical circuits.

Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.

Technological Education

Integrated Technologies TTI 10 Open Level

This course enables students to understand the technological and computer concepts they need in order to design, develop, and build usable products and/or deliver services, and to pursue further technological studies. Students will use the technological design process and a variety of tools and software to solve problems, complete projects, and

Grade Ten Courses

In order to fulfill graduation requirements, all grade ten students must take a half credit in **Career Studies (GLC**

20), and a half credit in **Civics (CHV20)**. Both of
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these courses are offered at the **open** level.

In addition, all students must take English, History, Mathematics, and Science. These courses may be taken at either the **Academic** or the **Applied** level.

Grade ten students must take a total of eight credits, which must include at least one arts course.

Your course selection should be made through discussions with your parents or guardians, current teachers, and guidance counselor. Consideration should also be given to your achievement in grade nine. It should also be consistent with your Annual Education Plan.

Courses in grades 11 and 12 may have prerequisites as a requirement for enrolment. For instance, grade eleven **university** level English, French, mathematics, and science all require the grade ten **academic** course as a prerequisite. Consult your Guidance Counselor for details about course prerequisites. These prerequisites are diagramed in a document called *Course Prerequisites* which is available in both the guidance and main office.

The Arts

Dramatic Arts, ADA 20, Open Level

This course requires students to actively explore dramatic forms and techniques, using their own ideas and concerns as well as sources selected from a wide range of authors, genres, and cultures. Student learning will include identifying and using the principles of space, time, voice, and movement in creating, sustaining, and communicating authentic roles within a drama. Students will assume responsibility for decisions made in the creation and presentation of the drama, and will analyze and reflect on the experience.

Visual Arts, AVI 20, Open Level

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

through a comprehensive program or through a program focussed on a particular art form (e.g., drawing, painting).

Canadian and World Studies

Canadian History Since World War I, CHC 2D, Academic Level

This course explores Canadian participation in global events and traces our development as a country through changes in population, economy, and technology. Students will analyze the elements that constitute Canadian identity, learn the stories of both individuals and communities, and study the evolution of political and social structures. Students will learn about differing interpretations of the past, and will come to understand the importance in historical studies of chronology and cause-and-effect relationships. They will also learn to develop and support a thesis, conduct research and analysis, and effectively communicate the results of their inquiries.

Canadian History Since World War I, CHC 2P, Applied Level

This course traces Canadian history from Wilfrid Laurier's pronouncement that the twentieth century belongs to Canada to the United Nations' recognition of Canada as one of the best countries in which to live. Students will learn about various expressions of Canadian identity, the stories of individuals and communities, and changes in political and social structures. Students will discover the importance in historical studies of chronology and cause-and-effect relationships. As well, they will be given opportunities to formulate appropriate questions, develop informed opinions, and present information in a variety of ways.

Canadian History, CHC 2L

Locally Developed Compulsory Credit Course

This course focuses on the connections between the student and key people, events and themes in Canadian contemporary studies. Students prepare for the Grades 11 and 12 Workplace Preparation history courses through the development and extension of historical literacy skills and critical thinking 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

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with a focus on identifying and interpreting events and perspectives and making connections. Students practice reading, writing, visual, and oral literacy skills, and mathematical literacy skills to identify and communicate ideas in a variety of media.

Prerequisite: None

Civics, CHV 20, Open Level

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy and the meaning of democratic citizenship in local, national, and global contexts. In addition, students will learn about social change, examine decision-making processes in Canada, explore their own and others' beliefs and perspectives on civics questions, and learn how to think and act critically and creatively about public issues.

English

English, ENG 2D, Academic Level

This course extends the range of analytic, reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs. Students will study and interpret challenging texts from contemporary and historical periods, including novels, poems, plays, and opinion pieces, and will analyze and create effective media works. An important focus will be the thoughtful use of spoken and written language.

English, ENG 2P, Applied Level

This course extends the range of key reading, writing, oral communication, and thinking skills that students need for success in all areas of the curriculum. Students will study novels, poems, magazines, and reports, and will describe, design, and produce effective media works. An important focus will be the clear and coherent use of spoken and written language.

English, ENG 2L

Locally Developed Compulsory Credit Course

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

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

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

Prerequisite: A Grade 9 English credit.

French as a Second Language

French, FSF 2D, Academic Level

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

Prerequisite: Grade nine academic or applied core French

French, FSF 2P, Applied Level

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

Prerequisite: Grade nine academic or applied core French

Guidance and Career Studies

Career Studies, GLC 20, Open Level

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

Discovering the Workplace, GLD20, Open Level

This course provides students with opportunities to discover and develop the workplace essential skills and work habits required to be successfully employed. Students will develop an understanding of work through practical hands-on experiences in the school and in the community, using real workplace materials. They inves-

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tigate occupations of interest through experiential opportunities (e.g., worksite visits, hearing guest speakers, job shadowing, work experience, simulations, and entrepreneurial projects). This course helps students make plans for continuing learning and working.

Health and Physical Education

Healthy Active Living Education, PPL 20, Open

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

Mathematics

Principles of Mathematics, MPM 2D, Academic

This course enables students to broaden their understanding of relations, extend their skills in multi-step problem solving, and continue to develop their abilities in abstract reasoning. Students will pursue investigations of quadratic functions and their applications; solve and apply linear systems; solve multi-step problems in analytic geometry to verify properties of geometric figures; investigate the trigonometry of right and acute triangles; and develop supporting algebraic skills.

Foundations of Mathematics, MFM 2P, Applied

This course enables students to consolidate their understanding of key mathematical concepts through hands-on activities and to extend their problem-solving experiences in a variety of applications. Students will solve problems involving proportional reasoning and the trigonometry of right triangles; investigate applications of piecewise linear functions; solve and apply systems of linear equations; and solve problems

involving quadratic functions. The effective use of technology in learning and in solving problems will be a focus of the course.

Science

Science, SNC 2D, Academic Level

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics; to develop further their skills in scientific inquiry; and to understand the interrelationships among science, technology, and the environment. Students will conduct investigations and understand scientific theories related to: ecology and the maintenance of ecosystems; chemical reactions, with particular attention to acid-base reactions; factors that influence weather systems; and motion.

Science, SNC 2P, Applied Level

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics; to develop further their practical skills in scientific investigation; and to apply their knowledge of science to real-world situations. Students will design and conduct investigations into everyday problems and issues related to ecological sustainability, chemical reactions, weather systems, and motion.

Technological Education

Technological Design, TDJ 20, Open Level

This course requires students to design and develop innovative products and services. Students will learn the following: how to identify user needs related to specified design problems; the physical properties of selected materials and their application in product design; techniques to create physical products and services; various presentation techniques; how to test and evaluate design solutions; and the implications of technology on the development of products or services. They will also become aware of design-related careers. }

Grade Eleven Courses

The courses you select for grade eleven must be given careful consideration. These courses are based on your post-secondary destination, e.g. university, college, or the workplace. Through consultation with your parents, teachers, and guidance counselor, you must try to ensure that your course selections are appropriate for your plans after high school.

The Annual Education Plan that you have been developing with your guidance teacher is designed to help you determine your post-secondary goals.

In making your course selections, you should refer to two documents which are available in the guidance office:

1. Course Prerequisites for grade 11 and 12 courses;
2. University Admission Requirements of the New Ontario Secondary School Curriculum.

Both of these documents will assist you in selecting courses that will be required for post-secondary programs.

Codes for Grade 11 and 12 Courses

Since most courses in grades 11 and 12 are based on post-secondary destinations, their course codes differ from the codes used for grades 9 and 10. Each course has a five or six character code as follows:

- the first character indicates the area of study; i.e. A: the Arts, B: Business Studies, E: English
- the next two characters represent the course title; i.e. DA: drama, VI: Visual arts, AF: Accounting, Financial
- the next character (a number) represents the grade level: i.e. 3: grade 11, 12: grade 12
- the next character represents the post-secondary destination for which the course was designed.

These designations are:

- U : university preparation
- M : university / college preparation (Mixed)
- C : college preparation
- E : workplace preparation (Employment)
- O : open (not destination based)

Some examples:

AVI3O: the Arts, Visual arts, year 3, Open level

BAF3M: Business, Accounting-Financial, year 3
University/College (Mixed) level

SCH3U: Science, Chemistry, year 3, University level

MEL3E: Mathematics for Everyday Life, year 3,
Workplace (Employment) level

Business Studies

Introduction to Financial Accounting, BAF3M, University/College Preparation

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 merchandising business, computerized accounting, financial analysis, and current issues and ethics in accounting.

Prerequisite: None

Introduction to Entrepreneurial Studies, BDI3C, College Preparation

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 student-run school-based or summer business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs.

Prerequisite: None

Canadian and World Studies

World History to the Sixteenth Century, CHW3M, University/College Preparation,

This course investigates the history of humanity from earliest times to the sixteenth century. Students will analyze diverse societies from around the world, with particular regard to the political, cultural, and economic structures and historical forces that form the foundation of the modern world. They will examine the influence of selected individuals and groups, as well as of particular innovations, and will develop skills of historical inquiry, organization, analysis, and communication.

Prerequisite: Canadian History in the Twentieth Century, Grade 10, Academic or Applied

English

One of the next three English courses listed below is compulsory for all students.

English, ENG3U, University Preparation

This course emphasizes the development of literacy, critical thinking, and communication skills. Students will analyze challenging texts from various periods;

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conduct research and analyze the information gathered; write persuasive and literary essays; and analyze the relationship among media forms, audiences, and media industry practices. An important focus will be on understanding the development of the English language.

Prerequisite: English, Grade 10, Academic

English, ENG3C, College Preparation

This course emphasizes the development of literacy, critical thinking, and communication skills. Students will study the content, form, and style of informational texts and literary works from Canada and other countries; write reports, correspondence, and persuasive essays; and analyze media forms, audiences, and media industry practices. An important focus will be on establishing appropriate voice and using business and technical language with precision and clarity.

Prerequisite: English, Grade 10, Applied

English, ENG3E, Workplace Preparation

This course emphasizes the development of literacy, critical thinking, and communication skills. Students will study the content, form, and style of informational texts and literary works; write explanations, letters, and reports; and investigate the connections among media forms, audiences, and media industry practices. An important focus will be on using language clearly, accurately, and effectively in a variety of contexts.

Prerequisite: English, Grade 10, Applied

Health and Physical Education

Healthy Active Living Education, PPL30, Open

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

Prerequisite: None

Mathematics

Functions and Relations, MCR3U, University Preparation

This course introduces the mathematical concept of the function by extending students' experiences with linear

and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; and develop facility in simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Principles of Mathematics, Grade 10, Academic

Mathematics of Personal Finance, MBF3C, College Preparation

This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations, as well as of measurement and geometry; 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. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: Foundations of Mathematics, Grade 10, Academic or Applied

Mathematics for Everyday Life, MEL3E, Workplace Preparation

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

Prerequisite: Mathematics, Grade 9, Academic or Applied
MEL 3E will be offered in the 2009-2010 School year.

Native Studies

Aboriginal Beliefs, Values, and Aspirations in Contemporary Society, NBV3E, Workplace Preparation,

This course focuses on the beliefs, values, and aspirations of Aboriginal peoples in Canada. Students

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will examine issues of identity facing Indian, Métis, and Inuit peoples, and their relationships to land and nature, as well as to one another within their communities and working environments. Students will also learn how traditional and contemporary beliefs and values influence the present-day aspirations and actions of Aboriginal peoples.

Prerequisite: Canadian History in the Twentieth Century, Grade 10, Academic or Applied

**Native Language - Ojibway, LNOAO
Open Level**

This course is open to the entire student body and will allow students who have no prior Native language experience to develop an appreciation for a Native language and culture, to explore and experience a unique world view, and to learn to speak a Native language. Students will use the language being studied for greetings and daily routines, become familiar with its writing and sound system, and practise basic vocabulary and phrases. Students will also use information technology during course-related activities.

Prerequisite: None

Science

Biology, SBI3U, University Preparation

This course furthers students' understanding of the processes involved in biological systems. Students will study cellular functions, genetic continuity, internal systems and regulation, the diversity of living things, and the anatomy, growth, and functions of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

Prerequisite: Science, Grade 10, Academic
SBI3U will be offered in the 2009-2010 school year.

Biology, SBI3C, College Preparation

This course focuses on the processes involved in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, animal anatomy and physiology, plant structure and physiology, and environmental science. 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: Science, Grade 10, Academic or Applied.
SBI3C will be offered in the 2009-2010 school year.

Chemistry, SCH3U, University Preparation

This course focuses on the concepts and theories that form the basis of modern chemistry. Students will study the behaviours of solids, liquids, gases, and solutions; investigate changes and relationships in chemical systems; and explore how chemistry is used in

developing new products and processes that affect our lives and our environment. Emphasis will also be placed on the importance of chemistry in other branches of science.

Prerequisite: Science, Grade 10, Academic
SCH3U will be offered in the 2009-2010 school year.

Physics, SPH3U, University Preparation

This course develops students' understanding of the basic concepts of physics. Students will study the laws of dynamics and explore different kinds of forces, the quantification and forms of energy (mechanical, sound, light, thermal, and electrical), and the way energy is transformed and transmitted. They will develop scientific-inquiry skills as they verify accepted laws and solve both assigned problems and those emerging from their investigations. Students will also analyze the inter-relationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Prerequisite: Science, Grade 10, Academic

Technological Education

The technology program consists of ½ course in Technological Design, followed by ½ course in Construction Technology.

**Technological Design, TDJ3E - ½ credit
Workplace Preparation**

This course provides students with opportunities to apply the principles of basic design to technological challenges in industry, engineering, architecture, manufacturing, and graphics. Students will develop problem-solving and design skills through the use of technical drawings and illustrations, model building, testing, and marketing. They will also become aware of consumer, business, and environmental issues in the creation and marketing of products or services, and the educational requirements of design-related careers.

Prerequisite: None

**Construction Technology, TCJ3E - ½ credit
Workplace Preparation**

This course focuses on residential and light construction systems related to commercial, industrial, and/or recreational construction; the development of generic employment skills; and preparation for apprenticeship and training programs. Students will learn about and gain practical experience with various types of materials, processes, labour, tools, and equipment used in the construction industry; technical drawings; and auxiliary systems. They will also study industry standards and building codes; consider health and safety issues; and explore careers, the importance of lifelong

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learning, and the impact of construction technology on society and the environment.

Prerequisite: None

**Communications Technology, TGJ3M,
University/College Preparation**

This course examines communications systems and design and production processes in the areas of electronic, live, recorded, and graphic communications. Students will develop knowledge and skills relating to the assembly, operation, maintenance, and repair of the basic and more complex components of a range of communications systems. Students will also study industry standards and regulations and health and safety issues, and will explore careers, the importance of lifelong learning, and the impact of communications technology on society and the environment.

Prerequisite: None

TGJ3M will be offered in the 2009-2010 school year.

**Hairstyling and Aesthetics, TPE3E,
Workplace Preparation**

This course provides students with opportunities to learn techniques in hairstyling and aesthetics that meet industry standards, using appropriate materials and equipment. Students will identify trends in the hairstyling and aesthetics industry; describe scientific and physical processes used in beauty services; learn to respect environmental, health, and safety laws; and explore career opportunities. The course may focus on either hairstyling or aesthetics, or may include a combination of both areas.

Prerequisite: None

**Communications Technology, TGJ3E,
Workplace Preparation**

This course examines communications systems and design and production processes in the areas of electronic, live, recorded, and graphic communications. Students will be given the opportunity to develop and apply practical skills to assemble, repair, operate, maintain, and test various systems. Students will also study industry standards and regulations and health and safety issues, and will explore careers, the importance of lifelong learning, and the impact of communications technology on society and the environment.

Prerequisite: None

TGJ3E will be offered in the 2009-2010 school year.

**Computer Engineering, ICE3M,
University/College Preparation**

This course helps students understand how computer hardware and software are used to solve computer-related problems from an engineering perspective. Students will explore ways of connecting computers, interfaces, and peripherals using their knowledge of logic gates, computer components, peripherals, programming, networks, and operating systems. Students will also construct systems that use computer programs to interact with hardware, install and configure key computer hardware and software components, develop an understanding of the ethical use of computers, and explore careers in computer engineering.

Prerequisite: None

**Computer and Information Science, ICS3M,
University/College Preparation**

This course helps students examine computer science concepts. Students will outline stages in software development, define standard control and data structures, identify on- and off-line resources, explain the functions of basic computer components, and develop programming and problem-solving skills by using operating systems and implementing defined practices. As well as identifying careers in computer science, students will develop an understanding of the ethical use of computers and the impact of emergent technologies on society.

Prerequisite: None

This course may be available by videoconference.

Grade Twelve Courses

For an explanation of course types and codes for grade 12, please refer to the section entitled: **Grade Eleven Courses**, found on page 18.

Before finalizing your course choices, it is very important that you consult with the guidance counselor to ensure that graduation requirements and your post-secondary program entrance requirements will be met.

Business Studies

Principles of Financial Accounting, BAT4M University/College Preparation

This course emphasizes study of accounting principles related to financial statements. Students will learn about ways in which information in these statements is used in making business decisions, and about the effects on financial statements of using different methods of inventory valuation and adjusting and reversing entries. Students will also study various means of financing a business and ways in which the strength of a corporation can be determined through the reading of its annual report.

Prerequisite: Introduction to Financial Accounting, BAF3M

Canadian and World Studies

World History: The West and the World, CHY4C, College Preparation

This course explores the history of the world since the sixteenth century, emphasizing the interaction between the emerging West and other regions of the world. Students will learn about a variety of economic, social, and political systems and the changes they have undergone over time. Students will acquire sound skills of historical inquiry and will develop an appreciation of the forces that have formed our modern world.

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

World History: The West and the World, CHY4U, University Preparation

This course investigates the major trends in Western civilization and world history from the sixteenth century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political, and economic systems. The skills and knowledge developed in this course will enable students to understand and appreciate both the character of historical change and the historical roots of contemporary issues.

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

Canadian and International Law, CLN4U University Preparation

This course explores elements of Canadian law and the role of law in social, political, and global contexts. Students will learn about the connections between the historical and philosophical sources of law and issues in contemporary society. They will also learn to analyse legal issues, conduct independent research, and communicate the results of their inquiries in a variety of ways.

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

The Environment and Resource Management, CRG 4M, University/College Preparation

This course investigates the complexity and fragility of ecosystems and the pressures human activities place on them. Students will examine ecological processes, the principles of sustainability, and strategies for resource management, with a focus on the challenges of environmental degradation and resource depletion. Students will use geotechnologies and skills of geographic inquiry to explain and evaluate various approaches to achieving a more sustainable relationship between people and their environment.

Prerequisite: Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities.
CGR4M will be offered in the 2009-2010 school year.

English

English, ENG4U, University Preparation

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyze a range of challenging texts from various time periods, countries, and cultures; write analytical and argumentative essays and a major paper for an independent literary research project; and apply key concepts to analyze media works. An important focus will be on understanding academic language and using it coherently and confidently in discussion and argument.

Prerequisite: English, Grade 11, University Prep

English, ENG4C, College Preparation

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyze informational texts and literary works from various time periods, countries, and cultures; write research reports, summaries, and short analytical essays; complete an independent study project; and analyze the interactions among media forms, audiences, and media industry practices. An important focus will be on establishing

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appropriate style and using business and technical language effectively.

Prerequisite: English, Grade 11, College Preparation

English, ENG4E, Workplace Preparation

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will study informational texts and literature from various countries and cultures; write summaries, reports, résumés, and short essays; complete an independent research project; and explain the connections among media forms, audiences, and media industry practices. An important focus will be on using specialized language related to the workplace accurately and coherently in appropriate contexts.

Prerequisite: English, Grade 11, Workplace Preparation

The Writer’s Craft, EWC4U, University Prep (optional English course)

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

Prerequisite: English, Grade 11, University Prep.

This course may be available by videoconference.

The Ontario Secondary School Literacy Course, OLC 4O, Open

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. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.

**Health and Physical Education
Healthy Active Living Education, PPL4O, Open**

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

Prerequisite: None

**Exercise Science, PSE 4U,
University Preparation Level**

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

**Recreation and Fitness Leadership, PLF4C,
College Preparation**

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

Prerequisite: Any Grade 11 or 12 open course in health & physical education

Mathematics

**Advanced Functions, MHF4U,
University Preparation**

This course extends students’ experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics.

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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: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation

**Calculus and Vectors, MCV4U
University Preparation**

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

Prerequisite: Advanced Functions, Grade 12, University Preparation

Note: In some cases, it may be necessary to take the prerequisite course concurrently with MCV4U

**College and Apprenticeship Mathematics,
MAP4C, College Preparation**

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; apply measurement in designing and constructing physical models; solve financial problems connected with home ownership; 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: Mathematics of Personal Finance, Grade 11, College Preparation, or Functions, Grade 11, University/College Preparation (or Functions and Relations, Grade 11, University Preparation)

**Mathematics for Everyday Life, MEL4E
Workplace Preparation**

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will use statistics in investigating questions; apply the concept probability to solve problems in 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: Mathematics for Everyday Life, Grade 11, Workplace Preparation

Science

Chemistry, SCH4U, University Preparation

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, energy changes and rates of reaction, chemical systems and equilibrium, electrochemistry, and atomic and molecular structure. Students will further develop problem solving and laboratory skills as they investigate chemical processes, at the same time refining their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in daily life, and on evaluating the impact of chemical technology on the environment.

Prerequisite: Chemistry, Grade 11, University Preparation

Chemistry, SCH4C, College Preparation

This course introduces students to the concepts that form the basis of modern chemistry. Students will study qualitative analysis, quantitative relationships in chemical reactions, organic chemistry and electrochemistry, and chemistry as it relates to the quality of the environment. Students will employ a variety of laboratory techniques, develop skills of 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 in the development of new technologies and products.

Prerequisite: Science, Grade 10, Academic or Applied

Physics, SPH4U, University Preparation

This course enables students to deepen their understanding of the concepts and theories of physics. Students will explore further the laws of dynamics and energy transformations, and will investigate electrical, gravitational, and magnetic fields; electromagnetic radiation; and the interface between energy and matter. They will further develop inquiry skills, learning, for example, how the interpretation of experimental data can

provide indirect evidence to support the development of a scientific model. Students will also consider the impact on society and the environment of technological applications of physics.

Prerequisite: Physics, Grade 11, University Preparation

Biology, SBI4U, University Preparation

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

Prerequisite: Biology, Grade 11, University Preparation
SBI4U will be offered in the 2009-2010 school year.

Social Sciences and Humanities

Parenting and Human Development, HPD4E Workplace Preparation

This course prepares students for occupations involving older children, and for the responsibility of parenting, with emphasis on school-age and adolescent children. Students will learn, through practical experience in the community, how early child development affects later development, success in school, and personal and social well-being throughout life, and how children and parents change over time. This course also develops students' skills in researching and investigating various aspects of parenting and human development.

Prerequisite: None

Technological Education

Construction Technology, TCJ4E Workplace Preparation

This course focuses on advanced residential and more complex construction systems, as well as the introduction of heavy construction, related to commercial, industrial, and/or residential construction; advanced practical workplace applications; and the development of generic employment skills and independent learning skills. Students will examine the materials, processes, labour, tools, and equipment used in the construction industry; technical drawings; auxiliary systems; and landscaping. They will also study industry standards and building codes; consider health and safety issues; and explore careers, lifelong learning opportunities, and the impact of construction technology on society and the environment.

Prerequisite: Construction Technology, Grade 11,
Workplace Preparation ■

Rainy River High School

Grade Nine Course Selection 2009-2010

All grade nine students must take eight courses. Of these, Computer Applications, Healthy Active Living Education, and Integrated Technologies are offered at the *Open* level, and therefore no choices need to be made.

Of the remaining courses, students, in consultation with parents, current teachers, guidance counselors and special education teachers, must select either the *Academic, Applied or Locally Developed/Modified* level for the courses listed.

Please circle your level choices.

Students are required to earn one credit in a second language. This could be in French, or Ojibwe. **Ojibwe Language is a open level course which is offered in grade 11 or 12. Any student not taking French will take Learning Skills.**

If you have any questions or concerns, please contact the school Guidance Office at 852-3284.

Subject	Level		
English	Academic	Applied	Locally Dev.
Mathematics	Academic	Applied	Locally Dev.
Science	Academic	Applied	Locally Dev.
Geography	Academic	Applied	Modified
Integrated Tech	(Open)		
Computers	(Open)		
Phys. Ed/ Health	(Open)		

Choose one of the following courses:

French	Academic	Applied
Learning Skills	Open	

As this student's grade eight teacher, I have discussed the student's course selections with the student and parents. I support the choices indicated on this form.

Teacher's signature :

Comments:

Student's Name	Parent/Guardian's signature	Date

Any student who is entering Rainy River High School for the first time is asked to complete the Registration Form on the back of this page.

Rainy River High School

Grade Ten Course Selection 2009-2010

Compulsory Courses

In order to fulfill graduation requirements, all grade ten students must take a half credit in **Career Studies** (GLC 20), and a half credit in **Civics** (CHV20). Both of these courses are offered at the open level.

The courses listed to the right are compulsory, but may be taken at either the **Academic, Applied or Locally Developed** level. Please circle the level of your choice.

This selection should be made through discussions with your current teachers, guidance counselor, and your achievement in grade nine. It should also be consistent with your Annual Education Plan.

If you took locally developed mathematics (MAT 1L) in grade nine, you should select locally developed mathematics, (MAT 2L) in grade 10.

Course	Level			Credit
Career Studies GLC 20	Open			0.5
Civics CHV 20	Open			0.5
English	Academic	Applied	Locally	1.0
History CHC 2	Academic	Applied	Locally	1.0
Mathematics MPM 2 / MFM 2/ MAT2L	Academic	Applied	Locally	1.0
Science	Academic	Applied	Locally	1.0

An Arts Course

In addition to the courses outlined above, all grade ten students must select at least one arts credit. This could be visual arts, AVI 20, or drama, ADA 20, or both. Please circle the course(s) of your choice.

Select one:	Drama ADA 20	Open	1.0
	Visual Arts AVI 20	Open	1.0

Optional Courses

To complete your course selection, you must choose either one (if you selected both art and drama), or two of these courses.

The total credits selected for grade ten should be eight.

French FSF 2	Academic	Applied	1.0
Healthy Active Living (Phys. Ed.) PPL 20		Open	1.0
Technological Design TDJ 20		Open	1.0
Credit total: (should total 8 credits)			

Student's Name	Parent/Guardian's signature	Date

Rainy River High School New Student Registration Form

Last Name:		First Name:		Middle Name:	
House Address:				Fire Number:	Phone:
Mailing Address:				Community:	Postal Code:
Gender:	Male Female	Previous School:			
Birth Date:	Month:	Day:	Year:	Citizenship:	
Ontario Health Insurance Number:			Emergency Contact:		
<input type="checkbox"/> My Child is of Aboriginal Ancestry: <input type="checkbox"/> First Nation <input type="checkbox"/> Metis <input type="checkbox"/> Inuit <input type="checkbox"/> My Child is not of Aboriginal Ancestry			Emergency Phone:		
Medical Concerns / Allergies: (Please provide as much detail as possible)					

Mother or Guardian

Last Name:		First Name:		Daytime Phone:	
Mailing Address				Evening Phone:	
Email:					

Father or Guardian

Last Name:		First Name:		Daytime Phone:	
Mailing Address				Evening Phone:	
Email:					

Notes

Rainy River High School

Grade Eleven Course Selection 2009-2010

Listed below are the courses being offered in the 2009-2010 school year.
 Lack of sufficient enrolment or the availability of a qualified teacher may result in courses being cancelled.
 It is strongly recommended that students select eight courses.

Grade Eleven Courses		
Circle the course code of your selections.		↓
English - Compulsory Select one of :	University Preparation	ENG3U
	College Preparation	ENG3C
	Workplace Preparation	ENG3E
Mathematics One math course is required in grade 11 or 12.	Functions and Relations, University Preparation	MCR3U
	Mathematics of Personal Finance, College Preparation	MBF3C
	Mathematics for Everyday Life, Workplace Prep	MEL3E
Science	Physics, University Preparation	SPH 3U
Social Sciences & Humanities	World Religion: Beliefs and Daily Life, Open	HRF3O
Canadian and World Studies	World History to the Sixteenth Century, University/College Prep	CHW3M
Business Studies	Introduction to Accounting, University/College Preparation E-Learning	BAF3M
	The Enterprising Person, Open	BDP3O
Technological Education	Combined Technology Program, Workplace Preparation (½ Technological Design + ½ Construction Technology)	TDJ3E TCJ3E
	Introduction to Computer Programming, College Prep	ICS3C
	Hairstyling and Aesthetics, Workplace Preparation	TPE3E
Health and Physical Education	Healthy Active Living Education, Open	PPL3O
Native Language and Studies	Ojibwe Language, Open	LNOAO
Co-op Education Placement	Circle your request: single period double period e-learning	Co-op

Student Name	Parent / Guardian signature	Date

Rainy River High School

Grade Twelve Course Selection 2009-2010

Listed below are the courses being offered in the 2009-2010 school year. Lack of sufficient enrolment or the availability of a qualified teacher may result in courses being cancelled.

Before finalizing your course choices, it is very important that you consult with the guidance counselors to ensure that graduation requirements and your post-secondary program entrance requirements will be met.

Grade Twelve Courses		
Circle the course code of your selections:		↓
English - Compulsory Select one of :	University Preparation	ENG4U
	College Preparation	ENG4C
	Workplace Preparation	ENG4E
English — optional	The Writer's Craft, University Preparation, E-Learning	EWC4U
Mathematics	Advanced Functions, University Preparation	MHF4U
	Calculus & Vectors, University Preparation	MCV4U
	College & Apprenticeship Math, College Preparation	MAP4C
	Mathematics for Everyday Life, Workplace Prep	MEL4E
Science	Physics, University Preparation	SPH4U
	Chemistry, College Preparation	SCH4C
Canadian and World Studies	World History: The West and the World, University Preparation	CHY4U
	World History: The West and the World, College Preparation	CHY4C
	Canadian and International Law, University Preparation	CLN4U
Technological Education	Construction Technology Program, Workplace Preparation	TCJ4E
Business Studies	Principles of Financial Accounting, University / College, E-Learning	BAT4M
Health and Physical Education	Healthy Active Living Education, Open	PPL4O
	Exercise Science, University Prep	PSE4U
	Outdoor Activities, Open	PAD4O
Social Sciences & Humanities	Parenting and Human Development, Workplace Preparation	HPD4E
Co-op Education Placement	Circle your request: single period double period e-learning	Co-op
Student Name	Parent / Guardian signature	Date