



Academic Programme

2009-2010

Rosseau Lake College

Vision

“Instill the desire, confidence and capabilities to help ourselves and to help others succeed in all aspects of life.”

Mission Statement

RLC is a diverse and welcoming educational and residential community that is committed to the promotion of the core value of "best of self" in each student. We seek to provide a well-rounded educational experience in preparation for post-secondary education through adherence to and celebration of Canadian values, culture and outdoor experiences.

Our Motto

Scientia Auget Vires (Knowledge Increases Strength) is taken from the book of Proverbs (24:5) which reads, “A wise man is strong; yea; a man of knowledge increaseth strength.”

School Crest

The crest was chosen in 1967 by Mr. Ronald H. Perry, founding Headmaster. The maple leaves at the bottom of the crest signify the Canadian setting of the School, while the deer at the top represents the natural surroundings of Rosseau Lake College. The inner crest shows a tower (strength), a tree (growth), and an open book (knowledge).

School Colours

School colours are blue, red and white. Blue and red are dominant.

Table of Contents

General Academic Information.....	1
Requirements To Earn An OSSD.....	9
Planning for Post-Secondary Education.....	12
University / College Application Process.....	12
Course Descriptions	
Grade 7.....	14
Grade 8.....	15
Course Coding.....	17
Grade 9.....	18
Grade 10.....	19
Grade 11.....	22
Grade 12.....	25
Alternative Credit Courses.....	29
Ontario Secondary School Literacy Course.....	30
English as a Second Language.....	31

ACADEMIC PROGRAMME

Preamble

The purpose of schooling is to supplement the higher function of attaining an education. Schooling provides students with the foundation skills (literacy and numeracy) to be successful in a lifetime learning process, while also exposing them to a wide range of academic, artistic and athletic experiences intended to allow exploration and development of talents and interests across many fields. Although Rosseau Lake College is a small school with a family atmosphere and small classes, we offer a rich and challenging university preparatory academic programme (“work hard”) in conjunction with many opportunities to “play hard.” Our single focus is to help each student under our care achieve the “best of self” as he/she develops competence, confidence and character while at the school.

Mr. Graham Hookey
Head of School

Philosophy

Rosseau Lake College is a small co-educational community of teachers and students living together in a spirit framed by the disciplines of common sense, cooperation, learning and stewardship of nature. The College stresses the development of the whole person and teachers place a strong emphasis on the preparation for study at the university level. The intimacy of small classes permits each teacher to know each student's strengths and weaknesses and to monitor each student's progress closely.

The secondary-school subjects are taught at the Ontario university-preparation level with college-preparation level business and mathematics courses offered in Grade 11. The school is proud of the high achievements of its graduates. Each year 95% of the graduating students are accepted into colleges and universities throughout North America. Rosseau Lake College provides the opportunity for young adults to develop the skills, attitudes and knowledge base that enable them to better choose, influence and ultimately direct their post-secondary education, future careers and personal lives. In particular a strong emphasis is placed on developing reading, research and writing skills.

Staff Email Contact Information

All staff and students have email accounts. The addresses are first name(dot)last name@rlc.on.ca.

Head of School	graham.hookey@rlc.on.ca
Assistant Head of School Student Affairs	lance.postma@rlc.on.ca
Director of Campus Life	len.beaulne@rlc.on.ca
Student Support Success Programme	pam.bissonette@rlc.on.ca
Head of Guidance & Counselling Services	cheryl.bissonette@rlc.on.ca
Administrative/Academic	school.office@rlc.on.ca
Director of Administration	jackie.watkinson@rlc.on.ca
Administrative Assistant/Receptionist	linda.sinasac@rlc.on.ca
Finance Controller	sylvia.scott@rlc.on.ca
Accounting	shelley.casey@rlc.on.ca
Admissions	admissions@rlc.on.ca
Advancement	advancement@rlc.on.ca

For a complete list of staff email addresses please visit our Website <http://www.rosseaulakecollege.com>

Guidance

There are services in the school, which are available to help students make informed, realistic academic choices leading to educational opportunities in many career choices. Students will be encouraged to keep an educational plan throughout their academic careers at RLC. Applications for Ontario universities and community colleges are made through the Academic Office beginning in October. The Head of School and the Head of Guidance & Counselling Services are available to assist students in planning their secondary-school courses and to provide confidential counselling "one-on-one."

Supervised Evening Prep

Supervised study occurs for all boarding students five evenings each week, Sunday through Thursday. This gives the students a constructive, quiet time to complete their homework. In most cases, study takes place in the residences, however, with permission; students may work in the computer or art rooms and the library. Extra study time is mandatory in the evening or on Sunday afternoon, if a student has not satisfactorily completed work.

Sunday evening prep is mandatory for all students 7:00 p.m. to 8:30 p.m. Students on weekend leave must return to the school by 6:30 p.m. on Sundays (scheduled-school weekends and holidays are an exception).

Compulsory Study Hall

Students may be placed in a Compulsory Study Hall for prep time if in the judgment of their teachers, mentors and parents they are not performing adequately. The primary roles of Compulsory Study are the supportive completion of assigned work and the consolidation of student learning. To ensure adequate support of student needs, Study Hall will be facilitated on alternate days by a Math-Science and an English specialist. Students placed in Compulsory Study are not eligible to study elsewhere during prep time.

Students are placed in Compulsory Study if in the past month, in two or more of their subjects, they have not shown the ability to adequately meet course expectations in either effort or achievement. The decision to place or remove a student from Compulsory Study is made at the end of each assessment period. At any time parents may request that their child be placed in Compulsory Study, although space is limited.

Extended Prep Time

Students may be assigned to extended prep time by a subject teacher, residence staff or teacher on duty if it is apparent that the student has assigned work that has been identified as overdue that is not complete by the end of scheduled prep time. Extended prep will be served in the residences and will be supervised by the residence staff. The duration of the extended prep time is from 9:00 p.m. until the work is completed to the satisfaction of the teacher on duty or until bedtime. During extended prep the student is restricted to his or her room or an area designated by the residence staff. If students do not attend Extended Prep when assigned, they will be gated to their residences, or in the case of day students be excluded from campus activities except for academic commitments. Parents of day or boarding students who are chronically late with assignments will receive a call from the school, an interview may follow, and the student may be placed on academic probation.

Tutorials

Lunch periods in the school are from 12:00 – 1:00 p.m. daily. Students, particularly day students, can arrange to meet with faculty at some point during lunch if additional tutoring is necessary. On Mondays a tutorial period runs from 11:30 a.m. to 12:00 p.m., and is part of the academic day for all students in Grade 7 to 12 - attendance will be taken. In the event students require intensive tutoring in a subject area, the Academic Office may arrange private tutoring. An hourly charge will be established on an individual basis for extra tutoring.

Mentor System

Each student is assigned to a faculty mentor, who monitors the student's academic, social and co-curricular progress, and reports to the parents. Every Monday, during tutorial time, students will meet with their mentors. The mentor will communicate regularly with parents and will notify them when there are concerns about their child's progress. However, if parents have concerns about their child's progress in a subject area, they should contact the subject teacher directly.

Private Tutoring

To ensure academic success, some students may benefit from support beyond that offered through our regular academic programme. Although access to qualified tutors may be limited, at an additional cost tutors are available for specific subjects, and for general academic support. Arrangements must be made through the school counselor and/or the Head of the Student Success Programme.

Student Success Strategy

The Student Success Programme is specifically designed to assist students who need extra guidance and support. We offer the programme to recommended students at three different levels.

Level 1 - Learning Strategies Course

Level 2 - Managed Learning

Level 3 - Learning Tutorial

An additional cost will apply based on the level of support required. For details about the programme please contact the Head of the Student Success Programme – pam.bissonette@rlc.on.ca.

Annual Education Plans

Students will work with their mentors to maintain an annual education plan. The annual education plan will help students develop the goal setting and planning skills necessary to succeed at school and to make a successful transition to post-secondary programmes.

Parent-Teacher Interviews

Parent-Teacher Interviews are held at the school in October for the First Semester and in March for the Second Semester.

Reporting Periods

Evaluation of the students' progress by the teachers is extremely important in the academic development of each student. Parents are kept informed of their son's/daughter's progress. There are two types of student evaluations - assessments and formal report cards.

Assessments

Once a month, the teaching faculty meets and reviews each student's progress. The subject teachers record a mark and effort rating. At this time comments of praise or concern expressed by the subject teachers are discussed. The academic mentor shares this report with the student and a copy is mailed home to the parents. If required, a strategy plan will be developed and tutorial appointments will be made in specific subject areas. We believe that this regular tracking of academic progress and open discussion encourages the student to develop a self-reliant approach to his/her education. This programme of evaluating the students' progress, combined with tutorials and a supervised study, is very successful in encouraging students to approach their studies with pride and consistency.

Assessment and Evaluation of Student Achievement

Assessment and evaluation strategies for each course are based on provincial curriculum expectations and are based on achievement levels. Assessment and evaluation strategies are varied in nature and administered over a period of time and are designed to provide opportunities for students to demonstrate the full range of their learning.

For courses in grades 9 – 12, 70% of the grade is based on evaluations conducted throughout the course and represents the most consistent level of achievement throughout the course with special consideration being given to more recent evidence of achievement. 30% of the grade is based on summative evaluation(s) in a form suitable to the course content, usually a combination of an independent study unit and a final examination.

Report Cards

Four times a year (November, February, April and June) detailed, anecdotal reports are provided for each subject and also include mentors' and head of school's comments. Academic reports are kept in the students' files for each reporting period.

Excellent Standing List

Students who have achieved an academic standing of over 80% in all subjects; are not failing a course and have all '3s' and/or '4s' for effort marks on monthly assessments are placed on the Excellent Standing List and **may** elect to not do prep Monday to Thursday after the first report in October. Such students are, however, expected to remain on campus and ensure that fellow students have a quiet study period.

Examinations

School examinations this year will be held before the Christmas break for first semester courses and in early June for termed and second semester courses. Exams are summative evaluations. The weight of the marks for examinations is set in each subject area according to the Ministry of Education Guidelines and will not exceed 30% of the final mark.

Examination Supplemental

Students whose year-end marks are 47% or 48% may, on the recommendation of the subject teacher and the Head of School, be given the opportunity to write a supplemental examination following their scheduled examinations in each semester to demonstrate a thorough and complete understanding of the material covered in the course and to try to bring their marks into a passing range.

Independent Study Units

Many subjects require students to complete an Independent Study Unit (ISU). The ISUs are generally due in the last trimester of the course. Progress on ISUs is monitored, assessed and evaluated throughout the process. They are a summative evaluation and are weighted in each subject area according to the Ministry of Education Guidelines.

Spare Periods

Only students in Grades 11 and 12 are permitted spare periods with prior permission from the Head of School. It is NOT generally recommended that grade 11 students take less than 8 subjects unless they are gaining credits outside the academic day or are involved in a heavily time-consuming activity outside of school. Students are expected to use their spare periods effectively and should use this time to work in the library or in their rooms. Students not using their time effectively will be placed on extended prep that evening.

Missing Classes or Obligations

It is crucial to a student's educational performance that he/she attends all classes. Rosseau Lake College expects parents to support the school by ensuring that students attend all classes and fulfill all school commitments. (Please refer to the schedules, pages 4, 5 and 6 of the Parent-Student Handbook) Teachers will not reschedule class work or tests for students who are truant.

The school outtrips are part of our academic programme; and students who miss outtrips will be marked absent on those days. Students who miss outtrips will be required to complete a written assignment. Students who leave early for school holidays will be considered absent on those days. Students who leave early for holidays, or have irregular attendance, may be declared ineligible for academic privileges (e.g. Excellent Standing – over 80%). Students may also be ineligible to receive academic awards at the School Banquets or at the Closing Ceremonies in June.

Late or Incomplete Assignments

All students who have late or incomplete assignments will be subject to the following consequences:

First Day Late: The student will immediately be placed in Extended Prep and the student may lose 5% on assignment grade for lateness.

Second Day Late: The student's mentor must be notified, student placed in further Extended Prep and may lose a further 5% for lateness.

Third Day Late: Head of School must be notified, phone call home is made, further actions will be taken which may include further Extended Prep, loss of privilege, probationary status or major disciplinary actions, a further 5% may be lost.

Cheating and Plagiarism

Cheating is a serious offence. If a student is caught with unauthorized material, which would assist in the writing of an assignment, test or examination, or if a student is caught assisting another student, a 0% mark will be allocated for that assignment, test or examination. Consequences for cheating may include academic probation, suspension, and dismissal. Plagiarism, or the submission of another person's work as one's own, is a serious offense. Consequences include receiving zero on the assignment and may lead to academic probation, suspension, or dismissal. Parents/guardians will be informed.

Academic In-School Suspension

If a student's behaviour, in an academic situation, is inappropriate or unacceptable the student may be isolated during the academic day in a supervised area where he/she will work on academic work until readmission to regular classes is deemed to be appropriate by the teacher and the Head of School.

Attendance

Attendance and punctuality are extremely important. The Ontario Ministry of Education requirements dictate that credits are granted on the basis of 110 teaching hours in each subject. A student whose attendance is irregular (>90%) is putting his/her credits in jeopardy. If the situation is chronic, the student may be asked to provide supplemental instruction at home or in cases without a documented medical reason, leave the school.

Late for Class

Students are expected to be prompt for classes, tutorial and evening prep. Failure to comply will result in disciplinary sanctions.

Truancy

Truancy is a serious offence, and subject teachers keep a formal record of all missed classes. Any student who misses a class or a similar obligation without permission will fall under the following sanctions:

- First Time: Boarding students will be gated and on extended prep that evening. Day students' parents will be notified and asked to counsel the student.
- Second Time: Boarding students will be gated and placed on extended prep for one week. Day students will be excluded from campus activities at 4:00 p.m. for a week and will be required to work in the library. A further call to home will be placed. If the truancy occurs when a test or assignment was due, a grade of "0" will be applied. Boarding and day students will be denied any athletic or extra-curricular play/travel during the week.
- Third Time: Assignment of disciplinary tasks of at least 10 hours, to be completed as soon as possible. The student's parents will be called followed by an Interview with the Head of School. The student may be liable for dismissal.

Academic Awards

Academic awards, pins and academic letters are presented to students who have achieved academic excellence. The awards are presented at the awards banquets in February and June and at the June Closing Day ceremonies.

Rosseau Lake College Graduate

A graduating student at RLC is one who is completing his/her final year at Rosseau Lake College and will achieve thirty credits or more, including the requisite compulsory credits. Students also must have completed 40 hours of Community Involvement Activities and must pass the Ontario Secondary-School Literacy Test, or have completed the Ontario Secondary School Literacy Course (OLC40).

Governor-General's Bronze Medal

A Bronze Medal is presented annually at Closing Day to the student who achieves the highest average upon graduation from a secondary school. The average includes all Grades 11 and 12 courses as listed on the student's official Ontario Student Transcript.

Ontario Scholar

A student may be designated an Ontario Scholar if he or she satisfies **the following requirements**: A student that obtains an aggregate of at least 480 marks in any combination of Ontario ministry-approved courses that provide a total of 6 credits; Grade 12 university preparation, university/college preparation, college preparation, workplace preparation, and/or open courses as defined in the Ministry approved document OSS, including cooperative education courses related to any of the above courses. Also includes Ontario Academic Courses (OACs) authorized under the Ministry approved document OSIS. He or she is eligible to receive the Ontario Secondary School Diploma in either the current school year or the previous school year.

Ontario Student Record (O.S.R.)

In all Ontario schools, a student's progress and achievements are recorded clearly and completely in the O.S.R. Also inserted in the O.S.R. are documents, photographs or other information that would help teachers and administrative staff in their work with students. The O.S.R. file remains active and is transferred between schools while a student is enrolled in an elementary or secondary school in Ontario. The O.S.R. file is transferred only when a written request is received from the principal/head of school of the receiving school. Every student has a right of access to his or her O.S.R. A parent or legal guardian of a student has a right of access to the O.S.R. if the student is under the age of eighteen. The student or parent must set up an appointment to view the O.S.R. under supervision, through the Head of School, Assistant Head Academics, or the Administration Assistant.

Ontario Student Transcript (O.S.T.)

The credits that a secondary-school student has earned towards the fulfillment of the requirements for the graduation diploma will be recorded on the O.S.T. The student's achievement in Grades 9 and 10, with percentage grades earned and credits gained for successfully completed credit courses. Grades 11 and 12 courses taken or attempted by the student will be recorded on the O.S.T. Repeated courses are recorded but a student will earn only one credit for the completion of that course. If a student withdraws from a Grade 11 or a Grade 12 course after five-instructional days following receipt of the mid-semester report, the current mark will be recorded on the transcript as a withdrawn course.

Also recorded on the O.S.T. is confirmation of the completion of Community Involvement Requirements and the Ontario Secondary School Literacy Test, or successful completion of the OLC40. The final June marks are submitted to the Ontario Ministry of Education.

As well, final marks for post-secondary applicants are submitted to the Ontario University and College Application Centres. Every student, and the parents of a student under the age of eighteen may see or have a copy of their Ontario Student Transcript at any time, and a copy of the transcript is provided when the student graduates or leaves the school for other reasons.

Ontario Ministry of Education Supervisory Officer

Rosseau Lake College is visited bi-annually by the Supervisory Officer. The Supervisory Officer reviews the O.S.R. files and course outlines, visits classrooms and authorizes the Head of School to grant credits towards the Ontario Secondary School Diploma.

The Prior Learning Assessment and Recognition Process (PLAR)

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. The PLAR process involves two components: "challenge" and "equivalency."

The "challenge" process is the process whereby students' prior learning is assessed for the purpose of granting credit for a Grade 10, 11, or 12 course developed from a provincial curriculum policy document published in 1999 or later. The "equivalency" process is the process of assessing credentials from other jurisdictions.

The Prior Learning Assessment and Recognition Process (PLAR) continued...

Prior Learning Assessment and Recognition (PLAR) – The “Challenge”

At Rosseau Lake College we apply the Ontario Ministry of Education’s PLAR policy in a limited manner. Students who can demonstrate proficiency acquired outside of an Ontario school may apply to enter the “Challenge” programme. The application process includes an assessment of prior learning to ensure it meets or exceeds the standards of achievement required in the corresponding Ontario courses. A student with prior learning may receive credit under the Challenge programme for up to two credits in Grades 10, 11 and 12 but to ensure the required level of proficiency, they will be assessed in a manner equivalent to those students taking the class. A percentage mark will be entered on the Ontario Student Transcript for successfully challenged courses in Grade 10 and all Grades 11 and 12 courses for which the student successfully or unsuccessfully challenged for credit.

Only courses approved by the Ontario Ministry of Education may be challenged. There is a processing fee of \$1200 for any “challenge” request.

Note: Challenged courses will not count towards Rosseau Lake College awards.

Prior Learning Assessment and Recognition (PLAR) – The “Equivalency” Process

The “equivalency” process is the process of assessing credentials from other jurisdictions. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students enrolled in Ontario secondary schools and inspected private schools may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary-school diploma. Equivalency credits are granted to students for placement only. Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario. The equivalent credits will be entered as a total number of credits granted and a total number of compulsory credits granted. No percentage grades are assigned. Students must provide an official transcript for each year of education outside of Ontario before equivalent credits can be granted. Students working towards the OSSD must complete the OSSD Literacy requirement.

Private Study

A student may be permitted to take one or more courses through private study when one of these two circumstances prevails: (a) the student is deemed to have a valid reason for not attending classes, or (b) the school does not offer the course(s). Independent Learning Courses (ILC), or eLearning Courses may form part of a student’s private study programme.

A student who wishes to apply for private study should submit an application as early in the school year as possible, normally not later than the last school day in September. The application will be submitted to the Head of School for approval prior to enrolling in private study. When a student has successfully completed a course through private study and provides an official transcript of the final mark as proof, the Head of School will record his or her standing on the Ontario Student Transcript. Students must maintain a minimum course load of Rosseau Lake College courses: Eight courses in Grades 9 and 10; seven courses in Grade 11 and six courses in Grade 12.

Note: Private Study courses will not count towards Rosseau Lake College awards.

English as a Second Language (Full Credits)

English as a Second Language courses are offered to enable students who are learning English and/or acquiring academic skills to succeed in developing their English skills while becoming immersed in a truly Canadian programme. It is recommended that students whose first language is not English take an ESL course to improve their writing, reading, speaking, and listening skills. Each course is designed to aid with their integration into the Canadian academic environment and help with preparation for the Grade 10 Ontario Secondary School Literacy Test and the new integrated TOEFL test.

Students are placed in ESL courses in accordance with their ability and grade. Each course, based on the Ontario curriculum, is taught by an ESL specialist and one credit may be granted for the successful completion of 110 hours of instruction.

If it is the opinion of the school that a student needs ESL instructions, that student will be required to take ESL and is subject to all applicable fees. An additional fee of \$2,500 will be charged to the student's personal account at the time of enrollment in the course.

Computers

The computer is an essential tool for academic learning. Rosseau Lake College has desktop computers for student use located in the computer lab, the library, and various classrooms. The operating system for these computers is Windows XP and they have Microsoft Office 2007 installed; there are additional educational programmes on many of the RLC computers. For personal computers (desktop or laptop), students are responsible for purchasing their own software and all computer supplies. All school computers are connected to a Windows Server 2003 via a firewall and have high-speed access (Cable Modem) for our main server, e-mail server, web server, and the Internet. The school computers are supervised by faculty at all times in order to avoid misuse. For security and virus protection, students are not permitted to connect their personal computers to the Rosseau Lake College Network (without administrator permission). Every student must sign and comply with the 'RLC Computer Usage Contract.'

Laptops can be taken into the classrooms but not connected to the network. The college has also implemented a wireless service. Laptops with wireless hardware can be connected to the RLC Wireless Network. The wireless network is also protected with a firewall. The Wireless Network system is provided to the students to assist them in their academic work. Students will be able to use the Rosseau Lake College Website to retrieve from home or in their residences - homework, assignments and special educational documents that teachers upload periodically during the academic year.

Desk space is limited in the residences; therefore, laptop computers or standard desktop PCs with flat monitors are advised.

Musical Instrument Fees

Students who are enrolled in any music course at RLC will have need of a band instrument for use in class and at home for practice. If a student does not own their own instrument, he/she may rent one from the school. The rental charge for a school instrument is \$155 per school year and will be charged to student accounts immediately following class roll finalization. Students who enroll late or who share an instrument will have the charge reduced and/or pro-rated. All students enrolled in music class or extra-curricular musical ensembles are charged a \$20 fee for music and materials. (This fee is included in school instrument rental). Incidentals such as reeds, sticks, and etc. are charged to student accounts separately. For students who share instruments, personal mouthpieces may be purchased for an additional charge.

Visual Art Supplies

Students enrolled in Visual Art in Grade 9 to 12 will be issued a binder and a sketchbook by the art department of a specific type and size, which they need for Visual Art. A charge of \$15 to cover the cost of the supplies will be charged to the students' personal accounts.

Requirements to Earn an OSSD

In keeping with the Ontario Ministry of Education, the school curriculum will follow the guidelines set out by the Ministry. Students will choose courses that are suited to their strengths, interests and goals. The flexible streaming of courses will keep many options open for students in the earlier grades, and will prepare students in the senior grades for their future destinations.

In order to earn an Ontario Secondary School Diploma (OSSD), a student who entered 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 Ontario Secondary School Literacy Test, or successfully complete the Ontario Secondary School Literacy Course (OLC40).

Compulsory Credits (Total of 18)

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

- 4 credits in English (1 credit per grade – ‘ENG’ course code only) *
- 1 credit in French-as-a-second language
- 3 credits in mathematics (at least 1 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
- 0.5 credit in civics
- 0.5 credit in career studies

Plus one credit from each of the following groups:

- Group 1 1 additional credit of English, or French as a second language, or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education **
- Group 2 1 additional credit in health and physical education or the arts or business studies or cooperative education **
- Group 3 1 additional credit in science or technological education or cooperative education **

In addition to the compulsory credits, students must complete:

- ✓ 12 optional credits ***
- ✓ 40 hours of community involvement activities
- ✓ the provincial literacy requirement

* A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a *Grade 12* compulsory English (ENG) course.

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

*** May include up to four credits achieved through approved Dual Credit courses.

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 by grade in the Academic Programme.

Community Involvement Activities

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities. Community involvement activities are to be completed during a student's secondary school programme. A student is considered registered in secondary school on the day on which the student actually begins to attend classes for the current school year. With special permission, a student may complete community service hours during the summer prior to the commencement of school.

These may take place in a variety of settings - not-for-profit organizations, public sector institutions (including hospitals), and informal community settings (eg. helping elderly neighbours). Students may not fulfill the requirement through activities that are counted towards an academic credit, through paid work or by assuming duties normally performed by a paid employee. The requirement is to be completed outside students' normal instructional hours. A variety of activities and opportunities to fulfill these hours will be made available to the students by Rosseau Lake College throughout the year. Students are to maintain and provide a record of their community involvement. Such records **must be confirmed by the organization or persons supervising the activities** and submitted to the Academic Advisor. Parents, relatives or guardians may not confirm such records. These records will be submitted to the Head of School for approval upon the completion of the 40 hours.

Ontario Secondary School Literacy Test (OSSLT)

Each student will be required to write an Ontario Secondary School Literacy Test during his/her Grade 10 year, or the year (Grade 10, 11 or 12) they enroll for the first time in an Ontario secondary school. The student must achieve an acceptable level in order to receive his/her diploma. If students do not achieve an acceptable level of achievement on the literacy test they will be required to rewrite the test. The student's successful result will be recorded on his/her student transcript. Under special circumstances students may be granted a deferral or a rewrite.

Ontario Secondary School Literacy Course (OLC40) Grade 12

This credit course is designed to support at-risk students in improving their language skills and provide them with an alternative way of demonstrating these skills. Students who have had at least two opportunities to write the OSSLT and who have failed it at least once will be eligible to take the course. The successful completion of this course will satisfy the literacy requirement for graduation. Students will receive one credit and OLC40 can serve as one compulsory English course, but cannot be used to replace the Grade 12 compulsory English course. Students who obtain a graduation diploma by passing the OLC40 course will be required to demonstrate a standard of reading and writing skills comparable to those measured by the OSSLT. The OSSLT is the foundation for the design of this course. For a student requiring these specialized courses an additional tutoring fee of \$2,500 will be charged to the student's personal accounts.

RLC Subjects that Meet the Ministry of Education Requirements as Compulsory Courses

English	9 to 12 (ENG) (ESL - Levels B–D maximum of 3, OLC40)
Science	any science credits
Mathematics	any mathematics credits
Business	BTT10, BBI20, BMI3C, BBB4M,
Canadian Geography	CGC1D
Canadian History	CHC2D
Arts	any AMU, AVI
Physical Education	any PPL, PAD, PSE
French	any FSF
Civics Studies	CHV20 (0.5 credit)
Career Studies	GLC20 (0.5 credit)
Canadian & World Studies	CLU3M, CHA3U, CGF3M, CIE3M, CLN4U, CPW4U, CGW4U, CIA4U, CHY4U
Social Science & Humanities	HSB4M, HZT4U,
Technological	TGJ20, ICS3M, ICS4M
Guidance & Career	GLE10, GLE20, GPP30

Substitutions for Compulsory Credits

The Head of School may substitute up to three compulsory courses with courses from the remainder of those that meet the compulsory credit requirement. Substitutions will be made to promote and enhance student learning or to meet special needs and interests.

PLE – The code for equivalent credits granted for previous learning outside Ontario or in a non-inspected private school in Ontario. This code will appear on the Ontario Student Transcript for equivalent credits granted.

Equivalent hours for community involvement activities for students entering from outside of Ontario - ten hours per secondary-school grade completed prior to enrollment in an Ontario secondary school.

Prerequisites

If a course has a prerequisite requirement, this prerequisite must be attained prior to the enrollment in the course. If a student wishes to have a prerequisite requirement waived, this decision will be made in consultation with the parent(s), student and the appropriate school staff. The Head of School will make the final decision.

Course Changes

Students wishing to change courses within the first 8 days of classes may do so with the permission of parents/guardians and the Head of School or Guidance/College Counselor. After the first 8 days of classes students must complete a “Subject Transfer Form” and obtain the permission from parents/guardian, Head of School and subject teachers.

Course Withdrawals

Please refer to the Ontario Student Transcript information on Page 6.

Music Credits taken Outside of the School

Programmemes in music taken outside the school: A maximum of two credits may be awarded to students through the following processes combined. The Head of School may award: A maximum of 1 non-Grade 12 university/college preparation credit toward the OSSD in addition to any other non-Grade 12 university/college preparation music credits earned in the school; A maximum of 1 Grade 12 university/college preparation credit towards the OSSD in addition to a maximum of one other Grade 12 university/college preparation credit in music earned in the school. The credits will be awarded upon presentation of the official examination result forms or certificates. A music credit obtained through a certificate granted by a conservatory of music may not be used to meet the compulsory credit requirement in the arts or the additional credit requirement outlined under Group 2 on page 9.

Additional music credits earned in school: May be counted towards the secondary school graduation diploma. Of these in-school music credits, a maximum of one Grade 12 credit may be awarded as a university preparation credit.

Academic Planning for Post-Secondary Education

After completing the Ontario Secondary School Diploma (O.S.S.D.), the student has a number of options open in post-secondary education.

Ontario universities have stipulated that secondary-school students seeking admission must have an Ontario Secondary School Diploma, including a minimum of six Grade 12 university or university/college preparation courses or any combination of the two. An overall average of at least 70% on the six subjects is the minimum requirement for consideration for most universities. We advise the students at Rosseau Lake College to take seven courses.

Post-secondary institutions outside Ontario require an O.S.S.D. and the correct prerequisites. Students who apply to universities in the United States are required to successfully complete the Scholastic Aptitude Tests (S.A.T. tests) and complete their O.S.S.D. Further information or assistance can be obtained through the College Counselling office.

Individual universities determine special subject and average requirements for particular programmes. Minimum averages of 70% and above are required for admission to particular programmes. It is important that students plan their academic selections carefully to ensure they have the correct prerequisites, including Grade 12 English, University Preparation (ENG4U). An average of 75% or better is usually required for early acceptance to most Ontario universities.

Students who wish to attend community colleges in Ontario must complete an O.S.S.D. and meet the community colleges requirements for marks. Similar to universities, Ontario colleges have specific average and subject requirements for particular programmes.

University and College Application Process

It is recommended that students investigate careers and discuss their academic objectives with their family, their teachers and the Head of Counselling & Guidance Services at Rosseau Lake College. Students should also do some research and familiarize themselves with the information about the universities, colleges and the programmes they are interested in. Students may contact the institutions and ask to have a calendar sent to them and/or check the Websites. As well there are reference copies of calendars for most Ontario universities and colleges and for some out-of-province institutions in the Rowntree Family Academic Centre.

Throughout September, October and November, representatives from several Ontario universities and colleges will visit Rosseau Lake College. It is an excellent opportunity for students to learn about various post-secondary options by attending these workshops.

University/College Application Process within Ontario

All applicants applying to Ontario University or College programmes must apply through the Ontario University Application Centre (OUAC) and/or the Ontario College Application Service (OCAS) using the COMPASS.101 online application process. OUAC and OCAS are centralized processing bureaus for applications of undergraduate admission to the universities/colleges of Ontario. Application instructions and deadlines are available for **OUAC** at <http://www.ouac.on.ca/> and **OCAS** at <http://www.ocas.on.ca>. Students who wish to apply to OUAC or OCAS **must provide the application centres with a valid MasterCard or VISA number** and expiry date. These are the only credit cards that are accepted.

Independent Learning Courses/eLearning Courses/Private Study - students are responsible for providing the RLC

academic office with official transcripts of the mid-year and final marks to be submitted to OUAC and/or OCAS.

Academic Planning for Post Secondary School continued...

Summer School Marks - students are responsible for ensuring that original, official final transcripts of summer school marks are sent directly to OUAC and/or OCAS upon completion of the course.

Rosseau Lake College submits the following to OUAC and to OCAS:

October

- Demographic information
- All previously completed Grade 9 – 12 courses to OCAS
- All previously completed Grade 11 and Grade 12 U and M courses to OUAC
- All courses currently being studied at Rosseau Lake College
- An indication of the applicant's current OSSD status (including Community Involvement Activities and the results of the Secondary School Literacy Test)

Early March

- The final marks for first semester courses

Late April

- The mid-semester marks for second semester courses

Mid-July

- The final marks for the second semester courses

OUAC and OCAS will transmit the grades to the Ontario universities and colleges.

University and College Application Process Outside Of Ontario

Students should contact universities and colleges outside of Ontario, and request to have information mailed to them or refer to the institutes' websites. It is the students' responsibility to complete their own applications however; Rosseau Lake College will assist students with the application procedure and will provide the required academic information. Each institution will require an application fee; therefore, students will need to make arrangements to purchase a money order, certified cheque or provide a credit card number to accompany each application they submit. Students are responsible for advising the academic office when marks are required to be submitted. Students are responsible for submitting summer-school official transcripts directly to the institutions.

Foundation Programme - Grade 7 and 8

The Grade 7 and 8 programme is a foundation programme providing the students with the necessary skills to succeed in their transition into secondary education and promote lifelong learning. The programme has a modified core structure that will allow for specialist teachers in some subject areas.

Description of Courses for Grade 7

English

In this course the students will examine literature in a variety of forms – novels, poems, plays, short stories. Students will be given the opportunity to explore their knowledge and understanding through oral, written, visual and media communication. Skill development through student-centered activities will promote and enhance self-confidence in the use of the English language. Active learning will encourage students to take charge of their learning.

English As A Second Language - Refer to the last page of the handbook

French as a Second Language

The focus of this course will be the development of basic communication skills in French and an appreciation of the French culture in Canada and other parts of the world. The course will focus on the development of oral communication, reading and writing. The student's knowledge and skills in communication, comprehension, organization of ideas and application of language knowledge will be the basis for assessment and evaluation. Dialogue, narratives and activities that are relevant to student learning will be used to enhance student understanding.

Geography (Half Course)

Geography is the study of place. It examines the Earth's physical systems and the people in them. The Grade 7 course will include the following topics: Themes of Geographic Inquiry, Patterns in Physical Geography and Natural Resources. Students will be encouraged to gather, organize, analyze and present information obtained through investigative means.

History (Half Course)

History involves the examination of individuals and unique events, as well as groups, movements, institutions, nations and eras. This course will help students achieve an overview of the development of their country and its role in the world. Learning will include inquiry and research and will develop skills in communication and the use of the computer. This course will cover material in the following topics: New France, British North America and Conflict and Change.

Mathematics

This course will focus on number sense and numeration, measurement, geometry and spatial sense, patterning and algebra and data management and probability. The material will be presented through hands-on activities that will emphasize exploration, communication and reflection.

Music

Students will develop a conceptual understanding for music through critical listening performances and composition. Students will become familiar with a music notation and terminology, manipulating the elements of music, conducting in a variety of meters. As well there will be a component of music history and its connection to society. Topics specific to Grade 7 will include the comparison of Romantic music with Baroque, Classical music and the development of their knowledge of conducting.

Grade 7 continued...

Foundation Years Outdoor and Environmental Education (Grades 7 and 8)

The Outdoor and Environmental Education curriculum has been created to provide a progression in the acquisition of both outdoor skills and environmental knowledge; with a focus on physical activity, physical fitness, living skills and safety. Outdoor and environmental education provides opportunities for all students to learn about the importance of nature and the interdependence of all life. The environmental component is complemented by a wide range of outdoor activities such as: canoeing, flat water kayaking, climbing, basic camp crafts, knots, Nordic skiing, cooperative games, team building and leadership development. The healthy living strand will ensure that students have the knowledge and skills necessary to develop, maintain and enjoy healthy lifestyles. The topics covered in this strand relate to healthy eating, growth and development, personal safety and injury prevention, and substance use and abuse.

Science and Technology

Students will develop their understanding of basic concepts in science and technology. There will be a focus on the development of skill, strategies and habits necessary for scientific inquiry and technological design. Strands specific to science and technology include Life Systems, Matter and Material, Energy and Control, Structures and Mechanisms and Earth and Space Systems. Topics covered in Grade 7 are Interactions within Ecosystems, Pure Substances and Mixtures, Heat, Structural Strength and Stability and The Earth's Crust.

Visual Arts

This course will encourage students to expand on the artistic creativity. Students will use their art as a means of communication. By visual expression the students will enhance their powers of observation. Students will be encouraged to analyze and describe works of art from various time periods and in different styles. The students will be exposed to a variety of mediums throughout the year.

Description of Courses for Grade 8

English

Students will continue to develop their knowledge and skills in writing, reading, oral, visual and media communication. A solid foundation in spelling and grammar; an appreciation of literature and the ability to use oral language accurately and effectively will help the students prepare for high school. Interactive and independent work will enhance learning.

English As A Second Language - Refer to the last page of the handbook.

French as a Second Language

This French course will focus on the development of essential skills in reading, writing and oral language, including a foundation in grammar and spelling. Students will demonstrate their understanding through communication, comprehension, and organization of ideas and application of language knowledge. Learning will occur through active and engaging activities.

Geography (Half Course)

Geography provides the students with an opportunity to learn about the world around them. Students will learn to apply conceptual frameworks of location/place, environment, region, interaction and movement. Topics covered in Grade 8 include Patterns in Human Geography, Economic Systems and Migration.

Grade 8 continued...

History (Half Course)

Students will learn how lessons from the past can be used to make wise decisions in the future and by exploring various points of view and evaluating a variety of historical events, they can achieve a balanced perspective. Students will gain an understanding of technological, economic, political and social change and the impact of these on our complex society. Topics specific to this course are Confederation, The Development of Western Canada and Canada: A Changing Society.

Mathematics

In this course students will continue to develop their basic skills and their knowledge of mathematical language, structures and operations. Students will be encouraged to make the connection between mathematics and other subjects as well as applying their knowledge to their daily lives. The five strands covered in this course are number sense and numeration, measurement, geometry and spatial sense, patterning algebra, and data management and probability.

Music

Students will develop their music skills through critical listening performances and composition. Students will be expected to read and perform works from the four historical periods of music (Renaissance, Baroque, Classical and Romantic). There will be opportunities for the students to solve musical problems collaboratively and independently. Students will be expected to support their criticism of their own and others musical efforts with logical arguments.

Foundation Years Outdoor and Environmental Education (Grades 7 and 8)

The Outdoor and Environmental Education curriculum has been created to provide a progression in the acquisition of both outdoor skills and environmental knowledge; with a focus on physical activity, physical fitness, living skills and safety. Outdoor and environmental education provides opportunities for all students to learn about the importance of nature and the interdependence of all life. The environmental component is complemented by a wide range of outdoor activities such as: canoeing, flat water kayaking, climbing, basic camp crafts, knots, Nordic skiing, cooperative games, team building and leadership development. The healthy living strand will ensure that students have the knowledge and skills necessary to develop, maintain and enjoy healthy lifestyles. The topics covered in this strand relate to healthy eating, growth and development, personal safety and injury prevention, and substance use and abuse.

Science

Science is a course that encourages students to describe and explain the natural and physical world and its place in the universe. Students will develop the knowledge and skills important for effective functioning in the world. Learning will take place through active inquiry. The course is divided into five strands: Life Systems, Matter and Material, Energy and Control, Structures and Mechanisms, Earth and Space Systems. Topics specific to Grade 8 include Cells, Tissues, Organs and Systems, Fluids, Mechanical Efficiency, Water Systems and Optics.

Visual Arts

This visual arts course will assist students in the development of their creativity, as well as their ability to communicate with other people through visual images. This will enhance the student's powers of observation. Students will be expected to analyze and describe works of art from various historical periods, enhancing their understanding and appreciation of a wide variety of art works.

Course Coding/Descriptions Grades 9 – 12

Grade 9 to 12 courses are each worth one credit, unless otherwise noted. A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours.

The courses are identified by a series of letters and figures.

ENG1D		
ENG	1	D
<u>Subject</u>	<u>Grade level</u>	<u>Course Type</u>
English	1 – Grade 9	D – Academic
	2 – Grade 10	P – Applied
	3 – Grade 11	O – Open
	4 – Grade 12	U – University Preparation
		M – University/College Preparation
		C – College Preparation
		E – Workplace Preparation

Course Type Descriptions

Academic [D] – As a university-preparatory school, RLC offers only academic courses in grade 9 and 10, leading to university-prep courses in grade 11 and 12. Applied courses, designated in educational calendars with a (P) notation are designed for students intending to enter the workforce directly from high school and do not qualify such students for post-secondary studies.

Open [O] – 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, music, and health and outdoor/physical education, but not in English, mathematics, science, French, 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.

University Preparation [U] – These courses are designated to equip students with the knowledge and skills they need to meet the entrance requirements for university and college programmes.

University/College [M] – These courses include content that is relevant for both university and college programmes. These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programmes.

All courses with U or M in the course code are based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Students will also be required to demonstrate that they have developed these skills.

Description of Courses for Grade 9

(Students must take * compulsory subjects - and choose one of music or art.)

The Arts

Visual Art (AVI10) - Open

The goal for Grade 9 students is to begin to develop skills with a range of materials, tools and techniques in both two and three-dimensional work. This is a foundation year and the work covered in such areas as drawing, art history, printmaking and sculpture will be their basis for future studies.

Music (AMU10) - Open

This course is intended to develop in students an understanding and appreciation of music through practical skills and creative work. Through this programme, they will not only find in music a source of enjoyment and personal satisfaction, but also gain creative problem-solving skills as well as individual and cooperative work habits.

Business Studies

*** Information and Communication Technology in Business (BTT10) - Open**

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

Canadian and World Studies

*** Geography of Canada (CGC1D) - Academic**

The students will concentrate on physical geography, the economy, the natural resources and native heritage during their study of Canadian geography. This course will also heighten the students' awareness of the diverse needs, values and cultures of our Native peoples. Mapping, presentation, charting and graphing skills will be developed in this course.

English

*** English (ENG1D) - Academic**

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

English As A Second Language - Refer to the last page of the handbook.

French as a Second Language

*** Core French (FSF1D) - Academic**

Focusing on divergent backgrounds, this course establishes a firm development of oral/written French supplemented with text readings, short stories and articles on topics of interest in varying fields. The course reviews regular-irregular present tense verbs, introduces the *futur proche* and *passe compose* and continues the introduction, development and use of basic structures (articles, adjectives, adverbs). (Prerequisite: Minimum 600 hours of French instruction, or equivalent)

Grade 9 continued...

Health and Physical Education

*** Healthy Active Living Education (PPL10) - Open**

This course will introduce students to a variety of physical activities that promote lifelong healthy active living; canoeing, kayaking, cross-country skiing, snowshoeing, orienteering, astronomy, knot making, ecology, cooking, nutrition, edible plants and health issues. Students will also participate in overnight outtrips including sleeping in snow Quinzhees and/or a wilderness survival experience, whereby they learn how to build shelters and thrive in the abundance nature has to offer. CPR and emergency first aid are compulsory components of this course, arming the students with life-saving skills appropriate for back-country travel.

Mathematics

*** Principles of Mathematics (MPM1D) - Academic**

This course is an extension of the mathematics studied in Grades 7 and 8. With this course and MPM2D, a student wishing to proceed into the senior division university preparation courses will have a good grounding. This subject is designed to teach the student methodical problem solving in the areas of algebra, equations, integers, rational numbers, powers, polynomials, factoring and co-ordinate geometry.

Science

*** Science (SNC1D) - Academic**

This course is intended to be a continuation of the work completed in Grade 8 and serves as a foundation for the more specialized courses in the higher grades. The core units were chosen to provide a balance of environmental, life and physical sciences. The major focus is a deliberate attempt to relate science to the everyday life of the students. This is accomplished in the "Application" and "Societal Implications" sections of each unit. The units included in the course are the structure of matter, chemical change, magnetism and electricity, the cell, green plants, food and energy, and science in society.

Description of Courses for Grade 10

(Students must take * compulsory subjects - and choose three (3) other Grade 10 subjects.)

The Arts

Visual Arts (AVI20) - Open

Students will explore and further develop their artistic and creative skills. Students will make a connection between works of art and their historical context. By introducing them to new ideas, materials and processes for artistic thinking and experimentation, students will discover and understand the relationship between form and content. (Prerequisite - recommended: AVI10)

Music (AMR20) - Open

This course emphasizes the appreciation, analysis, and performance of various kinds of music, including medieval, Renaissance, baroque, popular music and, Canadian and non-Western music. Students will be introduced to technical exercises and appropriate repertoire, completed creative assignments and analyse and evaluate live and recorded performances. They will apply theoretical concepts to performance practice. (Prerequisite: AMU10)

Grade 10 continued...

Business Studies

Introduction to Business (BBI20) - Open

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives. (Prerequisite: None)

Canadian and World Studies

*** Canadian History in the Twentieth Century (CHC2D) - Academic**

It is a critical analysis of the events in Canadian history from Confederation to the present day. The main emphasis is on the development of basic skills, concepts and values that are necessary for a meaningful analysis of Canada's historical development. The course is intended to help students appreciate how studying history can help them to understand what is happening in Canada today. (Prerequisite: None)

*** Civics (CHV20) 0.5 credit - Open**

The civics course examines what it means to be an informed citizen who participates in a democratic society. Students will learn about democracy within a local, national and global context. Students will also examine issues of social change and elements of decision making. Students will learn how to think and act critically and creatively about public issues. (Prerequisite: None)

English

*** English (ENG2D) - Academic**

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary-school academic programme and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course. (Prerequisite: ENG1D or ENG1P)

English As a Second Language - Refer to the last page of the handbook.

French As a Second Language

Core French (FSF2D) - Academic

Students will increase their knowledge of the French language, further develop their language skills and deepen their understanding and appreciation of francophone culture around the world. Students will develop and apply critical thinking skills in their discussion, in their analysis and interpretation of texts, and in their own writing. (Prerequisite: FSF1D or FSF1P)

Guidance and Career Education

*** Career Studies (GLC20) – 0.5 credit - Open**

The 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 post-secondary 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. (Prerequisite: None)

Grade 10 continued...

Health and Physical Education

Outdoor Activities (PAD20) Open

This course builds on skills developed in the previous year emphasizing a wide variety of outdoor activities that promote lifelong healthy active living. Students will kayak, solo canoe, rock climb, navigate, winter camp, Nordic ski, snowshoe, play ice hockey and broomball and other group sports. Experiential classes are designed to promote informed decision-making, conflict resolution and social skills. Activities that are more complex will challenge the students, tap their physical reserves and contribute to ongoing character development. (Prerequisite: None)

Mathematics

*** Principles of Mathematics (MPM2D) - Academic**

The course is designed to develop confidence in basic operations and skills that will benefit the student in later grades. It will broaden their ability to understand relations, extend their skills in multi-step problem solving and expand their abstract thinking. Units will include triangles and trigonometry, analytic geometry, linear systems, and quadratic functions. (Prerequisite: MPM1D or MPM1P)

Science

*** Science (SNC2D) - Academic**

This course is intended to be a continuation of the work completed in Grade 9 and provide a deeper understanding of concepts in biology, chemistry, earth and space science and physics. Students will conduct investigations related to maintenance of ecosystems, chemical reactions, and motion and weather dynamics. (Prerequisite: SNC1D or SNC1P)

Technological Education

Communications Technology (TGJ20) - Open

This course requires students to complete a range of communications technology projects. These may include creating printed stationery, short videos, computer-generated animations, and graphical information displays. Students will learn to transfer information using electronic, live, and graphic communications methods. The knowledge and skills they will develop will provide a basis for careers in areas such as publishing, advertising, print production, animation, photography, and journalism. (Prerequisite: None)

Health and Personal Services Technology (TPJ20) – Open

This course introduces students to personal health promotion, child and adolescent health concerns, and a variety of medical services, treatments, and technologies. Students will become familiar with various instruments and equipment and will learn about human anatomy, organs, and body chemistry, as well as the effects that lifestyle choices can have on personal well-being. They will plan recreational activities for youth, perform a dietary analysis, and evaluate health care practices. Students will develop an awareness of environmental and societal issues related to health care, and will explore secondary and postsecondary pathways leading to careers in the field. (Prerequisite: None)

Description of Courses for Grade 11

(Students entering Grade 11 should take a minimum of 7 courses. * English and mathematics are compulsory courses in Grade 11. Students must also ensure that they have completed their compulsory credits as outlined on page 9.

The Arts

Visual Arts (AVI3M) – University/College Preparation

This course provides students with opportunities to further develop their skills and knowledge in visual arts. Students will explore a range of subject matter through studio activities, and will consolidate their practical skills. Students will also analyze art works and study aspects of Western art history, as well as art forms from Canada and other parts of the world. (Prerequisite: AVI10 or AVI20)

Music (AMR3M) – University/College Preparation

This course emphasizes the appreciation, analysis and performance of various kinds of music, including baroque and classical music, popular music and Canadian and non-Western music. Students will perform technical exercises and appropriate repertoire, complete detailed creative activities and analyse and evaluate live and recorded performances. They will continue to increase their understanding of the elements of music while developing their technical and imaginative abilities. (Prerequisite: AMU10 or AMU20 or AMR20)

Business Studies

Marketing: Goods, Services, Events (BMI3C) – College Preparation

This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice. (Prerequisite: None)

Canadian and World Studies

Note: Courses in Canadian and World Studies will only be offered if there are enough students enrolled in the courses.

Physical Geography (CGF3M) – University/College Preparation

This course examines the main elements of the physical environment (climate, soils, landforms, oceans, vegetation), the processes that shape them, and the relationship between the environment and human beings. Students will apply a wide range of geographic tools and methods to explore the distribution and ongoing evolution of the elements of the physical environment on a variety of scales, from local to global. (Prerequisite: CGC1D or CGC1P)

The Individual and the Economy (CIE3M) – University/College Preparation

This course explores economic concepts relating to the Canadian economic system that will help students make informed decisions about how to use resources to satisfy wants and needs. Students will use economic concepts and models, as well as methods of economic inquiry, to analyze the choices they will make during their lives as consumers, contributors, and citizens in a mixed economy. (Prerequisite: CHC2D or CHC2P)

Grade 11 continued...

Understanding Canadian Law (CLU3M) - University/College Preparation

This course explores legal issues that directly affect students' lives. Students will acquire a practical knowledge of Canada's legal system and learn how to analyze legal issues. They will also be given opportunities to develop informed opinions on legal issues and to defend those opinions and communicate legal knowledge in a variety of ways and settings, including legal research projects, mock trials, and debates. (Prerequisite: CHC2D or CHC2P)

English

*** English ENG3U) – University Preparation**

This course emphasizes the development of literacy, critical thinking, and communication skills. Students will analyze challenging texts from various periods; 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: ENG2D)

English As a Second Language - Refer to the last page of the handbook.

French as a Second Language

Core French (FSF3U) – University Preparation

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

(Prerequisite: FSF2D)

Health and Physical Education

Outdoor Pursuits – Advanced Outdoor Skills (PAD30) - Open

This course is open to students in Grade 11 or 12, who are experienced in outdoor activities and would like to improve their skills and develop additional certification in outdoor pursuits. There will be a few weekend outings required and there may be some additional cost for certification testing. (Prerequisite: PAD20 or permission of instructor)

Outdoor Pursuits – Introduction (PAD30A) - Open

This course is open to “new” Rosseau Lake College students in Grades 10 and 11, to introduce outdoor skills in a variety of outdoor activities. The focus of this programme is for the participants with limited or no outdoor experience to acquire a wide variety of basic outdoor skills, teamwork and leadership skills, and an awareness of environmental stewardship. Hard skills covered include basic canoe and kayaking, campsite selection, setting up a tent, operating camp stoves safely, selecting proper clothing for outdoor activities, campsite cooking, lighting campfires, trail and campsite etiquette, etc. An 18-hour Emergency First Aid course is offered as part of this programme. (Prerequisite: None)

Mathematics

*** Functions (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; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems. (Prerequisite: MPM2D)

Grade 11 continued...

OR

*** Functions and Applications, (MCF3M) - University/College Preparation**

This course introduces basic features of the function by extending students experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems. (Prerequisite: MPM2D or MFM2P)

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: SNC2D)

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: SNC2D)

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 interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment. (Prerequisite: SNC2D)

Technological Education

Computer & 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-line 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)

Description of Courses for Grade 12

(Students must take * English and are strongly encouraged to take mathematics and choose a minimum of five (5) other courses.)

The Arts

Visual Arts (AVI4M) - University/College Preparation

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

(Prerequisite: AVI3M or AVI30)

Music (AMR4M) - University/College Preparation

This course emphasizes the appreciation, analysis and performance of music from the romantic period and the twentieth century, including art music, jazz, popular music and Canadian and non-Western music. Students will concentrate on developing interpretive skills and the ability to work independently. They will also complete complex creative projects. (Prerequisite: AMU30, AMU3M or AMR3M)

Business Studies

International Business Fundamentals (BBB4M) – University/College Preparation

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for post-secondary programmes in business, including international business, marketing and management. (Prerequisite: Any university, university/college, or college preparation course in Business Studies English or Canadian and World Studies.)

Canadian and World Studies

Note: The Canadian and World Studies courses will only be offered if there are enough students enrolled.

Analyzing Current Economic Issues (CIA4U) - University Preparation

This course explores the choices that individuals and societies make about the use of resources in a competitive global economy. Students will use economic concepts and models, as well as methods of economic inquiry, to analyze current economic issues and make informed economic choices based on their analysis. (Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities.)

Canadian and World Issues: A Geographic Analysis (CGW4U) - University Preparation

This course draws on geographic concepts, skills, methods, and technologies to analyze significant issues facing Canadians as citizens of an interdependent world. Students will examine the challenges of creating a sustainable and equitable future through the study of a range of topics, including economic interdependence, geopolitical conflict, and regional disparities in the ability to meet basic human needs, and protection of the planet's life-support systems. (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 analyze 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.)

Grade 12 continued...

Canadian and World Politics (CPW4U) - University Preparation

This course examines national and international political issues from a variety of perspectives. Students will learn about the rights and responsibilities of individuals, groups, and states within the international community; analyze the different ways in which Canada tries to settle its conflicts with other nations; and evaluate the role of nationalist and internationalist ideologies in shaping relations among states. (Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities.)

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: ENG3U)

***This course is essential for entrance into Ontario universities.**

English as A Second Language - Refer to the last page of the handbook.

French as a Second Language

Core French (FSF4U) - University Preparation

This course draws on a variety of themes to promote extensive development of French-language skills. Students will consolidate their oral skills as they discuss literature, culture, and current issues. They will read a variety of texts and will write a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course. (Prerequisite: FSF3U)

Social Sciences and the Humanities

Note: The Social Sciences and the Humanities courses will only be offered if there are enough students enrolled.

Challenge and Change in Society (HSB4M) - University/College Preparation

This course examines the theories and methodologies used in anthropology, psychology, and sociology to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will analyse cultural, social, and biological patterns in human societies, looking at the ways in which those patterns change over time. Students will also explore the ideas of classical and contemporary social theorists, and will apply those ideas to the analysis of contemporary trends. (Prerequisite: Any university, university/college, or college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.)

Philosophy: Questions and Theories (HZT4U) – University Preparation

This course addresses three (or more) of the main areas of philosophy: metaphysics, logic, epistemology, ethics, social and political philosophy, and aesthetics. Students will learn critical-thinking skills, the main ideas expressed by philosophers from a variety of the world's traditions, how to develop and explain their own philosophical ideas, and how to apply those ideas to contemporary social issues and personal experiences. The course will also help students become stronger logical thinkers and refine skills used in researching and investigating topics in philosophy. (Prerequisite: Any university, university/college, or college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.)

Health and Physical Education

Exercise Science (PSE4U) – University Preparation

This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sports, and the factors that influence an individual's participation in physical activity. Students are prepared for university programmes 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.)

Mathematics

Advanced Functions (MHF4U) – University Preparation – Concurrently or Prerequisite for Calculus & Vectors

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programmes. (Prerequisite: MCR3U, or MCT4C)

Calculus and Vectors (MCV4U) - University Preparation

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the 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: MHF4U – concurrently or prerequisite)

Mathematics of Data Management (MDM4U) - University Preparation

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing large amounts of information; solve problems involving probability and statistics; and carry out a culminating project that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programmes in business, the social sciences, and the humanities will find this course of particular interest. (Prerequisite: MCR3U or MCF3M)

Science

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: SBI3U)

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: SCH3U)

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: SPH3U)

Earth and Space Science (SES4U) - University Preparation

This course focuses on the Earth as a planet, and on the basic concepts and theories of Earth science and their relevance to everyday life. Students will examine the Earth's place in the solar system and, after a general introduction to Earth science, will explore in more detail the materials of the Earth, its internal and surficial processes, and its history. The course draws on astronomy, biology, chemistry, mathematics, and physics in its consideration of geological processes that can be observed directly or inferred from other evidence. (Prerequisite: SNC2D)

Technological Education

Computer and Information Science (ICS4M) - University/College Preparation

This course helps students use programming and software engineering principles to design and develop algorithms, and programmes. Students will use software development and diagnostic tools, implement data structures and algorithms, and use file management techniques in project settings. They will also develop an understanding of the ethics of computer use and the impact of information technology on the community, and will explore post-secondary education and career paths in computer science. (Prerequisite: ICS3M)

Description of Alternative Credit Courses

These courses may be offered depending on the needs of the student body.

Courses taken outside of the academic day are not included in the average for the Excellent Standing List.

E-Learning Courses

Rosseau Lake College has joined a consortium of independent schools in developing a set of high quality courses utilizing technology and independent study methods to allow students from a range of schools to participate in the same course and to offer a wider range of course options than can be offered in a single school. Each year, we are granted a limited number of placements for students in these courses and students wishing to participate in them should speak to Mrs. Cheryl Bissonette, the Counselor and our on-site e-learning coordinator, to determine the availability of courses. Please note that these courses require substantial levels of independent work and have high standards of expectations attached to them. Students wishing to take such courses must have demonstrated such qualities in their daily work at the school to be eligible for application.

Symphonic Band (AMI10, AMI20, AMI30, AMI4M) – 0.5 credit each – Open

These courses are offered as a half-credit continuation of previous AMI courses. Students participate in the Symphonic Band outside of regular academic time and fulfill performance, attendance and leadership requirements. Students in the Symphonic Band represent the school at regional and national festivals and in community service concerts all over the province. (Prerequisite: Permission of the Instructor)

Note: One half-credit course will be offered in each semester.

Learning Strategies 1: Skills for Success in Secondary School (GLE10/GLE20) – Open (extra fee)

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. (Prerequisite: GLE10 - Recommendation of Head of School or Guidance/College Counselor)

Health and Physical Education - Outdoor Activities - Leadership (PAD40B) Open

(Note: March Break - extra fee*)

Students participating in this course will embark on an expedition during March Break. This expedition based programme is designed to teach the students the three primary components of leadership: Group behaviour, hard skills (camp craft), and logistical aspects of leadership. In addition, this course prepares and motivates students to provide leadership, self-management, outdoors skills and assistance to others in their schools and communities. Students will learn the value and complexity of social diversity, while acquiring an appreciation of the importance of contributing to their communities and helping others throughout their lives.

* Extra fee for this expedition ~ (To be determined)

David Monk River Expedition (GPP30) – Open

(Note: 2-week Canoe Expedition, in late June or early July - extra fee*)

This course is a hands-on, active educational journey beyond the classroom. Participants will embark on a two-week moving-water canoe expedition in late June to early July, called the David Monk Expedition. This course prepares and motivates students to provide leadership, self-management, outdoors skills and assistance to others in their schools and communities. Students will develop skills in communication, interpersonal relations, coaching, leadership, teamwork, and conflict management. Students will also learn the value and complexity of social diversity, while acquiring an appreciation of the importance of contributing to their communities and helping others throughout their lives. (Prerequisite: GLC20, appropriate for students in Grade 9 to 12)

- Extra fee for this legacy canoe expedition opportunity ~ (To be determined)

Ontario Secondary School Literacy Course

Ontario Secondary School Literacy Course (OLC40) – Grade 12 - Open

The Ontario Secondary School Literacy Course (OLC40) is an alternative assessment to the Ontario Secondary School Literacy Test (OSSLT). This credit course is designed to support at-risk students in improving their language skills and provide them with an alternative way of demonstrating these skills. Students who have had at least two opportunities to write the OSSLT and who have failed it at least once will be eligible to take the course. The successful completion of this course will satisfy the literacy requirement for graduation.

For a student requiring this specialized course **an additional fee of \$2,500** will be charged to the student's personal account.

English as a Second Language

ESL courses are offered to enable students who are learning English and/or acquiring academic skills to succeed in developing their English skills while becoming immersed in a truly Canadian programme. Each course is designed to aid with their integration into the Canadian academic environment and help with preparation for the Grade 10 Ontario Secondary-School Literacy Test and the new integrated TOEFL test.

If it is the opinion of the school that a student needs ESL instructions, that student will be required to take ESL and is subject to all applicable fees. Our faculty-reading specialist will establish individual levels through testing and recommend an appropriate level of study. An **additional fee of \$2,500** will be charged to the student's personal account at the time of enrollment in the course.

A student entering the Ontario secondary school system at any grade level may be given credit for a maximum of 3 ESL credits towards the 4 compulsory English credits required for graduation. The remaining compulsory English credit will be earned at the Grade 12 level (ENG4U).

It should be noted that students may need to successfully complete additional English courses to meet the entrance requirements of some post-secondary education programmes and of specific workplaces.

English as a Second Language, Level 2, (ESLBO) - Open

This course expands students' listening, speaking, reading and writing skills in English for everyday and academic purposes. Students will participate in conversations, in structured situations, on a variety of familiar and new topics; link English sentences to compose paragraphs; read a variety of texts designed or adapted for English language learners; and expands their knowledge of English grammatical structures and sentence patterns. The course also supports students' continuing adaptation to the Ontario school system by expanding their cultural knowledge of their new province and country. (Prerequisite: English as a Second Language, Level 1, or equivalent*)

English as a Second Language, Level 3, (ESLCO) - Open

This course extends students' skills in listening, speaking, reading and writing in English for a variety of everyday and academic purposes. Students will make short classroom presentations; read a variety of adapted and original texts in English; and write using a variety of forms of text. Students will also expand their academic vocabulary and their study skills to facilitate the transition to the mainstream school programme. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.

(Prerequisite: English as a Second Language, Level 2, or equivalent*)

English as a Second Language, Level 4, (ESLDO) - Open

This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the reading, writing, and oral presentation skills required for success in all school subjects. They will study and interpret a variety of grade level texts; extend listening and speaking skills through participation in discussions and seminars; write narratives, articles, and summaries in English; and respond critically to various print and media texts.

(Prerequisite: English as a Second Language, Level 3, or equivalent*)

*Equivalent may be an equivalent course of study completed in another province in Canada or another country, or a proficiency level determined through initial assessment.