



**Rosseau Lake College  
Academic Course Calendar**

Rosseau Lake College believes in the importance and value of completing a secondary education and is committed to assisting every student to help them achieve a successful outcome from the secondary school experience.

## **Rosseau Lake College Overall Goals and Philosophy:**

With a core curriculum based on the requirements of the Ontario Ministry of Education, Rosseau Lake College believes strongly in understanding each student's learning preferences in order to foster engagement in the learning journey. By using authentic real-world problems in the learning process, an RLC education is meaningful and relevant, allowing for a higher degree of engagement and success. Students are encouraged to develop intellectual breadth and personal skills, giving them an advantage when applying to university and other post-secondary programs.

Our personalized approach to education is unique and responds to the criticisms of business and professional leaders as well as post-secondary educators.

## **Values**

### Competence

- We know and can advocate for the ways in which we learn best.
- We consciously acquire the habits, skills, knowledge, credentials and personal attributes that will help us achieve success in our life's journey.

### Confidence

- We investigate and acknowledge our strengths, interests and weaknesses.
- We enjoy the successes of others and take pleasure in supporting them in their individual brand development journey.

### Character

- We contribute to the communities of which we are a part.
- We are mindful of our own well-being, and the well-being of others.
- We respect and care for the environment.

## **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 our Canadian setting, 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).

### **Rosseau Lake College Mission Statement:**

To graduate students with a strong personal brand through a culture that is rich in discovery.

### **Teaching and Learning Statement:**

Teaching and learning at Rosseau Lake College occurs in a collaborative and diverse environment, where students actively develop their personal brand, through a culture of discovery.

### **School Organization**

Students in Ontario are required to attend school until they are 18 years of age or have obtained their Ontario Secondary School Diploma (OSSD). Rosseau Lake College offers academic (applied math), university, college/university, and some college level courses leading to the Ontario Secondary School Diploma. A credit is granted by the Head of School in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. The timetable is organized with all courses, except math, English and ESL in grades 9 and 10, offered in a semester system.

Semester 1 - September 5, 2018 - January 18, 2019

Semester 2 - January 21, 2019 - June 14, 2019

Courses may be dropped or added only after approval from the Student Services Lead. All changes of this nature will require consultation with the student's parents and teacher mentor. Courses may not be dropped/added after the third week of classes in each semester. Courses of Study and Curriculum Guidelines are available in the Student Services Office for perusal by parents and students. The course offerings are subject to change depending on the interest and enrolment.

### **Reporting Periods**

Students and parents receive information regarding student achievement four times each semester. The first and third in each semester are progress reports. The second and final for each semester are formal reports that include learning skills assessments, grades and comments.

October	Progress levels (Beginning, Developing, Deepening, Enhancing, Mastering)
November	Mid-Semester Report (learning skills, percentage grades and comments)

December	Progress Report (Learning skills and Mark update)
January	Final Report (learning skills, marks and comments)
March	Progress levels (Beginning, Developing, Deepening, Enhancing, Mastering)
April	Mid-Semester Report (learning skills, percentage grades and comments)
May	Progress Report (Learning skills and Mark update)
June	Final Report (learning skills, marks and comments)

## 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.

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

## Student Responsibilities

Rosseau Lake College is a post-secondary preparatory school. Students are expected to complete all work and submit all assignments in a timely manner. In order to help prepare students for success in post-secondary education, teachers foster a culture of responsibility in completing assignments by a pre-determined due date. Teachers establish an assignment due date in consultation with students to ensure that the timelines are achievable. Teachers are encouraged to establish a two-day window of opportunity for students to complete and submit an assignment. A closure date may be established at which point assignments will no longer be accepted.

A number of strategies may be used to help prevent and /or address late and missed assignments:

### Prevention

- Providing in-class work time where the teacher may observe student progress and provide support as needed
- Planning for major assignments to be completed in stages with periodic student-teacher check-ins, so that students are less likely to hand in work late
- Students are made aware of the need for proper planning and scheduling of commitments and schoolwork

If an assignment is not submitted, teachers should determine the reason for non-submission which may require contacting the parent/guardian to inform them of the missed assignment.

Before deducting marks for late, teachers are to implement a number of the strategies below as recommended by the Growing Success 2010 document.

### **Addressing late or missed assignments**

- Asking the student to clarify the reason for not completing the assignment
- Helping students develop better time-management skills
- Collaborating with other staff to prepare a part or full-year calendar of major assignment dates for every class
- Maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists
- Referring the student to the Student Services Lead
- Taking into consideration legitimate reasons for missed deadlines
- Setting up a student contract
- Using counselling or peer tutoring to try to deal positively with problems
- Holding teacher-student conferences
- Deducting marks for late assignments up to and including the full value of the assignment
- Understanding and taking into account the cultures, histories, and contexts of all students
- Providing alternative assignments or tests/exams where, in the teacher's professional judgment, is reasonable and appropriate to do so

### **Mark Deduction**

Teachers may deduct marks for late assignments, up to and including the full value of the assignment. The teacher will ensure, however, that the mark deduction will not result in a final grade that, in the professional judgment of the teacher, misrepresents the student's actual achievement. In cases where teachers are deducting marks, they should employ the model of deducting up to 5% each day.

The tendency to submit assignments late or to fail to submit assignments will be reflected in the learning skills and work habit section of the report card. It may also result in insufficient evidence for evaluation or successful completion of the course work.

Late and missed assignments may occur for a number of legitimate reasons, including extenuating circumstances, such as: illness, accident, family issues, and/or parental intervention. In these cases, teachers apply their professional judgment reflecting the school's context in addressing these issues with students.

Late penalties may be waived when legitimate extenuating circumstances occur.

If there are extenuating circumstances, teachers may use their professional judgment such as providing additional time or an alternative assignment or possibly omitting the requirement. At the end of the term, semester or unit, teachers will review the evidence of student achievement to determine if students have demonstrated achievement of the overall expectations in other assignments. If students have not provided teachers with enough evidence of achievement of the overall expectations, teachers should take this into consideration when determining a final letter grade or final percentage grade for the course.

Teachers will use a placeholder of 0 for missed assignments. Before assigning a final grade, teachers will review student data to:

- Determine whether the student demonstrated the expectations from the missed assignment(s) through other subsequent assignments/tasks or in another context
- Determine the student's most consistent level of achievement on the completed assignments with particular emphasis on the more recent achievements
- Consider whether there are extenuating circumstances

- If, in the teacher's professional judgment, the student has demonstrated achievement of the missed expectations through subsequent assignments or in another context, the teacher will determine that sufficient evidence has been provided by the student to make a valid evaluation of student achievement. The teacher will determine the student's level of achievement based on the weight of this evidence.

### **Rosseau Lake College Policy on mark deduction**

First Day Late: Deduction of 5%

- *Boarding students* will be gated to their residence until the work is completed (extended prep)
- *Day students* will be expected to hand in the work the following day, however parents will be notified.

Second Day Late: Deduction of additional 5%

- The student's parents are notified

Third Day Late: Deduction of additional 5%

- Parents of students who are chronically late with assignments will receive a call from the Student Services Lead, an interview may follow, and the student may be placed on academic probation.

## **RLC Academic Honesty Policy**

### **Purpose**

Cheating and plagiarism, or the submission of another person's words or thoughts without proper credit, are serious offences and forms of academic dishonesty. In all courses, teachers will help students understand the nature of, and expectations for, honesty in all academic situations.

### **Policy Statements**

In all courses, *teachers will*:

- Discuss the need and expectation for academic honesty
- Provide course and assignment requirements
- Emphasize the use of a variety of different sources and information
- Teach students how to properly incorporate and cite information from various sources
- Outline expected conduct for assessments

In all courses, *students will*:

- Know and understand the conditions of the Academic Honesty Policy
- Know the different forms of cheating and plagiarism and how to avoid them
- Ask for assistance from the teacher if they need help to cite references properly
- Cite sources appropriately and properly
- Produce work without plagiarizing or cheating

### **Consequences for Academic Dishonesty**

Students found guilty of plagiarism or cheating will face appropriate consequences. Progressive discipline will occur should the offence be repeated during a student's tenure at Rosseau Lake College. Consequences include:

**First time offence:**

1. Automatic result of zero on the assessment piece
2. Meeting with the Student Services Lead to discuss academic dishonesty and review proper procedures for successful academic honesty
3. Official letter written to parents and/or guardians which is stored in student's file
4. Re-writing of the assessment piece, or a modified version of the assessment piece, to demonstrate their learning of the curriculum material.
5. Teachers, based on their professional judgment, may award up to 50% of the original assessment mark

**Repeat offences:**

1. Automatic result of zero on the assessment piece
2. Meeting with the Student Services Lead to discuss academic dishonesty and review proper procedures for successful academic honesty.
3. Re-writing of the assessment piece will not be granted
4. Academic suspension
5. Academic dismissal

**Student Achievement**

Assessment and evaluation are based on the provincial curriculum expectations and are aligned with the policies outlined in *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010*. For students entering Grade 9 as of September 1999, assessment and evaluation will be based on evidence of student learning according to the achievement charts and levels outlined in the secondary policy documents. Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both assessment “*for learning*” and “*as learning*”. Student learning will be evaluated (assessment *of learning*) under categories that include: Knowledge/Understanding of course material; Thinking skills; Communication skills; and Application of principles developed in the course. Levels of achievement in each category will be measured and numerical marks will be awarded based upon the achievement levels. Level 1 translates to a mark of between 50-59%; Level 2 translates to a grade of between 60- 69%; Level 3 is between 70-79%, Level 4 is between 80-90%, and at RLC Level 5 is between 90 - 100%. 70% of the overall evaluation will be based upon term work and 30% will be based on final culminating evaluations. In most courses, the 30% is a combination of a formal examination and the student Discovery Day Project. Both are major components of the final summative evaluation and so they form compulsory components of the course. Specific information on course evaluation is provided to each student and parent in a Course Syllabus Sheet that is distributed during the first week of classes.

**Rosseau Lake College's Code of Conduct and Safe School Policy**

Refer to the Code of Conduct section of the Student Reference Handbook.

## **Requirements for the Ontario Secondary School Diploma (OSSD)**

The requirements for earning an Ontario Secondary School Diploma (OSSD) under OS are as follows:

- students must earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits;
- students must meet the provincial secondary school literacy requirement; and
- students must complete 40 hours of community involvement activities.

## COMPULSORY CREDITS (TOTAL OF 18)

### 4 credits in English (1 credit per grade)

- The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement.
- The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement.
- For English language learners, the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.

### 3 credits in mathematics (at least 1 credit in Grade 11 or 12)

### 2 credits in science

### 1 credit in the arts

- The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in the arts.

### 1 credit in Canadian geography (Grade 9)

### 1 credit in Canadian history (Grade 10)

### 1 credit in French as a second language

- Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native language course to meet the compulsory credit requirement for French as a second language.

### 1 credit in health and physical education

### 0.5 credit in career studies

### 0.5 credit in civics

### 3 additional credits, consisting of 1 credit from each of the following groups:

- Group 1:** English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education
- Group 2:** French as a second language, the arts, business studies, health and physical education, cooperative education
- Group 3:** French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education

*Note:* The following conditions apply to selections from the above three groups:

- A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.
- A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.

## **Requirements for the Ontario Secondary School Certificate (OSSC)**

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows.

### **7 required compulsory credits**

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

### **7 required optional credits**

- 7 credits selected by the student from available courses

The provisions for making substitutions for compulsory credits also apply to the Ontario Secondary School Certificate.

## **The Certificate of Accomplishment**

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript.

**\*\*Note:** The Ontario Secondary School Certificate and The Certificate of Accomplishment are not typically offered at Rosseau Lake College as Rosseau Lake College is a post-secondary preparatory school.

## **Curriculum:**

### **Definition of a credit**

A credit is granted in recognition of the successful completion (that is, completion with a final percentage mark of 50 per cent or higher) of a course that has been scheduled for a minimum of 110 hours. Credits are granted by a principal on behalf of the Minister of Education for courses that have been developed or authorized by the ministry. A half-credit may be granted for each 55-hour part of a 110-hour ministry-developed course in accordance with the policy outlined in the curriculum policy documents. Most courses are offered as single-credit courses.

Some courses, such as technological education, interdisciplinary studies, and cooperative education courses, may be offered as multiple-credit courses.

For the purpose of granting a credit, scheduled time is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of a course. Planned learning activities include interaction between the teacher and the student and assigned individual or group work (other than homework) related to the achievement of the learning expectations in the course. Planned learning activities will be delivered through classroom or e-learning instruction and activities and/or through community placements related to work experience and cooperative education.

## **Definitions of the types of courses available in the Ontario Curriculum**

Secondary school courses in the Ontario curriculum are organized by discipline, grade, and course type. Course types offered in Grades 9 and 10 (academic and applied courses, open courses) differ from those offered in Grades 11 and 12 (destination-related courses, open courses).

In the Ontario curriculum, there is a clear distinction between applied and academic courses in Grades 9 and 10, as well as among the various destination courses in Grades 11 and 12. Open courses in Grades 9 to 12 are also distinct from other course types. Depending on the subject and/or discipline, students may earn credit for the successful completion of more than one course in the same subject at any given grade level.

### **Grade 9 and 10 Courses**

The following three types of courses are offered in Grades 9 and 10:

◆◆ *Academic* courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.

◆◆ *Applied* courses focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.

◆◆ *Open* courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

### **Grade 11 and 12 Courses**

The following five types of courses are offered in Grades 11 and 12:

◆◆ *University preparation* courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

◆◆ *University/college preparation* courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.

◆◆ *College preparation* courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs.

◆◆ *Workplace preparation* courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.

◆◆ *Open* courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind. In Grades 11 and 12, students will focus increasingly on their individual interests and will identify and prepare for their postsecondary pathway.

Students entering Grade 12 are required to take a minimum of **SIX** university/university-college courses.

It is important to refer to the university and/or college calendars in the Guidance Department for specific requirements.

## The course coding system

**Grade 12 courses are divided into five categories:**

- |                                   |            |
|-----------------------------------|------------|
| 1. University preparation         | i.e. ENG4U |
| 2. University/college preparation | i.e. BBB4M |
| 3. college preparation            | i.e. BMI3C |
| 4. workplace preparation          | i.e. MEL4E |
| 5. open                           | i.e. PAD3O |

Rosseau Lake College offers only university preparation, university/college preparation and open courses with a few college preparation courses in grade 11.

Open courses (i.e. PAD3O) allow students to broaden their knowledge and skills in a particular subject that may or may not be directly related to their post-secondary goals, but that reflects their interests. These courses are appropriate for all students regardless of post-secondary destination. Open courses will NOT count towards a student's average for university or college acceptances.

# Course Descriptions

## FOUNDATION YEARS PROGRAM - Grade 7 and 8

The Grade 7 and 8 program is a foundation program providing the students with the necessary skills to succeed in their transition into secondary education and promote lifelong learning. The program 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 Description of Alternative Credit Courses section.

#### **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.

#### **Social Studies - 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 focus on the central geographic themes of Location, Place, Human-Environmental Interaction, Movement and Regions. The goal is to help students understand the geographic factors which led to historical human habitation, agriculture and industry.

#### **Social Studies - 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 early history of man and civilization leading to the diversity through settlement that has led to the modern world.

#### **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.

### **Outdoor and Environmental Education**

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 as well as insight into the historical scientists who set down the modern foundation of science studies. 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 Description of Alternative Credit Courses section.

### **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.

### **Social Studies - Geography (Half Course)**

Geography provides the students with an opportunity to learn about the world around them. Students will continue to 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 specifically as they relate to the settlement and development of Canada.

### **Social Studies - 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 the early settlement of Canada, the effect of European powers on settlement, the movement towards Confederation and the settlement of Western Canada. A large emphasis will be placed on the role of “family” in forming the unique society of cultural tolerance that Canada is well known for around the world.

### **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.

## **Outdoor and Environmental Education**

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.

## **Reaching Ahead**

Under certain conditions, elementary students may "reach ahead" to take secondary school courses. The principal of a student's elementary school and the principal of a secondary school may decide, with parental consent, that it is appropriate for the student to enroll in one or more secondary courses. In such a case, the principal of the secondary school assumes responsibility for evaluating the student's achievement and for granting and recording credits. (Rosseau Lake College does not offer this option.)

## **Description of Courses for Grade 9**

### **Compulsory Courses:**

Students must take \* compulsory subjects, \*\*Rosseau Lake College required subjects, and choose between Visual Art or Music (see the Grade 9 Elective Course section)

## Canadian and World Studies

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

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live. **Prerequisite:** None

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

**Prerequisite:** None

**English as a Second Language** - Refer to Description of Alternative Credit Courses section.

## French as a Second Language

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

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. **Prerequisite:** Minimum of 600 hours of French instruction, or equivalent

## Health and Physical Education

### \* **Healthy Living and Outdoor Activities (PAD1O) - Open**

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how

their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. This course will introduce students to a variety of physical activities; 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.

Prerequisite: None

## **Mathematics** (*one* of the two following courses are required)

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

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

**Prerequisite:** None

### **\* Foundations of Mathematics (MFM1P) - Applied**

This course enables students to develop an understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real-life examples to develop various representations of linear relations, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. **Prerequisite:** None

## **Science**

### **\* Science (SNC1D) - Academic**

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

Prerequisite: None

## Technological Education

### **\*\*Communications Technology (TGJ2O) – Open**

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

**Prerequisite:** None

## Grade 9 Elective Courses:

### **Music, Grade 9, Open (AMU1O)**

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

**Prerequisite:** None

### **Visual Arts, Grade 9, Open (AVI1O)**

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary and historical context.

**Prerequisite:** None

## Description of Courses for Grade 10

### Compulsory Courses:

(Students must take \* compulsory and RLC \*\* compulsory subjects - plus choose four (4) other courses from the Grade 10 Course Electives.)

## Canadian and World Studies

### \* **Canadian History since World War 1 (CHC2D) - Academic**

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

**Prerequisite:** None

### \* **Civics and Citizenship (CHV2O) 0.5 credit - Open**

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.

**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 programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course. **Prerequisite:** ENG1D or ENG1P

**English as a Second Language** - Refer to Description of Alternative Credit Courses section.

## Guidance and Career Education

### \* **Career Studies (GLC2O) – 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

## Mathematics

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

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems;

verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

**Prerequisite:** MPM1D or MPM1P

### \* Foundations of Mathematics (MFM2P) – Applied

This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. **Prerequisite:** MFM1P

## Science

### \* Science (SNC2D) - Academic

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

**Prerequisite:** SNC1D or SNC1P

## Health and Physical Education

### \*\*Healthy Living and Outdoor Activities (PAD2O) Open

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide

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

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

Grade 10 Elective Courses:

## The Arts

### **Drama (ADA2O) – Open**

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works.

Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences. **Prerequisite:** None

### **Media Arts (ASM2O) – Open**

This course enables students to create media art works by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communications skills that are transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. Students will develop the skills necessary to create and interpret media artworks. **Prerequisite:** None

### **Music (AMU2O) – Open**

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures. **Prerequisite:** None

### **Visual Arts (AVI2O) - Open**

This course enables students to develop their skills in producing and presenting art by

introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context. **Prerequisite:** None; recommended: AV110

## **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.

## **French as a Second Language**

### **Core French (FSF2D) - Academic** *(offered online in partnership with Blyth Education)*

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

**Prerequisite:** FSF1D or FSF1P

## **Description of Courses for Grade 11**

(\*English and \*mathematics are compulsory courses in Grade 11 at RLC and we highly recommend that students take at least one science and one arts course to offer a well-rounded profile to post-secondary institutions. Students must also ensure that they have completed their compulsory credits as outlined in the requirements for graduation in the Academic Handbook.)

## **The Arts**

### **Drama (ADA30) University/College Preparation**

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

Students will develop a variety of skills related to collaboration and the presentation of drama works. **Prerequisite:** None

### **Visual Arts (AVI3M) - University/College Preparation**

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, and information design). **Prerequisite:** AVI10 or AVI20

### **Music (AMU3M) - University/College Preparation**

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, -commercial, and art music. Students will apply the creative process when performing appropriate -technical exercises and repertoire and will employ the critical analysis processes when reflecting on, -responding to, and analyzing live and recorded performances. Students will consider the -function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers. **Prerequisite:** AMU10 or AMU20

### **Media Arts (ASM3M) – University/College Preparation**

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

**Prerequisite:** Media Arts, Grade 10, Open

## **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

## **Computer Studies**

### **Introduction to Computer Science (ICS3U) - University Preparation**

This course introduces students to computer science. Students will design software

independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields. **Prerequisite:** None

## English

### **\* English (ENG3U) - University Preparation**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course. **Prerequisite:** ENG2D

**English as a Second Language** - Refer to Description of Alternative Credit Courses section.

## French as a Second Language

### **Core French (FSF3U) - University Preparation - (*offered online in partnership with Blyth Education*)**

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

Prerequisite: FSF2D

## Health and Physical Education

### **Healthy Living and Outdoor Activities (PAD3O) - Open**

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

and creatively. This course is open to students in Grade 11 or 12, who have some experience 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.

## Mathematics

(\*One grade 11 math from the three options below is compulsory)

### **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

### **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

### **Foundations for College Mathematics (MBF3C) - College Preparation**

This course enables students to broaden their understanding of mathematics as a problem solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analyzing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. **Prerequisite:** MFM2P

## Sciences

### **Biology (SBI3U) - University Preparation**

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

**Prerequisite:** SNC2D

### **Chemistry (SCH3U) - University Preparation**

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment. **Prerequisite:** SNC2D

### **Physics (SPH3U) - University Preparation**

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment. **Prerequisite:** SNC2D

### **Environmental Science (SVN3M) – University/College Preparation**

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in life after secondary school. Students will explore a range of topics, including the role of science in addressing contemporary environmental challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationships between science, the environment, and society in a variety of areas.

**Prerequisite:** Grade 10 Science, Applied or Academic

## **Social sciences and Humanities**

### **Introduction to Anthropology, Psychology and Sociology, Grade 11, University Preparation (HSP3U)**

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

**Prerequisite:** The Grade 10 Academic Course in English or the Grade 10 Academic History Course (Canadian and World Studies).

## **Description of Courses for Grade 12**

(Students must take English and are strongly encouraged to take mathematics, a science, and an arts course to fulfill a minimum schedule of six (6) courses U or M courses.)

## The Arts

### **Visual Arts (AVI4M) - University/College Preparation**

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts. **Prerequisite:** AVI3M or AVI3O

### **Music (AMU4M) - University/College Preparation**

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, -commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyze how to apply skills developed in music to their life and careers. **Prerequisite:** AMU3M

## 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 programs 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.

### **Business Leadership: Management Fundamentals (BOH4M) – University/College Preparation**

This course focuses on the development of leadership skills used in managing a successful business. Students will analyze the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized. **Prerequisite:** None

## Canadian and World Studies

### **Analyzing Current Economic Issues (CIA4U) - University Preparation**

This course investigates the nature of the competitive global economy and explores how individuals and societies can gain the information they need to make appropriate economic

decisions. Students will learn about the principles of microeconomics and macroeconomics, apply economic models and concepts to interpret economic information, assess the validity of statistics, and investigate marketplace dynamics. Students will use economic inquiry and communication skills to analyze current economic issues, make informed judgments, and present their findings. **Prerequisite:** Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities.

### **World Issues: A Geographic Analysis (CGW4U) – University Preparation**

This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Students will investigate a range of topics, including cultural, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Students will use geotechnologies and skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Canada and a world that is interdependent and constantly changing. **Prerequisite:** Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.

### **Canadian and International Politics (CPW4U) – University Preparation**

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

## **English**

### **\* English (ENG4U) - University Preparation**

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace. **Prerequisite:** ENG3U (*This English course is mandatory for entrance into Ontario universities.*)

## **French as a Second Language**

### **Core French (FSF4U) - University Preparation -this is offered online in partnership with Blyth Education**

This course provides extensive opportunities for students to speak and interact in French

independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. **Prerequisite:** FSF3U

## Computer Studies

### **Computer Science (ICS4U) – University Preparation**

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyze algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field. **Prerequisite:** Introduction to Computer Science, Grade 11, University Preparation.

## Health and Physical Education

### **Recreation and Healthy Living Leadership, Grade 12, University/College Preparation (PLF4M)**

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

## Mathematics

### **Advanced Functions (MHF4U) - University Preparation – Co-requisite or Prerequisite for Calculus & Vectors**

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining 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 taking the Calculus and Vectors course as a prerequisite for a university program and

for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs. **Prerequisite:** MCR3U, or MCT4C

### **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 modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

**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 programs in business, the social sciences, and the humanities will find this course of particular interest. **Prerequisite:** MCR3U or MCF3M

## **Sciences**

### **Biology (SBI4U) - University Preparation**

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields. **Prerequisite:** SBI3U

### **Chemistry (SCH4U) - University Preparation**

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

Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment. **Prerequisite:** SCH3U

### **Physics (SPH4U) - University Preparation**

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyze, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment. **Prerequisite:** SPH3U

## **Description of Alternative Credit Courses**

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

### **Ontario Secondary School Literacy Course**

#### **Ontario Secondary School Literacy Course (OLC4O) – Grade 12 - Open**

The Ontario Secondary School Literacy Course (OLC4O) 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 program. 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 instruction, 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 enrolment in the course.

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.

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 programs and of specific workplaces.

### **English as a Second Language, Level 2, and (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 program. 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\*

## **Outlines of the Courses of Study**

Course Outlines and Course Overviews may be obtained by contacting the course teacher directly or by contacting the Academic Office. Course curriculum is based on the Ontario curriculum and can be accessed at <http://www.edu.gov.on.ca/eng/curriculum/secondary/index.html>

## **Description of experiential learning programs such as cooperative education and job shadowing**

Experiential learning programs may be part of the delivery of the curriculum in all disciplines. Such programs provide students with opportunities to see how their classroom learning applies in a workplace setting and allow them to explore a career of interest as they plan a pathway through secondary school to their postsecondary destination. Experiential learning programs may include career days, guest speakers, field trips, which may start in Grades 7 and 8. Work experience and cooperative education are not offered at Rosseau Lake College.

In addition, Rosseau Lake College's Discovery Days allow students to utilize proven inquiry-based education techniques such as Project-Based Learning ([PBL](#)), Design Thinking ([DT](#)), Question Formulation Technique ([QFT](#)), and balanced within an experiential framework

incorporating outdoor and active learning strategies, DISCOVERY DAYS aims to develop a variety of academic and kinaesthetic competencies in an engaging and holistic manner.

## **Policy regarding student withdrawal from courses in Grades 11 and 12**

Courses may be dropped or added only after approval from the Student Services Lead. All changes of this nature will require consultation with the student's parents and Mentor. Normally, courses may not be added or replaced after one time through the 10 day cycle. In all cases, the Student Services Lead will advise parents of any course change requests.

**ALL FAILURES, DROPPED COURSES** and **REPEATED COURSES** will show on their transcripts if students withdraw after the Ontario Ministry of Education set deadline to discontinue courses. This deadline is five instructional days following the issue of the February report – “*Ontario Schools Kindergarten to Grade 12 – Policy & Program Requirements 2011*”). Therefore, it is critical that all students plan their course selections carefully.

## **Procedures related to changing course types**

Some students may change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they need. Schools must make provisions to allow students to make such changes of direction and must clearly describe these provisions in their school program/ course calendar.

In most cases, a student may enrol in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9, although doing so may require additional preparation, as recommended by the principal. In the case of mathematics, however, the sole prerequisite for the Grade 10 academic mathematics course is the Grade 9 academic mathematics course, so a student who is planning to move from the Grade 9 applied mathematics course to the Grade 10 academic mathematics course must take either the designated transfer course or the Grade 9 academic mathematics course.

In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he or she may take one of the specified prerequisite courses through summer school, night school, e-learning, the Independent Learning Centre, or independent study.

## **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. 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 a 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.

## **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” program. 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 program 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. 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, schools outside Ontario or those who have been homeschooled. 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.

## **Information about other ways of earning credits through learning opportunities such as e-learning, the Independent Learning Centre, and continuing education courses for credit**

A student may be permitted to take one or more courses through alternative study when one of these three circumstances prevails: (a) the student is deemed to have a valid reason for not attending classes, (b) the school does not offer the course(s) or (c) the student has a conflict in his/her timetable. Independent Learning Courses (ILC), or eLearning Courses may form part of a student's academic program.

A student who wishes to apply for an alternative method of study is required to make a formal request to the Student Services Lead as early in the school year as possible, normally not later than the last school day in September . The is required for approval prior to enrolling in the alternative study course. When a student has successfully completed a course through an alternative study option 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.

## **Information on evaluation and examination policies**

Refer to the Student Achievement section of this document.

## **Ontario Student Transcript (OST)**

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. In Grades 9 and 10, only credits gained successfully for credit courses are recorded on the O.S.T. 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 OLC4O. 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.

## **Supports and Resources**

Students with identified learning needs, supported by a recent psycho-educational assessment, will be accommodated as outlined in the student's psycho-educational assessment. These accommodations typically include quiet location to complete assessment tasks, extra time (up to time and a half) and access to assistive technology.

Extra help is available from individual teachers during 'office hours' four days a week. Students are encouraged to utilize this resource for academic support. Math and science tutors are available at an additional cost for students who require additional support in those areas. Requests for tutoring services are to be made to the Student Services Lead.

## **Supports related to guidance and to education and career/life planning including the Individual Pathways Plan**

Every student from grade 7 through 12 has a teacher mentor. Ideally, a student will have the same teacher mentor for the duration of his/her time in grades 7 -12 at RLC. Therefore, a student may have a teacher mentor for up to six consecutive years.

The role of the teacher mentor is to assist students as they make school related decisions and consider future goals. An important role is to assist the student to track involvement and accomplishments in co-curricular activities, leadership successes and with the development of the students' personal brands. Students meet in mentor groups at least once a week. Attendance is mandatory for both teachers and students.

During mentor groups, students will be counselled in academic, social and general issues, in a comfortable setting for discussions. It is also during this time period that mentors and mentees will discuss career/life planning while helping students understand and work on developing their personal brands. Every student will develop (revise and add to over the six years) a website representative of their accomplishments and career/life plan goals.

## **Post-Secondary Planning**

After completing the Ontario Secondary School Diploma (O.S.S.D.), the student has a number of options available 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 some smaller universities, while higher averages are required for most. 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 by communicating with the Student Services Lead. Individual universities determine special subject and average requirements for particular programs. Minimum averages of 70% and above are required for admission to particular programs. It is important that students plan their academic selections carefully to ensure they have the correct prerequisites, including Grade 12 English, University Preparation (ENG4U). Similar to universities, Ontario colleges have specific average and subject requirements for particular programs.

## **Strategies and resources for students support education planning and the course selection process**

Guidance services in the school are available to help students make informed, realistic, academic choices leading to educational opportunities in many career choices. This includes course selection, understanding course and post-secondary prerequisites, and assisting students to understand personal learning preferences/strengths in relation to choice options. Applications for Ontario universities and community colleges are made through the Student Services Office beginning in October. The Student Services Lead, as well as teacher mentors, are available to assist students in planning their secondary-school courses and post-secondary .

## **Computers**

The computer is an essential tool for academic learning. All students are required to have a laptop. Students are responsible for purchasing their own software and all computer supplies. The RLC wireless network is protected by a firewall. The Wireless Network system is provided to the students to assist them in their academic work. The internet is turned off each evening from 11 pm to 7 am Sunday (night) - Friday, and from noon until 5 pm on Saturdays.

Each student is provided with a Rosseau Lake College email address in the form of [firstname.lastname@rosseaulakecollege.com](mailto:firstname.lastname@rosseaulakecollege.com) . This email address serves as their username to access an array of online applications including shared files, calendars and Google classroom for each of their courses. Students are expected to keep their accounts private as per the 'RLC Computer Usage Contract' and check their email regularly for messages from their teachers.

