

T.E.A.M. School SECONDARY PROGRAMME

INTRODUCTION

This brochure is designed to provide parents and students with information on the academic and extra-curricular programmes offered through the high school division of T.E.A.M. School, **TEAM SECONDARY SCHOOL (TSS)**.

Throughout this booklet you will find descriptions of our school organization, courses, the credit system and the Ontario Secondary School Diploma.

The information contained in this brochure will assist students in planning their academic programme at **TEAM SECONDARY SCHOOL (TSS)** during their secondary school years.

EDUCATIONAL OBJECTIVES

Our high school programme is based upon clearly defined goals within a structured environment. Emphasis is placed on the compulsory core credits at the **Applied Level**, in preparation for admission to post-secondary College programmes. We stress the personal and academic growth of students, in an environment that offers personal attention and small class sizes.

All courses are offered in a full-year, non-semestered format to allow for continual learning throughout the entire academic session.

GUIDANCE SERVICES

Guidance Services are available to **TEAM SECONDARY SCHOOL (TSS)** students to assist them in developing appropriate educational plans and career alternatives. Students will be consulted on a regular basis by counselors and are encouraged to use the service as they feel necessary.

EXTRA-CURRICULAR PROGRAMME

Students at **TEAM SECONDARY SCHOOL (TSS)** are encouraged to participate in the extra-curricular programme. Students are offered a variety of activities which may be undertaken to pursue activities not taken in the regular academic curriculum. Students are encouraged to take part in the variety of extracurricular programmes offered at the Mentor College Main Campus and/or at **TEAM SECONDARY SCHOOL (TSS)**.

For all courses offered at T.E.A.M. School in the TEAM SECONDARY SCHOOL (TSS) programme, the following are applicable:

Academic Progress and Promotion Policy

TEAM SECONDARY SCHOOL (TSS) closely monitors the academic progress of each student. The Principal will communicate with the student and with parents if there is a concern about the student's level of academic achievement.

A student must achieve a minimum grade of 50% in each course in order to earn a credit. Students must pass the course in order to move to the next course/grade level in a subject area.

TEAM SECONDARY SCHOOL (TSS) students must also meet the expectations of the school's code of student behaviour.

Academic Honours Awards

Students in the TEAM SECONDARY SCHOOL (TSS) programme at T.E.A.M. School are encouraged to work at their maximum academic potential throughout the school year. To assist students in attaining this goal, the school offers the TEAM School Academic Honours Award. This special award is received by students who attain an 80% average in the subjects studied throughout the school year.

Subject Achievement Awards

For each subject in the programme, one student who has shown initiative and co-operation and who has excelled academically in the course will be selected by staff at the end of the year. This special award, along with others, will be presented at the annual awards ceremony each year.

Reporting Student Progress

Parents receive monthly phone calls from homerooms teachers in September, October, November, January, February, April and May. Grades and comments from subject teachers are given at these times. Formal written report cards are distributed to parents in December, March, and June. Copies of the report are retained in the Ontario Student Record (OSR) folder. Parents can request access to the O.S.R. through the Principal or Vice-Principal.

Evaluation of Student Achievement

Evaluation is based on a combination of class work, regular class tests, and examinations. The final evaluation for all courses comprises 30% of the final grade. The remaining 70% is for course work. Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in the secondary curriculum policy documents.

Attendance

In order to successfully acquire a credit, the student must receive a minimum of 110 hours of instruction in each course. Regular attendance at school is critical for the student's learning and achievement of course expectations. Attendance is monitored and is reported on the formal written report cards.

Prerequisite

Some courses require students to have passed another course at a lower level as required by the Ontario Ministry of Education and Training. A parent or adult student may request that a prerequisite be waived and the Principal makes the decision in consultation with the parent, student and appropriate school staff.

Course Changes

All course changes must be completed within the first week of school. Parental permission will be required. As well, the change is subject to approval by the school Principal and will only be permitted if there is adequate space in the course requested.

Substitutions for Compulsory Courses

The Principal may replace up to three compulsory courses with courses from the remainder of those that meet the compulsory credit requirements. The decision to make a substitution for student should only be made if the student's educational interests are best served by such substitution. A parent or adult student must make a request in writing to the Principal who will make the final decision. Substitutions are noted on the Ontario Student Transcript.

Equivalent Credits

T.E.A.M. School has an equivalent credit policy for students transferring from out of province to T.E.A.M. School. This policy allows the Principal to determine the credit equivalency of the student's previous school, and determine how many credits, including compulsory credits are required to earn the O.S.S.D.

Course Offerings

The courses described in this booklet will be offered each year subject to sufficient enrollment unless otherwise indicated. It is possible that courses will be over subscribed in which case not every student will be able to obtain his/her first choices. Students requiring special course offerings or individualized timetables should request assistance from guidance services before May of the preceding school year.

Student Transcripts

As required by the Ministry of Education, detailed records of students' results are kept. Student Transcripts are provided to potential employers, Colleges, Universities, or other schools. Full disclosure of all course attempts, including course failures in grade 11 and 12 is made on all Ontario Student Transcripts.

Community Service Hours

Every student who begins secondary school in Ontario is required to complete 40 hours of community involvement in order to receive a diploma. The purpose of this requirement is to encourage students to develop an understanding of the various roles they can play in their community and to help students develop a greater sense of belonging within the community. In accordance with the Ministry of Education and Training, a list of eligible and ineligible community involvement activities will be provided to students on the Community Involvement Tracking Sheet.

Students can complete 40 hours of volunteer service in events or activities that meet the following criteria:

- supports non-profit agencies, charities, institutions or foundations
- supports structured programmes to promote tutoring, mentoring, coaching whose purpose is to assist others
- supports work of a global nature; promotes environmental awareness
- promotes the health and well-being of any group
- affiliated with a club, religious organization, arts or cultural association, or political organization that seeks to make a positive contribution in the community

DIPLOMA REQUIREMENTS
FOR STUDENTS ENTERING GRADE NINE TO TWELVE

All students will be required to complete 30 credits of 110 hours each to earn a high school diploma. This programme will be four years in length.

Compulsory Credits

Eighteen of the thirty credits are compulsory. The remaining twelve are optional, allowing students to pursue individual interests and meet college or work requirements.

Compulsory credits include:

- 4 English – one credit per grade**
- 3 Mathematics – at least one in Grade 11 or 12**
- 2 Science**
- 1 Canadian History**
- 1 Canadian Geography**
- 1 Arts**
- 1 Physical Education and Health**
- 1 French as a Second Language***
- 0.5 Civics**
- 0.5 Career Studies**

Plus one credit from each of the following groups:

- 1 additional credit in English, or French as a second language, or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education**
- 1 additional credit in health and physical education, or the arts, or business studies, or cooperative education**
- 1 additional credit in Science (Grade 11 or 12), or technological education, or computer studies, or cooperative education**

Students will also have to complete a minimum of 40 hours of community involvement activities above the 30 credits, as a requirement prior to graduation. They must also successfully complete the Ontario Secondary School Literacy Test (OSSLT) in order to earn a secondary school diploma.

* French as a Second Language – A form signed by the Principal and parents may allow students an exemption from French class. This credit is replaced by another approved credit course. Substitutions may be made for a limited number of compulsory credit courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits. The decision to make a substitution for student should only be made if the student's educational interests are best served by such substitution.

Courses at TEAM SECONDARY SCHOOL

Secondary school grade 9 and grade 10 credit courses in Ontario are streamed as **academic**, **applied**, or **open**. T.E.A.M. School offers **applied** and **open** courses in grade 9 and grade 10. Applied courses focus on practical application and concrete examples. Open courses prepare students for further study in certain subjects and are offered to enrich their education generally.

Some Grade 10 courses will be prerequisites for specific Grade 11 courses. Students will have to consider future goals when they make choices for Grade 10. Transfer courses allow students in Grade 10, 11, and 12 a means of transferring from one type of course to another if their interests and goals change during secondary school.

Grade 11 and grade 12 courses are streamed as College (C), University (U), University/College (M), Workplace (E), or Open (O). T.E.A.M. School offers **College (C)**, **University/College (M)**, and **Open (O)** courses in grade 11 and grade 12.

COURSES OFFERED at T.E.A.M. SCHOOL

Applied Grade Nine

English	ENG1P
Foundations of Mathematics	MFM1P
Science	SNC1P
Geography of Canada	CGC1P
Healthy Active Living Education (Physical Education)	PPL1O
Information and Communication Technology in Business	BTT1O
Learning Strategies 1: Skills for Success in Secondary School	GLS1O
Dramatic Arts	ADA1O

Applied Grade Ten

English	ENG2P
Foundations of Mathematics	MFM2P
Science	SNC2P
Canadian History Since World War I	CHC2P
Healthy Active Living Education	PPL2O
Introduction to Business	BBI2O
Civics (0.5 credit)	CHV2O
Career Studies (0.5 credit)	GLC2O
Visual Arts	AVI2O
Introduction to Computer Studies	ICS2O
Learning Strategies 1: Skills for Success in Secondary School	GLE2O

College Preparation Grade Eleven

English	ENG3C
Foundations for College Mathematics	MBF3C
Biology	SBI3C
Travel & Tourism: A Regional Geographic Perspective	CGG3O
World History Since 1900: Global and Regional Perspectives	CHT3O
Healthy Active Living Education	PPL3O
Communications Technology	TGJ3M
Marketing: Goods, Services, Events	BMI3C
Entrepreneurship: The Venture	BDI3C
Visual Arts	AVI3M
Dramatic Arts	ADA3M
Introduction to Anthropology, Psychology, and Sociology	HSP3M

College Preparation Grade Twelve

English	ENG4C
Foundations for College Mathematics	MAP4C
Chemistry	SCH4C
Recreation and Fitness Leadership	PLF4C
World Geography: Urban Patterns and Interactions	CGU4C
World History: The West and the World	CHY4C
Dramatic Arts	ADA4M
Visual Arts	AVI4M
Business Leadership: Management Fundamentals	BOH4M
Challenge and Change in Society	HSB4M
Ontario Secondary School Literacy Course	OLC4O
Advanced Learning Strategies: Skills for Success After Secondary School	GLS4O

GRADE NINE COURSE DESCRIPTIONS

English, Grade 9, Applied

(ENG1P)

This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 applied English course, which leads to college or workplace preparation courses in Grade 11 and 12.

Prerequisite: None

Foundations of Mathematics, Grade 9, Applied

(MFM1P)

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 figures and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: None

Science, Grade 9, Applied

(SNC1P)

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science to everyday situations. They are also given opportunities to develop practical skills related to scientific investigation. Students will plan and conduct investigations into practical problems and issues related to the impact of human activity on ecosystems; the structure and properties of elements and compounds; space exploration and the components of the universe; and static and current electricity.

Prerequisite: None

Geography of Canada, Grade 9, Applied

(CGC1P)

This course focuses on geographic issues that affect Canadians today. Students will draw on personal and everyday experiences as they learn about Canada's distinct and changing character and the natural and human systems and global influences that shape the country. Students will use a variety of geotechnologies and inquiry and communication methods to examine practical geographic questions and communicate their findings.

Prerequisite: None

Information and Communication Technology in Business, Grade 9, Open

(BTT1O)

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

Prerequisite: None

GRADE NINE COURSE DESCRIPTIONS *(cont.)*

Healthy Active Living Education, Grade 9, Open (PPL10)

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

Prerequisite: None

Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open (GLS10)

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

Prerequisite: None

Dramatic Arts, Grade 9, Open (ADA10)

This course emphasizes the active exploration of dramatic forms and techniques, using material from a wide range of authors, genres, and cultures. Students will construct, discuss, perform, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

Prerequisite: None

GRADE TEN COURSE DESCRIPTIONS

English, Grade 10, Applied

(ENG2P)

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course.

Prerequisite: English, Grade 9, Academic or Applied

Foundations of Mathematics, Grade 10, Applied

(MFM2P)

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

Prerequisite: Mathematics, Grade 9, Academic or Applied

Science, Grade 10, Applied

(SNC2P)

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science to real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter.

Prerequisite: Science, Grade 9, Academic or Applied

Canadian History Since World War I, Grade 10, Applied

(CHC2P)

This course explores some of the pivotal events and experiences that have influenced the development of Canada's identity as a nation from World War I to the present. By examining how the country has responded to economic, social, and technological changes and how individuals and groups have contributed to Canadian culture and society during this period, students will develop their ability to make connections between historical and current events. Students will have opportunities to formulate questions, locate information, develop informed opinions, and present ideas about the central issues and events of the period.

Prerequisite: None

Civics, Grade 10, Open

(CHV2O)

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy in local, national, and global contexts, about political reactions to social change, and about political decision-making processes in Canada. They will explore their own and others' ideas about civics questions and learn how to think critically about public issues and react responsibly to them.

Prerequisite: None

GRADE TEN COURSE DESCRIPTIONS (cont.)

Career Studies, Grade 10, Open (GLC20)

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

Prerequisite: None

Introduction to Business, Grade 10, Open (BBI20)

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

Visual Arts, Grade 10, Open (AVI20)

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

Prerequisite: None

Healthy Active Living Education, Grade 10, Open (PPL20)

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

Prerequisite: None

Introduction to Computer Studies, Grade 10, Open (ICS20)

This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers.

Prerequisite: None

GRADE ELEVEN COURSE DESCRIPTIONS

English, Grade 11, College Preparation (ENG3C)

This course emphasizes the development of literacy, communication, and critical thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of information and graphic texts, as well as literacy texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course.

Prerequisite: English, Grade 10, Applied

Foundations for College Mathematics, Grade 11, College Preparation (MBF3C)

This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; 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: Foundations of Mathematics, Grade 10, Applied

Biology, Grade 11, College Preparation (SBI3C)

This course focuses on the processes that occur in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields.

Prerequisite: Science, Grade 10, Academic or Applied

World History Since 1900: Global and Regional Perspectives, Grade 11, Open (CHT3O)

This course focuses on the major events and issues in world history from 1900 to present. Students will investigate the causes and effects of global and regional conflicts and the responses of individuals and governments to social, economic, and political changes. Students will use critical-thinking and communication skills to formulate and test points of view, draw conclusions, and present their findings about the challenges that have faced and continue to face people in various parts of the world.

Prerequisite: Canadian History Since World War I, Grade 10, Academic or Applied

Travel and Tourism: A Regional Geographic Perspective, Grade 11, Open (CGG3O)

This course focuses on travel and tourism as the vehicle for studying selected world regions. Using a variety of geotechnologies and inquiry and communication methods, students will conduct and present case studies that develop their understanding of the unique characteristics of selected world regions, the environmental, cultural, economic, and political factors that influence travel and tourism; and the impact of the travel industry on communities and environments around the world.

Prerequisites: Geography of Canada, Grade 9, Academic or Applied

GRADE ELEVEN COURSE DESCRIPTIONS *(cont.)*

Healthy Active Living Education, Grade 11, Open (PPL3O)

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

Prerequisite: None

Marketing: Goods, Service, Events, Grade 11, College Preparation (BMI3C)

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

Dramatic Arts, Grade 11, University/College Preparation (ADA3M)

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

Prerequisite: Dramatic Arts, Grade 9 or 10, Open

Visual Arts, Grade 11, University/College Preparation (AVI3M)

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using 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, information design).

Prerequisite: Visual Arts, Grade 9 or 10, Open

Communications Technology, Grade 11, University/College Preparation (TGJ3M)

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues, and will explore college and university programs and career opportunities in the various communications technology fields.

Prerequisite: None

GRADE ELEVEN COURSE DESCRIPTIONS *(cont.)*

Introduction to Anthropology, Psychology, and Sociology (HSP3M) Grade 11, University/College Preparation

This course introduces the theories, questions, and issues that are the major concerns of anthropology, psychology, and sociology. Students will develop an understanding of the way social scientists approach the topics they study and the research methods they employ. Students will be given opportunities to explore theories from a variety of perspectives and to become familiar with current thinking on a range of issues that have captured the interest of classical and contemporary social scientists in the three disciplines.

Prerequisite: None

Entrepreneurship: The Venture, Grade 11, College Preparation (BDI3C)

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

Prerequisite: None

GRADE TWELVE COURSE DESCRIPTIONS

English, Grade12, College Preparation (ENG4C)

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.

Prerequisite: English, Grade 11, College Preparation

Foundations for Mathematics, Grade 12, College Preparation (MAP4C)

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problem involving applications geometry and trigonometry; solve financial problems connected with annuities, budgets, and renting or owning accommodation; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health science, and human service, and for certain skills trades.

Prerequisite: Foundations for College Mathematics, Grade 11, College Preparation, or Functions, and Applications, Grade 11 University/College Preparation

Chemistry, Grade 12, College Preparation (SCH4C)

This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment.

Prerequisite: Science, Grade 10, Academic or Applied

World Geography: Urban Patterns and Interactions Grade 12, College Preparation (CGU4C)

This course examines cities around the world and the social, political, cultural, environmental, and economic factors that shape them. Students will study urban structures and systems, the impact of migrations on cities, and the impact of cities on the environment. Students will use geotechnologies and apply geographic concepts and inquiry methods to analyse issues and problem related to urban development and to formulate potential solutions.

Prerequisite: Any University, University/College, or College Preparation course in Canadian and world studies, English, or social sciences and humanities

GRADE TWELVE COURSE DESCRIPTIONS *(cont.)*

World History: The West and the World, Grade 12, College Preparation (CHY4C)

This course explores the history of the world since the sixteenth century, emphasizing the interaction between the emerging West and other regions of the world. Students will learn about a variety of economic, social, and political systems and the changes they have undergone over time. Student will apply their developing skills of historical inquiry to understand and communicate ideas about the forces that have formed our modern world.

Prerequisite: Any University, University/College, or College Preparation course in Canadian and world studies, English, or social science and humanities.

Recreation and Fitness Leadership, Grade 12, College Preparation (PLF4C)

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

Prerequisite: Any Grade 11 or 12 Open course in health and physical education

Advanced Learning Strategies: Skills for Success After Secondary School (GLS40) Grade 12, Open

This course improves students' learning and personal-management skills, preparing them to make successful transitions to work, training, and/or postsecondary education destinations. Students will learn assess their learning abilities and use literacy, numeracy, and research skills and personal-management techniques to maximize their learning. Students will investigate trends and resources to support their postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.

Prerequisite: None

Dramatic Arts, Grade 12, University/College Preparation (ADA4M)

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

Prerequisite: Dramatic Arts, Grade 11, University/College Preparation

Visual Arts, Grade 12, University/College Preparation (AVI4M)

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

Prerequisite: Visual Arts, Grade 11, University/College Preparation

GRADE TWELVE COURSE DESCRIPTIONS *(cont.)*

Business Leadership : Management Fundamentals, (BOH4M) Grade 12, University/College Preparation

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

Prerequisite: None

Challenge and Change in Society, Grade 12, University/College Preparation (HSB4M)

This course examines the theories and methodologies used in anthropology, psychology, and sociology to investigate and explain shifts in knowledge, attitudes, beliefs, and behavior and their impact on society. Students will analyse cultural, social, and biological patterns in human societies, looking at the ways in which those patterns change over time. Students will also explore the ideas of classical and contemporary social theorists, and will apply those ideas to the analysis of contemporary trends.

Prerequisite: Any University, University/College, or College Preparation course in social sciences and humanities, English, or Canadian and world studies

Ontario Secondary School Literacy Course, Grade 12, Open (OLC4O)

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of the writing.

Eligibility requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.)

TEAM SECONDARY SCHOOL COMMUNITY INVOLVEMENT – Community Service Hours

What is volunteer community service ?

Effective September 1, 1999, every student who begins secondary school in Ontario will be required to complete 40 hours of community involvement in order to receive a diploma. The purpose of this requirement is to encourage students to develop an understanding of the various roles they can play in their community and to help students develop a greater sense of belonging within the community.

Students will select one or more community involvement activities in consultation with their parents.

A parent is not required to be consulted or sign the tracking sheet if the student is eighteen years of age or older. In accordance with the Ministry of Education and Training, a list of eligible and ineligible community involvement activities is on the reverse of this form.

Selection of activities should take into consideration the age, maturity, and ability of the student, the location and the environment of the proposed activity, and the need for any special training, equipment, and preparation. The safety of the student is paramount. It should be noted that students will **not** be paid for performing any community involvement activity.

How are students to keep track of volunteer hours ?

- ◇ T.E.A.M. School students are welcome to consult with Mr. Cowle in our guidance department, or with Mr. Macdonald to discuss the eligibility of the various community activities.
- ◇ It is the **student's responsibility** to submit the tracking sheet to the Principal, in order to be acknowledged for volunteer hours. Students are encouraged to submit their tracking sheets throughout the year so that T.E.A.M. School can update the database; the number of volunteer hours earned will be recorded on the June report card. Once a student's 40 hour requirement has been met, the Ontario Student Transcript will be updated.

ELIGIBLE ACTIVITIES

Students can complete 40 hours of volunteer service in events or activities that meet the following criteria:

- supports non-profit agencies, charities, institutions or foundations
- supports structured programs to promote tutoring, mentoring, coaching whose purpose is to assist others
- supports work of a global nature; promotes environmental awareness
- promotes the health and well-being of any group
- affiliated with a club, religious organization, arts or cultural association, or political organization that seeks to make a positive contribution in the community

In general, community service hours will be acknowledged for students who volunteer their time to an activity or service that benefits the community as suggested below:

- **Sports-related activities** - coaching, helping manage a team, track meets, summer games, pool assistant, organizing Special Olympics in the community, refereeing sports games/tournaments
- **Health-related activities** - volunteer work in any health care setting (hospital)
 - working with or assisting persons who are physically or mentally challenged
- **Senior citizens (elderly)** - assisting in a senior's residence or community programs; helping seniors by shopping, reading letters, shoveling snow, chronic care hospital visits, ...
- **Youth programs and child care** - helping to run youth programs such as Scouts, Guides, drop-in-centres, breakfast programs, after-school programs, March Break programs, leaders-in-training, playground activities, day camps, ...
 - helping young people through tutoring, transcribing, reading buddies, ...
- **Community involvement** - participating in food drives, helping at the Daily Bread Food Bank
 - working with the Children's Aid Society, Kid's Help Phone, Canada World Youth, Interim Place, Canadian Cancer Society, Campaign Against Child Poverty, Candlelighters, the United Way, Rotary Club, Lions Club, Kiwanis, Free the Children...
- **Arts and Culture activities** - assisting at a gallery, performing music, or being involved in a library program
- **Religious Organizations** - programming for children, child-minding, helping with religious school, special events
- **Fundraising activities** - walk-a-thons, gift wrapping, galas,...
- **Working with animals** - helping with animal shelters, the Humane Society, a veterinary clinic, horseback riding

programs, local zoo or petting farm, ...

INELIGIBLE ACTIVITIES

The Ministry of Education and T.E.A.M. School/Mentor College have made the following activities ineligible:

- student activities or services that replace workers
- any activity where you are normally paid (for example, baby-sitting, part-time job,...)
- any activity that provides direct financial gain or revenue to the student or to the student's family
- the "Take Our Kids to Work" experience in grade 9
- job shadowing or a work experience component of a course
- co-operative education experiences
- any required activities of a course or program in which you can earn a credit
- playing on a school sports team
- activities that are regular family responsibilities (for example, regular chores)
- court-ordered community service programs, alternative measures programs or any diversionary program that uses community service
- any activity involving the operation of a vehicle, power tools or scaffolding
- any activity where you might administer medication or a medical procedure
- any student under 16 in a logging environment
- any student under 15 involved in a factory
- any student under 14 in any working environment (except health and residential care environments)
- activities involving banking, securities or other valuables
- any association with an organization or activity that does not comply with policies of the ministry or human rights legislation
- Activities that occur during the school day, when the student should be attending regular classes, unless a school sponsored and approved charity event