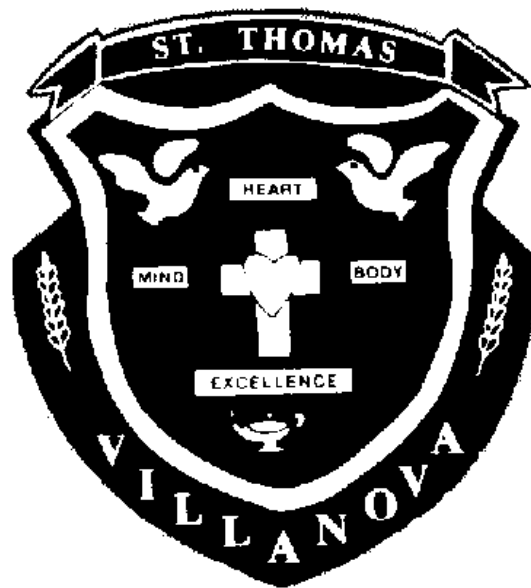


# **St. Thomas of Villanova**

**Catholic Secondary School**

## **Grade 9**

**2010 - 2011**  
**Course Calendar**



**EXCELLENCE IN**  
**HEART, MIND & BODY**

**ST. THOMAS OF VILLANOVA  
CATHOLIC SECONDARY SCHOOL**

2800 North Townline, R.R.#3  
LaSalle, Ontario N9A 6Z6

**Telephone:** 519-734-6444  
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**TABLE OF CONTENTS**

Principal’s Message ----- 1

Message from Guidance----- 2

Message from Special Education----- 2

Mission Statement----- 3

The Purpose of Catholic Secondary Education ----- 3

School Philosophy----- 3

Registration ----- 4

Requirements for the Ontario Secondary School Diploma ----- 5

Course Code Chart ----- 6

Course Descriptions -----7 – 11

Course Flow Charts for English, Math & Science ----- 12 – 15

Course Tracking to Graduation -----16

Course Selection Sheet (Working Copy) -----17

# Principal's Message

Welcome to Saint Thomas of Villanova Catholic Secondary School. The pages that follow show the diverse and rich academic programming that we offer here at our school. Through the support, direction and guidance of your teachers, parents and counselors, it is important that care is taken to select courses that will help you to prepare for your future.

Please keep in mind when you are selecting your courses that the choices should reflect your interests, abilities, educational goals and future aspirations. It is important to take the time to carefully choose a program that will meet these requirements. Parents please do not hesitate to bring your questions and concerns about your son/ daughter's program to our teachers and counselors.



It is well known that when school and home work together as a team that much success may be achieved. Take the time to make wise decisions with regard to programming as we endeavour to provide a meaningful and challenging academic program for every student in our school. We look forward to working with you to ensure that here, at St. Thomas of Villanova, our students have the very best program that Catholic education has to offer.

Wishing you much success in the coming year,

Kathy Furlong,  
Principal

## **Message from Guidance**

Parents and students of St. Thomas of Villanova High School are encouraged to make regular use of the Guidance and Counseling Services. Our counsellors advocate the notion of developmental guidance and provide support to students in a variety of ways, ranging from educational counselling, academic counselling, crisis-intervention and consultation services for parents, teachers and community agencies.

While guidance services are available for all students, it is important to note that a counsellor's role is not to make decisions for students, but rather to guide them through the decision making process. A counsellor assists students in the gathering of necessary information and in the development of effective critical thinking skills necessary for wise decision-making.

St. Thomas of Villanova's guidance counsellors are well trained and equipped to work closely with students so as to empower them to reach their potential.

Parents are encouraged to work closely with any of the counselors in order to provide the best education and development for the students.

Feel free to call the counsellor at school and set up an appointment.

## **Message from Special Education**

The objective in the Special Education Department at St. Thomas of Villanova is to provide specialized programs to meet the individual needs of exceptional students. These students may have behavioral, intellectual, physical, developmental or multiple exceptionalities. In consultation with school personnel, parents/guardians and community agencies, the Department works to design specific programs for students who have been formally identified and/or needing an Individual Educational Plan/Accommodation Log.

Assistance with the application of classroom lessons, organizational skills and study habits, review for tests, exams, preparation for projects, seminars and Independent Study Units, and social skills can be provided by our Learning Enrichment Centre staff.

Assistance with the skills necessary to function on a daily basis, such as personal hygiene, social awareness, food preparation, work experience, community awareness and basic literacy and numeracy skills can be provided by our Life Skills staff.

Please contact the Special Education Department for further information.

# **MISSION STATEMENT**

*We, the community of St. Thomas of Villanova, are committed to the development of each individual's excellence in heart, mind and body, within our Roman Catholic tradition.*

## **THE PURPOSE OF CATHOLIC SECONDARY EDUCATION**

Catholic Secondary Education is designed primarily to ensure that its students receive an education in an atmosphere of Christianity, common understanding and mutual respect. With Christ as our model and the help of the Holy Spirit, we can imbue the entire educational process in our Catholic High School with Catholic Christian ideals. Catholic Secondary Education works towards fostering a sense of community in which a student learns to respect himself or herself and to respect others. A student learns self-discipline and the importance that self-discipline plays in his or her life.

## **SCHOOL PHILOSOPHY**

St. Thomas of Villanova Secondary School was founded in order to provide opportunities for the spiritual, moral, intellectual, physical, aesthetic and social growth of its students. It is, therefore, committed to participate in the educational ministry of the Catholic Church by teaching the message of Christ, by building a genuine Christian community and inspiring service to all people. With Gospel values as the integrating force, St. Thomas of Villanova Secondary School strives to achieve the total development of students and faculty in an atmosphere of mutual support, love and self-discipline.

# REGISTRATION

1. Much is riding on the registration process. The development of the master timetable, the appointment of staff, the provision of classrooms, and the purchase of materials will be based on applications received. As students and parents receive registration information, they will also receive a due date for the completion of this process. Please comply with the due date set for this process.
2. Registration and course selection forms received after this date will be accepted, but your cooperation in responding early will be appreciated.
3. Changes in course selection will be processed only after consultation with school officials and with parental approval.
4. All optional courses are offered subject to sufficient enrolment.
5. Considerable care should be taken in selecting courses and levels of difficulty. Parents are advised to consult with their son or daughter's teachers and the Guidance Department regarding the appropriate academic programme.
6. **An activity fee of \$50.00 must accompany the registration form and option sheet.** A copy of the student handbook and yearbook are included in the fee. This fee also serves to defray the costs of extracurricular activities which are a vital aspect of the full life of the school. Retreats, sports teams, publication of student work, special activities and special excursions are among the ventures that will be partly subsidized by the activity fee. Cheques for the activity fee are to be made payable to St. Thomas of Villanova Catholic Secondary School.

**No post-dated cheques accepted.**

## **TO REGISTER ALL STUDENTS REQUIRE A:**

1. Completed registration form
2. Completed verification/option sheet
3. \$50.00 activity fee

# REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL DIPLOMA

## In order to earn the OSSD, a student must:



- Earn **18 compulsory credits**;
- Earn **12 optional credits**;
- Complete **40 hours of community involvement** activities;
- Successfully complete the **provincial secondary school literacy test**.



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

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

### plus:

- 1 additional credit in English, or French as a second language, or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career 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, or technological education, or computer studies, or cooperative education

# St. Thomas of Villanova Catholic Secondary School

## Grade 9 Courses and Codes for 2010 – 2011

<b>Department</b>	<b>Description – Course Level</b>	<b>Course Code</b>
Arts	Dance	ATC100
	Dramatic Arts	ADA100
	Music	AMU100 - Advanced
	Music	AMU10B - Beginners
	Visual Arts	AVI100
Catholic Studies	Religion	HRE100
	Religion – French Immersion	HRE10L
English	Academic	ENG1D0
	Applied	ENG1P0
	Locally Developed	ENG1L0*
Languages - French	Academic	FSF1D0
	Applied	FSF1P0
	French - French Immersion	FIF1DL
Mathematics	Academic	MPM1D0
	Applied	MFM1P0
	Locally Developed	MAT1L0*
Physical Education	Female	PPL1OF
	Male	PPL1OM
Social Science Geography	Academic	CGC1D0
	Applied	CGC1P0
	Geography - French Immersion	CGC1DL
Science	Academic	SNC1D0
	Applied	SNC1P0
	Locally Developed	SNC1L0*
Technology	Exploring Technologies	TIJ100

Courses with an asterisk (\*) may only be selected in consultation with the Head of Special Education.

# ST. THOMAS OF VILLANOVA CATHOLIC SECONDARY SCHOOL

## Course Descriptions and Prerequisites 2010 - 2011

This booklet contains the course descriptions for **Grade 9 only**.  
Please refer to the school website for course descriptions for grades 10 to 12.

[www.wecdsb.on.ca/232](http://www.wecdsb.on.ca/232)

## ARTS

<b>ADA100</b>	<b>Dramatic Arts, Grade 9, Open</b> This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.  <b>Prerequisite: None</b>
<b>AMU100 (Advanced)</b>  <b>AMU10B (Beginners)</b>	<b>Music, Grade 9, Open</b> 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.  <b>Prerequisite: None</b>
<b>ATC100</b>	<b>Dance, Grade 9, Open</b> This course gives students the opportunity to explore their technical and compositional skills by applying the elements of dance and the tools of composition in a variety of performance situations. Students will generate movement through structured and unstructured improvisation, demonstrate an understanding of safe practices with regard to themselves and others in the dance environment, and identify the function and significance of dance within the global community.  <b>Prerequisite: None</b>
<b>AVI100</b>	<b>Visual Arts, Grade 9, Open</b> 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.  <b>Prerequisite: None</b>

## CATHOLIC STUDIES

<b>HRE 100</b>	<b>Religious Education: "Be With Me": Grade 9 Open</b> This course invites students to a deeper understanding of both their joy and the demands of following in the way of Christ and living out the call to discipleship as it is described in the Scriptures. Using the Beatitudes as a touchstone, students examine the attitudes and to the themes of personhood, interpersonal relationships and sexuality. They are encouraged to understand and nurture within themselves the virtues, which will enable them to deepen their relationship with God in and through Christ in the context of a Spirit-filled community.  <b>Prerequisite: None</b>
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# **ENGLISH**

<b>ENG1D0</b>	<b>English, Grade 9, Academic</b> 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 analyze 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.  <b><u>Prerequisite: None</u></b>
<b>ENG1L0</b>	<b>English, Grade 9, (Locally-Developed)</b> This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the Grade 10 LDCC Course. The course is organized into strands that develop listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and on using language clearly and accurately in a variety of authentic contexts. Students develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.  <b>This course can only be selected in consultation with the Head of Special Education.</b>  <b><u>Prerequisite: None</u></b>
<b>ENG1P0</b>	<b>English, Grade 9, Applied</b> 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 Grades 11 and 12.  <b><u>Prerequisite: None</u></b>

# **MODERN LANGUAGES**

## **French as a Second Language**

<b>FSF1D0</b>	<p><b>Core French, Grade 9, Academic</b>            This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, social trends, and careers. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping-stones to oral and written activities.</p> <p><b><u>Prerequisite: Minimum of 600 hours of French instruction, or equivalent</u></b></p>
<b>FSF1P0</b>	<p><b>Core French, Grade 9, Applied</b>            This course emphasizes the concurrent development of oral communication, reading, and writing skills, using a broad-based theme such as the media. Students will enhance their ability to understand and speak French through conversations, discussions, and presentations. They will also read short stories, articles, poems, and songs, and write brief descriptions, letters, dialogues, and invitations.</p> <p><b><u>Prerequisite: Minimum of 600 hours of French instruction, or equivalent</u></b></p>

## **French Immersion Program**

<b>CGC1DL</b>	<p><b>French Immersion, Geography of Canada, Grade 9, Academic</b>            This course draws on a variety of frameworks, such as the eco-zone framework, and principles of physical, human, and economic geography, to explore Canada's distinct and evolving character. Students will investigate the interconnections among the landforms, climate, soils, plants, animals, and human activities in Canadian eco-zones to develop geographic knowledge and skills that contribute to an understanding of Canada's diversity and its role in the world.</p>
<b>FIF1DL</b>	<p><b>French Immersion, Grade 9, Academic</b>            This course enables students to enhance their knowledge of the French language and to further develop their language skills through the study of twentieth-century North American francophone literature and culture. Students will participate in oral communication, reading, and writing activities as they study an authentic novel and selected authentic poems, legends, songs, films, and newspaper articles from French-speaking parts of North America.</p> <p><b><u>Prerequisite: Minimum of 3800 hours of instruction in French, or equivalent</u></b></p>
<b>HRE 10L</b>	<p><b>French Immersion, Grade Nine Religious Education, Open</b>            This course uses the Beatitudes as a framework to examine the attitudes and actions that characterize the Christian life. Students will derive knowledge and skills from a study of Scripture, profession of Faith, Christian Moral Development, Prayer, Sacramental Life, and Family Life. Students are encouraged to grow in Gospel values while actively engaging in a variety of challenging educational activities.</p>

## **MATHEMATICS**

<b>MAT1L0</b>	<p><b>Math, Grade 9, (Locally-Developed)</b>            This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Grade 10 LDCC course. The course is organized in three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.</p> <p><b>This course can only be selected in consultation with the Head of Special Education.</b></p> <p><b><u>Prerequisite: None</u></b></p>
<b>MFM1P0</b>	<p><b>Foundations of Mathematics, Grade 9, Applied</b>            This course enables students to develop 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 relationships, 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.</p> <p><b>Note:</b> It is strongly recommended that students with some difficulties with the Grade 8 mathematics curriculum (i.e., lower than 60%) register for this course.            Although similar in most topics of study to the Grade 9 Principles course, the Foundations course differs in emphasis and especially timing. Activities, manipulative, and classroom practice will serve as primary methods of delivery of the curriculum. Number sense is an important focus of the course.</p>
<b>MPM1D0</b>	<p><b>Principles of Mathematics, Grade 9, Academic</b>            This course enables students to develop 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 relationship. 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 multistep problems.</p> <p><b><u>Prerequisite: None</u></b></p> <p><b>Note:</b> This course is recommended for students earning at least a 65% in the Grade 8 mathematics curriculum. Students registering for this course with a grade lower than this will probably encounter substantial difficulty in achieving and maintaining success in this course. Students entering this course should possess a solid grasp of all of the major topics of study at the elementary level. In particular, students should be proficient in operating and manipulating fractions, integers, decimals, linear equations, exponents, and geometry.</p>

## **PHYSICAL EDUCATION**

<p><b>PPL1OF</b> (Female)</p> <p><b>PPL1OM</b> (Male)</p>	<p><b>Healthy Active Living Education, Grade 9, Open</b>            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.</p> <p><b><u>Prerequisite: None</u></b></p>
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## **SCIENCE**

<b>SNC1D0</b>	<p><b>Science, Grade 9, Academic</b> This course enables students to understand basic concepts in biology, chemistry, earth and space science, and physics; to develop skills in the processes of scientific inquiry; and to relate science to technology, society, and the environment. Students will learn scientific theories and conduct investigations related to cell division and reproduction; atomic and molecular structures and the properties of elements and compounds; the universe and space exploration; and the principles of electricity.</p> <p><b><u>Prerequisite: None</u></b></p>
<b>SNC1L0</b>	<p><b>Science, Grade 9, (Locally-Developed)</b> This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking, and the relationship between science, society, and the environment, to prepare students for success in everyday life, in the workplace. Students explore a range of topics, including science in daily life, properties of common materials, life-sustaining processes in simple and complex organisms, and electrical circuits. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.</p> <p><b>This course can only be selected in consultation with the Head of Special Education.</b></p> <p><b><u>Prerequisite: None</u></b></p>
<b>SNC1P0</b>	<p><b>Science, Grade 9, Applied</b> This course enables students to understand basic concepts in biology, chemistry, earth and space science, and physics; to develop practical skills in scientific investigation; and to apply their knowledge of science to everyday situations. Students will design and conduct investigations into practical problems and issues related to cell division and reproduction, the structure and properties of elements and compounds, astronomy and space exploration, and static and current electricity.</p> <p><b><u>Prerequisite: None</u></b></p>

## **SOCIAL SCIENCE/CANADIAN AND WORLD STUDIES**

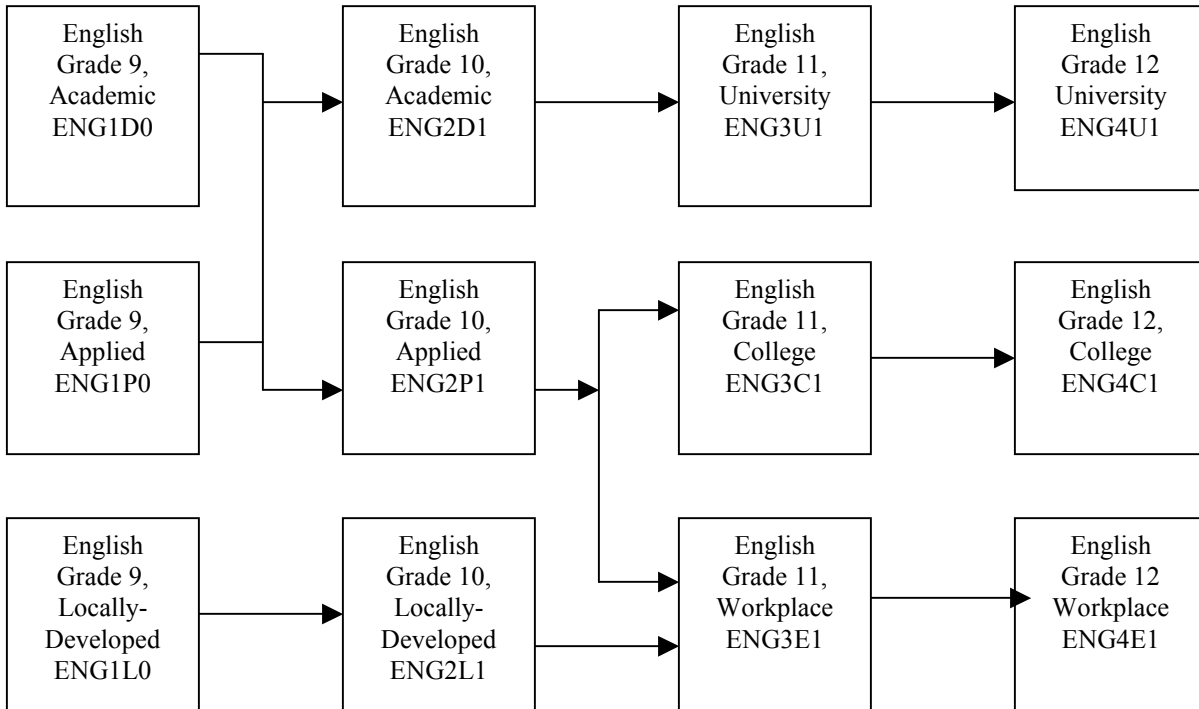
<b>CGC1D0</b>	<p><b>Geography of Canada, Grade 9, Academic</b> This course explores Canada's distinct and changing character and the geographic systems and relationships that shape it. Students will investigate the interactions of natural and human systems within Canada, as well as Canada's economic, cultural, and environmental connections to other countries. Students will use a variety of geotechnologies and inquiry and communication methods to analyze and evaluate geographic issues and present their findings.</p> <p><b><u>Prerequisite: None</u></b></p>
<b>CGC1P0</b>	<p><b>Geography of Canada, Grade 9, Applied</b> This course focuses on geographic issues that affect Canadians today. Students will draw on personal and everyday experiences to 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.</p> <p><b><u>Prerequisite: None</u></b></p>

## **TECHNOLOGY**

<b>TIJ100</b>	<p><b>Exploring Technologies, Grade 9, Open</b> This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and societal issues, and will begin to explore secondary and postsecondary education and training pathways leading to careers in technology-related fields.</p> <p><b><u>Prerequisite: None</u></b></p>
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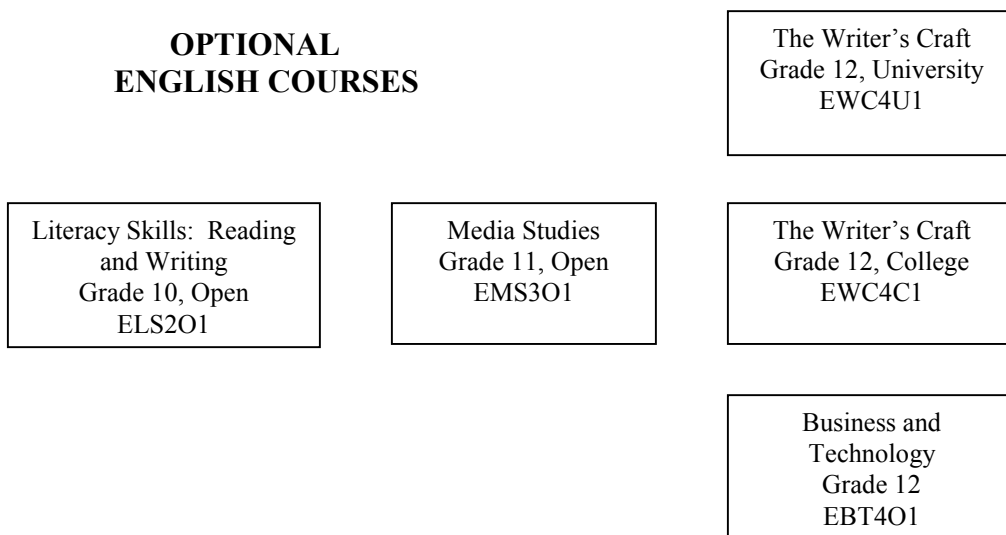
# Prerequisite Chart For English

This chart maps out courses and shows the link between courses and the prerequisites for them.




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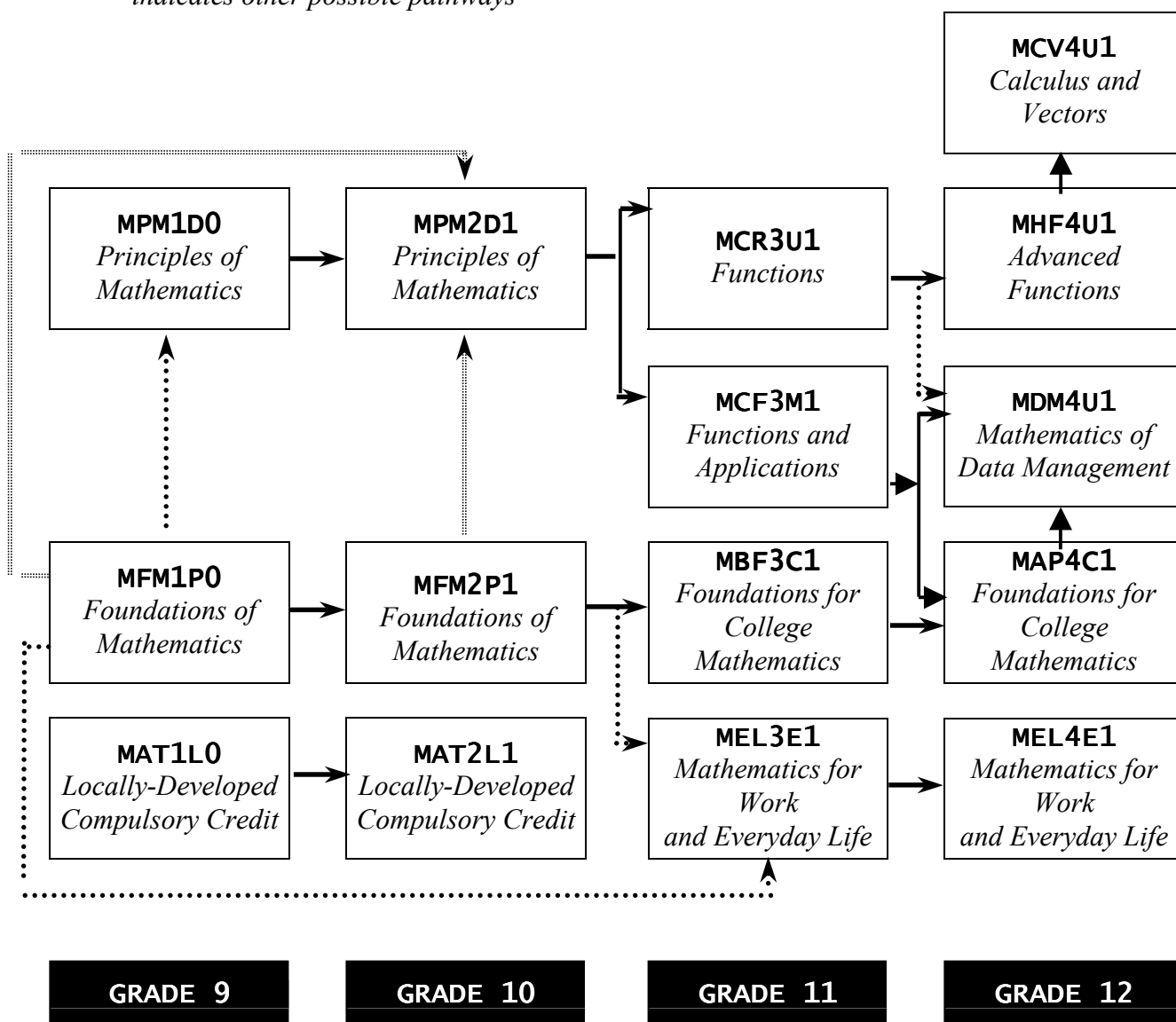
## OPTIONAL ENGLISH COURSES



# Prerequisite Chart For Mathematics

This chart maps out the destination-based pathways possible under the OSS curriculum, and displays the links between the courses and their respective prerequisites. Additional pathways are possible via crossover and transfer courses. Please consult the Mathematics or Guidance Departments.

- indicates most common pathways
- ..... indicates common pathways
- ..... indicates other possible pathways



**Note: MHF4U – Advanced Functions is a prerequisite to MCV4U – Calculus and Vectors.**

Due to scheduling considerations, MCV4U1 may be offered during the same semester as MHF4U1.

Please contact Lorna Baltrusiuonas, Head, Department of Mathematics,  
or the Guidance Department for further information.

# DEPARTMENT OF MATHEMATICS - Typical Pathways

The following pathways reflect recommendations made in order to fully prepare students for studies at the appropriate post-secondary destination. They are only recommendations, however, and do not reflect actual program requirements. Please see the Guidance Department for a list of program requirements.



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## ATTENDING UNIVERSITY?

*mathematics, science, engineering, computer sciences*

MPM1D0 ➔ MPM2D1 ➔ MCR3U1 ➔ MHF4U1 & MCV4U1

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## ATTENDING UNIVERSITY?

*environmental sciences, earth sciences, social sciences, business, psychology, kinesiology*

MPM1D0 ➔ MPM2D1 ➔ MCF3M1 ➔ MDM4U1

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## ATTENDING UNIVERSITY?

*any other program*

MPM1D0 ➔ MPM2D1 ➔ MCF3M1 ➔ MDM4U1

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## ATTENDING COLLEGE?

*technology or engineering technology programs*

MPM1D0 ➔ MPM2D1 ➔ MCF3M1  
*some programs may require a University Preparation course*



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## ATTENDING COLLEGE?

*any other program requiring mathematics*

MFM1P0 ➔ MFM2P1 ➔ MBF3C1 ➔ MAP4C1  
*some programs may require a University Preparation course*

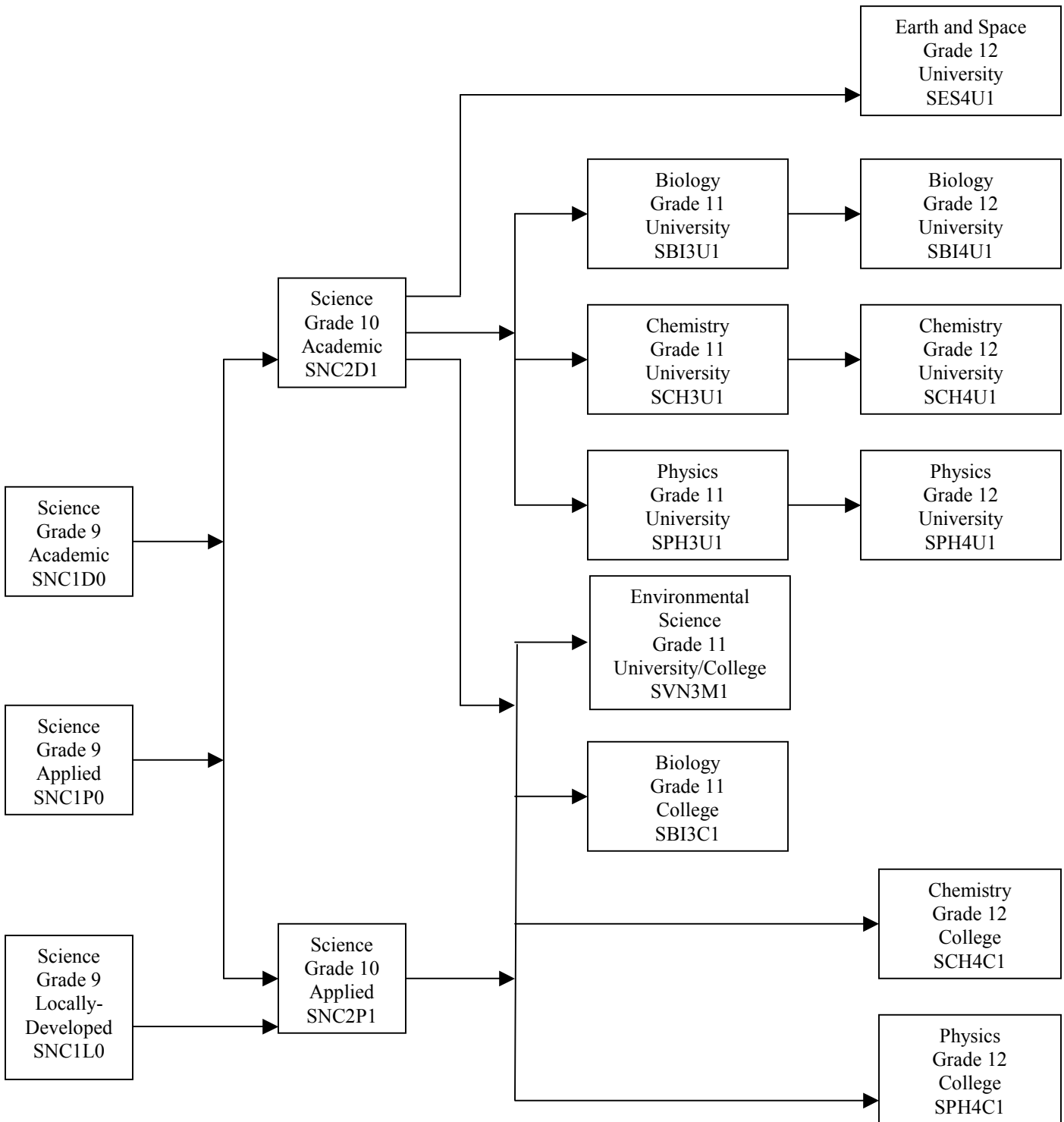
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## ENTERING THE WORLD OF WORK?

MAT1L0 ➔ MAT2L1 ➔ MEL3E1  
MFM1P0 ➔ MEL3E1 ➔ MEL 4E1

# Prerequisite Chart For Science

This chart maps out courses and shows the link between courses and the prerequisites for them.



# Course Tracking To Graduation

## Compulsory Courses

### Grade 9

Religion  
English  
Mathematics  
Science  
Geography  
French

### Grade 10

Religion  
English  
Mathematics  
Science  
History  
Civics/Career Studies

### Grade 11

Religion  
English  
Mathematics

### Grade 12

Religion  
English

#### **Group 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

#### **Group 2:**

additional credit in health and physical education, or the arts, or business studies, or cooperative education

#### **Group 3:**

additional credit in science, or technological education, or computer studies, or cooperative education

## Course Selection Planning Chart

Complete the table below and review your choices with your parents/guardians, teachers and counsellor

	<b>Grade 9</b>	<b>Course Code</b>	<b>Grade 10</b>	<b>Course Code</b>	<b>Grade 11</b>	<b>Course Code</b>	<b>Grade 12</b>	<b>Course Code</b>
1	Catholic Studies		Catholic Studies		Catholic Studies		Catholic Studies	
2	English		English		English		English	
3	Mathematics		Mathematics		Mathematics			
4	Science		Science					
5	Geography		History					
6	French		Civics & Careers	CHV200 GLC200				
7								
8								

**Note:** A student may require an extra semester or year to complete diploma requirements. Students can choose up to two cooperative education credits and one career education or learning strategies credit towards their 18 compulsory credits.