



# ST THOMAS MORE CATHOLIC SECONDARY SCHOOL

**2024-2025**

Praestantia Scholastica  
Praestantia Religiosa  
Praestantia Athletica

**GRADE 9 COURSE  
SELECTION GUIDE**



## ST. THOMAS MORE CATHOLIC SECONDARY SCHOOL

PRAESTANTIA SCHOLASTICA, PRAESTANTIA RELIGIOSA, PRAESTANTIA ATHLETICA

1045 UPPER PARADISE ROAD, HAMILTON, ON. L9B 2N4  
TEL: 905-388-3030 FAX: 905-388-3056 WEB: STM.HWCDSB.CA

**PRINCIPAL:**  
MR. P. DIANNI

**VICE PRINCIPALS:**  
MR. M. DZIUBA  
MR. M. MARRAZZO  
MS. C. MOSSEY

November 27<sup>th</sup>, 2023

Welcome to St. Thomas More Catholic Secondary School. Our school enjoys a proud 50-year history and a commitment to excellence. We look forward to having you join us. Our school motto is "Praestantia Scholastica, Praestantia Religiosa, Praestantia Athletica" which reflects our commitment to excellence in academics, faith, and the community life of the school. In your time at St. Thomas More, we hope that you become leaders, not followers; participants, not spectators; contributors, not detractors. We hope that you will take pride in our school spirit, and maintain it; that you will value our school's reputation, and preserve it; that you enhance our school tradition, and pass it on to those who will come after you. Most importantly, we hope that you will come to appreciate the gift of Catholic education, that you will experience Jesus in our school, and that you will embody the Christian ideals to which we aspire.

This Course Selection Guide contains the following:

- The Hamilton-Wentworth Catholic District School Board's Mission & Vision
- Diploma Requirements – pg. 1
- The Grade 9 Secondary School Program – pgs. 2-3
- Registration Procedures for HWCDSB students – pgs. 4-5
- Registration Procedures for Non-HWCDSB students pgs. 6-13
- School cash online setup instruction pg. 14
- Personal planning chart – pg. 15
- Grade 9 course descriptions – pgs. 16-20
- Secondary school Out-Of-Boundary admission form – pg. 21

This Course Selection Guide is written to assist you in your educational planning. Course decisions are important, so please take the time to:

- read and understand this guide
- value the recommendations of your parents and school officials
- ensure that your decisions are consistent with your long-range educational and career plans
- seek assistance from your guidance counsellor and teachers to assist you with decisions

The planning process is critical to your success. Good luck on your journey. We are here to help you.

Sincerely,

P. Di Ianni  
Principal



Hamilton-Wentworth  
Catholic District School Board

*Believing, Achieving, Serving*

## MISSION

The mission of the Catholic Education in Hamilton-Wentworth, in union with our Bishop, is to enable all learners to realize the fullness of humanity of which our Lord Jesus Christ is the model.

The Catholic Community of Hamilton-Wentworth believes the learner will realize the fullness of humanity IF THE LEARNING PROCESS:

- Begins at home and is part of family life
- Is nurtured within the Parish
- Is anchored in the Catholic Faith
- Takes place within the context of worship, sacraments, and the life of the Church
- Is enhanced by the school community
- Is embraced by the learner as a personal responsibility for life

THE LEARNING TAKES PLACE IN AN APPROPRIATE AND CHALLENGING ENVIRONMENT:

- In which members of the school community exemplify the teachings of Jesus Christ
- Which reflects Gospel values and responsible use of human, financial and natural resources
- Which promotes academic excellence and clear indicators of achievement

## VISION

Learners from Hamilton-Wentworth Catholic Schools will demonstrate:

- Knowledge and practice of their Catholic faith
- The capability of nurturing a strong family unit
- Esteem, respect and responsibility for self and others' academic competence
- The ability to listen accurately and express knowledge clearly
- Independence, critical thinking and effective problem solving proficiency with technology in order to adapt to a changing world
- The values, attitudes and skills for effective partnerships
- The ability to transform our society

To enable learners to achieve this vision, the faith community of the Hamilton-Wentworth Catholic District School Board will reflect:

- The centrality of Jesus Christ in our lives
- The teachings of the Catholic Church
- Exemplary role models
- Social justice, respect and fairness for all
- A dedicated staff
- A curriculum that is dynamic, practical and relevant
- High standards
- An environment conducive to learning
- Effective partnerships
- Accountability at all levels

## ONTARIO SECONDARY SCHOOL DIPLOMA REQUIREMENTS

The following requirements must be successfully completed in order to obtain an Ontario Secondary School Diploma (OSSD):

- **30 credits**
- **40 hours of Christian Service/Community Involvement**
- **Successful completion of the Provincial Literacy requirement**

### **COMPULSORY CREDITS (Total of 18)**

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

1 credit in a Grade 9 or 10 Technological Education course (**\*\*New for students entering grade 9 in September 2024**)

**Plus one credit from each of the following groups:**

#### **Group 1**

1 additional credit in English or French, *or* a Native, Classical or International Language, *or* Social Sciences and the Humanities, *or* Canadian and World Studies, *or* Guidance and Career Education, *or* Cooperative Education

#### **Group 2**

1 additional credit in Health and Physical Education, *or* the Arts, *or* Business Studies, *or* Cooperative Education *or* French as a second language.

#### **Group 3**

1 additional credit in Science (Grade 11 or 12) *or* Technological Education (Grades 9-12) *or* Cooperative Education *or* French as a second language.

**In addition to the compulsory credits, students must complete:**

- 4 credits in Religious studies, one credit in each grade
- at least 2 online learning credits

### **ELECTIVE CREDITS (Total of 7)**

## THE GRADE 9 SECONDARY SCHOOL PROGRAM

All Grade 9 courses are one-credit courses requiring a minimum of 110 hours of scheduled time. Grades 9 courses are offered at the following levels: **Academic (D)/Destreamed (W), Locally Developed (L) and Open (O)**. Grade 9 Religious Education and all Elective courses are offered at the Open level. The expectation is that students take one Religious education course per year while at STM.

**6 Compulsory Credits** must be taken in Grade 9. The chart below identifies the different levels that the six Grade 9 Compulsory Courses may be taken at.

COURSE	ACADEMIC/ DESTREAMED	LOCALLY DEVELOPED	OPEN	ESL
• English	ENL 1W1	ENG 1L1		ESL A/B/C/D ELD A/B/C/D
• French	FSF 1D1		FSF 1O1*	
• Geography	CGC 1W1			CGC 1WL
• Mathematics	MTH 1W1	MAT 1L1		
• Science	SNC 1W1	SNC 1L1		SNC 1WL
• Religion			HRE 1O1	HRE 1OL

\*Note:

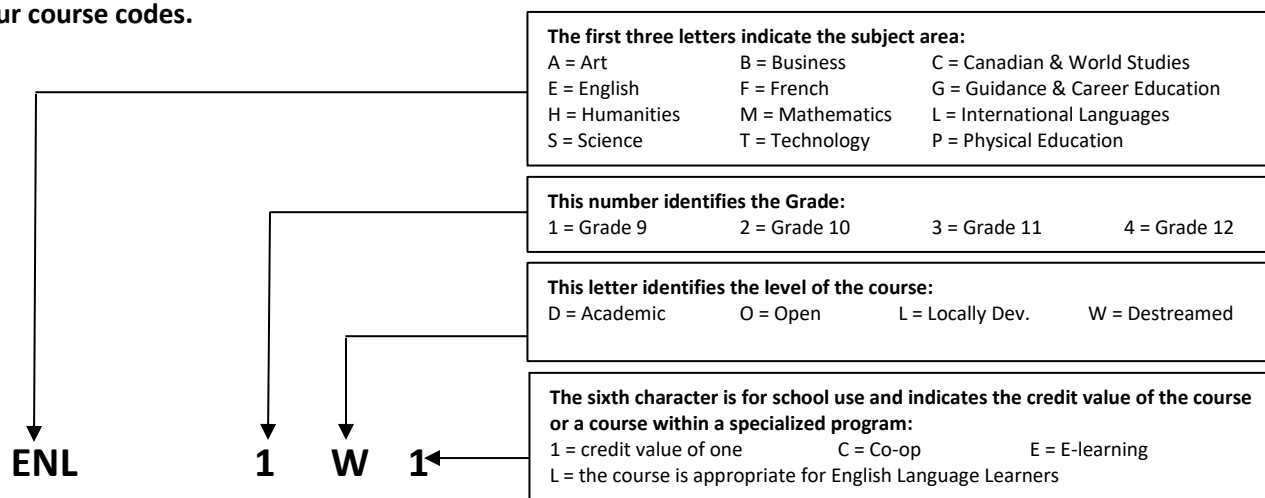
- GLE 1O1 (Learning Strategies) may be substituted for French only if the student has been identified as an "Exceptional Student" and is recommended by the Grade 8 Teacher and SERT.
- FSF 1O1 is for students that have received fewer than 600 hours of French instruction

**2 Elective Credits** also must be chosen from the following subject areas:

- The Arts
- Business
- Physical Education
- Technology

### UNDERSTANDING COURSE CODING

High School Courses use a **6-character Course Code**. The first 5 characters of the Course Code come from the Ministry of Education. The 6th character is used by schools to indicate the number of credits a course is worth, or to indicate that a course falls within a specialized program. **Take a look at the example below to understand your course codes.**



## **LEVELS OF COURSES IN GRADES 9 AND 10**

### **ACADEMIC COURSES (D)**

Academic courses focus on the essential concepts of the discipline plus additional related concepts. Academic courses develop the student's knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts while incorporating practical applications, as appropriate. Grade 9 students in Academic Courses:

- Like to work independently and collaboratively
- Think creatively and enjoy problem-solving
- Develop ideas from research
- Demonstrate strong motivation
- Are willing and able to complete one or more hours of homework each night
- Displayed good work habits in Grade 8

### **DESTREAMED COURSES (W)**

Destreaming removes the set pathways from grade 9 and 10 courses, allowing students to make pathway decisions later in their secondary education years. Destreaming of courses will provide more equitable education for all students to succeed, thrive and reach their full potential. Currently offered for the Grade 9 Math, Science, and English courses.

### **LOCALLY DEVELOPED COURSES (L)**

Locally developed courses have been modified to meet the individual needs of students while challenging them to improve their learning and achievement in the literacy, numeracy and scientific areas. They lead to workplace stream courses. Grade 9 students in Locally Developed Courses:

- Benefit from additional reinforcement of concepts
- Learn by doing
- Are successful with the practical applications of learned skills
- Received modification in the regular Grade 8 program

### **OPEN COURSES (O)**

Open courses have one set of expectations that are appropriate for all students. These courses are designed to provide students with a broad educational base that will help prepare them for their role in society. They are not linked to any specific post-secondary destination.

### **ESL COURSES (6<sup>th</sup> character "L")**

These courses are specifically designed to meet the learning needs of English Language Learners.

# **REGISTRATION PROCEDURES FOR HWCDSB STUDENTS**

## **IN BOUNDARY HWCDSB FEEDER SCHOOL STUDENTS**

The following **two items MUST be submitted together** in order to register at St. Thomas More:

- 1. **Completed MyBlueprint Option Sheet** - see page 5
- 2. **\$50.00 Activity Fee** - a receipt showing payment made through School Cash Online (please see instructions on page 14 for non-feeder school students)

**Note:** If the student is from a **non-feeder HWCDSB school and has an IEP (Individual Education Plan)** a copy of the IEP must be submitted with the above registration materials.

***A Guidance Counsellor from STM will pick up the following school's student registration packages during the week of February 12<sup>th</sup>, 2024.***

<b>Feeder Schools</b>
Annunciation of Our Lord
Regina Mundi
St. Michael
St. Vincent de Paul
Sts. Peter and Paul *
St. Therese of Lisieux **

\*Sts. Peter and Paul is not an STM Feeder School, however, many of their ENGLISH track students are inbounds for STM. As such, an STM Guidance Counsellor will pick up these student's registration packages during the week of February 12<sup>th</sup>, 2024.

\*\*St. Therese of Lisieux is a flex boundary school. **All St. Therese of Lisieux students residing outside of the flex boundaries registering for St. Thomas More, will need to submit an Out of Boundary Admissions Form (last page of this guide) with their registration packages.** Please check your home address in School Locator on the School Board website at [www.hwcdsb.ca](http://www.hwcdsb.ca). An STM Guidance Counsellor will pick up the student registration packages during the week of February 12<sup>th</sup>, 2024.

## **OUT OF BOUNDARY HWCDSB NON-FEEDER SCHOOL STUDENTS**

If a student resides outside of the STM boundary and attends a Catholic school other than the above listed schools, parents must complete the Secondary School Out-of-Boundary Admissions Form (last page of this guide) and submit it to St. Thomas More – Main Office for Principal's approval. All Out of Boundary registrations are pending Principal's approval and will be based on School Capacity Limitations. Parents will be notified if their Out of Boundary request has been granted after **February 1<sup>st</sup>, 2024**. Once Out of Boundary permission has been granted, please submit the above items directly to St. Thomas More, Student Services Office by **March 30<sup>th</sup>, 2024**.

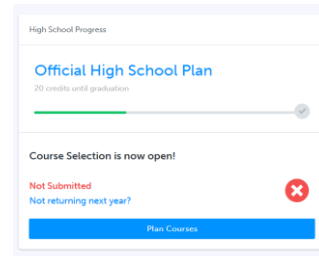
# COURSE SELECTIONS for HWCDSB STUDENTS on MY BLUEPRINT

1) **LOGIN** to MySite and click the blue M icon called MYBLUEPRINT



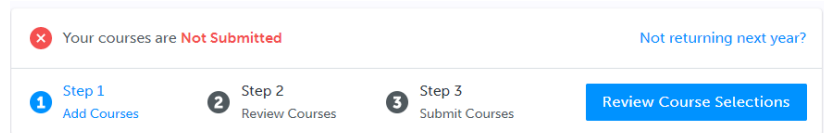
## 2) COURSE SELECTION- 3 STEPS

From your **Dashboard**, choose **High School** from the left hand navigation menu.



### **STEP 1: ADD COURSES FOR NEXT YEAR:**

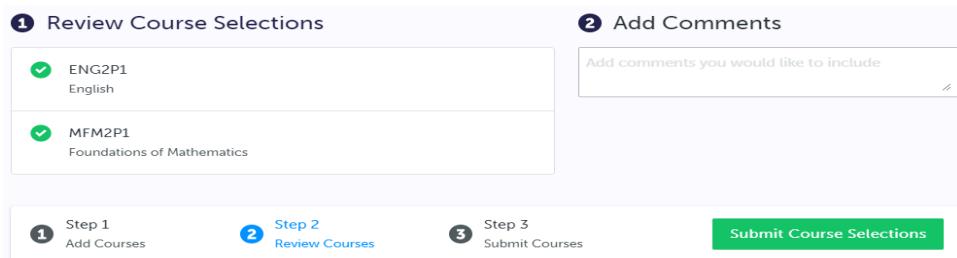
In High School Planner, click + **[Course]**. In the **Course Selection and Details** screen, explore the available courses. Please ensure you have the pre-requisite if one is required. Click **Add Course** when you find the course you want.



**HINT:** The **Graduation Indicator** will help you keep track of your progress towards graduation. Click **View Progress** for a list of specific graduation requirements.

**STEP 2: REVIEW COURSES:** When you are ready to submit your course selections, click the blue **Review Course Selections** button and give your course selection one final look over.

**NOTE:** Please use the "Add Comments" section to explain any issues to your guidance counsellor (i.e. taking the prerequisite in summer school)

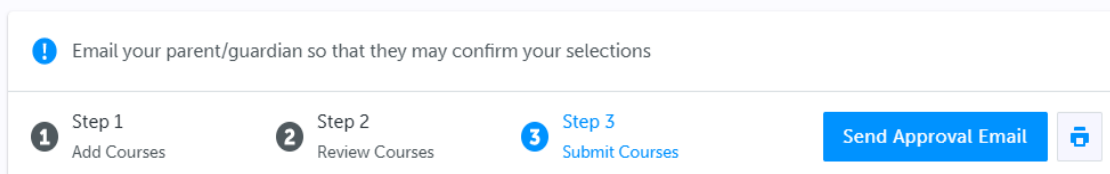


### **STEP 3: SUBMIT COURSES**



Carefully review the **Details** page to ensure that you are meeting the requirements for the courses you have selected and that the courses that appear are correct. THEN CLICK on **SUBMIT COURSE SELECTIONS**. Please note that you will not be able to modify your course selections once submitted (unless your guidance counsellor re-allows submission)!

3) **PRINT SIGN-OFF SHEET:** After submitting your course selections, Click the **Printer** button at the top right and return a signed copy by your parent/guardian to your school.





# **REGISTRATION PROCEDURES FOR NON-HWCDSB STUDENTS**

## **IN BOUNDARY NON-HWCDSB STUDENTS**

All students attending a Non-HWCDSB Elementary School and residing **within the STM boundaries** must complete the **online registration form** which can be found on the school website at [www.stm.hwcdsb.ca](http://www.stm.hwcdsb.ca). The following **8 items** will need to be submitted through the online portal by **March 30<sup>th</sup>, 2024** in order to register for the 2024-2025 School year:

- 1. **A Grade 9 Option Sheet** (pg 7)
- 2. **Most recent Elementary School Report Card**
- 3. **Transition Information Package** (pg. 8-11)
- 4. **A photocopy of the student's Birth Certificate**
- 5. **Pupil Eligibility and Attestation Form** (pg 12-13) **and Proof of status in Canada** (if not a Canadian citizen)
- 6. **\$50.00 Activity Fee** - a receipt showing payment made through School Cash Online (please see instructions on page 14)
- 7. **Proof of Residency** – 2 pieces of ID showing proof of address is required.
- 8. A copy of the student's Individualized Education Plan (IEP), if applicable.

## **OUT OF BOUNDARY NON-HWCDSB STUDENTS**

If a Non-HWCDSB student resides **outside of the STM boundaries**, parents must complete the **online registration form** which can be found on the school website at [www.stm.hwcdsb.ca](http://www.stm.hwcdsb.ca) and submit the above 8 items along with the Secondary School Out-of-Boundary Admissions Form (last page of this guide) through the Online portal. All Out of Boundary registrations are pending Principal's approval and will be based on School Capacity Limitations. Parents will be contacted for an intake meeting with a Vice-Principal after **February 1<sup>st</sup>, 2024**. Please complete and submit the registration package through the Online portal by **March 30<sup>th</sup>, 2024**.



# St. Thomas More Catholic Secondary School

1045 Upper Paradise Road, Hamilton, Ontario L9B 2N4

Telephone 905-388-3030 Fax 905-388-3056

Mr. P. Di Ianni, Principal

Mr. M. Dziuba, Vice-Principal, Mr. M. Marrazzo, Vice-Principal, Ms. C. Mossey, Vice-Principal

## TRANSITION INFORMATION SHEET

Name: \_\_\_\_\_ Current/ Most Recent:School: \_\_\_\_\_

QUESTION	NO	YES	
Within the past two years, have you been subjected to a suspension from school?			If yes, when and why?
Are you currently under suspension?			If yes, are you being considered for expulsion?
Have you ever withdrawn as a student from a school board?			If yes, when and why?
Are you currently an expelled student?			If yes, when and why?
Have you ever been expelled by a school board or principal of a school?			If yes, when and why?
Have you ever applied for re-entry to a school board/or board?			

As Parent / Guardian of the above-named student, I hereby authorize the release of information related to said student by the administration of his/her current / most recent school.

I acknowledge the above information to be true to the best of my knowledge and belief, and that the information provided is being relied upon by the Principal/Board.

Parent / Guardian Signature: \_\_\_\_\_

Signature of the Student \_\_\_\_\_

Date: \_\_\_\_\_

## **St. Thomas More Catholic Secondary School**

1045 Upper Paradise Road, Hamilton, Ontario L9B 2N4

Telephone 905-388-3030 Fax 905-388-3056

Mr. P. Di Ianni, Principal

Mr. M. Dziuba, Vice-Principal, Mr. M. Marrazzo, Vice-Principal, Ms. C. Mossey, Vice-Principal

### **CATHOLICITY OF SCHOOL**

Name of Student: \_\_\_\_\_ Current/Most Recent School: \_\_\_\_\_

Upon completion of the registration package, you may be granted admission to St. Thomas More Catholic Secondary School subject to your understanding and acceptance of the Catholic character of the school, availability of space and other information provided below.

In having decided to register at St. Thomas More Catholic S.S., you have selected a school with an excellent academic reputation, a full co-instructional program, excellent facilities and most importantly, a deep commitment to the school's role as a Catholic institution.

St. Thomas More Catholic Secondary School by its very nature is Christ-centred. All programs are taught in the context of Gospel values and the teaching of the Catholic Church. Catholicity permeates the entire curriculum and is not confined only to Religious Education classes. All students enrol in a Religion course each year, which is a full-credit course, but the transmission of the school's Catholic culture is integrated into everything the school does.

When you enrol at St. Thomas More Catholic Secondary School, you accept the entire program including the school uniform, the school's *Code of Student Behaviour*, *Safe Schools* policy, co-instructional constitution and, most importantly, the Catholic nature of the school.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Student Signature

## APPLICATION FOR INTERNET ACCESS

The Board supports access by students to a wide range of information resources and the development by staff of appropriate skills to evaluate and integrate such resources in the school's curriculum.

The Board therefore will:

- provide Internet access under the supervision of teachers in schools
- provide user IDs to students
- monitor accounts, when necessary, on the Board's network.

Students are responsible for appropriate behaviour on school networks just as they are in a classroom or a school hallway. The network is provided for cultural enrichment, to conduct research and to communicate with others.

In order to ensure proper use of the network, students are required to:

- use the internet in schools under teacher supervision
- obtain permission from the teacher before using the network (when doing independent study).

Students are required to complete a *Student Agreement Form – for use of the HSCDSBNET* and *Access to the Internet* before being given internet access through the school network(s). Such access is a privilege and will be granted only to students who agree to follow the guidelines established by the Hamilton-Wentworth Catholic District School Board.

NOTE:

1. Students having attended elementary school within the Hamilton-Wentworth Catholic District School Board have already completed the Student Agreement Form and therefore are exempt from this requirement.
2. All other registrants must complete the *Student Agreement Form* and the *Application for Internet Access* forms which are available through the school office.

### Secondary School Intake Requirement Agreement of Understanding

I/We have read the foregoing registration information and hereby accept the Secondary School Registration Requirements of the Hamilton-Wentworth Catholic District School Board and the school to which application is being made.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent Signature

Date: \_\_\_\_\_

# St. Thomas More Catholic Secondary School

1045 Upper Paradise Road, Hamilton, Ontario L9B 2N4

Telephone 905-388-3030 Fax 905-388-3056

Mr. P. Di Ianni, Principal

Mr. M. Dziuba, Vice-Principal, Mr. M. Marrazzo, Vice-Principal, Ms. C. Mossey, Vice-Principal

## DECLARATION OF PERFORMANCE

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

My registration/continued attendance at St. Thomas More Catholic Secondary School is dependent on my compliance with the conditions stated below. I understand that if a review determines that I am failing to comply, then I will withdraw or be excluded from the school.

- I will be in full attendance, on a punctual basis, at all of my classes, except when ill or for reasons approved by the school administration or stated in its *Code of Student Behaviour*. Any impending absence will be reported to the school by 8:00 a.m.
- I will give assiduous attention to my school work by:
  - having proper books and materials with me for each class
  - completing homework and assignments on a timely basis
  - preparing adequately for tests, exams and other evaluations
  - being attentive, cooperative and hard-working in class.
- I will follow published school rules in class, on school property, on buses and at school events.
- I will be respectful of fellow students, their rights and their property.
- I will be respectful to all staff including teachers, administrators, support staff, volunteers and adult guests in our school.

### **Signatures:**

Student: \_\_\_\_\_

Parent / Guardian: \_\_\_\_\_

Principal / Vice-Principal: \_\_\_\_\_

Superintendent (if required): \_\_\_\_\_

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[R:\MAIN OFFICE\INTAKE REGISTRATIONS 2022-2023\Intake Package\(updated Oct 13, 2021\).docx](R:\MAIN OFFICE\INTAKE REGISTRATIONS 2022-2023\Intake Package(updated Oct 13, 2021).docx)



### HWCDSB Pupil Eligibility Attestation and Document Verification Form

For Ministry audit purposes, this form must be filled out for all new registrations to the school and retained in the student's OSR. Original documentation or officially certified true copies should be reviewed. Please do NOT keep photocopies of documentation in the student's OSR.

FULL LEGAL NAME OF STUDENT TO BE REGISTERED			
LAST: _____	FIRST: _____	MIDDLE: _____	
DATE OF BIRTH (DD/MM/YYYY): _____	Female ___	Male ___	Prefer Not to Disclose ___
Country of Birth: _____	Country of Citizenship: _____		
Date of Entry into Canada (for student born outside of Canada): _____			
Document to Support Proof of Entry Date: _____			

Date Format: DD-MM-YYYY

### REQUIRED DOCUMENTATION FOR REGISTRATION

- Proof of Age**
  - Birth Certificate
  - Passport
  - Other: \_\_\_\_\_
  - Citizenship Card/Certificate

Date became a Citizen  
(not born in Canada): \_\_\_\_\_
- Proof of Residency**
  - Utility Bill
  - Home Phone/Cable/Internet Bill
  - Purchase/Lease Agreement
  - Property Tax Bill
  - Other: \_\_\_\_\_

\*\*Driver's license or cell phone bill is not acceptable for audit purposes\*\*
- Date of Entry into Canada (born outside of Canada)**
  - Entry Date: \_\_\_\_\_
  - Date of Entry Stamp in Passport
  - Confirmation of Permanent Resident
  - Permanent Resident Card
  - Claimant/Convention Refugee
  - Visitor Record
  - Study Permit
  - Other: \_\_\_\_\_

\*\*Proof of date of entry into Canada must be presented. Date of entry is the date the student enters Canada to reside\*\*
- Type of Admission**
  - Roman Catholic - Baptismal Certificate received  
Church Attending: \_\_\_\_\_
  - Non-Catholic, in boundary
  - Catholic, out-of-boundary
  - Non-Catholic, out-of-boundary

\*\*Approved Elementary/Secondary Admission Request Form filed in OSR\*\*
- Other Documentation**
  - Last Report Card
  - Transcript from previous school (secondary only)
  - Parent reporting vaccinations to Hamilton Public Health

**If Applicable**

  - IEP Accommodations/Modifications
  - Medical Documentation related to medical peril
- Proof of Custody (student under 18 years old)**
  - Not Applicable
  - Court Order
  - Notarized Custodianship Declaration (fee paying)
  - Notarized Guardianship Agreement
  - CAS/CCAS Letter
  - Adoption Papers
  - Other: \_\_\_\_\_

\*\*Copy of documentation to be filed in the OSR\*\*
- Custody (student under 18 years old)**

If the parent/guardian cannot provide proof of custody, then all the following criteria must be met (circle Yes or No) in order for the child to attend school without the payment of a tuition fee:

Yes No 1) The student is a Canadian Citizen or Permanent Resident in Canada.

Yes No 2) The guardian is a member of the student's immediate family and is a Canadian Citizen or Permanent Resident in Canada, and resides in HWCDSB jurisdiction. Immediate Family Relationship (please specify): \_\_\_\_\_

Yes No 3) The guardian is assuming full responsibility for the care and well-being of the student and the student is residing with the guardian throughout the custody period.

Yes No 4) A written agreement is in place between the parents of the student and the guardian that sets out all of the above, as well as the respective responsibilities of the parents and the guardian.

## CITIZENSHIP AND IMMIGRATION INFORMATION

**Please be advised that the information below must be completed regardless of status in Canada**

Date Format: DD-MM-YYYY

**Canadian Citizen**

- Birth Certificate
- Passport
- Citizenship Card/Certificate

Date became a Citizen  
(not born in Canada): \_\_\_\_\_

**Refugee**

- Convention
- Protection
- Claimant
- Equivalent Documentation: \_\_\_\_\_

Date became a Refugee: \_\_\_\_\_  
Expiry: \_\_\_\_\_

**Work Permit**

Name of Parent: \_\_\_\_\_  
Relation: \_\_\_\_\_  
Date Issued: \_\_\_\_\_  
Expiry Date: \_\_\_\_\_

**Fee Paying**

- Study Permit
- Visitor Record
- Other

Date Issued: \_\_\_\_\_  
Expiry Date: \_\_\_\_\_  
Tuition Amount Paid: \_\_\_\_\_

**Exchange Program**

- Exchange Agreement
- Duration of Exchange: \_\_\_\_\_
- Study Permit/Visitor Record issued

Date Issued: \_\_\_\_\_  
Expiry Date: \_\_\_\_\_

*\*\*Refer to Exchange Agreement for additional information\*\**

**Permanent Resident (P.R)**

- Confirmation of P.R
- P.R Card
- Equivalent Documentation: \_\_\_\_\_

Date became a P.R: \_\_\_\_\_  
Expiry Date: \_\_\_\_\_

**Study Permit (Parent)**

Name of Parent: \_\_\_\_\_  
Relation: \_\_\_\_\_  
Date Issued: \_\_\_\_\_  
Expiry Date: \_\_\_\_\_

*\*\*Copy of post-secondary Letter of Acceptance and tuition receipt  
required in addition to Study Permit\*\**

**Study Permit (Student)**

- Dependent under Parent Study/Work Permit
- Other (non-fee paying)

Date Issued: \_\_\_\_\_  
Expiry Date: \_\_\_\_\_

**Other**

- Visitor Record (non-fee paying)
- Type of Document: \_\_\_\_\_

Date Issued: \_\_\_\_\_  
Expiry Date: \_\_\_\_\_

**Confirmation of Documentation and Student Eligibility for ESL/PANA Funding**

- Country of Birth: \_\_\_\_\_
- Country of Citizenship: \_\_\_\_\_
- Date of Entry into Canada: \_\_\_\_\_

Date Issued: \_\_\_\_\_  
Expiry Date: \_\_\_\_\_

I certify that the information contained in this form is accurate and that I have examined the applicable documentation as indicated. This personal information is being collected and will be maintained in keeping with Freedom of Information and Privacy Legislation. This information will be filed and retained in the student's OSR for Ministry audit purposes.

Principal's (or Designate) Name (PRINTED): \_\_\_\_\_

Principal's (or Designate) Signature: \_\_\_\_\_

Name of School: \_\_\_\_\_

Date (DDMM/YYYY): \_\_\_\_\_

**DISCLAIMER:** School boards must use a Pupil Eligibility Attestation Form to document the board's review and verification of relevant documentation to confirm pupil eligibility in the areas listed above. Furthermore, a physical copy of a student's personal (i.e. Birth Certificates, passports, etc.) or immigration documentation will NOT be retained at the time of registration as stated in the "Clarification of Policies and Supporting Documentation to Confirm Pupil Residency and Eligibility Status", Memorandum No. 2018-8B08, April 25, 201



Ontario Ministry of Education  
100 Queen Street West, Toronto, Ontario M5H 2M2

AS-23-2



# St. Thomas More Catholic Secondary School

## School Cash Online Setup Instructions

The following steps will guide Parents on how to pay the \$50 Activity Fee through School Cash Online:

Step 1:

Use the following URL <https://hwcdsb.schoolcashonline.com> to access the School Cash Online sign in page.

Step 2:

Go to the top right hand corner of your screen and select **"ITEMS"**

Step 3:

Select **"STM ACTIVITY FEE for the school year 2024/2025 \$50.00"**.

Step 4:

Enter your child's name in the requested field, uncheck the **"Myself"** option and then select **"ADD TO CART"**

Step 5:

Brings you to the **"What's in Your Cart?"** screen, click **"CONTINUE"**

Step 6:

Directs you to a **"SIGN IN / GUEST CHECKOUT"** screen, please select **"Continue as a Guest"**.

Step 7:

In the **"SELECT PAYMENT METHOD"** screen, please enter your credit card information and select **"CONTINUE"**

Step 8:

Complete the required fields in the **"Purchaser Information"** screen and select **"CONTINUE"**

Step 9:

In the **"Review Your Order"** screen, select **"COMPLETE YOUR ORDER"**. This will lead you to the confirmation page where you will **"PRINT YOUR RECEIPT"**.

## PERSONAL PLANNING CHART

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
1.	<b>HRE 101</b> (Religious Education)	<b>HRE 201</b> (Religious Education)	<b>HRT 3M1 or HRF 301</b> (Religious Education)	<b>HRE 4M1 or HRE 401</b> (Religious Education)
2.	<b>ENL 1W1 or 1L1</b> (English)	<b>ENG 2D1 or 2P1 or 2L1</b> (English)	<b>ENG 3U1 or 3C1 or 3E1</b> (English)	<b>ENG 4U1 or 4C1 or 4E1</b> (English)
3.	<b>MTH 1W1 or MAT 1L1</b> (Mathematics)	<b>MPM 2D1 or MFM 2P1 or MAT 2L1</b> (Mathematics)	<b>MCR 3U1 or MCF 3M1 or MBF 3C1 or MEL 3E1</b> (Mathematics)	
4.	<b>SNC 1W1 or 1L1</b> (Science)	<b>SNC 2D1 or 2P1 or 2L1</b> (Science)		
5.	<b>CGC 1W1</b> (Canadian Geography)	<b>CHC 2D7 or 2P7 or 2L7</b> (Canadian History)		
6.	<b>FSF 1D1 or 1O1</b> (French)	<b>GLC 209 &amp; CHV 209</b> (Career Studies/Civics)		
7.				
8.				

To earn an OSSD you must successfully complete the courses identified on the chart as well as the following:

- **An Arts credit**
- **A Physical Education credit**
- **A Grade 9 or 10 Technological Education credit (\*\*New for students entering Gr. 9 in September 2024)**
- **One additional credit from each group:**
  - **Group 1:** English, or French as a second language, or a Native Language, or a Classical or and International Language, or Social Sciences and the Humanities, or Canadian & World Studies, Guidance and Career Education or Cooperative Education (grade 11 Religion fulfills this requirement)
  - **Group 2:** Health & Physical Education, or the Arts or Business Studies or French as a second language or Co-operative Education
  - **Group 3:** Science Gr. 11 or 12, or Technology Education, or French as a second Language or Co-operative Education
- **7 Additional Elective Credits**
- **40 Hours of Christian Service**
- **The Provincial Literacy Requirement (OSSLT or OSSLC)**
- **2 E-Learning credits**

## **GRADE 9 COURSES DESCRIPTIONS**

### **COMPULSORY COURSES**

#### **ENGLISH**

##### **ENL 1W1 Grade 9, English, Destreamed**

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum. The course is intended to prepare students for the Grade 10 academic and applied English courses, which leads to university or college preparation courses in Grades 11 and 12.

##### **ENG 1L1 Grade 9, English, Locally Developed**

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the English Grade 10 Locally Developed (ENG 2L1) course and in the English Grade 11 Workplace Preparation (ENG 3E1) course and in the Grade 12 Workplace Preparation (ENG 4E1) course. The course is organized by strands that develop listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

##### **ESL AO1 Grade 9, Beginning Communication in English, Open**

This course builds on students' previous education and language knowledge to introduce the English language and help students adjust to their new cultural environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes; use basic English language structures and simple sentence patterns in short conversations; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

##### **ESL BO1 Grade 9, English in Daily Life, 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 expand 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.

##### **ESL CO1, Grade 9, English for School and Work, 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.

##### **ESL DO1, Grade 9, Study Skills in English, Open**

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

## **FRENCH**

### **FSF 1D1 Grade 9, Core French, Academic**

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

### **FSF 1O1 Grade 9, Core French, Open**

This is an introductory course for students who have little or no knowledge of French or **who have not accumulated the minimum of 600 hours of elementary Core French instruction**. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental communication skills through discussing situations and issues that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary to become life-long language learners.

## **GEOGRAPHY**

### **CGC 1W1 Grade 9, Exploring Canadian Geography, Destreamed**

This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

### **CGC 1WL Grade 9, Exploring Canadian Geography, English Language Learners**

This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations. **This course is for English Language Learners only!**

## **RELIGION**

### **HRE 1O1 Grade 9, Religious Studies, Open**

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.

### **HRE 1OL Grade 9, Religious Studies, Open, English Language Learners**

This Religion course is designed for English Language Learners and uses the Beatitudes as a framework to examine the attitudes and actions that characterize the Christian life. ELL 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. **This course is for English Language Learners ONLY!**

## **MATHEMATICS**

### **MTH 1W1 Grade 9, Mathematics, Destreamed**

This course enables students to consolidate, and continue to develop an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

### **MAT 1L1 Grade 9, Mathematics, Locally Developed**

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, in the Grade 10 course (MAT 2L1), and in the Mathematics Grade 11 Workplace Preparation (MEL 3E1) course and Grade 12 Workplace Preparation (MEL 4E1) course. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

## **SCIENCE**

### **SNC 1W1 Grade 9, Science, Destreamed**

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and Earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

### **SNC 1WL Grade 9, Science, Destreamed – English Language Learners**

Please see description for the SNC1W1 Grade 9 Destreamed Course. **This course is for English Language Learners ONLY!**

### **SNC 1L1 Grade 9, Science, Locally Developed**

This course emphasizes, reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking and the relationship between science, society, and the environment, to prepare students for success in everyday life, in the workplace and in the science Grade 11 Workplace Preparation (SNC 3E1) course. Students explore a range of topics including science in daily life, properties of common materials, life-sustaining processes in simple and complex organisms, and electrical circuits. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.

## **ELECTIVE COURSES**

### **ARTS**

#### **ADA 101 Grade 9, Dramatic Arts, Open**

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.

#### **AMK 101 Grade 9, Music, Piano Keyboard, Open**

This is an introductory keyboard course. No experience is necessary. Students will learn to read music and play. Those who have taken private conservatory lessons beyond Grade 3, may wish to consider the Grade 10 course, AMK201.

#### **AMU 101 Grade 9, Music, Concert Band, Open**

Students will learn to play instruments such as the flute, clarinet, saxophone, trumpet, trombone, tuba and percussion. There will be opportunities to choose which instrument. They are encouraged to participate in the school concert band, or perhaps the jazz band after school, but this is not required. This course is appropriate for those who may wish to continue to a university-qualifying music course in Grade 12. Students who have played an instrument for several years and can read music may wish to consider taking the Grade 10 Music course, AMU201.

#### **AMV 101 Grade 9, Music, Vocal, Open**

This is an introductory vocal class. Students will learn to read music and to sing in unison. There will be both solo and group singing. This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use. Students are encouraged to participate in the school choir, but this is not required. This course is appropriate for those who may wish to continue to a university qualifying music course in Grade 12.

#### **ATC 101 Grade 9, Dance, Open**

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.

#### **AVI 101 Grade 9, Visual Arts, Open**

This is an introductory art class. 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. Students will do painting, drawing and some print-making.

### **BUSINESS**

#### **BEM 101 Grade 9, Building the Entrepreneurial Mindset, Open**

In this course, students will learn what makes an entrepreneur thrive and the skills required to succeed in today's business environment. Students will begin to develop their own entrepreneurial mindset, and learn why it's important to take initiative, adapt to change, find creative solutions, and understand the financial considerations of entrepreneurship. This hands-on course will use business software and applications to help students plan and develop their entrepreneurial ideas and learn how to present them to a target audience. Throughout the course, students will enhance their communications skills as well as develop and refine their project management skills,

including goal setting, time management, and networking. This course is designed to help students build a foundation of digital literacy skills necessary for success in a technologically driven society. They will spend each class on the computer using current software such as Microsoft Word, Excel, and PowerPoint and a variety of Adobe packages for designing reports, analyzing numerical data, preparing professional presentations, and website design. Students will also learn how to use the Internet for effective electronic research needed in all courses throughout their high school career.

### **GUIDANCE**

#### **GLE 101 Grade 9, Learning Strategies, Open**

Students learn and apply strategies that will help them do better in school. They will have the opportunity to practice these new strategies on their homework. This course may be substituted for French if the student has been identified as “an exceptional student”.

#### **GLS 10L Grade 9, Learning Strategies, For English Language Learners, Open**

This course focuses on learning strategies to help ELL students become more independent learners. ELL 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.

### **HEALTH & PHYSICAL EDUCATION**

#### **PPL 10B (male) or PPL10G (female) Grade 9, Healthy Active Living, Open**

This course emphasizes daily participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement techniques and principles, ways to improve personal fitness and physical competence, and safety/injury-prevention strategies. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs and will participate in activities designed to develop goal-setting, communication, and social skills. Boys and girls are in separate Grade 9 physical education classes. Students participate in varied activities such as badminton, basketball, table tennis, weight training and volleyball.

### **MATHEMATICS**

#### **GLE 10M Grade 9, Learning Strategies: Gap Closing In Mathematics, Open**

This course focuses on strengthening foundational mathematical concepts. It is designed to prepare students to succeed in the Grade 9 Destreamed Math. GLE10M is offered first semester of grade 9 and will lead into the grade 9 destreamed math course which will be taken during semester 2 of grade 9.

### **TECHNOLOGICAL EDUCATION**

#### **TAS 201 Grade 9, Technology and the Skilled Trades, Open**

This hands-on course enables students to further explore the engineering design process and develop other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and technologies from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as precision measurement, as well as health and safety standards. Students will begin to explore job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers



## SECONDARY SCHOOL OUT-OF-BOUNDARY ADMISSIONS FORM

IN BOUNDS  OUT OF BOUNDS  CATHOLIC  NON-CATHOLIC

STUDENT INFORMATION							
NAME OF STUDENT:				DATE OF BIRTH:			
				MM/DD/YYYY			
GRADE ENTRANCE:		SPECIAL EDUCATION NEEDS IDENTIFICATION:		<input type="checkbox"/> YES <input type="checkbox"/> NO			
NAMES OF PARENTS/GUARDIANS:							
ADDRESS:						UNIT#	
CITY:						POSTAL CODE:	
PHONE NUMBERS:				EMAIL ADDRESSES:			
SCHOOL WITHIN BOUNDARY:			REQUESTED SCHOOL:		START DATE:		
CURRENT SCHOOL:							
STUDENT BAPTIZED CATHOLIC		<input type="checkbox"/> YES <input type="checkbox"/> NO		PARENT/GUARDIAN BAPTIZED CATHOLIC		<input type="checkbox"/> YES <input type="checkbox"/> NO	
				SUPPORTING DOCUMENTATION		<input type="checkbox"/> YES <input type="checkbox"/> NO	
RATIONALE FOR REQUEST:							
STUDENT HAS A SIBLING WHO IS CURRENTLY ENROLLED AT REQUESTED SCHOOL				Yes <input type="checkbox"/> No <input type="checkbox"/>		IF YES, INDICATE THEIR CURRENT GRADE:	
<b>CONDITIONS OF APPLICATION:</b>							
1. TRANSPORTATION IS THE RESPONSIBILITY OF THE PARENT(S)/GUARDIAN(S) FOR OUT OF BOUNDARY STUDENTS							
2. THE FINAL DECISION IS NOT SUBJECT TO APPEAL							
I/WE UNDERSTAND THE CONDITIONS OF THIS APPLICATION.							
PARENT/GUARDIAN SIGNATURE: _____				DATE: _____			
APPROVAL							
REQUESTED SCHOOL: <input type="checkbox"/> APPROVED TO INITIATE SCHOOL INTAKE MEETING							
<input type="checkbox"/> NOT APPROVED							
PRINCIPAL SIGNATURE: _____				DATE: _____			
DISTRIBUTION							
PARENT/GUARDIAN							
REQUESTED SCHOOL							
CURRENT SCHOOL							