



St. Thomas More Catholic Secondary School

"Praestantia Scholastica, Praestantia Religiosa, Praestantia Athletica"

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Mrs. S. Cannon, Principal

**Mr. C. Agro
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**Mr. C. Barone
Vice-Principal**

**Mr. B. Daly
Vice-Principal**

November 28, 2017

St. Thomas More Catholic Secondary School is built on a tradition of excellence. As stated in our motto, our ideal student is one who strives to do his/her best in academic pursuits, in spiritual growth, and in the community life of the school. In your years 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 will learn about our school tradition, and pass it on to those who follow. Most importantly, we hope that you will come to fully realize what a Catholic school is about, and that you will embody the Christian ideals we espouse.

This Course Selection Guide contains the following:

The Hamilton-Wentworth Catholic District School Board's Mission & Vision

Diploma Requirements

Subject Coding Information

STM Grade 9 Course Offerings

A Secondary School Personal Planning Sheet

Option Selection and Registration Procedures

myPath Timetable Access Information

Consult www.pathtosuccess.ca for further information regarding programs, course offerings and the transition to Grade 9.

This Course Selection Guide is written to assist you in your educational planning. It is extremely important that you understand the decisions that you make and the ramifications of your choices. To do so, you must:

- read and understand this Guide
- value the recommendations of your parents and school officials
- seek assistance from your counsellor and teachers, to assist you with decisions or to clarify issues you do not understand
- ensure that your decisions are consistent with your long-range educational and career plans.

The planning process is critical to your success. Please give it the consideration it deserves. Good luck on your journey.

Sincerely,

S. Cannon
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 including 18 Compulsory Credits and 12 Optional Credits**
- **40 hours of Christian Service/Community Involvement**
- **Successful completion of the Provincial Literacy requirement (OSSLT or OLC 401)**

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

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.

OPTIONAL CREDITS (Total of 12 including 4 Religious Studies credits, one credit in each grade)

Students who do not qualify for an Ontario Secondary Diploma may qualify for an Ontario Secondary School Certificate. Details are posted on the website www.pathtosuccess.ca.

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 and 10 courses are offered at the following levels: **Academic (D), Applied (P), Locally Developed (L) and Open (O)**. Grade 9 students must choose the level of course for English, French, Geography, Mathematics and Science. Grade 9 Religious Education and all other Grade 9 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	APPLIED	LOCALLY DEVELOPED	OPEN	ESL
1. English	ENG 1D1	ENG 1P1	ENG 1L1		ESL AO1
2. French	FSF 1D1	FSF 1P1		FSF 1O1	
3. Geography	CGC 1D7	CGC 1P7			CGC 1PL
4. Mathematics	MPM 1D1	MFM 1P1	MAT 1L1		
5. Science	SNC 1D1	SNC 1P1	SNC 1L1		SNC 1PL
6. Religion				HRE 1O1	HRE 1OL

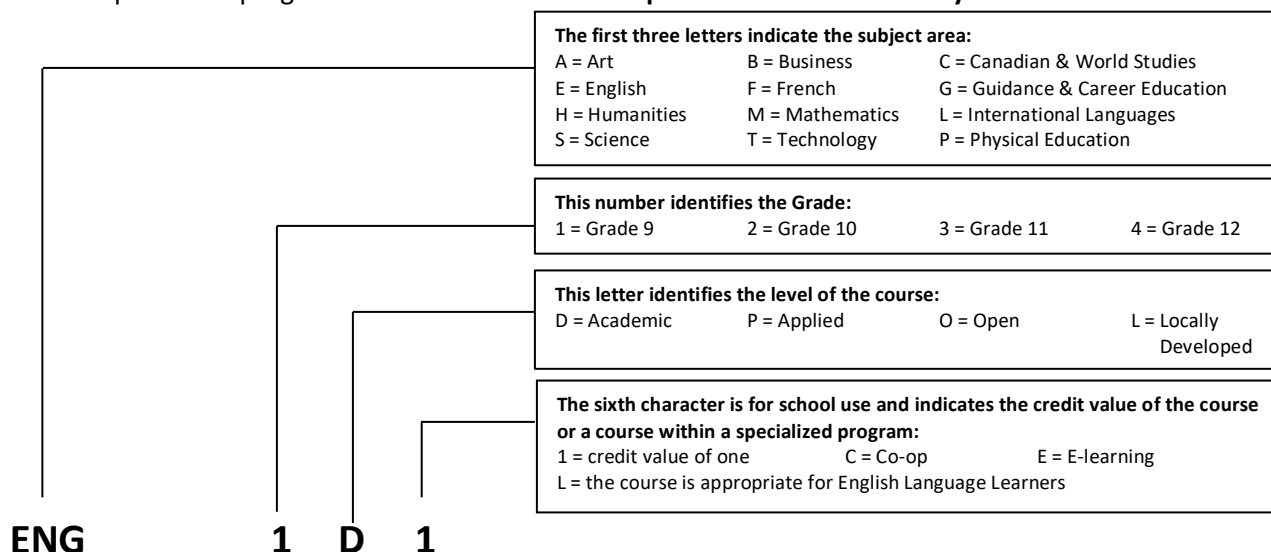
Note: GLE 101 (Learning Strategies) may be substituted for French only if the student has been identified as an "Exceptional Student".

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. They lead to university stream courses. 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 very good work habits in Grade 8
- Achieved at or above the class average in Grade 8

APPLIED COURSES (P)

Applied courses focus on the essential concepts of the discipline. Applied courses develop the student's knowledge and skills by emphasizing practical, concrete applications of the essential concepts while incorporating theoretical applications, as appropriate. They lead to college stream courses. Grade 9 students in the Applied Courses:

- Learn by doing
- Enjoy discussion
- Benefit from multi-step instructions
- Complete class work in class but may have difficulty with independent work
- Displayed average work habits in Grade 8
- Achieved below the class average in Grade 8

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 (6th character "L")

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

For Full course descriptions visit: www.pathtosuccess.ca

GRADE 9 COURSES DESCRIPTIONS

COMPULSORY COURSES

ENGLISH

ENG 1D1 Grade 9, English, Academic

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will 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.

ENG 1P1 Grade 9, English, Applied

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.

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 1P1 Grade 9, Core French, Applied

This course emphasizes the further development of oral communication skills, using the theme of media; the development of oral communication skills will be integrated with the development of reading and writing skills. Students will expand their ability to understand and speak French through conversation, discussions, and presentations. They will also read media-related short stories, articles, poems, and songs and write brief descriptions, letters, dialogues, and invitations.

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 1D7 Grade 9, Geography of Canada, Academic

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place to live.

CGC 1P7 Grade 9, Geography of Canada, Applied

This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore a range of issues, including food and water supplies, competing land uses, and interactions with the natural environment, developing their awareness that issues that affect their lives are interconnected with issues in other parts of the world. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate choices related to sustainable living in Canada.

CGC 1PL Grade 9, Geography of Canada, Applied, English Language Learners

This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore a range of issues, including food and water supplies, competing land uses, and interactions with the natural environment, developing their awareness that issues that affect their lives are interconnected with issues in other parts of the world. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate choices related to sustainable living in Canada. This course is open to ESL students only.

MATHEMATICS

MPM 1D1 Grade 9, Principles of Mathematics, Academic

This course enables students to develop understanding of mathematical concepts related to algebra, analytic geometry, 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 relationship. They will also explore relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Learning through abstract reasoning is an important aspect of this course.

MFM 1P1 Grade 9, Foundations of Mathematics, Applied

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 for linear relationships, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. Learning through hands-on activities and the use of concrete examples is an important aspect of this course.

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.

RELIGION

HRE 101 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 10L 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.

SCIENCE

SNC 1D1 Grade 9, Science, Academic

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

SNC 1P1 Grade 9, Science, Applied

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.

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.

SNC 1PL Grade 9, Science, Applied – English Language Learners

This science course is designed for English Language Learners and 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.

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 and should discuss this with Mr. Gagnier (extension 4447).

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 should discuss the possibility of taking Grade 10 Music with Mr. Gagnier (extension 4447) or Mr. Santos (extension 4497).

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

BTT 101 Grade 9, Information and Communication Technology in Business, Open

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.

BTT 20L, Grade 10, Information and Communication Technology in Business, For English Language Learners, Open

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

BBI 20L Grade 10, Introduction to Business, For English Language Learners, Open

This course introduces ELL students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information 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.

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

GLE10M 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 applied level. GLE10M is offered first semester of grade 9 and will lead into the grade 9 applied mathematics course which will be taken during semester 2 of grade 9.

TECHNOLOGICAL EDUCATION

TIJ 101 Grade 9, Exploring Technologies, Open

Students will explore different areas of technology including: video communication, graphics, construction, design and technology, and transportation. This course is project based; students will participate in a number of practical assignments that enable 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.

REGISTRATION PROCEDURES FOR HWCDSB STUDENTS

The following **4 items MUST be submitted together** in order to register at St. Thomas More:

- 1. **Registration Form** (provided by the Elementary School)
- 2. **Completed on-line Option Sheet** (the courses in your backpack selected through myPath) see next page
- 3. **\$40.00 Activity Fee** (cash or cheque made payable to St. Thomas More C.S.S.) or a receipt of payment made through cash online (available to feeder school students only)
- 4. **Completed Elementary School Recommendation Form** (page 13 of this Handbook)

Note: If the student is from a **non-feeder Catholic 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 FEEDER SCHOOL registration packages between January 25th and January 31st, 2018.

Feeder Schools
Annunciation of Our Lord
Regina Mundi
St. Michael
St. Vincent de Paul

The following NON-FEEDER SCHOOL registration packages will be picked up between January 25th and February 28th, 2018.

Non-Feeder Schools
St. Marguerite D'Youville
St. Thérèse of Lisieux
Sts. Peter & Paul
Corpus Christi

Students from Catholic schools other than the above listed MUST submit their Registration Package directly to the Student Services Department at STM by February 28, 2018.

OUT OF BOUNDARY DEADLINE:

If the student resides outside the STM boundary, parents must complete a Boundary Exemption Form (available from the Elementary School Principal). Completed Boundary Exemption Forms must be submitted by the Elementary School to Mr. C. Ciapanna, Superintendent.

COMPLETING YOUR ON-LINE OPTION SHEET

GO TO myPath

myPath is accessible through: www.pathtosuccess.ca, or through the link on the HWCDSB website, or through the link on the St. Thomas More School website, or by downloading the APP on your smartphone.



CREATE YOUR myPath Account

1. Go to www.pathtosuccess.ca
2. Select Login bubble
3. Select register
4. You will need a valid email account
5. Enter your student ID (student number) or OEN (dashes included)
6. Create an 8 character password, confirm it and submit (do no cut and paste when confirming, re-enter your password)
7. You will receive an email containing a link to activate your account. Click on the link in the email to make your account active. (If you haven't received an email, check your junk mail folder)

OR

1. Download the FREE APP Store. Search for the APP using HWCDSB myPath
2. You will need a valid email account
3. Select Account Type –Student/Parents select caregiver
4. Follow steps 5-7 from above



LOGIN TO YOUR myPath ACCOUNT



SELECT YOUR COURSES

Click on “Courses” at the top of the page. Select your courses by choosing a department and then clicking on the course of your choice. Once you have read the course description and you are sure you want the course, put the course into your backpack by clicking “Add to Backpack”. Go back to courses to select your next course. Once your backpack is full and you have selected all 8 of your courses, print a copy of the courses that are in your backpack – this must be submitted with your registration package materials.



PRINT A COPY OF THE COURSES IN YOUR BACKPACK



ELEMENTARY SCHOOL RECOMMENDATION

For Grade 9 Course Selections

St. Thomas More Catholic Secondary School

Student Name _____ Address _____ Telephone # _____ Date of Birth _____ year/month/day OEN# (Student Number) _____	Indicate the current Elementary School: <input type="checkbox"/> Annunciation Of Our Lord <input type="checkbox"/> Regina Mundi <input type="checkbox"/> St. Michael <input type="checkbox"/> St. Vincent de Paul Other _____
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Courses in Grade 9 may be chosen at the ACADEMIC, APPLIED, LOCALLY DEVELOPED or OPEN Level.

ACADEMIC COURSES (1D1)

Focus on essential concepts plus additional ones; they emphasize theoretical, abstract applications while incorporating practical, concrete applications. They lead to university stream courses.

APPLIED COURSES (1P1)

Develop the student’s knowledge and skills emphasizing practical, concrete applications. They lead to college stream courses.

LOCALLY DEVELOPED COURSES (1L1)

Are modified courses and lead to the Workplace stream courses in later years.

OPEN COURSES (1O1)

Are open to all students; they provide a broad educational base.

ESL COURSES (1OL) (1PL)

For English language learners

Based upon demonstrated Student Performance and Learning Skills in Grade 8, the Elementary School recommends the following circled courses:

COURSE	ACADEMIC	APPLIED	LOCALLY DEVELOPED	OPEN
English	ENG 1D1	ENG 1P1	ENG 1L1	
Mathematics	MPM 1D1	MFM 1P1	MAT 1L1	GLE 1OM
Science	SNC 1D1	SNC 1P1	SNC 1L1	SNC 1PL
Geography	CGC 1D7	CGC 1P7		
French	FSF 1D1	FSF 1P1	GLE 1O1	FSF 1O1

The student has been:

- Identified through an IPRC. Exceptionality: _____
- Working through an informal IEP
- Recommended for a modified French program (FSF1O1) as they have less than 600 hrs of French instruction
- Recommended for a French exemption through GLE 1O1
- Recommended for the Gap Closing Math Course (GLE 1OM) to bridge to “P” level Math
- Recommended to take an ESL Program (ESL A/B/C or D, HRE1OL, CGC1PL, BTT2OL, BBI2OL, SNC1PL) and GLS 1OL for a French exemption

PARENT’S SIGNATURE

DATE
TEACHER’S SIGNATURE

REGISTRATION PROCEDURES FOR NON-HWCDSB STUDENTS

All students attending a non-HWCDSB Elementary School must attend an intake appointment with Mrs. Cannon, the Principal of STM. Please call STM 905-388-3030 ext. 3500 to book your intake appointment. Available times for intake are listed below:

8:45 a.m. to 11:45 a.m. the following dates:

Tuesday, January 9, 2018
Tuesday, January 16, 2018
Tuesday, January 23, 2018
Tuesday, February 6, 2018
Tuesday, February 13, 2018
Tuesday, February 20, 2018
Tuesday, February 27, 2018
Tuesday, March 6, 2018

You must bring the following 8 items to your intake appointment in order to register at St. Thomas More:

- 1. **An Option Sheet** (page 15) complete with Teacher's Recommendations
- 2. **A completed Registration Form** (Available at Intake Meeting)
- 3. **A photocopy of the student's Birth Certificate**
- 4. **Immigration Information** (if not a Canadian citizen)
- 5. **A copy of the latest Grade 8 Report Card**
- 6. **Transition Information Form** (page 16)
- 7. **\$40.00 Activity Fee** (cash or cheque made payable to St. Thomas More C.S.S.)
- 8. **Proof of Residency**

Note: If the student has an IEP (Individual Education Plan) a copy of the IEP must be submitted with the above registration materials.

OUT OF BOUNDARY DEADLINE: If the student resides outside the STM boundary, parents must submit a letter requesting exemption to boundaries to:

**Mr. C. Ciapanna, Superintendent
HWCDSB, P.O. Box 2012
90 Mulberry Street
Hamilton, ON L8N 3R9**

All out-of-boundary registrations are pending Superintendent permission.



ST. THOMAS MORE CATHOLIC SECONDARY SCHOOL

GRADE 9 OPTION SHEET FOR NON-HWCDSB STUDENTS

2018-2019

Student Name _____ Address _____ Telephone # _____ Date of Birth _____ year/month/day OEN# (Student Number) _____	Indicate the current Elementary School: <input type="checkbox"/> Chedoke <input type="checkbox"/> Pauline Johnson <input type="checkbox"/> Gordon Price <input type="checkbox"/> R.A. Riddell <input type="checkbox"/> Helen Detwiler <input type="checkbox"/> Westview Other _____
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SELECT THE LEVEL OF STUDY FOR EACH OF THE **SIX COMPULSORY COURSES** FROM THE REQUIRED COURSES LISTED BELOW (please use a checkmark to indicate your choice of level)

COMPULSORY COURSE	ACADEMIC	APPLIED	LOCALLY DEVELOPED	OPEN	ENGLISH LANGUAGE LEARNERS
1. ENGLISH	<input type="checkbox"/> ENG 1D1	<input type="checkbox"/> ENG 1P1	<input type="checkbox"/> ENG 1L1		<input type="checkbox"/> ESL AO1 <input type="checkbox"/> ESL BO1 <input type="checkbox"/> ESL CO1 <input type="checkbox"/> ESL DO1
2. MATHEMATICS	<input type="checkbox"/> MPM 1D1	<input type="checkbox"/> MFM 1P1	<input type="checkbox"/> MAT 1L1	<input type="checkbox"/> GLE 10M (Teacher recommendation required)	
3. SCIENCE	<input type="checkbox"/> SNC 1D1	<input type="checkbox"/> SNC 1P1	<input type="checkbox"/> SNC 1L1		<input type="checkbox"/> SNC 1PL
4. GEOGRAPHY	<input type="checkbox"/> CGC 1D7	<input type="checkbox"/> CGC 1P7			<input type="checkbox"/> CGC 1PL
5. FRENCH	<input type="checkbox"/> FSF 1D1	<input type="checkbox"/> FSF 1P1		<input type="checkbox"/> FSF 101 (Teacher recommendation is required)	<input type="checkbox"/> GLS 10L (For ELL students with no prior French instruction)
6. RELIGION				<input type="checkbox"/> HRE 101	<input type="checkbox"/> HRE 10L
ELECTIVE COURSES		SELECT TWO COURSES FROM THE OPTIONS BELOW			
<input type="checkbox"/> ADA 101	<input type="checkbox"/> AMK 101	<input type="checkbox"/> AMU 101	<input type="checkbox"/> AMV 101	<input type="checkbox"/> ATC 101	
<input type="checkbox"/> AVI 101	<input type="checkbox"/> BTT 101	<input type="checkbox"/> BTT 20L	<input type="checkbox"/> BBI 20L	<input type="checkbox"/> GLE 101	
<input type="checkbox"/> GLS 10L	<input type="checkbox"/> PPL 10G	<input type="checkbox"/> PPL 10B	<input type="checkbox"/> TIJ 101		

THIS SECTION TO BE COMPLETED BY THE GRADE 8 TEACHER

GRADE 8 TEACHER'S RECOMMENDATION	ENGLISH <input type="checkbox"/> D <input type="checkbox"/> P <input type="checkbox"/> L <input type="checkbox"/> ESL	MATH <input type="checkbox"/> D <input type="checkbox"/> P <input type="checkbox"/> L <input type="checkbox"/> GLE10M	SCIENCE <input type="checkbox"/> D <input type="checkbox"/> P <input type="checkbox"/> L <input type="checkbox"/> ESL	GEOGRAPHY <input type="checkbox"/> D <input type="checkbox"/> P <input type="checkbox"/> ESL	FRENCH <input type="checkbox"/> D <input type="checkbox"/> P <input type="checkbox"/> O <input type="checkbox"/> GLE
Student has been identified through an IPRC. Exceptionality: _____ <input type="checkbox"/>	Student has been working through an informal Individual Education Plan (IEP) <input type="checkbox"/>	Student has been recommended for the Gap Closing Math Course (GLE 10M) to bridge to P level <input type="checkbox"/>	Student has been recommended to take an ESL Program and GLS 10L for a French exemption <input type="checkbox"/>	Student has less than 600 hours of French instruction and has been recommended for a modified French program (FSF 101) <input type="checkbox"/>	Student has been recommended for a French exemption through GLE 101 <input type="checkbox"/>

TEACHER'S SIGNATURE

PARENT'S SIGNATURE

DATE

STUDENT'S SIGNATURE

DATE

St. Thomas More Catholic Secondary School
GRADE 8 TRANSITION INFORMATION FORM

A. STUDENT INFORMATION:

Name: _____ Date of Birth: _____
 Address: _____ Phone: _____
 Current School: _____ Years at Current School: _____
 Current Grade: _____ Age: _____

B. Pre-Registration Requirements: (Needed to complete registration at intake appointment)

Birth Certificate	Proof of Residency
Non-Canadians: Immigration Information (if applicable-passport, landed immigrant, student visa)	Report Card
Individual Education Plan - I.E.P. (if applicable)	Psycho-Educational Assessment (if applicable)
Court Order re: Custody provisions (if applicable)	Option Sheet & Teacher Recommendation Form

C. STUDENT QUESTIONNAIRE:

1. Have you ever been suspended from school during the past year? Yes No
2. Have you ever been suspended from school for a violent act? Yes No
3. Are you currently being considered for expulsion by a school board? Yes No
4. Are you currently under expulsion from any school board? Yes No
5. Have you ever required the provision of a Behaviour and/or Performance Contract in school? If yes, when
And for what reasons: _____
6. Have you ever been involved with any community legal, medical or social services agencies?
Yes No
7. Have you ever been identified as an Exceptional Pupil? Yes No
If yes, when and for what reason? _____
8. Have you been assigned an Educational Assistant specifically for your individual needs? Yes No
9. Do you have medical concerns? (e.g. allergies or asthma, etc.) Yes No
Is yes, please identify them: _____
10. Do you carry an Epi-Pen or Inhaler? Yes No

NOTE: Admission to St. Thomas More Catholic Secondary School is considered to be conditional pending receipt and review of all student's requirements as noted above from his/her previous school. Falsifying information on this form will rescind the admission to St. Thomas More Catholic Secondary School.

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____

Current School Principal's Signature: _____ Date: _____

Current School Seal or Stamp:

ACCESS YOUR TIMETABLE ON-LINE

You can access your September 2018 Timetable in August through your myPath account

First-time users can set up a myPath account in two ways:

Go to www.pathtosuccess.ca

1. Select the Login bubble button
2. Select register
3. Enter your Student ID (Student Number) or OEN (dashes included)
4. Create an 8 character password, confirm it and submit (do not cut and paste when confirming, re-enter your password)
5. You will receive an e-mail containing a link to activate your account. Click on the link in the e-mail to make your account active. (If you haven't received an email, check your junk mail folder)
6. Login to your myPath account – your timetable can be found on the dashboard

OR

1. Download the FREE APP Store. Search for the APP using HWCDSB myPath
2. You will need a valid email account
3. Select Account Type – Student'Parents select caregiver
4. Follow steps 5-7 from
5. Log-in to your myPath account – your timetable can be found on the dashboard

PERSONAL PLANNING CHART

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
1.	HRE 1O1 (Religious Education)	HRE 2O1 (Religious Education)	HRT 3M1 or HRF 3O1 (Religious Education)	HRE 4M1 or HRE 4O1 (Religious Education)
2.	ENG 1D1 or 1P1 or 1L1 (English)	ENG 2D1 or 2P1 or 2L1 (English)	ENG 3U1 or 3C1 or 3E1 (English)	ENG 4U1 or 4C1 or 4E1 (English)
3.	MPM 1D1 or MFM 1P1 or MAT 1L1 (Mathematics)	MPM 2D1 or MFM 2P1 or MAT 2L1 (Mathematics)	MCR 3U1 or MCF 3M1 or MBF 3C1 or MEL 3E1 (Mathematics)	
4.	SNC 1D1 or 1P1 or 1L1 (Science)	SNC 2D1 or 2P1 or 2L1 (Science)		
5.	CGC 1D7 or 1P7 (Canadian Geography)	CHC 2D7 or 2P7 or 2L7 (Canadian History)		
6.	FSF 1D1 or 1P1 or 1O1 (French)	GLC 209 & CHV 209 (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**
- **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
- **40 Hours of Christian Service**
- **The Provincial Literacy Requirement (OSSLT)**

The information on this chart should be recorded on your IPP (Individual Pathway Plan) that you have created in Career Cruising.