



Stephen Lewis Secondary School

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2009–2010 Grade 9–12 Course Offerings

We are a semestered high school for students with a wide range of abilities and interests. Our student population for 2009/2010 will be approximately 1100 students. We are committed to academic excellence and offer a strong program in all areas of the curriculum. Our students are prepared for the future by a staff committed to using innovative approaches and technology in all subject areas. Teachers, support staff and our administration work with students and their families to assist every student in achieving his/her academic and career goals.

Our staff are dedicated to providing quality education for all students and to creating a safe, accepting, positive environment where the contributions of all individuals are affirmed. We offer a wide range of courses and encourage students to take a balanced approach to academic and co-curricular activities. Our programs prepare students to pursue pathways in the areas of: apprenticeships, college or university programs, or direct entry into the workplace.

Shared Responsibilities

A positive learning environment is created when students, parents, and teachers work together to promote student achievement. Students should keep their parents informed of daily progress at school, and seek clarification or assistance from teachers as needed. Our "Code of Behaviour" outlines expectations for students and is published in the Student Agenda Book.

Parents are encouraged to learn more about school procedures and activities by becoming familiar with the student agenda, contacting teachers and attending information evenings.

Teachers will communicate with parents on an on-going basis to ensure that parents are informed and can assist students at home. Good communication and a strong partnership among parents, students, and teachers will support student learning.

Newsletters for parents indicating school events and policies are often sent home with student reports. Other information bulletins and letters are sent home with students at various times during the year. Students are to deliver these newsletters and bulletins to their parents. Check our website and outdoor sign for additional and current information.

School Environment

Attendance

Regular class attendance is vital to the process of learning. It is the responsibility of the student to attend all classes punctually and daily. A student who continually misses classes will experience poor academic results and may forfeit his/her credit(s). Attendance records are available upon request at the main office.

Safe School Policy

The Safe Schools Policy will be reviewed annually with students and will be found in the Student Agenda Book, on the York Region District School Board website and in a brochure available at the school. The policy is designed to maintain a safe and secure learning environment for all who are involved in the education process. The policy also contains information about our proactive approach to school safety.

Staff and students have the right to work and learn in a safe and undisturbed environment. Since pagers, cell phones and MP3 players are disruptive in the school environment, they must be turned off inside the school building. As well, laser pens and pointers are not permitted on school property.

Behaviour expectations and other policies

Students are expected to behave at all times in such a manner that will bring credit to our school, themselves and the community. Students, parents/guardians and staff are expected to be respectful all the different cultures, customs and beliefs of those in our school community. Respect for diversity helps to further enhance our school's educational atmosphere. All members of the community are expected to co-operate in making the years spent at our school a memorable and valuable experience.

More information about our expectations, attendance policies and procedures, homework policy, final evaluation policies, dress code, Safe Schools policy and the Code of Behaviour will be published in our Student Agenda Book. These policies are reviewed annually with all students and our school council.

Assessment, Evaluation and Reporting

Guiding Principles:

- The primary purpose of assessment is to improve student learning.
- Assessment practices are fair and equitable for all students.
- Communication about assessment is ongoing, clear and meaningful.
- Professional development and collaboration support assessment.
- Partners in education are involved in the assessment process.
- Assessment practices are reviewed and refined on a regular basis.

Evaluation is a continuous process across all grade levels and is intended to indicate the extent to which each student has met course outcomes.

Teachers will provide a course outline to students at the beginning of the course. This outline includes information on the assessment of academic achievement and learning skills, as well as details of course work, projects, assignments and examinations.

In addition to day-to-day evaluation there will be formal assessment and evaluation days in January and June. These dates are established at the start of the year. We cannot make changes for personal reasons such as holiday plans. Final evaluations worth 30% of the final grade are also held during the school day at or towards the end of each course. These evaluations cannot be missed since they are part of examination marks. A schedule will be provided.

The provincial report card is issued four times per year. There will be parent/teacher evenings in the fall and in late winter after the distribution of these reports. These dates will be published in the Student Agenda Book.

Full Disclosure Policy

The Ministry of Education has a policy of full disclosure. This policy states that all grades 11 and 12 courses attempted by students must be recorded on Ontario Student Transcripts. Full disclosure does not apply to students in grade 9 or 10. Any grade 11 or 12 course completed, dropped or failed will appear on a student transcript along with the mark earned in the course.

Full Disclosure will take effect 5 instructional days following the issue of the mid-semester provincial report cards.

Guidance Services

The Guidance Department provides a broad range of programs and services for students. They include:

Counselling

Individual and group counselling is available to help students become aware of their potential to make responsible decisions, and to deal effectively with program planning, educational, career, social and personal issues.

Information is also provided to assist student transitions from elementary to secondary school, and to college, university or the workplace. Counsellors are assigned by alphabet and appointments may be arranged in the Guidance office. Parents are welcome to make inquiries.

Pathways Considerations

Workshops will be organized throughout the year to deal with career planning, the university and college application process and apprenticeship programs. Students should consult the course calendars and websites of post-secondary institutions and attend these in-school workshops to make sure that their secondary school course selections meet post-secondary requirements.

Guidance Services Website

The Guidance Services website is the portal to the best guidance related sites on the Internet. Key Internet resources have been organized into logical groups to allow students, parents and teachers to quickly access information.

Themes include high school, careers apprenticeships, employment, colleges and universities. The "About..." series of pages provides a context for exploring these topics for the first time. You can visit Guidance Services at

www.yrdsb.edu.on.ca/guidance.services

Special Education

Our school offers a continuum of service delivery models for students identified as exceptional through the Identification, Placement and Review Committee (IPRC) process. Identified students will be supported in one or more of the following ways: a monitoring process, a learning strategies course; in-class resourcing, or a partially self-contained support program. It is a priority of the Special Education Department to assist students in becoming independent learners with positive feelings about themselves.

Learning Strategies GLE101, GLE201, GLE301, GLE401

Learning strategies courses are described in the Guidance and Career Education section of the course calendar.

Language/Learning Disability Program

Participation in this Grade 9 and 10 program is determined by an IPRC. Students take four compulsory courses (English, Math, Geography or History, and Science) per year in a self-contained setting, and four elective courses in a regular setting. The aim is for full integration into the regular program as soon as the students are ready.

Intensive Program

This non-credit, self-contained program is designed for students working in the primary/junior range who require the extra support of a smaller class with one special education teacher and an educational assistant. In the core subjects, the focus is on literacy and numeracy skills in a life-skills context. The aim of this program is to prepare students for integration into the community and into the workplace. Students are placed in this program through the IPRC process.

Developmental Disabilities Program

Participation in this non-credit self-contained program is determined by an IPRC. Students from ages 14 to 21 with developmental disabilities receive a functional life skills curriculum that focuses on the development of interpersonal and intrapersonal skills. Students may receive community-referenced instruction and work experience based on their individual strengths and needs.

Multiple Exceptionalities Life Skills Program

This program provides the opportunity for students who have been identified with Multiple Exceptionalities to participate in a program which includes life skills and functional academics and promotes independence in the community. Skills from the following areas may be included: vocational and applied academics, communication, self-help, motor and social. The level of challenge is adapted to the needs and capabilities of each student.

Locally Developed Courses (Essential)

Locally Developed Courses are designed to meet the educational needs of students whose skills reading, writing, and/or mathematics are in the Grade 4-7 range. Students may take one or more Locally Developed (Essential) courses in combination with courses from the course list.

The goal of these courses is to help students improve their literacy and numeracy skills. Smaller class sizes permit more individualized instruction. It is not required that students be identified through the IPRC process in order to enrol in these classes.

English Language Learners

English language learners are students whose first language is a language other than English. Students new to Ontario are required to visit the board's Reception Centre, 905-883-5241. Support is provided to enable students to learn the English language and to develop listening, speaking, reading, and writing skills in a supportive, academic environment.

We offer ESL courses to provide students with the opportunity to learn English or to upgrade their English language skills in an environment that respects and values their linguistic and cultural traditions while encouraging participation in their new school and community.

Community Based Education

Cooperative Education

This program is described in the York Region District School Board calendar. Students may take the co-operative education placement component concurrently or after successful completion of the related classroom component course.

Placements may be possible for most Grade 11 or 12 courses and packages may be assembled for students to earn 2 or 4 credits. Enrolment will be limited by the number of appropriate placements.

An application must be submitted with the course selection sheet and interviews will be conducted at a later date.

Ontario Youth Apprenticeship Program

The Ontario Youth Apprenticeship Program (OYAP) provides opportunities in the skilled trades. Placements include: technology, computer and services areas as well as information technology support analyst, horticulture technician, early childhood educator, education assistant and child and youth worker.

Specialist High Skills Major Program (SHSM)

The SHSM is a ministry-approved specialized program that allows students to focus their learning on in the Hospitality or Engineering/Robotics field and also meet the requirements for the Ontario Secondary School Diploma.

The SHSM assists in their transition from secondary school to college, university, apprenticeship training, or the workplace. Students learn specific skills and knowledge and obtain industry-standard certifications in the context of engaging, career-related learning environments and helps them focus on graduation and on pursuing their postsecondary goals. More information is available from our Technological Studies teachers or our guidance counsellors.

Library Resource Centre

The resource centre provides a collection of materials designed to support curriculum requirements, individual interests and personal reading needs.

Resources include a variety of print and non-print materials including CDs, videos and DVDs. Computers in the resource centre are networked with other classrooms and can be used to access some of these resources as well as on-line databases. These computers also provide access to the Internet as an additional research tool.

The library program is designed to promote independent learning and initiative, placing a strong emphasis on research skills. Full classes and groups of students are booked into the library for instruction and research.

Individual students are welcome for quiet individual study, research and reading.

Alternative Programs

Regional Programs

Regional programs are available to all York Region students who meet admission criteria. Transportation is the responsibility of the student. Admission is on a space-available basis and enrolment is limited. For many programs, preference is given to students residing within the school boundaries. Programs will be offered only if enrolment is sufficient. See the Guidance Department for information about other programs in the York Region District School Board.

You can visit the Guidance Services site

www.yrdsb.edu.on.ca/guidance.services

for information on other ways of earning secondary school credits.

Course Selection

This guide is to be used in conjunction with the York Region District School Board Course Calendar. All of the courses offered at this school have been developed according to Ministry of Education guidelines and outlines are available through the main office.

The selection of courses is the responsibility of students in consultation with their parents/guardians. Students should consult with subject teachers, teacher-advisors and guidance counsellors to gain a clearer understanding of course expectations. As well, consider career goals, abilities and interests, diploma requirements and post-secondary destination plans for employment, apprenticeships, college or university. The Guidance Services website links to many sources of information:

www.yrdsb.edu.on.ca/guidance.services

Our course offerings are described in the on-line course calendar:

www.yrdsb.edu.on.ca/ecalendars

Click on Stephen Lewis Secondary School.

The courses shown in our on-line listing will only be scheduled if there is sufficient interest and timetable structure permits.

Course selection involves important decisions. Please give the process the time and attention that it deserves. Selection should be made with the intention of remaining in the course to its completion. Changes in program during the year are detrimental to a student's efforts and will be discouraged in all but exceptional circumstances. The courses you select in the spring are the courses you are expected to attend throughout the next year. Once classes begin in September, courses and level changes are made only in extraordinary circumstances, authorized by the principal.

As all subject requests require parental approval (except if the student is 18) the school will issue timetables only to those students who return course selection forms signed by their parents or guardians.

All Students are expected to maintain a full course load throughout the year. In Grade 9, 10 and 11 a full course load consists of 8 courses. In Grade 12, students must be enrolled in at least 6 courses, at least 3 courses each semester. Graduate students who are returning for additional credits may be considered for part-time status.

Course Offering Summary 2009-2010

Refer to the York Region District School Board on-line calendar for all course descriptions and prerequisites. The courses shown below will only be scheduled if there is sufficient interest and timetable structure permits

<http://www.yrdsb.edu.on.ca/ecalendars/> → Stephen Lewis Secondary School

Beside each course, you will see an "Add" button. This button will add courses to your personal on-line knapsack. To print the courses, choose "Show Knapsack" and select "Print". Copy these courses onto your course request sheet.

In the chart below, courses in **bold** have a prerequisite.

Subject Area	Grade 9	Grade 10	Grade 11	Grade 12
The Arts – Visual Arts	AVI101*	AVI201* AWQ201*	AVI3M1* or AVI3O1* AWS3M1* AWE3O1*	AVI4M1* AWS4M1 (2010-11)
The Arts – Dramatic Arts	ADA101	ADA201	ADA3M1 ADD3M1	ADA4M1 ADD4M1
The Arts – Music	AMU101* AMU102* AMV101	AMG201 AMU201* AMV201 AMR201*	AMG3M1 or AMG3O1 AMU3M1* or AMU3O1* AMV3M1 or AMV3O1 AMR3M1* or AMR3O1*	AMG4M1 AMU4M1* AMV4M1 AMR4M1*
Business Studies	BTT101*	BBI201	BAF3M1* BMI3C1 BDI3C1	BAT4M1* BOH4M1*♦ BBB4M1 IDC4U1*
Canadian and World Studies – Economics, Law			CLU3M1	CIA4U1 CLN4U1
Canadian and World Studies – Geography	CGC1D1 CGC1P1 CGC1PM	CGU211	CGF3M1 CGG3O1	CGW4U1 CGU4C1
Canadian and World Studies – History		CHC2D1 CHV201 CHC2P1 CHV2OM CHC2PM	CHW3M1 IDC3O1	CHY4C1 CHY4U1 CPW4U1
Computer Studies (see below for the SHSM Specialist High Skills Major)	TEJ101*	TEJ201* ICS201*	TEJ3E1* ICS3C1* TEJ3M1* ICS3U1*	TEJ4E1* ICS4C1* TEJ4M1* ICS4U1*
Co-operative Education See the co-op teacher for the course code and an application form.			COP3X (2 credits) All co-op placements have a co-requisite.	COP4X (2 or 4 credits) All co-op placements have a co-requisite.
English	ENG1D1 ENG1P1 ENG1LM	ENG2D1 ENG2P1 ENG2LM	ENG3C1 EMS 3O1 ENG3E1 ENG3U1	ENG4C1 ETS4C1 ENG4U1 ETS4U1 OLC4O1 ENG4E1 EWC4U1
English as a Second Language			ESLA01 ESLB01 ESLC01 ESLD01	
French	FSF1D1* FSF1P1*	FSF2D1* FSF2P1*	FSF3U1* FSF1P4*	FSF4U1*
Guidance, Career Education		GLC201 GLC2OM	GPP3O1	
Health & Physical Education (uniform required for all gym courses)	PPL108* PPL109*	PAL201 PAF208 PPL208* PPL209*	PAL301* PPL308* or PPL309* PPZ308* or PPZ309*	PSE4U1 PPL408* or PPL409* PAF408* or PAF409*
International Languages - Spanish		LWSBD1*	LWSCU1*	LWSDU1*
Mathematics	MAT1LM MFM1P1 MPM1D1	MAT2LM MFM2P1 MPM2D1	MBF3C1 MCF3M1 MEL3E1 MCR3U1	MCV4U1 MAP4C1 MHF4U1 MCT4C1 MDM4U1 MEL4E1
Science	SNC1LM SNC1D1 SNC1P1	SNC2LM SNC2D1 SNC2P1	SBI3C1* SPH3U1 SVN3E1 SBI3U1* SCH3U1* SVN3M1	SBI4U1* SCH4C1* SCH4U1* SPH4C1*♦ SPH4U1* SES4U1*
Social Sciences and Humanities - Family Studies	HIF101*	HFN201*	HNC301* HSP3M1 HPW3C1	HHG4M1 HNB401* HHS4M1 HFA4M1*
Social Sciences and Humanities – General, Philosophy			HZB301 HRT3M1	HZT4U1
Technological Education (see below for the SHSM Specialist High Skills Major)	TIJ101* TXJ101*	TCJ201* TGJ201* TDJ201* TMJ201* TFJ201* TXJ201*	TCJ3C1* TFJ3C1* TMJ3C1* TDJ3M1* TFJ3E1* TMJ3M1* TGJ3M1* TXJ3E1	TCJ4C1* TFJ4C1* TMJ4C1* TDJ4M1* TFJ4E1 TMJ4M1* TGJ4M1* TXJ4E1*
Specialist High Skills Major Attach an application form available in the guidance office.			TER3M1* TFC3E1* TMM3C1* TFR3C1* TMR3C1* TMT3C1*	TER4M1* TFC4E1* TMM4C1* TFR4C1* TMR4C1* TMT4C1*

Notes: -Courses marked with * have a fee for materials; courses marked ♦ will be offered in 2009-2010 and alternating years
-For all courses, there may be fees for field trip admission and transportation costs.
-Special Education and Learning Strategies courses require placement by an IPRC.