

2019-2020 COURSE DESCRIPTION GUIDE

De La Salle College "Oaklands"

'Enter to Learn. Leave to Serve.'



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ACADEMIC COUNSELLING & SUPPORT

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ACADEMIC SUPPORT

The College believes and subscribes to the idea that all students can be successful. However, success is not to be found solely in the grade – the learning process, being independent, and coping with the demands of an academic programme is critical to the development of any child. When a student enrolls at De La Salle, he/she accepts the demands of the academic environment offered and appreciates the purpose of the school's programming. The experience at De La Salle is meant to assist students in discovering who they are, what they believe in, and realize their potential.

The school does not provide any modification, adaptation, or individualized programming. Specifically, the school will not alter the number, essence, and content of the curricular outcomes that a student is expected to meet. Second, the school expects all students to participate fully in all aspects of the programme.

However, there are occasions when the Principal of the College may choose to make reasonable accommodations. After consultation with the Student Services department and consideration of pertinent information, the Principal will use his/her discretion in order to determine whether or not those accommodations are in the best interests of the student. Accommodations such as extra time to complete tests/exams can only be sanctioned with the permission of the Principal. Ultimately, any accommodations determined by the College is intended to ensure that the student will be independent, responsible, and successful.

STUDENT SERVICES & COUNSELLING

The Student Services Department may be contacted at any time if parents/guardians require information regarding the progress of their daughter or son. The following services are offered to students and their parents/guardians:

PROGRAMME PLANNING

The College is committed to assisting students in choosing courses that meet the requirements for an Ontario Secondary School Diploma. Furthermore, the Student Services Office provides direction when choosing courses that relate to university prerequisites.

DEPARTMENT ASSISTANCE

Students will receive assistance related to the completion of university and college applications; job interviews; résumés; reference letters; summer and part-time employment; transfers to other schools; record-keeping (OSRs, transcripts, reports); personal counselling; and educational planning.

COUNSELLING

Individual counselling concerning a student's academic potential, social development, or personal difficulties is available. Group counselling is also used when a common concern or interest makes sharing of information and ideas a worthwhile experience.

STUDENT AND FAMILY COUNSELLOR

The Student and Family Counsellor works with students to address emotional and/or social issues that may be impacting a student's academic performance at the College. The Student and Family Counsellor is a Registered Psychotherapist and uses a variety of approaches with the student including Cognitive Behavioral Therapy, Solution Focused Therapy, and other brief therapies. Family Therapy may be offered if this is considered necessary or helpful by the counsellor for the student's progress.

INDIVIDUAL PATHWAYS PLAN (IPP)

Students meet with an Academic Counsellor during the year to review their progress and reflect on their goals. They are instructed to complete activities using myBlueprint, an online tool in education and career planning that assists students in taking responsibility for their learning and planning for their future.

ENGLISH LANGUAGE LEARNERS (ELL)

A member of Student Services will assist English Language Learners by connecting them with the appropriate resources to reach their full potential.

ACADEMIC POLICIES & PROCEDURES

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COURSE SELECTION & CHANGES

De La Salle College “Oaklands” has prepared this Course Description Guide to familiarize students and parents/guardians with the courses offered for the next academic year. Students are asked to choose their courses carefully. The student and parent/guardian signatures on the Registration Form represent a firm commitment that the course selections have been discussed and that the proper courses have been selected for future studies. After the course requests and verifications are completed, the administration will approve the courses for the following school year. Cancelled courses will not be reconsidered, as course offerings are based on selections made by students on Registration Day. The Administration of De La Salle College reserves the right to cancel under-subscribed courses.

Timetable changes will be made for the following reasons:

- Cancellation of a course
- Failure in June
- Timetable conflict
- Success at summer school

Students who would like to request a timetable change can do so by filling out an Add/Drop Form. All requests must be approved by the Principal, and the Principal reserves the right to deny such requests.

EXTERNAL CREDIT GUIDELINES

In order to ensure De La Salle’s commitment to providing students a strong academic programme, while offering continuity, students shall not take credit courses offered at De La Salle College through other credit granting organizations. Any student who takes an external credit without the authorization of the Principal will jeopardize their standing at the College. In circumstances where the College does not offer a course, special

permission may be granted by the Principal. Students are required to submit an External Credit Request Form.

ASSESSMENT, EVALUATION AND REPORTING

De La Salle College conducts a two-term academic programme with three report cards. There are two formal examination periods: one in January/February and one in June. All formative evaluations comprise of 70 percent of a student's final mark. Part of the formative evaluation will include the January/February exam. Final examinations in June will account for 30 percent of the grade.

Growing Success: Assessment, Evaluation, and Reporting In Ontario Schools (2010) outlines the policies and practices for the assessment, evaluation, and reporting of the achievement of curriculum expectations and the development of learning skills and work habits for all students in Grades 1 to 12 in Ontario schools. The policy is based on seven fundamental principles designed to ensure that assessment, evaluation, and reporting practices and procedures: are fair, transparent, and equitable for all students; support all students, including students with special education needs, those who are learning the language of instruction, and those who are First Nation, Métis, or Inuit; are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students; are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course; are

ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning; provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement; develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

The document clarifies policy related both to students' demonstration of specific learning skills and work habits (responsibility, organization, independent work, collaboration, initiative, self-regulation) and to their achievement of curriculum expectations. It provides a thorough outline of policy related to performance standards, to the role of assessment in the improvement of student learning, to evaluation and reporting procedures, and to considerations pertaining to students with special education needs and students who are learning English.

REPORTING STUDENT ACHIEVEMENT

Grades 5-12 report cards will be sent home three times during each school year and filed in each student's OSR folder:

TERM 1

PROGRESS REPORT CARD (TERM 1: MID-TERM)

No later than the second week in November

TERM 1 FINAL REPORT CARD

No later than the second week in February

TERM 2

FINAL REPORT CARD - no later than the first week

of July.

In addition, Grades 5-9 will receive anecdotal reports for their core subjects twice a year that will not be filed in their OSR folder:

TERM 1

No later than the second week in October.

TERM 2

No later than the second week in April.

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ONTARIO SECONDARY SCHOOL DIPLOMA REQUIREMENTS (OSSD)

In order to earn an Ontario Secondary School Diploma (OSSD), a student must earn a minimum of 30 credits, complete 40 hours of community involvement activities and must pass the Ontario Secondary School Literacy Test (OSSLT). Below you will find a chart outlining the specific requirements.

18 compulsory credits

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

4	credits in English (1 credit per grade)*
3	credits in mathematics (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
1	credit in French as a second language
0.5	credit in career studies
0.5	credit in civics

In addition, students must complete:

✓	12 optional credits†
✓	40 hours of community involvement activities
✓	the provincial literacy requirement

Plus one credit from each of the following groups:

1	Group 1:
	<ul style="list-style-type: none"> • English or French as a second language** • a Native language • a classical or international language • social sciences and the humanities • Canadian and world studies • guidance and career education • cooperative education***

1	Group 2:
	<ul style="list-style-type: none"> • health and physical education • the arts • business studies • French as a second language** • cooperative education***

1	Group 3:
	<ul style="list-style-type: none"> • science (Grade 11 or 12) • technological education • French as a second language** • computer studies • cooperative education***

*A maximum of 3 credits in English as a second language or English literacy development may count towards the 4 compulsory credits in English. The 4th must be earned for a Grade 12 compulsory English course.

**A maximum of 2 French credits can count as compulsory credits from groups 1, 2 and 3.

***A maximum of 2 credits in cooperative education can count as compulsory credits.

De La Salle College Additional Mandatory Requirements

- Students are required to take a Religion course for every year of study at De La Salle. HZT4U fulfills this requirement in Grade 12.
- De La Salle College requires all students to complete 7 Grade 12 credits.

COMMUNITY INVOLVEMENT ACTIVITIES

As part of the diploma requirements, students must complete a minimum of 40 hours community involvement activities. These activities may be completed at any time during their years in the secondary school programme. In addition to diploma requirements, De La Salle College has expectations above and beyond Ministry requirements.

The community involvement requirement is designed to encourage students to develop awareness and understanding of civic responsibility and of the role they can play in supporting and strengthening their communities. The requirement will benefit communities, but its primary purpose is to contribute to students' development. It will provide opportunities for students to learn about the contributions they can make to the community. Grade 9 Religion teachers keep record of Community Service Hours. Students submit their hours directly to the teacher.

The community service programme at De La Salle College "Oaklands", which was instituted before it was mandated by the Ministry of Education, requires students to complete 20 hours of community service in Grade 9 and 20 hours of community service in Grade 10. In Grades 11 and 12, students are assigned a placement at a local social service agency. The community service component will complement the Religion programme. Students who fail to complete the community service component of the Religion programme will have their final grade reviewed.

RELIGIOUS EDUCATION

Each student is required, as part of the Religious Education Curriculum at De La Salle, to parti-

pate in a one-day retreat. These retreats occur throughout the year, and at various locations. The purpose of the retreat is to take a step back from our hectic schedules and give God an opportunity to speak to us. Our retreats can and do involve group activities, quiet reflection, discussion, and Celebration of the Eucharist. Students will be informed as to when they are scheduled for retreat.

THE SECONDARY SCHOOL LITERACY GRADUATION REQUIREMENT: ACCOMMODATIONS, SPECIAL PROVISIONS, DEFERRALS, AND EXEMPTIONS

All students must meet the literacy graduation requirement by successfully completing the Ontario Secondary School Literacy Test (OSSLT). The test will be based on the Ontario curriculum expectations for language and communication - particularly reading and writing - up to and including Grade 9. The test will serve both to determine whether students have acquired the reading and writing skills considered essential for literacy, and to provide confirmation that those students who have completed the test successfully have attained the provincial expectations for literacy.

Accommodations

To qualify for accommodations during the test, a student must have an IEP that outlines accommodations to be provided during the test or course that are also necessary for and consistent with regular classroom practices and that are provided for all of his or her assessments. Students and parents are asked to contact the Student Services Office for further information.

Special Provisions

Special provisions are adjustments to the setting and/or timing for writing the test for English language learners. Special provisions for English language learners may be provided for the test if the principal deems such provisions to be in the best educational interest of the student.

Deferrals

Deferrals are intended for students who are working towards an OSSD and who have not yet acquired a level of proficiency in English that would allow them to successfully complete the test. Deferrals may also be granted to students who are unable to write the test at the scheduled time owing to illness, injury, or other extenuating circumstances or to students who are new to the school and cannot be provided with the appropriate accommodations in time. Documentation must be submitted to the principal of the school in such cases.

Exemptions

To be eligible for an exemption, a student must have an IEP. The IEP must include documentation to support an exemption from the literacy graduation requirement and a clear indication that the student is not working towards an OSSD. Both parental consent and the approval of the principal are required for an exemption.

ONTARIO SECONDARY SCHOOL LITERACY COURSE (OSSLC)

Students who have had two opportunities to take the OSSLT and have failed at least once are eligible to enrol in the OSSLC. The principal of the College has the discretionary authority to allow a student to enrol in the OSSLC before he or she

has had a second opportunity to take the OSSLT, if the principal determines that it is in the best interest of the student.

SUBSTITUTES FOR COMPULSORY COURSES

To meet individual students' needs, principals may replace up to three of these courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. If a parent or an adult student requests a substitution, the principal will determine whether or not a substitution should be made. A principal may also initiate consideration of whether a substitution should be made. A credit substitution form must be filled out and placed in a student's OSR when substituting for a compulsory course.

ACCESS TO COURSES OF STUDY

All courses of study are kept in the main office and can be made available upon request.

WAIVING PREREQUISITES

If a parent or an adult student requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. The principal may also initiate consideration of whether a prerequisite should be waived. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. The prerequisite waiver form must be signed by a parents and submitted to the Principal. A copy will be placed in the OSR.

PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school.

Challenge process:

- must be initiated by the parent/student
- the principal along with the appropriate school staff will assess the students prior learning for the purpose of granting credit for a course developed from a provincial curriculum policy document
- assessment will focus on the student's work, including written assignments and laboratory work, and observation of student performance
- appropriate staff will track student performance through PLAR reporting forms and make recommendations to the principal.

ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC)

The OSSC is granted to students who decide to leave school before earning enough credits to comply with the OSSD requirements.

7 compulsory credits:

- 2 credits in English
- 1 credit in Canadian geography or Canadian history
- 1 credit in mathematics
- 1 credit in science
- 1 credit in physical and health education
- 1 credit in art, or technological studies

7 elective credits selected from available courses

Total 14 Credits

THE CERTIFICATE OF ACCOMPLISHMENT

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript. For students who have an Individual Education Plan (IEP), a copy of the IEP may be included.

Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when the returning student has fulfilled the appropriate requirements.

TYPES OF COURSES AVAILABLE IN THE ONTARIO CURRICULUM

Secondary school courses in the Ontario curriculum are organized by discipline, grade, and course type. Course types offered in Grades 9 and 10 (academic and applied courses, open courses) differ from those offered in Grades 11 and 12 (destination-related courses, open courses).

In the current Ontario curriculum, there is a clear distinction between applied and academic courses in Grades 9 and 10, as well as among the various destination courses in Grades 11 and 12. Open courses in Grades 9 to 12 are also distinct from other course types. Depending on the subject and/or discipline, students may earn credit for the successful completion of more than one course in the same subject at any given grade level.

Grade 9 and 10 Courses

The following three types of courses are offered in Grades 9 and 10:

Academic courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.

Applied courses focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.

Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

In Grades 9 and 10, students will select an appropriate combination of academic, applied, and open courses in order to add to their knowledge and skills, explore their interests, and determine the type of educational program they are best suited to undertake in Grades 11 and 12. When selecting their courses in Grades 9 and 10, students are not expected to make binding decisions about a particular educational or career pathway; however, they should try to ensure that they have the prerequisites required for future courses they plan to take.

Grade 11 and 12 Courses

The following five types of courses are offered in Grades 11 and 12:

College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs.

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

University/college preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.

Workplace preparation courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.

Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

Procedures for Students Who Wish to Change Course Types

Some students may change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they need. Students who find themselves in this position should meet with a counsellor in the Student Services Office to determine an appropriate path to complete necessary prerequisite courses.

In most cases, a student may enroll in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9, although doing so may require additional preparation, as recommended by the principal. In the case of mathematics, however, the sole prerequisite for the Grade 10 academic mathematics course is the Grade 9 academic mathematics course, so a student who is planning to move from the Grade 9 applied mathematics course to the Grade 10 academic mathematics course must take the Grade 9 academic mathematics course.

In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he or she should arrange a meeting with a counsellor to review their options.

DEFINITIONS

CREDIT

A means of recognition of the successful completion of a course for which a minimum of 110 hours has been scheduled. A credit is granted to a student by the principal of a secondary school on behalf of the Ministry.

COMPULSORY COURSES

The academic curriculum consists of the compulsory courses that are prescribed by the Ministry of Education.

COMPULSORY CREDIT

A credit that is earned for the successful completion of the expectations related to a compulsory course.

OPTIONAL CREDIT

A credit that is earned for the successful completion of an optional course. Optional courses are those selected by a student from available courses other than his or her compulsory courses.

MANDATORY

Courses mandated by the College and are therefore, not optional.

PREREQUISITE COURSE

A course that is deemed absolutely essential for the successful understanding and completion of a subsequent course. Prerequisite courses are established only by Ministry curriculum policy documents. To be granted permission to have a prerequisite course waived, a student must submit a Prerequisite Waiver Form signed by the Principal, Lead Teacher and Course Instructor.

ONTARIO STUDENT TRANSCRIPT (OST)

As of September 2010, the following information is recorded on the OST:

- all Grade 9 and 10 courses successfully completed by the student, with percentage grades obtained and credits earned;
- all Grade 11 and 12 courses completed with percentage grades obtained and credits earned;
- all equivalent credits granted through the Prior Learning Assessment and Recognition (PLAR) equivalency process under OSS or through the equivalency process under OSIS;
- all Grade 10 courses for which the student successfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned;
- all Grade 11 and 12 courses for which the student successfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned;

- identification of compulsory credits, including credits that are substitutions for compulsory credits identified by the ministry as diploma requirements;
- confirmation that the student has completed forty hours of community involvement;
- confirmation that the student has successfully completed the provincial secondary school literacy requirement;
- granting of diploma or certificate and issue date;
- **repetition of a course** - Each attempt will be recorded for Grades 11 and 12 courses showing the percentage grade obtained but only one credit will be granted.

WITHDRAWAL FROM A COURSE

Grade 9: Withdrawals from Grade 9 courses are not recorded on the OST. Only successfully completed courses are recorded on the OST.

Grade 10: Withdrawals from Grade 10 courses are not recorded on the OST. Withdrawals from the PLAR challenge process for Grade 10 courses are also not recorded. Only successfully completed courses, as well as credits granted through the PLAR challenge and equivalency processes, the OSIS equivalency process, and a credit recovery program are recorded on the OST.

Grades 11 and 12: If a student withdraws from a Grade 11 or 12 course within five instructional days following the issue of the second report card, the withdrawal is not recorded on the OST. If a student withdraws from a course after five instructional days following the issue of the second report card, the withdrawal is recorded on the OST by entering a “W” in the “Credit” column. The student’s percentage grade at the time of the withdrawal is recorded

in the “Percentage Grade” column. Students who transfer from another school after the semester or term has started are allowed an equivalent amount of time to withdraw from a course. The principal of the receiving school will determine the amount of time allowed before the withdrawal must be recorded on the OST. If the student withdraws after the time allowed, a “W” is entered in the “Credit” column and the student’s percentage grade at the time of withdrawal is recorded in the “Percentage Grade” column.

No entry will be made on the OST if the student withdrew from the PLAR challenge process for a Grade 11 or 12 course. Students who withdraw from credit courses offered through continuing education or through distance education are allowed an equivalent amount of time to withdraw from a course. The principal who oversees the continuing education or distance education program will determine the amount of time allowed before the withdrawal must be recorded on the OST. If the student withdraws after the time allowed, a “W” is entered in the “Credit” column and the student’s percentage grade at the time of withdrawal is recorded in the “Percentage Grade” column. The principal is also responsible for reporting this information to the school that maintains the student’s OSR and OST.

ONTARIO STUDENT RECORD (OSR)

The OSR is the record of a student’s educational progress through schools in Ontario. Every Ontario school keeps an OSR for each student. The OSR is privileged for the information and use of the principal and teachers of the school for the improvement of instruction of the student. The OSR contains achievement results, credits earned and diploma

requirements completed, and other information important to the education of the student. Each student and the parent(s) of a student who is not an adult (that is, a student who is under the age of eighteen) have access to, all of the information contained in the OSR. These records are protected by the Education Act and freedom of information legislation.

REACH AHEAD PROGRAMME

All students in Grades 5-8 at De La Salle College have an opportunity to participate in the "Reach Ahead" programme. Students at these grade levels are learning curriculum one year ahead of their grade level in Mathematics and English. Students who are granted "Reach Ahead" credits are afforded greater flexibility with their course selections in their senior grades. Students who are not granted credits, are given the opportunity to strengthen their foundational knowledge in Grade 9, which will ensure their success in future years.

Under exceptional circumstances, an individual student in Grade 8, with parental consent, may be given permission by the principal of a secondary school to "Reach Ahead" to take secondary school courses, either during the school year or in the summer prior to entering Grade 9.

The principal of the elementary school and the principal of the secondary school will decide, on a case-by-case basis, whether "reaching ahead" to take a secondary school course is in the best interest of the student. The principal of the secondary school will assume responsibility for evaluating the student's achievement and for granting and recording the credit.

Students in Grade 8 may also have the opportunity to reach ahead to start earning community involvement hours prior to entering Grade 9.

ADVANCED PLACEMENT

Advanced Placement consists of 37 university-level courses and exams in 19 disciplines designed for highly motivated students in secondary schools. Its exceptional reputation is made possible by the close cooperation of secondary schools, colleges, universities and the College Board. More than 2,900 universities and colleges worldwide grant credit, advanced placement, or both to students who have performed satisfactorily on the exams and approximately 1,400 institutions grant second year or sophomore standing to students who have demonstrated their competence in three or more of these exams. Each course is developed by a committee made up of college faculty and AP teachers.

Members of these Development Committees are appointed by the College Board and serve for overlapping terms of up to four years.

All Canadian universities, including those chosen by De La Salle graduates are accepting advanced placement grades.

Delivery of AP Curriculum Expectations

Students in Grades Eleven and Twelve are eligible to enrol in courses with an AP option. Teachers will supplement students who will write AP exams with morning and after school tutorial sessions to deliver AP curriculum.

Any student who is recommended by their teacher to write an AP exam will be exempt from the subject area's final exam. Each teacher will determine the appropriate substitution to compensate the 30% weight of the final exam.

Cost

The cost to write an Advanced Placement examination is \$150.00, \$275 if writing two AP examinations and \$125 per exam when registering for 3 or more AP examinations.

AP Courses Offered at De La Salle

Although not mandatory, the following advanced placement exams may be options for this academic year:

AP Biology	AP Human Geography
AP Calculus AB	AP Macroeconomics
AP Chemistry	AP Microeconomics
AP Computer Science	AP Physics I
Principles	AP Physics II
AP Computer Science A	AP Statistics
AP English Language and Composition	AP Studio Art: Drawing Portfolio
AP English Literature and Composition	AP United States History
AP European History	AP World History
AP French and Culture	

Additional AP Information

Students and parents who are interested in learning more about the AP program can contact the Student Services Office or visit the College Board website at www.collegeboard.org.

ADVANCED PLACEMENT INTERNATIONAL DIPLOMA (APID)

The Advanced Placement International Diploma (APID) is a globally recognized certificate awarded to students who display exceptional achievement across a variety of disciplines. The APID certifies outstanding academic excellence with a global perspective. The APID is not a substitute for a high school diploma. For more information, students and parents can speak with a counsellor in the Student Services Office.

APID Eligibility Requirements

Students must score a 3 or higher on 5 or more AP Exams. Exams taken multiple times only count once—the highest score will be used for award calculation. Exams must fulfill the following content areas:

Area I

Any two (2) eligible AP world language or English exams, if the exams are across two different languages.

OR

Anyone (1) AP world language or English exam, AND a letter of proficiency in a language not available as an AP Exam, AND one (1) additional AP Exam (cannot be English or a world language).

- *English* —English Language and Composition, English Literature and Composition
- *World Languages & Cultures* —Chinese Language and Culture, French Language and Culture, German Language and Culture, Italian Language and Culture, Japanese Language and Culture, Spanish Language and Culture, Spanish Literature and Culture

Area II

One AP Exam offering a global perspective.

- Art History, Comparative Government and Politics, Environmental Science, Human Geography, Macroeconomics, World History

Area III

One AP Exam from either the sciences or math and computer science

- *Math & Computer Science* —Calculus AB, Calculus BC, Computer Science A, Computer Science Principles, Statistics
- *Sciences* —Biology, Chemistry, Environmental Science, Physics 1: Algebra-Based, Physics 2: Algebra-Based, Physics C: Electricity and Magnetism, Physics C: Mechanics

Area IV

One additional AP Exam (can't be English or a world language)

- *AP Capstone* —AP Seminal, AP Research Arts —Art History, Music Theory, Studio Art: 2-D Design, Studio Art: 3-D Design, Studio Art: Drawing
- *History & Social Science* —Comparative Government and Politics, European History, Human Geography, Macroeconomics, Microeconomics, Psychology, U.S. Government and Politics, U.S. History, World History
- *Math & Computer Science* —See Above
- *Sciences* —See Above
- *World Languages & Culture* —Latin

EXPERIENTIAL LEARNING

Experiential learning programs may be part of the delivery of the curriculum in all disciplines. Such programs provide students with opportunities to see how their classroom learning applies in a workplace setting and allow them to explore a career of interest as they plan a pathway through secondary school to their postsecondary destination. Experiential learning programs include job shadowing and job twinning, which may start in Grades 7 and 8, and work experience and cooperative education, which are offered in secondary school.

For students who are fourteen years of age or older and who are participating in experiential learning programs involving more than one day at the workplace, a Work Education Agreement form must be completed to ensure Workplace Safety and Insurance coverage.

Cooperative Education

Cooperative education programs allow students to earn secondary school credits while completing a work placement in the community. These programs complement students' academic programs and are valuable for all students, whatever their postsecondary destination.

A cooperative education program comprises, at a minimum, one cooperative education course and its related course on which the cooperative education course is based. Any course from an Ontario curriculum policy document or any ministry-approved locally developed course may serve as the related course for a cooperative education program.

Work Experience

Work experience is a component of a course that provides students with a learning opportunity in the workplace for a limited period of time – from one to four weeks. Some requirements for work experience mirror those for cooperative education programs.

Student preparation must include instruction related to job-readiness skills, health and safety procedures in the workplace, and school and placement expectations. A work experience learning plan (WELP) based on the curriculum expectations of the unit(s) in which the work experience occurs must be developed in collaboration with the participating placement supervisor. Students should be monitored at least once at their placement to ensure that their learning is consistent with the WELP. Students should be provided with opportunities to analyse their work experience and integrate it with their in-school learning.

Job Shadowing and Job Twining

Job shadowing and job twining may be offered to students from Grade 7 to Grade 12 as part of curriculum delivery and as part of the career development program. Job shadowing allows a student to spend one-half to one day (or, in some cases, up to three days) observing a worker in a specific occupation. Job twining provides the opportunity for the student to observe a cooperative education student at his or her placement for one-half to one day.

The preparation of students for job shadowing and job twinning should include instruction related to workplace expectations and health and safety requirements. Students should be given the opportunity to reflect on their experience and the learning that has occurred.

Schools are responsible for ensuring the selection of appropriate placements in safe work environments. A Work Education Agreement form must be completed for a job shadowing or job twinning experience that lasts for more than one day if the student is fourteen years of age or older. If the student is under fourteen years of age or if the job shadowing or job twinning experience lasts one day or less, these experiences will be treated as field trips.

COURSE DESCRIPTIONS JUNIOR GRADES

- 27 Junior One – Grade Five
- 30 Junior Two – Grade Six
- 33 Junior Three – Grade Seven



JUNIOR ONE — GRADE FIVE

Course Type	Overview	Subjects
Core	All students will participate in three Core instructional classes every morning, each 50 minutes in length. These courses are foundational programmes that will assist students in developing content knowledge, along with important study skills that will serve them well into their Senior Grades.	Religion, English, Mathematics
Rotation	The Rotation courses incorporate seven other subject areas that are split up to occur every other day. With the exception of Physical & Health Education, each class is 40 minutes long, thus providing students proficiency in many disciplines relating to the arts, humanities and science. Moreover, the Physical & Health Education programme is 75 minutes every other day, which provides students not only with an opportunity to participate in programmes dedicated to their health and wellness, but ensures they are exceeding their daily physical activity requirements.	French Language, Social Studies, Science, Physical & Health Education, Integrated Arts: Visual Arts and Vocal/Instrumental Music, Computers, Programming and Technology

RELIGION**CORE**

This course represents the first stage of the catechetical programme of the College. Students will study in detail the Apostles' Creed. Other major units include study of the place of Mary, the Mother of God, and the Call to Holiness of all Christians. The text for this course is entitled CREDO: I BELIEVE and is part of the Faith and Life Series adopted by the College for its catechetical programmes. There may be a class community service component and students will participate in a class retreat.

NRE5**FRENCH LANGUAGE****FSL5****ROTATION**

The French language course is designed to motivate students to continue the effective development of communication skills through oral communication, writing and reading. Along with a structural language instruction, the students will also have the opportunity to explore different themes, such as feelings, food, professions and the arts.

ENGLISH**CORE**

Students will commence an intensive programme aimed at providing children at this grade level with a solid preparation in the critical areas of reading, composition, grammar and spelling. Cursive writing and study skills are also emphasized.

ENG5**SOCIAL STUDIES****SST5****ROTATION**

The Grade 5 course explores the ancient cultures of Greece and Egypt as well as environmental application studies. Areas of study include economic, political and social life. Students will explore both geographic features and historical elements of early civilizations. The students will also investigate particulars such as the education, medicine, art and architecture of each culture.

MATHEMATICS**CORE**

This accelerated course is intended to provide students with the mechanics and operations required for a sound foundation in mathematical principles. The programme will concentrate on arithmetic, elementary geometry, pre-algebraic functions and development of problem solving skills.

MAT5**SCIENCE****SNC5****ROTATION**

The Grade 5 course covers the following areas implemented by the Ontario Curriculum: Human Organ Systems, Properties of and Changes in Matter, and Conservation of Energy Resources. Students will be able to understand the basic concepts of science and technology; to develop the skills, strategies, and habits of mind required for scientific inquiry and technological design; and to relate scientific and technological knowledge to each other and to their world outside of school.

**PHYSICAL EDUCATION
ROTATION****PHE5**

The Grade Five health and physical education course is an introductory course designed to provide the student with the opportunity to develop an awareness of sound health practices as well as the necessary skills to achieve, maintain and enjoy a suitable level of physical fitness. Students will acquire skills in connection with expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

**INTRO TO VOCAL/
INSTRUMENTAL MUSIC
ROTATION****AMI5**

Students will be introduced to music's basic theoretical, performance and esthetic elements. Students will perform in several school assemblies throughout the year in both choir and band. Students will be introduced to and choose one of five wind instruments (flute, clarinet, trombone, baritone, trumpet or cornet). Students will learn the history, care and handling of their instrument. Concepts such as rhythm, melody, harmony and improvisation, which are experienced through singing, will also be explored on the wind instruments. The historical component for this year is the Renaissance era. Students must attend mandatory choir and band practice after school. *A mandatory music fee of \$100 and instrument rental fee of \$100 (if applicable) is associated with this course.*

**VISUAL ARTS
ROTATION****AVI5**

Students will be introduced to the major Elements of Design as they explore new materials and techniques. They will explore methods of self-expression and art appreciation through the study of various themes. *A materials fee of \$25 is associated with this course.*

**COMPUTERS,
PROGRAMMING &
TECHNOLOGY
ROTATION****CPT5**

In this course, students will learn fundamental technology skills. The program introduces the students to various software to demonstrate these skills. Students will be introduced to the engineering process as they plan, build, program, and test robot behaviours. The program will support the students' development as computational thinkers by introducing them to computer programming while creating basic media projects. Students will also be introduced to Design Thinking as they create and print 3D designs. Students will also explore/understand how technology has influenced society.

JUNIOR TWO — GRADE SIX

Course Type	Overview	Subjects
Core	All students will participate in three Core instructional classes every morning, each 50 minutes in length. These courses are foundational programmes that will assist students in developing content knowledge, along with important study skills that will serve them well into their Senior Grades.	Religion, English, Mathematics
Rotation	The Rotation courses incorporate seven other subject areas that are split up to occur every other day. With the exception of Physical & Health Education, each class is 40 minutes long, thus providing students proficiency in many disciplines relating to the arts, humanities and science. Moreover, the Physical & Health Education programme is 75 minutes every other day, which provides students not only with an opportunity to participate in programmes dedicated to their health and wellness, but ensures they are exceeding their daily physical activity requirements.	French Language, Social Studies, Science, Physical & Health Education, Integrated Arts: Visual Arts and Vocal/Instrumental Music, Computers, Programming and Technology

RELIGION

CORE**NRE6**

The religious programme from the Faith and Life Series introduces the students to a deeper understanding of the following topics: Moses and the Exodus, The Ten Commandments, The New Testament, The Beatitudes and The Passion of Jesus Christ. The series also covers an in-depth focus of the Holy Mass. The students will also study the life of De La Salle. There may be a class community service component and students will participate in a class retreat.

ENGLISH

CORE**ENG6**

The English course will be a combination of grammar, spelling, creative writing, oral expression and literature. Students will be expected to read a number of novels and short stories as well as participate in the fifteen minute silent reading period which occurs each day. Cursive writing and study skills are also emphasized.

MATHEMATICS

CORE**MAT6**

This programme of study consists of a review of basic arithmetic operations and their practical applications. Students will further their understanding of number systems and number theory, computation and estimation, geometry and spatial sense, measurement, data management and integers. They will also be

introduced to algebraic operations and are expected to use complex models when solving problems.

FRENCH LANGUAGE

ROTATION**FSL6**

The French language course is designed to motivate students to continue the effective development of communication skills through oral communication, writing and reading. Along with a structural language instruction, the students will also have the opportunity to discover different cultures through learning about different customs, artists, gastronomy and music.

SOCIAL STUDIES

ROTATION**SST6**

This course introduces students to basic geological concepts which help explain the earth's history and formation, and proceeds to explore world history from the time of early human settlement to the Great Roman Empire and beyond.

SCIENCE

ROTATION**SNC6**

The Grade Six course covers the following areas implemented by the Ontario Curriculum: Biodiversity, Properties of Air and Characteristics of Flight, Electricity, and Space. Students will be able to understand the basic concepts of science and technology; to develop the skills, strategies, and

habits of mind required for scientific inquiry and technological design; and to relate scientific and technological knowledge to each other and to their world outside of school.

PHYSICAL EDUCATION PHE6 ROTATION

The Grade Six Health and Physical Education course is an introductory course designed to provide the student with the opportunity to develop an awareness of sound health practices as well as the necessary skills to achieve, maintain and enjoy a suitable level of physical fitness. Students will acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Active Living Strands for this grade.

VOCAL/INSTRUMENTAL AMI6 **MUSIC** ROTATION

Students continue their journey through music education through the practice of performance, theory and history. Students will continue their vocal development as members of the Concert Choir, and Grade Six Concert Band, performing at several school assemblies and concerts. Students will begin or continue their training on a wind instrument (flute, clarinet, bass clarinet, alto saxophone, tenor saxophone, trumpet, French horn, trombone, baritone, tuba or percussion). The historical component will cover the era known as the Baroque period (1600-1750). Students must attend mandatory choir

and band practice after school. A *mandatory music fee of \$100 and instrument rental fee of \$100 (if applicable) is associated with this course.*

VISUAL ARTS AVI6 ROTATION

Students continue to explore the elements of design as they develop their skills with various tools and techniques. They will be introduced to colour theory and composition as they explore self-expression and art appreciation. The students will study the characteristics of painting in the Impressionist and post-Impressionist period. A *materials fee of \$25 is associated with this course.*

COMPUTERS, **PROGRAMMING &** **TECHNOLOGY** CPT6 ROTATION

In this course, students will build fundamental technology skills. The program further exposes the students to various software to demonstrate these skills. Students will develop their engineering skills as they plan, build, program, and test robot behaviours. The program will continue to support the students' development as computational thinkers by exploring computer programming while creating interactive media projects. Students will further explore Design Thinking as they create and print 3D designs. Students will also explore/understand how technology has influenced society.

JUNIOR THREE — GRADE SEVEN

Course Type	Overview	Subjects
Core	All students will participate in three Core instructional classes every morning, each 50 minutes in length. These courses are foundational programmes that will assist students in developing content knowledge, along with important study skills that will serve them well into their Senior Grades.	Religion, English, Mathematics
Rotation	The Rotation courses incorporate seven other subject areas that are split up to occur every other day. With the exception of Physical & Health Education, each class is 40 minutes long, thus providing students proficiency in many disciplines relating to the arts, humanities and science. Moreover, the Physical & Health Education programme is 75 minutes every other day, which provides students not only with an opportunity to participate in programmes dedicated to their health and wellness, but ensures they are exceeding their daily physical activity requirements.	French Language, Social Studies, Science, Physical & Health Education, Integrated Arts: Visual Arts and Vocal/Instrumental Music, Computers, Programming and Technology

RELIGION

CORE**NRE7**

Other areas of study include fractions, percent, ratio and rate.

This course examines what we know about God using our faith and our reason. We examine the importance and relevance of covenant history. Through the covenant with God we learn how to get to heaven. Finally, we study Church teaching on incarnation and sacraments. As students are also preparing for and may elect to receive the Sacrament of Confirmation in their parishes, there will be much emphasis in building a solid foundation of the knowledge of the doctrines of the Catholic Church.

ENGLISH

CORE**ENG7**

FRENCH LANGUAGE

ROTATION

FSL7

This course is designed to develop the four basic language skills: listening, speaking, reading and writing. This will be done by using the grammar and vocabulary found in the text as well as that introduced in group discussions. The vocabulary learned will be related to the child's self, family, friends and today's society.

The Grade Seven English language programme includes the traditional subject areas of: spelling, structures of language (grammar), composition and reading comprehension. Students are exposed to classic and contemporary English literature by means of short stories, novels, and other thematic units. An emphasis is also placed on developing formal and informal writing skills.

SOCIAL STUDIES

ROTATION

SST7

The Grade 7 course has two distinct areas of study: history and geography. The history component explores early Canadian settlement and the development of New France and British North America. The geography component explores themes such as: regions, developing map reading skills, and examining forces that shape geographical landforms.

MATHEMATICS

CORE**MAT7**

SCIENCE

ROTATION

SNC7

The programme of study consists of a review of the basic arithmetic operations, and their practical application. Students are exposed to geometry, geometric construction and measurement.

The Grade 7 Science programme is made up of the following four areas of study: Interactions in the Environment, Structures and Mechanisms, Pure Substances and Mixtures, and Heat in the

Environment. Students develop a thorough knowledge of basic concepts and learn skills of inquiry and communication to relate science and technology to society and the environment.

PHYSICAL EDUCATION PHE7

ROTATION

Physical and Health Education at the Grade 7 level is designed to provide the adolescent with the opportunity to develop an awareness of sound health practices as well as the necessary skills to achieve, maintain and enjoy a suitable level of physical fitness. Students will acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Active Living Strands for this grade.

INSTRUMENTAL MUSIC AMI7

ROTATION

Students will continue to explore characteristics of musical theory and composition through performance on their instrument. Students will further develop their musical skills through small ensemble performance and group compositions. Instruments will include: flute, oboe, bassoon, bass clarinet, alto saxophone, tenor saxophone, baritone saxophone, trumpet, French horn, trombone, baritone, tuba and percussion. Each student will be a member of the Grade Seven Concert Band. The theoretical components will include developing a vocabulary of musical terms and symbols, scale construction and performance, an introduction to form and com-

position and some basic conducting. The historical component will cover the areas known as the Classical period (1750-1820). *Students must attend mandatory band practice after school. A mandatory music fee of \$100 and instrument rental fee of \$100 (if applicable) is associated with this course.*

VISUAL ARTS AVI7

ROTATION

Visual Arts will provide students with a more formal introduction to drawing by stressing observational skills. Students will also examine how principles of design contribute to the creation of art through the study of proportion, composition, colour and shading. The study of master artists throughout the ages will develop the concepts of art criticism and analysis. *A materials fee of \$25 is associated with this course.*

COMPUTERS, PROGRAMMING & TECHNOLOGY CPT7

ROTATION

In this course, students will continue to build a foundation of fundamental technology skills. The program develops skills with software such as Microsoft Word, PowerPoint, and Outlook. Students will learn the skills necessary to be safe and productive digital citizens utilizing email and social media. They will continue to develop skills in the engineering process as they plan, build, program,

and test advanced robots. The program will develop the students' Computational Thinking skills while introducing mobile application projects. Students will continue to study Design Thinking as they create, remix, and print 3D designs. Students will also explore/understand how technology has influenced society.

COURSE DESCRIPTIONS SENIOR GRADES

- 38 Senior One – Grade Eight
- 42 Senior Two – Grade Nine
- 46 Senior Three – Grade Ten
- 52 Senior Four – Grade Eleven
- 60 Senior Five – Grade Twelve



SENIOR ONE — GRADE EIGHT

Course Type	Overview	Subjects
Core	All students will participate in three Core instructional classes every morning, each 50 minutes in length. These courses are foundational programmes that will assist students in developing content knowledge, along with important study skills that will serve them well into their Senior Grades.	Religion, English, Mathematics
Rotation	The Rotation courses incorporate seven other subject areas that are split up to occur every other day. With the exception of Physical & Health Education, each class is 40 minutes long, thus providing students proficiency in many disciplines relating to the arts, humanities and science. Moreover, the Physical & Health Education programme is 75 minutes every other day, which provides students not only with an opportunity to participate in programmes dedicated to their health and wellness, but ensures they are exceeding their daily physical activity requirements.	French Language, Social Studies, Science, Physical & Health Education, Integrated Arts: Visual Arts and Vocal/Instrumental Arts, Computers, Programming and Technology

Please Note

- Students who successfully complete the Grade 8 English programme (ENG8) will “reach ahead” at the discretion of the principal. In other words, students will be awarded a credit in Grade 9 English (ENG1D).
- Students who successfully complete the Grade 8 Mathematics programme (MAT8) will “reach ahead” at the discretion of the principal. In other words, students will be awarded a credit in Grade 9 Mathematics (MPM1D).

RELIGION**CORE**

The aim of the Grade 8 religion course is to make Christ and his Church better known and loved by the students, and to make their faith, “living, conscious, and active, through the light of instruction.” Students will be introduced to the forms of Christian prayer and the varied apostolates of Christian charity inspired by the Spiritual and Corporal Works of Mercy.

NRE8**ENGLISH****CORE****ENG8****REACH-AHEAD**

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 analyse literary texts from contemporary and historical periods, interpret information 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.

MATHEMATICS**CORE****MAT8****REACH-AHEAD**

This course enables students to develop an 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 linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

FRENCH LANGUAGE**FSL8****ROTATION**

Students will communicate and interact with growing confidence in French, while developing the knowledge, skills, and perspectives they need to participate fully as citizens in Canada and in the world. In all French as a Second Language programs, student realize the vision of the FSL curriculum as they strive to: use French to communicate and interact effectively in a variety of social settings; learn about Canada, its two official languages, and other cultures; appreciate and acknowledge the interconnectedness and interdependence of the global community; be responsible for their own learning, as they work independently and in groups; use effective language learning strategies; become lifelong language learners for personal growth and for active participation as world citizens.

SOCIAL STUDIES**SST8****ROTATION**

This course investigates the major trends in Western Civilization and World History from the Byzantine Empire to the present. Areas covered will include the interaction between the emerging West and other regions of the world and about the development of modern social, political and economic systems. The skills and knowledge developed in this survey course will enable students to understand and appreciate both the character of historical change and the historical roots of contemporary issues.

SCIENCE**SNC8****ROTATION**

The Grade 8 Science programme is made up of the following four areas of study: Cells, Systems in Action, Fluids, and Water Systems. Students develop a thorough knowledge of basic concepts and learn skills of inquiry and communication to relate science and technology to society and the environment.

PHYSICAL EDUCATION**PHE8****ROTATION**

The Physical and Health Education programme at the Grade Eight level is designed to provide the adolescent with the opportunity to develop an awareness of sound health practices as well as necessary skills to achieve, maintain and enjoy a suitable level of fitness. Students will dem-

onstrate personal and interpersonal skills and the use of critical and creative processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Active Living Strands for this grade.

INSTRUMENTAL MUSIC**AMI8****ROTATION**

Students will continue to develop their musical skills through instrumental performance. Instruments will include flute, oboe, bassoon, clarinet, bass clarinet, alto saxophone, tenor saxophone, baritone saxophone, trumpet, French horn, trombone, baritone, tuba and percussion. Students will further develop their knowledge of music theory and composition, and will take part in several performances throughout the year as members of the Grade Eight Concert Band. The historical component will cover the era known as the Romantic Era (1800-1910). *Students must attend mandatory band practice after school. A mandatory music fee of \$100 and instrument rental fee of \$100 (if applicable) is associated with this course.*

VISUAL ARTS**AVI8****ROTATION**

Through the use of a variety of media students are challenged to use the elements and principles of design in new ways. In explorations of pattern, point of view, perspective, composition, shading and painting students will expand their repertoire

of self-expression. The development of Canadian art with special focus on painting will also be covered. *A materials fee of \$25 is associated with this course.*

COMPUTERS, PROGRAMMING & TECHNOLOGY

CPT8 ROTATION

In this course, students will continue to develop their fundamental technology skills. The program develops skills with software such as Microsoft Excel, PowerPoint, and Outlook. Students will build the necessary skills to be safe and productive digital citizens utilizing email and social media. They will master the engineering process as they plan, build, program, and test advanced robots. The program will foster Computational Thinking skills while developing mobile application projects. Students will explore Design Thinking as they create, remix, and print 3D designs. Students will also explore/understand how technology has influenced society.

SENIOR TWO — GRADE NINE

Course Type	Overview	Subjects	
		Returning Students	New Students
Compulsory	Students will automatically be placed into the six compulsory courses. Students that are enrolled in the Grade 8 “reach ahead” Math and English Programmes will be automatically placed in the Grade 10 Principles of Mathematics course and the Grade 10 English course upon registration.	Gr. 10 English, Gr. 10 Principles of Mathematics, Geography of Canada, Science, French, Healthy Active Living Education (single gender)	Gr. 9 English, Gr. 9 Principles of Mathematics, Geography of Canada, Science, French, Healthy Active Living Education (single gender)
Mandatory	Students will automatically be placed in one mandatory course.	Religion	
Elective	Students are to select one elective course.	Visual Arts, Instrumental Music, Vocal Music	

Please Note

- The credit(s) for the Grade 9 Math and/or English will be awarded by the principal after consultation with the student’s Math and/or English teacher(s).
- The available electives will meet another compulsory requirement.
- Students will choose either Music or Visual Art. If the course and/or section is filled, the student will automatically be placed in the alternate choice

De La Salle College 'Oaklands' reserves the right to cancel any courses due to insufficient enrollment.

**ENGLISH
COMPULSORY**

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 analyse literary texts from contemporary and historical periods, interpret information 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.

**PRINCIPLES OF
MATHEMATICS
COMPULSORY**

This course enables students to develop an 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 linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

ENG1D**ISSUES IN CANADIAN****GEOGRAPHY****CGC1D****COMPULSORY**

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 in which to live.

MPM1D**SCIENCE****SNC1D****COMPULSORY**

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.

CORE FRENCH
COMPULSORY

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**HEALTHY ACTIVE
LIVING EDUCATION**
COMPULSORY

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

The PPL10 course will focus on a variety of health-related activities of individual, small and large group

FSF1D

based. The course will focus on many traditional sport activities (i.e. basketball, soccer, badminton, etc.), but will also introduce some not so traditional activities such as, (tchoukball, field hockey, and flag football). The course will also investigate the many different aspects of sport skills, rules and theory associated with the activities taught throughout. Some of the activities highlighted are CPR/AED training as well as, Self-Defense training.

Please note: All classes are single gender.

RELIGION
MANDATORY**HRE13**

This course is a scripture study, which highlights the biblical covenants as God reveals Himself through salvation history. Old Testament topics include Creation, Patriarchs, Moses and the Exodus, Monarchy, Prophets, Exile and Restoration; while New Testament topics include Christology, Resurrection, St. Paul and the early Church, Sacraments, and Revelation. Students will practice the contextual method of scriptural interpretation by analysing the symbolism used in Genesis, exploring the historical context of books in the Old Testament, and interpreting a passage of scripture from the Gospels using biblical commentary. Students are required to perform a minimum of 20 hours of community service as part of their programme. Students who fail to complete the required hours by the end of the course will not be granted a credit in Religion.

VISUAL ARTS**ELECTIVE**

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. *A materials fee of \$40 is associated with this course.*

AVI10**VOCAL MUSIC****AMV10****ELECTIVE**

This course emphasizes performance of music at an intermediate level that strikes a balance between challenge and skill. Students will be required to develop a thorough understanding of the language of music, including the elements, terminology, and history. Students will develop skills and techniques in voice production, interpretation, music appreciation and performance. Proficiency in sight reading, pitch control, improvisation, ensemble singing, and performance will be emphasized. Repertoire will include pop, jazz, classical, ethnic and rock music. Choral music (choir), as well as small ensembles where microphone technique is required, will constitute the performance aspect.

MUSIC**ELECTIVE****AMU10**

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis process in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life. *Students must attend mandatory band practice after school. A mandatory music fee of \$100 and instrument rental fee of \$100 (if applicable) is associated with this course.*

SENIOR THREE — GRADE TEN

Course Type	Overview	Subjects
Compulsory	Students will automatically be placed into the six compulsory courses. Students that are currently enrolled in the Gr. 10 Principles of Mathematics course will be automatically placed in the Gr. 11 Functions and Relations course, otherwise students will be placed in the Gr. 10 Principles of Mathematics. Also, students that are currently enrolled in the Gr. 10 English course will be automatically be placed in the Gr. 11 English course, otherwise students will be placed in the Grade 10 English.	English (ENG2D OR ENG3U), Gr. 10 Principles of Mathematics (MPM2D) OR Gr. 11 Functions and Relations (MCR3U), Canadian History in the 20th Century, Science, Guidance and Career Education, Civics
Mandatory	Students will automatically be placed in one mandatory course.	Religion: Catholic Moral Theology
Elective	Students are to select two elective course.	Visual Arts, Music, Drama, French, Italian, Spanish, Latin, Healthy Active Living Education, Personal Fitness, Computer Studies

Please Note

- The Civics course (CHV2O) and the Guidance and Career Education course (GLC2O) are both worth 0.5 credits.
- The available electives will meet another compulsory requirement.
- Students will also choose three alternate courses. If the course and/or section is filled, the student will automatically be placed in an alternate choice

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ENGLISH**COMPULSORY**

This course is designed to extend the range of 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 analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. **Prerequisite: ENG1D**

ENG2D**CANADIAN HISTORY****SINCE WWI****CHC2D****COMPULSORY**

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

PRINCIPLES OF**MATHEMATICS****COMPULSORY****MPM2D**

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate trigonometry, the study of triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: MPM1D**SCIENCE****SNC2D****COMPULSORY**

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid-base reactions; forces that affect climate and climate change; and the interaction of light and matter. **Prerequisite: SNC1D**

CIVICS AND CITIZENSHIP CHV2O

COMPULSORY

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.

Please note that students will receive .5 credit for this course.

RELIGION: CATHOLIC MORAL THEOLOGY HRE23

MANDATORY

This course develops students' understanding of the principles of Catholic morality in the context of a vital and loving relationship with the Triune God, in the communion of the Church. Students will learn the fundamentals of Catholic moral theology with specific reference to the sanctity and dignity of the human person, human freedom, sin, the human community, participation in the moral law and the life of grace. Students are required to perform a minimum of 20 hours of community service as part of their programme. Students who fail to complete the required hours by the end of the course will not be granted a credit in Religion. **Prerequisite: HRE13**

CAREER STUDIES GLC2O

COMPULSORY

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan. **Please note that students will receive .5 credit for this course.**

VISUAL ARTS AVI2O

ELECTIVE

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context. A *materials fee of \$20 is associated with this course.*

MUSIC

ELECTIVE

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures. *Students must attend mandatory band practice after school. A mandatory music fee of \$100 and instrument rental fee of \$100 (if applicable) is associated with this course.* **Prerequisite:**

AMU1O

AMU2O**CORE FRENCH**

ELECTIVE**FSF2D**

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. **Prerequisite: FSF1D**

DRAMATIC ARTS

ELECTIVE**ADA2O**

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.

ITALIAN

ELECTIVE**LWIBD**

This introductory course touches the basic grammar of written and spoken Italian. It develops a usable knowledge of the Italian language with emphasis on topical conversation and comprehension.

SPANISH

ELECTIVE**LWSBD**

This course is for beginners and no prerequisites are necessary. This course is designed to expose the students to Spanish speaking cultures through learning about different customs, artists, gas-

tronomy and music. The course's primary goal is to continue to develop the three main areas of language use such as oral communication, writing and reading.

CLASSIC LANGUAGES: LATIN LVLBD

ELECTIVE

This course introduces students to the achievements of the classical world through the study of Latin. Students will learn vocabulary and grammar essential for reading and translating classical texts. English is the language of instruction. Through a variety of enrichment activities, such as presentations, debates, and dialogues, students will explore such aspects of life in the ancient world as trade, commerce, education, entertainment, and social customs while improving their language skills.

HEALTHY ACTIVE LIVING EDUCATION PPL2O

ELECTIVE

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire

an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

The PPL2O course will continue to develop their understanding of sport through various small and group activities. Students will play sports from their previous years such as basketball, soccer and football, as well as be introduced to different variations of these sports (ex. Gaelic football). They will also deepen their interpersonal skills by working on developing their leadership skills. The course is designed for students interested in being active through group activity and sport.

Note: *students enrolled in PPL2O may not enroll in PAF2O*

PERSONAL & FITNESS ACTIVITIES PAF2O

ELECTIVE

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them.

Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Students interested in this course are aiming to develop a better understanding of how to maintain their fitness on a more individual basis. They will learn the components of fitness such as cardiovascular endurance and muscular strength, as well as develop an understanding about how to build on and maintain these various components through exercise. Specific activities such as weight training, group fitness classes, yoga, pilates and progression training will be emphasized so students can continue their fitness beyond the classroom.

Note: students enrolled in PAF2O may not enroll in PPL2O

INTRODUCTION TO COMPUTER STUDIES ICS2O ELECTIVE

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

SENIOR FOUR — GRADE ELEVEN

Course Type	Overview	Subjects
Compulsory	Students will automatically be placed into the two compulsory courses. Students that are currently enrolled in the Grade 11 Functions and Relations course (MCR3U) may replace it with a Grade 12 Mathematics Course or another elective.	English, Mathematics -Functions and Relations
Mandatory	Students will automatically be placed in the Grade 11 Religion course and must select AT LEAST one Senior Science course.	Religion, Science (one of Biology, Chemistry, or Physics)
Elective	Students are to select four elective courses.	Visual Arts, Music, Dramatic Arts, Media Arts, French, Italian, Spanish, Latin, Geography, Canadian Law, American History, 20th Century History, World History, Anthropology, Psychology and Sociology, The Individual and the Economy, Accounting, Biology, Chemistry, Physics, Computer Science, Healthy Active Living Education, Personal Fitness

Please Note

- Students must review their past courses and ensure that their course selections will satisfy any outstanding compulsories. In other words, by the time students are in Grade 12, English should be the only remaining compulsory. In addition, students should review the Grade 12 course offerings in order to complete prerequisites needed to enter those courses. **Moreover, many courses that are offered in Grade 12 are prerequisites for University Programmes**

- Students will also choose three alternate courses. If the course and/or section is filled or cancelled, the student will automatically be placed in the alternate choice
- Grade 11 students are strongly encouraged to enroll in 8 courses. In extenuating circumstances, Grade 11 students may request a study period. Grade 11 students must take a minimum of 7 courses during the school year.
- **Advanced Placement Options** for Grade 11 are English, American History and Economics. Please consult **page 22** for more information

De La Salle College 'Oaklands' reserves the right to cancel any courses due to insufficient enrollment.

ENGLISH COMPULSORY	ENG3U AP OPTION	CHURCH HISTORY MANDATORY	HRE33
<p>This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.</p> <p>Prerequisite: ENG2D</p>		<p>This course enables students to discover the traditions, beliefs and historical development of the Roman Catholic Church. Students will develop an understanding of the basic concepts of history and historiography within the framework of parallel development of the Roman Catholic Church. Periods covered include the early Church, the Persecutions, the Medieval Era, the Renaissance, the Protestant Revolution, the Catholic Counter-Reformation, the Enlightenment, The French Revolution and the Age of Napoleon. Students will analyze the interrelationship between the history and formation of the Church and the prevailing societies of the time. Students are required to participate in a school-scheduled community service placement during the academic year. Failure to complete this will result in not being granted a credit in Religion. Prerequisite: HRE23</p>	
<p>FUNCTIONS COMPULSORY</p> <p>This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; and develop facility in simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Prerequisite: MPM2D</p>	MCR3U	<p>BIOLOGY MANDATORY/ELECTIVE</p> <p>This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals (circulatory, respiratory, and digestive systems); and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation. Proper techniques in microscopy and dissection are integral components of the course. Prerequisite: SNC2D</p>	SBI3U

CHEMISTRY

MANDATORY/ELECTIVE

SCH3U**DRAMATIC ARTS****ADA3M**

ELECTIVE

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment. **Prerequisite: SNC2D**

PHYSICS

MANDATORY/ELECTIVE

SPH3U**MUSIC****AMU3M**

ELECTIVE

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on 1D and 2D motion; different kinds of forces; energy transformations; the properties of mechanical waves, sound, and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment. **Prerequisite: SNC2D**

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers. Students must attend mandatory band practice after school. *A mandatory music fee of \$100 and instrument rental fee of \$100 (if applicable) is associated with this course.* **Prerequisite: AMU1O or AMU2O**

MEDIA ARTS**ELECTIVE**

This course enables students to create media art works using available and emerging technologies such as computer animation, digital imaging, and video, and a variety of media. Students will explore the elements and principles of media arts, the connections between contemporary media art works and traditional art forms, and the importance of using responsible practices when engaged in the creative process. Students will develop the skills necessary to create and interpret media art works. *A materials fee of \$40 is associated with this course.*

ASM3O**CORE FRENCH****FSF3U****ELECTIVE**

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. **Prerequisite: FSF2D**

VISUAL ARTS**ELECTIVE**

This course focuses on studio activities in one or more of the visual arts. Students will create art works that explore a wide range of subject matter, and will evaluate art works, providing grounds for their aesthetic judgements. They will also examine historical and cultural contexts of Western art (including Canadian art) and art from various world cultures to support their study of specific media. Art history integrated into the programme, covers the periods of Gothic, Renaissance and Baroque. *A materials fee of \$20 is associated with this course.*

Prerequisite: AVI1O or AVI2O**AVI3O****CLASSIC LANGUAGES:****LATIN****ELECTIVE****LVLCU**

This course provides students with opportunities to continue their exploration of the achievements of the ancient world through the study of ancient Greek. Students will read and translate more complex passages in the classical language and will learn the vocabulary and grammar essential for these activities. English is the language of instruction. Through a variety of methods, such as dramatizations, presentations, and hands-on activities, students will investigate aspects of the culture and beliefs of the ancient world, including science, religion and customs.

Prerequisite: LVLAD

ITALIAN**ELECTIVE**

This course is aimed at communication and enhancement of linguistic skills. Grammatical structures and vocabulary will be integrated continuously into functional language skills. Learning activities embrace language knowledge, written and linguistic competence, cultural awareness and literary appreciation in both formal and informal settings. **Prerequisite: LWIBD**

SPANISH**ELECTIVE**

The second year Spanish course provides students with the language learning experiences that will enable them to communicate in Spanish. It continues to concentrate on the primary linguistic skills of understanding, speaking, reading and writing. The students will further explore aspects of the culture of Spanish speaking countries.

Prerequisite: LWSBD**LWICU****FORCES OF NATURE:
PHYSICAL PROCESSES
& DISASTERS****CGF3M****ELECTIVE**

This course examines the major patterns of physical geography and the powerful forces that affect them. Students will investigate the dynamic nature of the earth, the evolving relationship between the planet and its people, and the factors that limit our ability to predict the changes that will occur. Students will use a wide range of geotechnologies and inquiry methods to investigate the distribution and interaction of the elements of their physical environment and to communicate their findings. **Prerequisite: CGC1D**

LWSCU**AMERICAN HISTORY****CHA3U****ELECTIVE****AP OPTION**

This course explores key aspects of the social, economic, and political development of the United States from precontact to the present. Students will examine the contributions of groups and individuals to the country's evolution and will explore the historical context of key issues, trends, and events that have had an impact on the United States, its identity and culture, and its role in the global community. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating various forces that helped shape American history. **Prerequisite: CHC2D.**

WORLD HISTORY TO THE END OF THE 15TH C. CHW3M ELECTIVE

This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.

Prerequisite: CHC2D

INTRO TO ANTHROPOLOGY, PSYCHOLOGY & SOCIOLOGY HSP3M ELECTIVE

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines.

UNDERSTANDING CANADIAN LAW CLU3M ELECTIVE

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.

Prerequisite: CHC2D

THE INDIVIDUAL & THE ECONOMY CIE3M ELECTIVE AP OPTION

This course examines the changing Canadian economy and helps students develop an understanding of their own role as economic agents. Students will apply economic models and concepts to assess the roles of the various stakeholders in the Canadian economy and analyse the interactions among them. Students will consider the economic behaviour of the individual as consumer, contributor, and citizen in a mixed economy and will apply economic inquiry, critical-thinking, and communication skills to make and defend informed economic decisions.

Prerequisite: CHC2D

FINANCIAL ACCOUNTING FUNDAMENTALS

BAF3M
ELECTIVE

This course introduces students to fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and /or career opportunities in business. Students will acquire an understanding of accounting for a service and merchandising business, computerized accounting, financial analysis, ethics and current issues in accounting.

INTRODUCTION TO COMPUTER SCIENCE

ICS3U
ELECTIVE

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

HEALTHY ACTIVE LIVING EDUCATION

PPL3O
ELECTIVE

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

The PPL3O course focuses on participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will continue to master previous sports and activities as well as engage in many recreational activities in the community (curling, rock climbing, squash, dance, etc.). With the participation of these activities there will be some additional fees associated with their participation. Parents will be notified of the expenses at the beginning of the year. Students will also be expected to take part in many leadership and organizational duties, such as refereeing, scorekeeping, and mentoring of younger students throughout the year. **Note: students enrolled in PAF2O may not enroll in PPL2O**

PERSONAL & FITNESS ACTIVITIES

PAF3O

ELECTIVE

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Students interested in this course are aiming to continue to develop a better understanding of how to maintain their fitness on a more individual basis. They will deepen their understanding of the components of fitness and training as well as understand the components of nutrition and healthy living. Specific activities such as weight training, group fitness classes, yoga, pilates and progression training will be emphasized so students can continue their fitness beyond the classroom.

Note: students enrolled in PAF2O may not enroll in PPL2O

SENIOR FIVE — GRADE TWELVE

Course Type	Overview	Subjects
Compulsory	Students will automatically be placed into the one compulsory courses.	English
Mandatory	Students will automatically be placed in one mandatory course.	Philosophy: Questions and Theories
Elective	Students are to select <i>at least</i> five elective courses. Students should select no more than two courses whose fifth letter on the coding is M . Students choosing IDP4U (Interdisciplinary Studies) must also be enrolled in SBI4U and SCH4U.	Advanced Functions, Calculus, Mathematics of Data Management, Biology, Chemistry, Interdisciplinary Studies, Physics, Dramatic Arts, Music, Media Arts, Visual Arts, Studies in Literature, French, Canadian and World Issues, World Geography, Canada: History, Identity, and Culture, World History, Challenge and Change in Society, Accounting, International Business, Analysing Current Economic Issues, Law, Politics, Computer and Information Science, Introductory Kinesiology

Please Note

- When selecting courses, students should consult the University INFO website: electronicinfo.ca
- Students must complete at least seven “**acceptable**” Grade 12 courses in order to graduate from De La Salle College. All students must complete at least six of the seven Grade 12 courses through the regular-day program at De La Salle. Only one of the seven may be taken online through the College. Any Grade 12 courses “successfully” completed through the school’s “Reach Ahead” programme, the summer Roman Holiday programme, or the Summer School Programme will be considered to be a part of the regular-day program for these purposes (please note that courses completed through both summer programs will have a summer school indicator on the Ontario Student Transcript). For example, a student entering Grade 12 with a completed course in Advanced Functions (MHF4U) would only need to take six courses, and one of the six may be taken online.
- A student may take a second online course through De La Salle only if they will be completing six courses through the regular-day program
- Students will also choose three alternate courses. If the course and/or section is filled, the student will automatically be placed in the alternate choice
- Advanced Placement Options** for Grade 12 are English, Calculus, Biology, Chemistry, Physics, Studio Art, French, Geography, History, Economics, Computer Studies. Please consult [page 22](#) for more information
- Students choosing IDP4U (Interdisciplinary Studies) **must also be enrolled in SBI4U and SCH4U**.
- Students are to select *at least* five elective courses. **Please Note:** Students should select no more than two courses whose fifth letter on the coding is **M**
- Students are to choose three alternate courses. If the course and/or section is filled or cancelled, the student will automatically be placed in the alternate choice.

De La Salle College 'Oaklands' reserves the right to cancel any courses due to insufficient enrollment.

ENGLISH**COMPULSORY****ENG4U****AP OPTION**

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace. **Prerequisite: ENG3U**

PHILOSOPHY:**QUESTIONS & THEORIES HZT4U****MANDATORY**

This course addresses three (or more) of the main areas of philosophy: metaphysics, logic, epistemology, ethics, social and political philosophy, and aesthetics. Students will learn critical thinking skills, the main ideas expressed by philosophers from a variety of the world's traditions, how to develop and explain their own philosophical ideas, and how to apply those ideas to contemporary social issues and personal experiences. The course will also help students refine skills used in researching and investigating topics in philosophy. Students are required to participate in a school-

scheduled community service placement during the academic year. Failure to complete this may result in not being granted a credit.

Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

ADVANCED FUNCTIONS MHF4U**ELECTIVE**

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, exponential and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics.

This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university programme and for those wishing to consolidate their understanding of mathematics before proceeding to a variety of university programmes. **Prerequisite: MCR3U**

CALCULUS & VECTORS MCV4U**ELECTIVE****AP OPTION**

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations

of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives and integrals of polynomial, sinusoidal, exponential, logarithmic, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

Note: MHF4U must be taken prior to or concurrently with MCV4U

BIOLOGY

ELECTIVE

SBI4U

AP OPTION

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and biotechnology. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.

Prerequisite: SBI3U; SCH3U recommended

CHEMISTRY

ELECTIVE

SCH4U

AP OPTION

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment. **Prerequisite: SCH3U**

PHYSICS

ELECTIVE

SPH4U

AP OPTION

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment. **Prerequisite: SPH3U**

INTERDISCIPLINARY STUDIES, (BIOTECH) IDP4U

ELECTIVE

This course combines expectations from Interdisciplinary Studies, Grade 12, University Preparation with selected expectations from Biology, Grade 12 University Preparation and Chemistry, Grade 12 University Preparation. This course will help students explore the developing field of biotechnology by investigating the relationships between biology and chemistry that are relevant to biotechnology.

In addition to providing the latest information on scientific foundations and technological applications of biotechnology, the course develops investigative skills using advanced technologies such as electrophoresis and PCR (polymerase chain reaction), bringing this exciting science to life. Specifically, this course addresses biotechnology applications and attendant societal issues including genetic screening, therapeutic cloning, stem cells, genetically modified organisms, food safety and agriculture.

This course involves a combination of classroom instruction and a work placement throughout the school year. The focus of the placement will be on the world of research, performing intense laboratory exercises and demonstrations which illustrate the basic techniques of biotechnology.

Prerequisite: SCH3U, SBI3U

Co-requisite: SCH4U, SBI4U

DRAMATIC ARTS

ADA4M

ELECTIVE

This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other texts and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school. **Prerequisite:** ADA3M

MUSIC

AMU4M

ELECTIVE

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers. Students must attend mandatory band practice after school. *A mandatory music fee of \$100 and instrument rental fee of \$100 (if applicable) is associated with this course.* **Prerequisite:** AMU3M

MEDIA ARTS**ELECTIVE****ASM4M****STUDIES IN****LITERATURE****ETS4U****ELECTIVE****AP OPTION**

This course emphasizes the refinement of media arts skills through the creation of a thematic body of work by applying traditional and emerging technologies, tools, and techniques such as multi-media, computer animation, installation art, and performance art. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in either career or postsecondary education applications. Students will critically analyse the role of media artists in shaping audience perceptions of identity, culture, and community values. *A materials fee of \$40 is associated with this course.*

Prerequisite: ASM3O**VISUAL ARTS****ELECTIVE****AVI4M****AP OPTION**

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

Prerequisite: AVI3O**STUDIES IN****LITERATURE****ETS4U****ELECTIVE****AP OPTION**

This course is for students with a special interest in literature and literary criticism. The course may focus on themes, genres, time periods, or countries. Students will analyse a range of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete an independent study project. **Prerequisite: ENG3U**

CORE FRENCH**FSF4U****ELECTIVE****AP OPTION**

This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. **Prerequisite: FSF3U**

WORLD ISSUES: A GEOGRAPHIC ANALYSIS

ELECTIVE

CGW4U

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world. **Prerequisite: any university, university/college preparation course in social sciences and humanities, English, or Canadian and world studies**

WORLD GEOGRAPHY: URBAN PATTERNS AND POPULATION ISSUES

ELECTIVE

CGU4M

AP OPTION

The world's population is growing, it is moving and intermixing, and it is increasingly found in cities. This course explores these changes and the challenges that come with them. It investigates the forces that are shaping the world's communities, the patterns of interaction between them, the quality of life within them, and their impact on the world around them. Students will

apply the concepts of geographic thinking, the geographic inquiry process, and spatial skills and technologies as they investigate issues related to population change and urban life and propose ways of enhancing the sustainability of communities around the world. **Prerequisite: any university, university/college preparation course in social sciences and humanities, English, or Canadian and world studies**

WORLD HISTORY SINCE THE 15TH C.

ELECTIVE

CHY4U

AP OPTION

This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history. Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities **Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities**

FINANCIAL ACCOUNTING PRINCIPLES

BAT4M

ELECTIVE

This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for corporations. **Prerequisite: BAF3M**

INTERNATIONAL BUSINESS FUNDAMENTALS

BBB4M

ELECTIVE

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for post-secondary programmes in business, including international business, marketing, and management.

Prerequisite: any university, university/college preparation course in business studies, English, or Canadian and world studies

ANALYSING CURRENT ECONOMIC ISSUES

CIA4U

ELECTIVE AP OPTION

This course investigates the nature of a competitive global economy and explores how individuals and societies can gain the information they need to make appropriate economic decisions. Students will learn about the principles of macroeconomics, apply economic models and concepts to interpret economic information, assess the validity of statistics, and investigate marketplace dynamics. Students will use economic inquiry and communication skills to analyse economic issues, make informed judgements, and present findings.

Prerequisite: any university, university/college preparation course in social sciences and humanities, English, or Canadian and world studies

CANADIAN & INTERNATIONAL LAW

CLN4U

ELECTIVE

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process,

and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts. **Prerequisite: any university, university/college preparation course in social sciences and humanities, English, or Canadian and world studies**

CANADIAN & INTERNATIONAL POLITICS CPW4U

ELECTIVE

This course explores various perspectives on issues in Canadian and world politics. Students will explore political decision making and ways in which individuals, stakeholder groups, and various institutions, including governments, multi-national corporations, and non-governmental organizations, respond to and work to address domestic and international issues. Students will apply the concepts of political thinking and the political inquiry process to investigate issues, events, and developments of national and international political importance, and to develop and communicate informed opinions about them.

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.

Prerequisite: any university, university/college preparation course in social sciences and humanities, English, or Canadian and world studies

COMPUTER SCIENCE ICS4U

ELECTIVE

AP OPTION

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field. **Prerequisite: ICS3U**

INTRODUCTORY KINESIOLOGY PSK4U

ELECTIVE

This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.

Prerequisite: Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 course in health and physical education

ONLINE OFFERINGS

De La Salle College will be offering the courses listed below online for the 2019-2020 school year. All course work will be completed online with the exception of a face-to-face examination that will take place during the Grade 12 final examination session. A student may take one online course as part of their minimum, mandatory seven Grade 12 courses. A student may take a second online course through De La Salle College, provided they have/will be completing a minimum of six courses through the regular-day program. Courses taken

in the summer through the De La Salle College Summer School Programme and the Roman Holiday Summer Programme will be considered to be part of the regular-day program for these purposes. Please note that courses completed through both summer programs will have a summer school indicator on the Ontario Student Transcript.

For more information, students may contact a guidance counsellor.

CHALLENGE & CHANGE IN SOCIETY HSB4U-O ELECTIVE

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change. **Prerequisite: any university/college preparation course in social sciences and humanities, English or Canadian and world studies**

MATHEMATICS OF DATA MANAGEMENT MDM4U-O ELECTIVE

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

Prerequisite: MCR3U