



ELMWOOD

SCHOOL

Course Calendar
2020/2021

Inspiring each girl to reach her full potential.

ELMWOOD SCHOOL COURSE CALENDAR 2020/2021, GRADES 9 – 12

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MESSAGE FROM THE HEAD OF SCHOOL

Dear Students,

The 2020 – 2021 Course Calendar contains the course descriptions and option guidelines for courses at Elmwood. It is an extensive resource that will support you as you plan your academic path for next year.

In Grades 9 and 10 you will be completing the IB Middle Years Programme and building the skills and knowledge that will make you successful at Elmwood and in your future. The IB Middle Years Programme culminates in a Personal Project, which you will complete in Grade 10. The project allows you to explore a topic of personal interest and passion in a manner that reinforces the interconnectedness of knowledge, and the discipline of the research process.

In Grades 11 and 12 you will have the opportunity to follow the Elmwood curriculum, based on pedagogy and resources from the finest academic practices in the world. Through this curriculum you can decide to follow the full IB Diploma Programme, which is recognized throughout the world as the very best programme for university preparation. At Elmwood our IB Diploma Programme is flexible and dynamic—you can complete it in its entirety or choose to follow only some of the courses. Whether you choose to follow the IB or not, successful students will all graduate with an Ontario Secondary School Diploma.

Whichever choice you make, you can be assured that your studies will be both broad in scope and have depth in the investigation of the subject matter. In keeping with the School's philosophy, the Elmwood curriculum supports you in your efforts to maintain a balanced approach to your studies and your life; a wide range of subjects is required, as is a strong commitment to community service.

In determining your academic program, always remember that it is your plan and should be firmly based on subjects for which you have a passion and interest. In selecting your courses, you should attempt to select as broad a range of subjects as possible. The Course Selection Worksheet will help you plan your academic pathway, but if you are uncertain about your goals you have a vast support network around you. Please take the time to discuss your options with your parents, teachers and our Director of Academic Counseling. They have experienced this process firsthand, they know you, and they have your best interests in mind.

Sincerely,

Mr. James Whitehouse
Head of School

ELMWOOD'S PHILOSOPHY

Our Mission

Inspiring each girl to reach her full potential.

Elmwood:

- . Develops inquiring lifelong learners
- . Creates compassionate, engaged global citizens
- . Builds confident, caring leaders

Our Values

At Elmwood, our learning environment places girls' needs first, with all school decisions filtered through the lens of how girls learn and succeed. These are the values we all strive to live by:

Excellence. Respect. Innovation. Collaboration. Responsibility. Integrity.

Philosophy of Education in Senior School

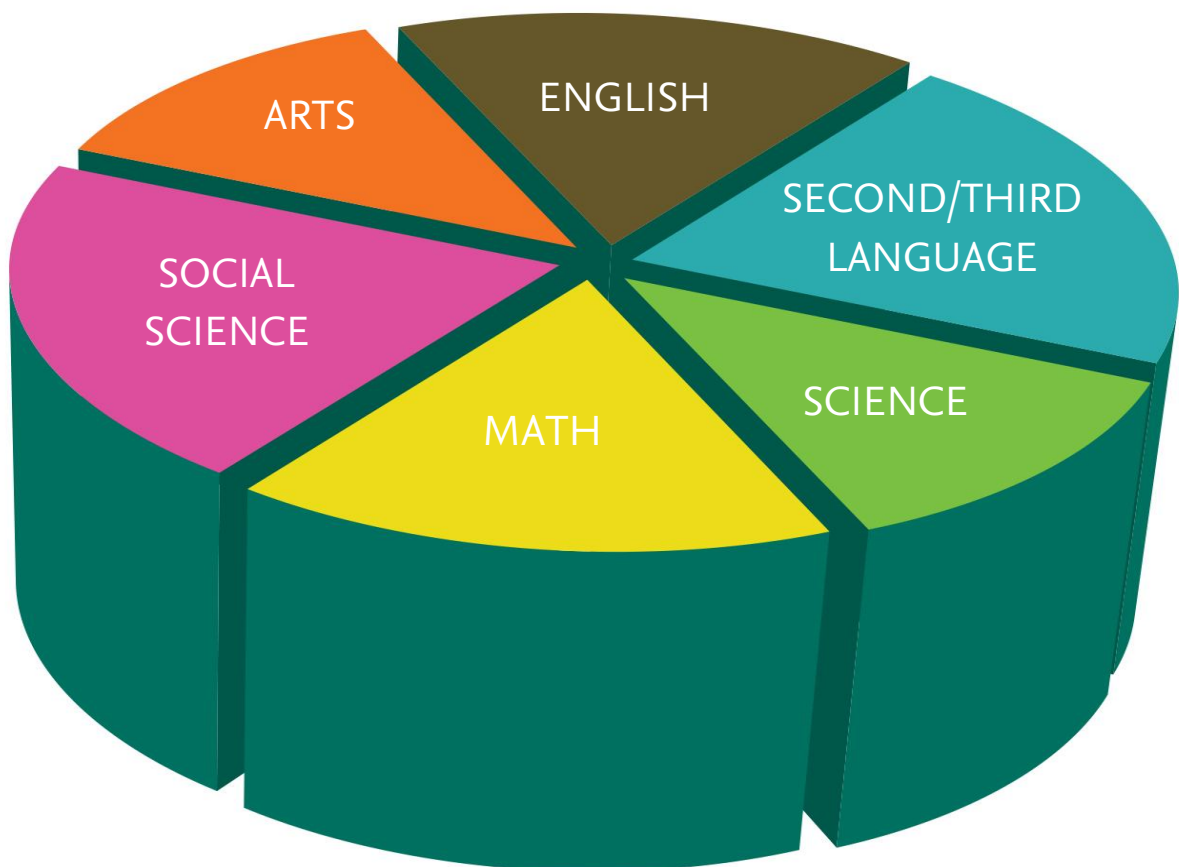
Elmwood's Senior School is a diverse and socially inclusive environment that cultivates academic achievement and student success. The focus of the Senior School is preparing girls for university entrance and all our students go on to their university of choice.

Elmwood's high academic standards, small class sizes and multicultural student base combine to create a rich and unique learning environment. Elmwood's faculty draws on best practices, specific to all girls' education, as they challenge students to be principled, knowledgeable and reflective life-long learners. From Junior Kindergarten to graduation, the Elmwood Curriculum embraces the most progressive teaching techniques, delivering a programme of study that is student-directed, project-based, rigorous, relevant and specifically designed to prepare students for life and work beyond the classroom. Students and teachers engage in educational processes that are mutually instructive, creative and satisfying. The ability to work with and for others—both adults and peers—is an essential ingredient of the learning process. Regular attendance on the part of students is an important component of this process and of the evaluation of student achievement.

THE ELMWOOD CURRICULUM

The Elmwood Curriculum provides students with an opportunity to benefit from the philosophy and curriculum of both the Ontario Ministry of Education and the International Baccalaureate Programme. Noted in the paragraphs and pages that follow are the requirements for both the Ontario Secondary School Diploma and the International Baccalaureate Programme.

The diagram below represents the philosophy of the Elmwood Curriculum. For every student we encourage a broad and balanced approach to her study. This is not only to develop the Whole Girl but also supports the latest brain research and is the guiding philosophy of the International Baccalaureate Programme. As students start to make curriculum choices we want them to be guided by this balance so that each “piece of the pie” is sampled through their learning.



Ontario Secondary School Diploma Requirements

In order to earn an Ontario Secondary School Diploma (OSSD), a student will be expected to successfully complete 30 credits. There are 18 compulsory credits and 12 optional credits. In addition, students must also complete 40 hours of community involvement and must pass the Ontario Secondary School Literacy Test (OSSLT). The Ministry of Education also requires students to remain in secondary school until the student has reached the age of 18 or obtained an Ontario Secondary School Diploma. Details regarding each requirement are noted in the following section.

Compulsory Credits

The 18 compulsory credits are noted as follows, including courses that must be taken to fulfil each group noted below:

- . 4 credits in English (1 credit per grade)
- . 1 credit in French-as-a-second language
- . 3 credits in Mathematics (at least 1 credit in Grade 11 or 12)
- . 2 credits in Science
- . 1 credit in Canadian geography
- . 1 credit in Canadian History
- . 1 credit in the Arts
- . 1 credit in Health & Physical Education
- . 0.5 credit in Civics
- . 0.5 credit in Career Studies

Group 1: English (including the Ontario Secondary School Literacy Course), French-as-a-second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education

Group 2: French-as-a-second language, the arts, business studies, health and physical education, cooperative education

Group 3: French-as-a-second language, science (Grade 11 or 12), computer studies, technological education, cooperative education

Note that the following conditions apply to selections from the above three groups:

- . A maximum of 2 credits in French-as-a-second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.
- . A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.

Optional Credits

In addition to the 18 compulsory credits, students have to earn 12 optional credits in courses of their choice. Optional credits allow students to build an educational programme that suits their individual interests and meets university, college, apprenticeship or work requirements.

Community Involvement

As part of the OSSD requirements students must complete a minimum of 40 hours of community involvement activities. The requirement is designed to encourage students to develop awareness and understanding of civic responsibility and the role they can play in supporting and strengthening their communities. These activities may be completed at any time during their years in the secondary school programme.

Students, in collaboration with their parents or guardians, will decide how they will complete the requirement. Activities may take place in a variety of settings. Students should contact the Guidance Department if they require assistance in finding suitable community service opportunities. The requirement cannot be fulfilled through activities that count towards a credit (co-operative education for example) or through paid work. The requirement is to be completed outside of normal instructional hours—lunch hours, after school, weekends or summer holidays.

Although this diploma requirement applies to students in Grades 9 to 12, students in Grade 8 can start accumulating community involvement hours in the summer before they enter Grade 9. Students will maintain and provide a record of their community involvement activities to be submitted to the Guidance Department. Students will be informed about the process and method of documentation by the Guidance Department. The documentation must include for each activity the name of the person or organization receiving the service, the activity performed, and the dates and hours, the signature of the student and parent, and a signed acknowledgement by the person (or organization representative) involved. Students are encouraged to join the Community Service Group on Schoology.

The Ontario Student Transcript will note successful completion of required community service hours.

The Ontario Secondary School Literacy Test

All students are required to meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). The requirement is based on expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. The purpose of the literacy graduation requirement is to determine whether students have the skills in reading and writing that they will need to succeed in school, at work, and in daily life. To meet this requirement, students are expected to take and successfully complete the Ontario Secondary School Literacy Test (OSSLT) in Grade 10, in accordance with the policies outlined in section 6.1.3.1, *Ontario Schools Kindergarten to Grade 12, Policy and Program Requirements, 2011*. Once students have successfully completed the OSSLT, they may not retake it.

Successful completion of the OSSLT will be recorded on the Ontario Student Transcript.

International Baccalaureate (IB) Programmes at Elmwood

Elmwood School provides the continuum of the IB Programme by offering the Primary Years Programme (PYP) in the Junior School, the Middle Years Programme (MYP) from Grades 6-10 and the Diploma Programme (DP) in Grades 11 and 12. Our IB Continuum ensures that our students are involved in a highly engaging learning environment, meshing the subject-specific content from the very well-regarded Ontario Ministry Curriculum within the framework of the IB.

International Baccalaureate Middle Years Programme Requirements

All Elmwood students in Grade 6 through 10 are part of the IB programme as they participate in the IB Middle Years Programme (MYP). The IB Middle Years Programme is compulsory for students in Grade 6 through 10. The MYP is a continuation of the PYP (IB Primary Years Programme), emphasizing the consolidation of learning strategies and critical-thinking skills to prepare students for their final years of high school, and ultimately, university. The MYP helps students to develop a sense of belonging in the ever-changing and increasingly interrelated world, and to engage as active participants in their own learning. The aim of the programme is to ensure that students not only have knowledge, but also develop transdisciplinary skills that can be applied in new contexts. Like the PYP, the MYP ensures that students have the opportunity to engage with both local and global contexts for learning and to develop the traits of the IB Learner Profile.

The MYP provides outstanding academic challenge and life skills that enhance and extend the traditional subject disciplines of the Ontario Ministry Curriculum for students in Grades 6 through 10. The critical thinking, communication and learning skills of the MYP provide a rich framework for the delivery of the traditional subject areas of English, French, Mandarin, Spanish, Latin, mathematics, science, humanities, technology, the arts, and physical and health education.

The Middle Years Programme culminates in a Personal Project, which students complete in Grade 10. The project allows students to explore a topic of personal interest and passion in a manner that reinforces the interconnectedness of knowledge, and the discipline of the research process.

The Middle Years Programme provides an excellent framework and preparation for the Diploma Programme, which students can pursue in their final two years of Senior School.

International Baccalaureate Diploma Programme Requirements

The IB Diploma Programme (DP) is offered to students in the final two years of their Ontario Secondary School Diploma (OSSD) programme. The IB Diploma Programme is recognized by universities throughout Canada and the world for its excellent level of university preparation. It aims to foster critical and compassionate thinking, respect for the diversity and richness of other cultures and attitudes, international understanding and responsible citizenship as well as providing an academically and intellectually stimulating programme. In an increasingly international market, this passport serves students well, regardless of where and what they study.

International Baccalaureate candidates are to choose 3 Higher Level and 3 Standard Level courses for the full Diploma. IB subjects are two-year courses, beginning in Grade 11 and with final examinations externally assessed and taken in May of the Grade 12 year. The IB Diploma candidate is required to select one subject from each of the following groups listed below:

No.	Groups	Subject Choice
1	Studies in Language & Literature	English Literature (Ontario Credits ENG3U, ENG4U) Self-Taught (Credit will vary, depending on the Language)
2	Language Acquisition	French (Ontario Credits FSF3U, FSF4U OR FEF3U, FEF4U)

		Spanish (Ontario Credits LWSCU, LWSDU) Latin (Ontario Credits, LVLCU, LVLDU) Mandarin (Ontario Credits LKBCU, LKBDU)
3	Individuals & Societies	History (Ontario credits CHA3U, CHY4U) Economics (Ontario credits CIE3M, CIA4U) Environmental Systems and Society (Ontario Credits SVN3M, CGR4M)
4	Sciences	Biology (Ontario Credits SBI3U, SBI4U) Chemistry (Ontario Credits SCH3U, SCH4U) Physics (Ontario Credits SPH3U, SPH4U) Environmental Systems and Society (Ontario Credits SVN3M, CGR4M)
5	Mathematics – Analysis and Approaches	Mathematics HL (Ontario Credits MCR3U, MHF4U, MCV4U, MDM4U) Mathematics SL (Ontario Credits MCR3U, MHF4U, MCV4U)
6	Arts (or second subject from Group 2, 3 or 4)	Visual Art (Ontario Credits AVI3M, AVI4M) Music (Ontario Credits AMU3M, AMU4M) Theatre Arts (Ontario Credits ADA3M, ADA4M)

In addition, students participate in the **Core Components of the IBDP**. These are:

- Taking the Theory of Knowledge course - which engages students with concepts of knowledge and ways of knowing (Ontario Credit IDC4U)
- Conducting an Extended Essay (4000 words) - under the guidance of a supervisor students will research and write an academic paper on a topic connected to one of their courses,
- Participating in CAS (Creativity, Action, Service) - engage and document their activities over the Grade 11 and 12 years in these three areas

Candidates are encouraged to channel their IB Diploma course interests in a manner that supports the requirements for university admissions to certain programs. Students will be able to discuss course planning and interests for IB with the Director of Academic Counselling.

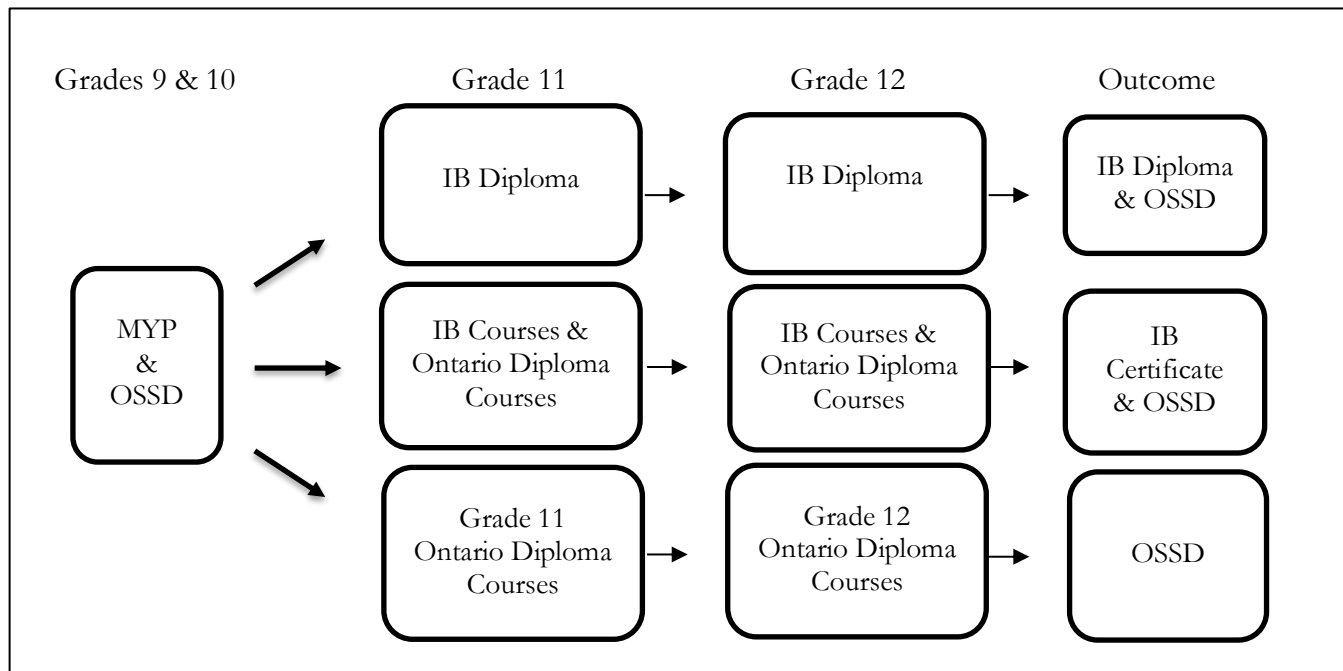
Students can also take individual Diploma Programme courses if they do not wish to undertake the full IB Diploma Programme. IB Course candidates are not required to undertake the core components and will write examinations in their individual IB subject(s). It is the school's discretion to determine if there is sufficient enrolment in a course.

Elmwood Curriculum Pathways

MYP IB Middle Years Programme

IB International Baccalaureate

OSSD Ontario Secondary School Diploma



Elmwood's French Language Certificate

In order to qualify for Elmwood's French Language Certificate, a student must complete a French credit in each year of high school available to them. In addition, she must complete an IB certificate in French Language B or have experienced an exchange or study in Quebec or a French-speaking country abroad (the appropriateness of which will be assessed at the discretion of the Language Department).

Classical and International Languages Certificate

In order to qualify for Elmwood's Classical and International Languages Certificate, a student must complete an International or Classical Language credit in all levels each year that is offered in the Senior School, plus an IB certificate in that language.

STUDENT SERVICES AND STUDENT EXPECTATIONS

The Guidance Department

The Director of Academic Counselling, the Director of Student Success, the Nurse/Counsellor, and the Guidance Assistant advise and support students in a variety of ways. Individual appointments can be made to discuss course load, graduation requirements, university counselling, community service requirements, individual accommodation plans, learning strategies, and social-emotional counselling from the appropriate personnel.

Education and career exploration are encouraged for each student and can be facilitated by the Guidance Department. Facilitation involves a combination of all or some of the following: discussion, review of current resources, individual and class exercises and activities, exploration of the job market and post-secondary programmes, training sessions using technology and guest speakers, and job shadowing opportunities. Schoology is also used to inform students about community service opportunities, educational experiences, and post-secondary options.

Teacher Advisor

Every student has a teacher-advisor (homeroom or SLG teacher) from whom she can seek advice on school policy and day-to-day concerns. The role of the teacher-advisor is to:

- . monitor the student's academic progress,
- . monitor the student's progress toward goal completion,
- . monitor students with co-curricular activities,
- . act as a key school contact for the student's parents or guardian, and
- . have an overview of the student's progress in all subject areas and other aspects of school life.

Academic Advising, Course Selections, and Course Changes

A course selection sheet is provided to each student in January of each school year, and must be completed and submitted electronically to the Guidance Department by March 1st. Students receive counselling about course suitability from the Director of Academic Counselling, and from subject teachers, when needed. Parents or guardians are requested to sign the completed course selection sheet, acknowledging their approval of courses selected, and complete the online selection on My BackPack.

IB courses will also be shown on the option sheet, and also require a signature from the parent acknowledging their daughter's enrolment into the programme. Should a student be interested in making a course change, the change must be made through the Director of Academic Counselling to discuss feasibility of the change.

Once the new school year begins, students are permitted to make a change to their course selection until September 30, if the timetable and class size permit. Students wishing to drop a course after this date must wait until after the first report card to allow students sufficient time to for feedback and progress made in a course. No new course will be added at this time. Students may also drop a course at the mid-term report

card period in February, only after careful discussion and consultation with the teacher, the parent, and the Academic Counsellor. A Course Change Request Form must be signed by the Director of Academic Counselling and the parent in order for this change to be officially noted.







Ontario curriculum documents are available in full PDF on the Ministry of Education website: <http://www.edu.gov.on.ca/eng/>. Course outlines and course summaries are available through subject teachers, Instructional Leaders, or the Director of Academic Counselling. IB curriculum documents can also be requested from the IB Diploma Coordinator.

Sample Course Selections Based on University Programs*







*Note: Prerequisite courses will differ for individual universities. It is important the sample course selections below are only used as a guideline. Students should research exact course requirements for individual universities.

The following groupings represent pathways that previous Elmwood students have chosen and been successful with when applying for specific types of courses at University. In all cases the Ministry and IB Diploma names have been articulated. It should be noted that the Extended Essay examples only apply to IB Diploma students.

Science and Engineering







					
English	Second/Third Language	Social Science	Science	Science	Math
English SL (ENG4U)	French SL (FSF4U)	Environmental Systems and Society SL (CGR4M)	Physics HL (SPH4U)	Chemistry HL (SCH4U)	Math HL (MHF4U, MCV4U, MDM4U)
IB Extended Essay – Biology: How and to what extent are religious beliefs compatible with the scientific belief on how the universe began?					

Commerce and Math Related Programs







					
English	Second/Third Language	Social Science	Science	Science	Math
English HL (ENG4U)	Spanish SL (LWSDU)	Economics HL (CIA4U)	Physics SL (SPH4U)	Biology SL (SBI4U)	Math HL (MHF4U,

					MCV4U, MDM4U)
IB Extended Essay – Economics: How does the lack of transparency regarding the transfer of money (cash, credit, other value) into and out of Somalia fuel corruption in the economy and what are the monetary policy implications and potential options?					

Arts, Humanities, Social Sciences

					
English	Second/Third Language	Social Science	Science	Math	Arts
English HL (ENG4U)	French HL (FSF4U)	History HL (CHY4U)	Biology SL (SBI4U)	Math SL (MHF4U, MCV4U)	Visual Art SL (AVI4M)
IB Extended Essay – English: How does Cormac McCarthy portray Common Thematic Elements in No Country for Old Men and The Road?					

Fine and Performance Arts

					
English	Second/Third Language	Social Science	Science	Math	Arts
English HL (ENG4U)	French SL (FSF4U)	History HL (CHY4U)	Environmental Systems and Society SL (CGR4M)	Math SL (MHF4U, MCV4U)	Theatre HL (ADA4M)
IB Extended Essay – Theatre: How does Peter Brook draw on Antonin Artaud’s language to deliver the conventions associated with Theatre of Cruelty in his production of Peter Weiss’ The Persecution and Assassination of Jean-Paul Marat As Performed by the Inmates of the Asylum of Charenton Under the Direction of the Marquis de Sade?					

ELMWOOD SCHOOL ATTENDANCE POLICY

It is the expectation of Elmwood School, in accordance with the Ministry of Education that students attend school and all classes daily.

We understand that absences due to illness, unforeseen emergencies, or involvement in school activities are expected at times. In such cases, it is the responsibility of the student and parent to notify the school/classroom teacher to ensure appropriate planning for missed class work is discussed with the classroom teacher and student collaboratively. Record-keeping explaining absences will be recorded with the teacher and the school for future reference should there be any concern regarding academic progress or credit completion.

Unexplained absences are a discipline issue and will be dealt with according to the School's behaviour policy.

Furthermore, in accordance with Ontario Ministry Guidelines, it is the decision of the School to determine the minimum number of absences permitted, which will still allow a student to pass a grade or receive a credit in a specific course, should a student have chronic and excessive absences noted in either school or in a specific class. The Ministry of Education requires all credit courses to be a minimum of 110 hours.

As a school we expect daily attendance but understand illness and other emergencies can occur. If a student's attendance is causing concern and placing her credit in jeopardy the Director of Academic counselling will alert her. If this continues to be a concern, the student and parent will meet with the subject teacher and the Director of Academic Counselling.

The following guideline will serve as basic indicators for students, parents and teachers to ensure a student's attendance is discussed where there might be a concern about credit completion:

- At the point where a student is falling below 85% attendance the teacher will speak to the student about the concern and notify the Director of Academic Counselling.
- If the problem of attendance persists to a degree where the course credit is in jeopardy the Director of Academic Counseling will arrange a meeting with the student, teacher and parents.

Note: For a student to reach her academic potential in a course and master content and concepts taught, daily attendance is still the minimum expectation. For the purpose of granting a credit, scheduled time is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of a course.

Absences for Assessments

In all cases, other than illness or an unforeseen emergency, a student who will be absent on the day of a scheduled test or assignment must make prior arrangement with their teacher. If the absence is not for a school-sanctioned event an email or letter from a parent must be provided to the teacher. It is required that

the student must complete the assessment immediately upon return to school. It is the responsibility of the student to make arrangements with the teacher to do so.

Absences for Final Exams or Assessments

Attendance for and completion of final exams is mandatory. Please ensure you consult our school calendar for exam dates. If a student is absent for a final exam, a medical note is required at that time explaining the reason for absence. The student/parent must contact the Director of Academic Counselling in order to reschedule the final exam.

Absences and Attendance at Co-curricular and Sporting Events

Please note that if a student is absent during the academic day, she may not attend any after-school co-curricular or sporting events.

Finally, Elmwood School is fortunate to have a generous holiday schedule for students. We ask that Elmwood families respect our holiday schedule and refrain from taking vacation at times outside of the established vacation periods to avoid and minimize the possibility of an impact on academic progress.

THE ORGANIZATION OF ONTARIO CREDITS

An Ontario course credit is granted in recognition of the successful completion (that is, completion with a final percentage mark of 50 percent or higher) in a course that has been scheduled for a minimum of 110 hours. Credits are granted by a principal on behalf of the Minister of Education for courses that have been developed or authorized by the ministry. For the purpose of granting a credit, scheduled time is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of a course.

All credits earned are recorded on the Ontario Student Transcript (OST). Transcripts, along with other official documents, are held in the Ontario Student Record (OSR) and are available upon request by appointment with the Deputy Head.

In Grade 9 and 10, only successfully completed courses will be recorded on the student transcript. If a student withdraws from or fails to successfully complete a Grade 9 or Grade 10 course, no entry will be made on the transcript.

It should be carefully noted that the Ontario transcript requires full disclosure for students taking Grade 11 and 12 courses. After the first official mid-term report card is issued the students will have 5 instructional days to withdraw from a course. After the 5th instructional day following the issue of the mid-term provincial report card, a “W” will be entered in the credit column and the student’s percentage grade at the time of withdrawal will be recorded. If a student repeats a course at a later date with the intention of improving the mark or to obtain a passing grade because the course was failed, all marks remain on the transcript. Students who wish to withdraw from a course at any time in the school year must contact the Guidance Department and complete the appropriate paperwork. The signature of a parent or guardian is necessary to withdraw from a course.

Confirmation that the student has completed the community involvement requirement and that a student has successfully completed the Ontario literacy test will also be included on the student transcript.

Types of Credits Offered at Elmwood

At Elmwood, students in Grade 9 and 10 select an appropriate combination of academic and open courses in order to add to their knowledge and skills base, explore their interests, and to prepare them for the educational path they will undertake in Grade 11 and 12.

Academic (D) courses offered in Grade 9 and 10 focus on the essential concepts of the discipline and also explore related concepts. Academic courses develop students’ knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts and incorporating practical applications as appropriate.

Open (O) courses in Grade 9 and 10 are offered in all subjects other than those offered as academic and applied. (For example, open courses are offered in visual arts, music, and health and physical education, but not in English, mathematics, science, French-as-a-second language, history, or geography.) An open course comprises a set of expectations that are suitable for all students at a

given grade level. These courses are designed to provide students with a broad educational base that will prepare them for their studies in Grade 11 and 12 and for productive participation in society.

Courses in Grade 11 and 12 will focus more on a student's individual interests and help to identify and prepare for initial post-secondary goals.

University (U) preparation courses offered in Grade 11 and 12 are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programmes. The range of courses offered and the content of these courses will allow students to prepare for university programmes and related careers. Teaching and learning will emphasize theoretical aspects of the course content but will also include concrete applications. All university preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Students will also be required to demonstrate that they have developed these skills.

University/College Preparation (M) courses offered in Grade 11 and 12 include content that is relevant for both university and college programmes. These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programmes. The range of courses offered and the content of these courses will allow students to prepare for college and university programmes and related careers. Teaching and learning will emphasize both theoretical aspects and related concrete applications of the course content. All university/college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Students will also be required to demonstrate that they have developed these skills.

Open (O) courses in Grade 11 and 12 allow students to broaden their knowledge and skills in a particular subject that may or may not be directly related to their postsecondary goals, but that reflect their interests. These courses are appropriate for all students regardless of postsecondary destination. These courses are designed to provide students with a broad educational base and to equip them for active and rewarding participation in society. They are not designed with the specific requirements of university or college programmes or the workplace in mind.

Course Codes

All course codes have been assigned according to the Common Course Coding System developed by the Ontario Ministry of Education and Training. Each course code has at least 5 characters. Some have an optional sixth character. The characters are used as follows:

The first three characters indicate the discipline, the subject group and course. For example:

CGC = Geography of Canada
FEF = Extended French
ENG = English

The fourth character indicates the grade level, or the level of proficiency of an international or classical language course:

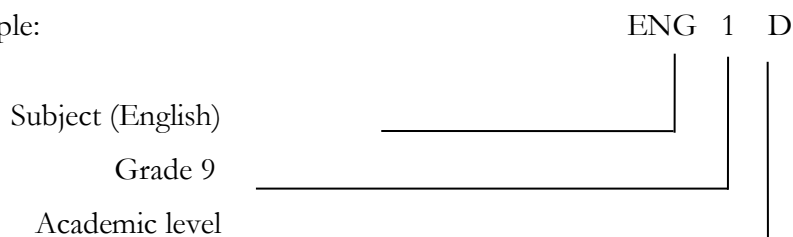
1	=	Grade 9	A	=	Level 1
2	=	Grade 10	B	=	Level 2
3	=	Grade 11	C	=	Level 3
4	=	Grade 12	D	=	Level 4

The fifth character indicates the course type:

In Grade 9 and 10 courses:

D	=	Academic
P	=	Applied
O	=	Open

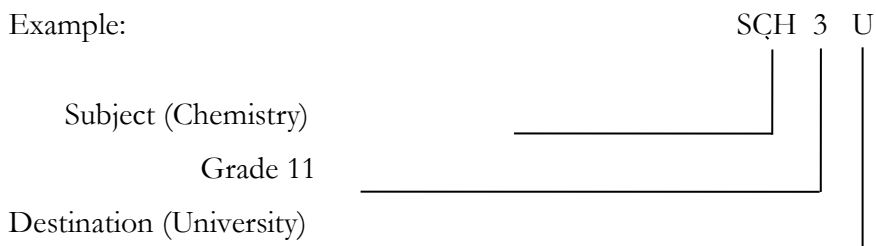
Example:



In Grade 11 and 12 the courses offered are destination related:

U	=	University
M	=	University/College
C	=	College
E	=	Workplace
O	=	Open

Example:



Note: Elmwood currently does not offer College or Workplace destination courses.

Prerequisites

The policy regarding prerequisites is stated as follows in *Ontario Schools, Kindergarten to 12: Policy and Program and Requirements, 2011* (section 7.2.3):

Courses in Grade 10, 11 and 12 may have prerequisites as a requirement for enrolment. All prerequisite courses will be identified in Ministry curriculum policy documents and no courses apart from these may be identified as prerequisites.

If a parent or guardian requests that a prerequisite be waived, the Director of Academic Counselling will determine, in consultation with the Deputy Head and/or Head of School, whether or not the prerequisite should be waived. The School may also initiate consideration of whether a prerequisite should be waived, and the decision is made, in consultation with the parent or guardian and appropriate school staff.

Waiving a prerequisite course is considered only if and when necessary under the following circumstances, but exclusive to the following circumstances:

- a timetable conflict does not allow another course alternative in place, but whereby a student has shown strong level of demonstrated skill and ability in the subject area which would allow them to be successful in the subsequent course;
- a student requires a credit for the purpose of graduation, but whereby a student has shown strong level of demonstrated skill and ability in the subject area which would allow them to be successful in the subsequent course.

Substitutions for Compulsory Credits

There may be situations where a student's best educational interests are served by substitution of compulsory credits. Up to three compulsory credits may be replaced by additional courses from the remainder of those listed as compulsory. If a parent or guardian requests a substitution, the Director of Academic Counselling, in consultation with other members of the Guidance Team, including the Deputy Head of School and/or the Head of School, will determine whether or not a substitution should be made in the best interest of the student. The School may also initiate consideration of whether a substitution should be made, and decision can be made in consultation with the parent or guardian and appropriate school staff. Approval for each substitution will be obtained from the parents or guardian, and each substitution will be noted on the Ontario Student Transcript.

Prior Learning Assessment and Recognition (PLAR)

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. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma.

The PLAR process involves two components: "challenge" and "equivalency." The "challenge" process is the process whereby students' prior learning is assessed for the purpose of granting credit for a Grade 10, 11 or 12 course developed from a provincial curriculum policy document published in 1999 or later. The "equivalency" process is the process of assessing credentials from other jurisdictions (e.g. out of province).

All credits granted through the PLAR process—that is, through either the challenge process or the equivalency process—must represent the same standards of achievement as credits granted to students who have taken the courses.

PLAR Equivalency Process

Students who are eligible for equivalency credits are those who transfer to Elmwood's Senior School from a non-inspected private school or schools outside of Ontario. With approval from the Head of School, the Guidance Department in placing the student, will determine as equitably as possible the total number of equivalent credits of the student's previous learning and the number of compulsory and optional credits still to be taken. Equivalency credits will be recorded on the student's Ontario Student Transcript. In placing the student, the Head of School uses as a guide Appendix 2, Guide to Determining Diploma Requirements for Students Transferring into Ontario Secondary Schools, in *Ontario Schools, Kindergarten-Grade 12, Policy and Program Requirements, 2011*. Students will also have to meet the provincial secondary school literacy requirement. Principals will also determine the number of hours of community involvement activities the student will have to complete according to the policy.

PLAR Challenge Process

Information concerning the PLAR process is available from the Deputy Head. Some of the policies that govern this process are:

- PLAR challenge for credit at Elmwood is normally available only for courses offered at Elmwood. At the discretion of the Head of School, additional credits may be available if there is a member of the teaching staff with the necessary expertise.
- Students are responsible for initiating the challenge process and for satisfying all of the requirements. Students are advised to initiate this process as early as possible to allow for programme planning.
- Parental approval is required for students who are not yet adults.
- PLAR challenge is available only for Grade 10, 11 and 12 courses in the provincial curriculum policy documents. It is not available for Grade 9 credit courses.
- Students may challenge a course only if they can provide reasonable evidence that they are likely to be successful in the challenge process.
- Students with music certificates that are accepted for credit under Ontario Secondary Schools Grades 9 to 12, Program and Diploma Requirements, 1999 are not required to initiate the challenge procedure to obtain credit for the appropriate music courses. Please see the previous information on "Music Certificates Accepted for Credit."
- There are a number of circumstances where a student may not be granted a PLAR credit such as improving a mark in a course already taken or obtaining a credit for a course previously failed.
- Assessment and evaluation are based on the curriculum expectations and the achievement charts in the curriculum policy document.
- Assessment and evaluation include formal tests (70% of final mark) and other forms of assessment (30% of final mark).
- For Grade 10 courses challenged only passing percentage grades will be entered on the Ontario Student Transcript.
- For Grade 11 and 12 courses passing and failing grades will be entered on the Transcript.
- No more than four credits may be earned by the challenge process, including a maximum of two in any one discipline.

Independent and Private Study

At the discretion of the Head of School a student may be permitted to complete course material by independent study. In this method of study, a teacher will be responsible for assigning components of the course, suggesting available resources, evaluating the achievement of the student and ensuring that the total work involved is the equivalent to that which is expected in a course with a scheduled time of a minimum of 110 hours.

A private-study student is one who takes, through private study, one or more courses for which attendance at the school is not required. A student can qualify for private study because she is deemed to have a valid reason for not attending classes or because the school does not offer the course(s) but is willing to monitor the student's progress and evaluate her work. At the discretion of the Head of School, a regular day-school student may also be a private-study student for one or more of her credit courses. Credits may be earned for diploma purposes through private study. A student who wishes to qualify for private-study should contact the Director of Academic Counselling for detailed information about initiating the process.

Music Certificates Accepted for Credits

A maximum of two credits may be awarded to students taking music programmes outside the school. Students interested in receiving credit for the external courses should set up an appointment with the Director of Academic Counseling to review the criteria and to determine if a student qualifies for the music credit. Further information regarding the details of the certificates that are accepted are available on the Ministry of Education website, www.edu.gov.on.ca, *Ontario Schools, Kindergarten-Grade 12, Policy and Program Requirements, 2011*, Appendix 4 Music Certificates Accepted for Credits.

Language Credits

Students wishing to take an international language outside of Elmwood for credit should set up an appointment with the Director of Academic Counselling to review the appropriate course codes and prerequisites. A transcript from the language school must be received to ensure the course is noted in the student's credit count and on the Transcript.

E-Learning Consortium of Canada

As members of eLearning Consortium Canada Elmwood School is pleased to offer a limited number of online courses to Grade 11 and 12 students. The Consortium's mission is to provide exemplary online courses that offer best practices in online instruction and 21st century skills. The courses include a high level of student monitoring and support and are open to students who are approved by the Elmwood School Administrator and the Guidance Department.

These online courses, similar to Elmwood School courses, run from September to May with a final assessment in June. Course teachers, who are experts in developing and teaching online courses, come from other Canadian independent schools. Elmwood's online School Administrator will communicate regularly with the online teachers and students to support student success, monitor progress and report student grades. The administrator is the student's resource for any problems with the online course.

The benefits of online courses include:

- Participation in exciting and creative online courses that may not be otherwise offered at the school.
- Experience online education in preparation for University and the workplace where online education and training are prevalent.
- Flexibility of time and place as course material can be covered at various times during the day and at school or home.
- Collaboration with students from other independent schools to develop and expand critical thinking skills and work in a virtual classroom environment.
- Development of skills in computer technologies such as online discussions, multimedia and Web 2.0 tools that enhance learning and intellectual capacities.
- Online learning suits some students' learning style.
- All courses offered through this programme are accepted as Ministry of Education for Ontario courses for credit towards a student's high school diploma.

ELCC courses are available to Elmwood students in Grade 11 or 12. Students may identify on her Course Selection sheet a course of interest from the list of online courses available in the calendar. The Director of Academic Counselling will help students identify their suitability as candidates for the online courses. ELCC courses are indicated with an "e" at the end of each course code. Students will have a dedicated block in their timetable to work on their e-learning course, as they would with any course. The expectation is that students will also satisfy the 110 hours of learning activities in these courses necessary to successfully earn a credit. An onsite administrator is also assigned to provide support to students while adjusting to the online forum.

Summer School

Occasionally, Elmwood School will provide opportunities for students to earn a high school credit during the summer months. Similar to courses scheduled during the regular school year, summer school courses are scheduled to satisfy the required 110 hours of learning activities necessary to fulfil an Ontario credit. Students must discuss their interest in taking a summer school credit with the Director of Academic Counselling. The interest in taking a summer school credit outside of Elmwood must also be discussed and approved by the Director of Academic Counselling to ensure suitability and to communicate expectations regarding course completion.

EVALUATION PROCEDURES

Assessment and evaluation are based on the provincial curriculum expectations and the achievement levels in the curriculum policy documents for each course, and in accordance with the fundamental principles outlined on page 6 of the Ministry documents, *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010*. Assessment practices also follow the standards and practices set by the IB for all of PYP and MYP students and for those students taking the full IB Diploma or IB courses. Assessment is a continuous process and will gather information from a variety of sources such as assignments, projects, demonstrations, performances, tests, and, in some courses, examinations.

A final grade for each of the courses a student takes will be calculated as a percentage and a credit will be granted for each course where the grade is 50% or higher. The percentage grade represents the quality of the student's overall achievement of the expectations of the course and reflects the corresponding level of achievement as described in the achievement chart for each discipline. The final grade is calculated as follows:

- 70% of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout, although special consideration should be given to more recent evidence of achievement.
- 30% of the grade will come from a final evaluation that may be in the form of an examination, performance, essay or other method suitable to course content. This will generally take place at the end of the course.
- Final evaluations are compulsory for all students.
- Learning skills of the students in each course are noted on the report card. Learning skills/work and study habits are not included in the criteria for course marks.
- Assignments are to be completed within the timeframe specified. Assignments not submitted means that there is no demonstration of the assignment's expectations, and requirements of the course may not be fulfilled. The teacher will decide whether there is sufficient evidence without a particular assignment to determine if the student has demonstrated the expectation in question. Circumstances may arise that allow extensions to be granted for incomplete assignments or missed tests. However, teachers may also decide that it is not possible to accept work after a specified date.
- Reports are issued at the end of each term.

The following table provides a summary description of achievement in each percentage grade range and corresponding level of achievement, as noted in the *Growing Success* document:

Percentage Grade	Achievement Level	Summary Description
95-100%	4+	A very high to outstanding level of achievement. Achievement is above

87-94%	4	the provincial standard.
80-86%	4-	
77-79%	3+	A high level of achievement. Achievement is at the provincial standard. Parents and teachers can be confident that students who are achieving at level 3 are well prepared for work in the next grade or the next course.
73-76%	3	
70-72%	3-	
67-69%	2+	A moderate level of achievement. Achievement is below, but approaching, the provincial standard.
63-66%	2	
60-62%	2-	
57-59%	1+	A passable level of achievement. Achievement is below the provincial standard.
53-56%	1	
50-52%	1-	
Below 50%		Insufficient achievement of curriculum expectations. A credit will not be granted. Additional learning is required.

International Baccalaureate Schools of Ontario (IBSO) Table of Equivalent Grades

IB Middle Years Programme Schools in Ontario use the following table to determine the equivalent OSSD percentage compared to IB MYP grades:

MYP Levels	Equivalent OSSD Percentage
8	97-100
7	93-96
6	89-92
5	84-88
4	72-83
3	61-71
2	50-60
1	Below 50

IB Diploma Programme schools in Ontario use the following table to determine the equivalent OSSD percentage when compared to IB grades:

IB Diploma Levels	Equivalent OSSD Percentage
7	97-100
6	93-96
5	84-92
4	72-83
3	61-71
2	50-60
1	Below 50

THE ORGANIZATION OF ELMWOOD'S CURRICULUM

The Elmwood Curriculum offers a challenging and rigorous academic programme for all students. Courses in Grade 9 -12 are organized in a manner that will support the requirements for the Ontario Secondary School Diploma, the Middle Years IB Programme, and the IB Diploma Programme. Circumstances may arise, such as enrolment numbers, which do not justify running the course. The School reserves the right to cancel a course. Similarly, the school reserves the right to limit enrolment in a course to provide optimum numbers for student learning. All compulsory courses are required to be taken at Elmwood School. Interest in summer school courses must be discussed and approved by the Director of Academic Counselling.

Note: Not all courses listed in each Grade category may be offered in the upcoming school year.

GRADE 9

Students in Grade 9 will be scheduled to earn eight courses in their timetable. Students will have the option to either take an additional credit or take a study hall in their schedule. Study hall will provide students the opportunity and flexibility to study independently or in small groups and receive support strategies from faculty. Students are not permitted to sign out during study hall and leave the school premises.

- English ENG1D
- Mathematics MPM1D
- Science SNC1D
- Arts (Drama ADA1O or Music AMU1O or Visual Art AVI1O)
- Health and Physical Education PPL1O
- Core FSF1D, Extended FEF1D, or Open French FSF1O
- Geography CGC1D
- Exploring Technologies TGJ1O
- Introduction to Business BBI1O

GRADE 10

Students will be scheduled to earn eight credits in their timetable, again with the opportunity to add an additional course or take a Study Hall. Study Hall will provide students the opportunity and flexibility to study independently or in small groups and receive support strategies from faculty. Students are encouraged to use their Study Hall in Grade 10 to work on the completion of their Personal Project. Students are not permitted to sign out during study hall and leave the school premises.

- English ENG2D
- Mathematics MPM2D
- Science SNC2D
- French FSF2D or FEF2D
- History CHC2D
- Health and Physical Education PPL2O
- Career Studies GLC2O (0.5 credit)/ Civics CHV2O (0.5 credit)
- Arts (Drama ADA2O, or Music AMU2O, or Visual Art AVI2O)
- Spanish LWSBD, Latin LVLBD, or Mandarin LKBBD (Level 1)
- Financial Accounting BAF3M
- Technological Design TDJ2O

GRADE 11

Students at this grade level are scheduled to earn eight credits.

Compulsory Credits:

- English ENG3U
- Mathematics Functions MCR3U

Optional Credits:

Students will normally choose five additional credits from the following list. Please check the prerequisite for each course carefully. Courses noted with an “e” are offered through the CIS e-Learning Consortium.

- Accounting BAF3M
- Advanced Functions MHF4U
- Biology SBI3U
- Business Leadership BOH4Me
- Chemistry SCH3U
- Classical Civilizations LVV4U
- Communications Technology: TV, Video, Movie Production TGV3M
- Drama ADA3M
- Earth and Space Science SES4Ue
- Economics CIE3M
- Environmental Science SVN3M
- French FSF3U, FEF3U
- American History CHA3U
- Interdisciplinary Studies IDC4U
- International Business Fundamentals BBB4Me
- Introduction to Anthropology, Psychology, and Sociology HSP3Ue
- Latin LVLCU (Level 2)
- Music AMU3M
- Health and Physical Education PPL4O
- Physics SPH3U
- Spanish LWSCU (Level 2)
- Visual Arts AVI3M
- Mandarin LKBCU (Level 2)

GRADE 12

Students at this level must take a minimum of six courses. Care must be taken to ensure that all compulsory credits and the necessary number of optional credits are taken to complete the requirements for the Ontario Secondary School Diploma. Please consult the Guidance Department for further information.

Compulsory Credits:

- English ENG4U

Note: It is required that students take English at Elmwood in order to be properly prepared for university course work in any discipline.

Optional Credits:

Please check the prerequisite course carefully. Courses noted with an “e” are offered through the CIS e-Learning Consortium.

- Biology SBI4U
- Business Leadership BOH4Me
- Calculus and Vectors MCV4U
- Canadian and International Law CLN4Ue
- Canadian and International Politics CPW4U
- Challenge and Change in Society HSB4Ue
- Chemistry SCH4U
- Classical Civilizations LVV4U
- Communications Technology: TV, Video, and Movie Production TGV4M
- Drama ADA4M
- Economics CIA4U
- Human Development through Lifespan HHG4M
- Earth and Space Science SES4Ue
- Introductory Kinesiology PSK4U
- Environment and Resource Management CGR4M
- French FSF4U, FEF4U
- International Business Fundamentals BBB4Me
- Data Management MDM4U
- Music AMU4M
- Writer's Craft EWC4Ue
- Physics SPH4U
- Healthy Active Living PPL4O
- World History since 15th Century CHY4U
- Visual Arts AVI4M
- Latin LVLDU (Level 3)
- Spanish LWSDU (Level 3)
- Mandarin LKBDU (Level 3)

ENGLISH

ENG1D English, Grade 9, Academic

Prerequisite: None

This course is designed to develop the oral communication, reading, writing and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

ENG2D English, Grade 10, Academic

Prerequisite: English, Grade 9, Academic or Applied

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 analyze 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. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

ENG3U English, Grade 11, University Preparation

Prerequisite: English, Grade 10, Academic

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze 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 compulsory Grade 12 university/ college preparation courses.

ENG4U English, Grade 12, University Preparation

Prerequisite: English, Grade 11, University Preparation

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyze a range of challenging texts from various time periods, countries, and cultures; write analytical and argumentative essays and a major paper for an independent literary research project; and apply key concepts to analyze media works. An important focus will be on understanding academic language and using it coherently and confidently in discussion and argument.

EWC4Ue English – The Writer’s Craft, Grade 12, University Preparation

Prerequisite: English, Grade 11, University Preparation

This course emphasizes knowledge and skills related to the craft of writing. Students will analyze models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

LANGUAGES

FEF1D Extended French, Grade 9, Academic

Prerequisite: Minimum of 1260 hours of instruction in French, or equivalent

This course provides opportunities for students to speak and interact in French in a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Extended French program. They will develop their creative and critical thinking skills through independently responding to and interacting with a variety of oral and written texts. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

FSF1D Core French, Grade 9, Academic

Prerequisite: Minimum of 600 hours of French instruction, or equivalent

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.

FSF1O French as a Second Language, Grade 9, Open

Prerequisite: None

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

FEF2D Extended French, Grade 10, Academic

Prerequisite: French, Grade 9, Extended or Immersion

This course provides extensive opportunities for students to use their communication skills in French and to apply language-learning strategies. Students will develop their skills in listening, speaking, reading, and writing by responding to and interacting with French oral and written texts in a variety of real-life contexts, using their creative and critical thinking skills to explore and evaluate information and ideas in the texts. Students will increase their knowledge of the French language through the study of French authors. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

FSF2D Core French, Grade 10, Academic

Prerequisite: Core French, Grade 9, Academic or Applied

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.

FEF3U Extended French, Grade 11, University Preparation

Prerequisite: Extended French, Grade 10, Academic

This course provides opportunities for students to communicate about concrete and abstract topics in various situations. Students will consolidate and refine their skills in listening, speaking, reading, and writing by applying language learning strategies, as well as creative and critical thinking skills, in a variety of real-life contexts. Students will develop their knowledge of the French language through the study of contemporary French authors and well-known French European authors. They will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

FSF3U Core French, Grade 11, University Preparation

Prerequisite: Core French, Grade 10, Academic

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.

FEF4U Extended French, Grade 12, University Preparation

Prerequisite: Extended French, Grade 11, University Preparation

This course further emphasizes the consolidation of communication skills required to interact in French for various purposes about concrete and abstract topics. Students will independently apply language learning strategies in a variety of real-life and personally relevant contexts in listening, speaking, reading, and writing, and will broaden their creative and critical thinking skills through responding to and analyzing oral and written texts. Students will increase their knowledge of the French language through the study of Canadian and international French literature. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

FSF4U Core French, Grade 12, University Preparation

Prerequisite: Core French, Grade 11, University Preparation

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.

LVLBD Latin, Level 1, Academic

Prerequisite: None

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.

LVLCU Latin, Level 2, University Preparation

Prerequisite: Level 1 Classical Languages, Latin, Academic

This course provides students with opportunities to continue their exploration of the achievements of the ancient world through the study of Latin. 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 culture and beliefs of the ancient world, including science, religion, and customs.

LVLDU Latin, Level 3, University Preparation

Prerequisite: Level 2 Classical Languages, Latin, University

This course provides students with opportunities to further develop their knowledge of the achievements of the ancient world through the study of Latin or ancient Greek. Students will read and translate a broad selection of classical prose and poetry and will learn the vocabulary and grammar essential for these activities. English is the language of instruction. Through a variety of enrichment activities, such as contests, seminars, and re-enactments, students will explore elements of the civilization of the ancient world, such as engineering, architecture, politics, and literature.

LKBBB Mandarin, Level 1, Academic

Prerequisite: None

This course is designed to enable students to begin to communicate with native speakers of the language of study. Students will use simple language and read age- and language-appropriate passages for different purposes. They will explore aspects of the culture of countries where the language under study is spoken including social customs and the arts by participating in cultural events and activities involving both print and technological resources.

LKBDU Mandarin, Level 3, University Preparation

Prerequisite: LKBCU

This course provides extended opportunities for students to communicate and interact in the language of study in a variety of social and academic contexts. Students will refine and enhance their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of diverse communities where the language is spoken, and develop skills necessary for lifelong language learning.

LWSBD Spanish, Level 1, Academic

Prerequisite: None

This course is designed to enable students to begin to communicate with native speakers of the language of study. Student will use simple language and read age and language appropriate passages for various purposes. They will also continue to explore aspects of the culture of countries where the language under study, including social customs and the arts, by participating in cultural events and activities involving both print and technological resources.

LWSCU Spanish, Level 2, University Preparation

Prerequisite: Spanish, Level 1, Academic

This course provides students with the language learning experiences that will enable them to communicate in the language of study. Students will continue to develop and apply their speaking skills in a variety of contexts, and will participate in activities that will improve their reading comprehension and writing skills.

They will also continue to explore aspects of the culture of countries where the language under study is spoken by taking part in community-sponsored events and activities involving both print and technological resources. Although students will continue to expand their vocabulary and repertoire of language structures, the language they will use at this level will still be simple.

LWSDU Spanish, Level 3, University Preparation

Prerequisite: Spanish, Level 2, Academic

This course offers students opportunities to further develop their knowledge of the international language and to enhance their communication skills. Students will use increasingly sophisticated language in a variety of activities that will enable them to speak and write with clarity and accuracy. Students will also enhance their thinking skills through the critical study of literature, and continue to explore aspects of the culture of countries where the language is spoken through a variety of print and technological resources.

SOCIAL SCIENCES

HSP3Ue Introduction to Anthropology, Psychology & Sociology, University Preparation

Prerequisite: Grade 10 Academic English or Grade 10 Academic History (Canadian and world studies)

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.

CLN4Ue Canadian and International Law, Grade 12, University Preparation

Prerequisite: Any university or university/college course in Canadian and World Studies, English, or Social Sciences and Humanities

This course examines elements of Canadian and international law in social, political, and global contexts. Students study the historical and philosophical sources of law and the principles and practices of international law and will learn to relate them to issues in Canadian society and the wider world. Students will use critical-thinking and communication skills to analyze legal issues, conduct independent research, and present the results of their inquiries in a variety of ways.

CPW4U Canadian and International Politics, Grade 12, University Preparation

Prerequisites: Any university (U) or university/college (M) preparation course in social sciences and humanities, English, or Canadian and world studies

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, multinational 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.

GLC2O Career Studies, Grade 10, Open

Prerequisite: None

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.

HSB4Ue Challenge and Change in Society, Grade 12, University Preparation

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

This course focuses on the use of social science theories, perspectives and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and their impact on society. Students will critically analyze how and why cultural, social, and behavior patterns change over time. They will explore the ideas of social theorists, and use those ideas to analyze causes of and responses to challenges such as technological change, deviance and global inequities. Students will explore ways in which social science research methods can be used to study social change.

CHV2O Civics, Grade 10, Open

Prerequisite: None

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.

CIE3M The Individual and the Economy, Grade 11, University/College Preparation

Prerequisite: Grade 10 Canadian History Since World War I, Academic or Applied

This course explores issues and challenges facing the Canadian economy as well as the implications of various responses to them. Students will explore the economic role of firms, workers, and government as well as their own role as individual consumers and contributors, and how all of these roles contribute to stability and change in the Canadian economy. Students will apply the concepts of economic thinking and the economic inquiry process, including economic models, to investigate the impact of economic issues and decisions at the individual, regional, and national level.

CIA4U Analyzing Current Economic Issues, Grade 12, University Preparation

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

This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.

CGC1D Issues in Canadian Geography, Grade 9, Academic

Prerequisite: None

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.

CGR4M Environment and Resource Management, University/College Preparation

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

This course investigates the complexity and fragility of ecosystems and the pressures human activities place on them. Students will examine ecological processes, the principles of sustainability, strategies for resource management, with a focus on the challenges of environmental degradation and resource depletion. Students will use geo-technologies and skills of geographic inquiry to explain and evaluate various approaches to achieving a more sustainable relationship between people and their environment.

CHC2D Canadian History Since World War I, Grade 10, Academic

Prerequisite: None

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.

CHA3U American History, Grade 11, University Preparation

Prerequisite: Grade 10 Canadian History Since World War I, Academic or Applied

This course explores key aspects of the social, economic, and political development of the United States from pre-contact 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.

CHY4U World History Since the 15th Century, Grade 12, University Preparation

Prerequisite: Any University or University/College Preparation course in Canadian and World Studies, English, or Social Sciences and Humanities.

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.

HHG4Me Human Development through the Lifespan, Grade 12, University/College Preparation

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

This course offers a multidisciplinary approach to the study of human development throughout the lifespan. Students will learn about a range of theoretical perspectives on human development. They will examine

threats to healthy development as well as protective factors that promote resilience. Students will learn about physical, cognitive, and social-emotional development from the prenatal period through old age and will develop their research and inquiry skills by investigating issues related to human development.

HZT4Ue Philosophy Questions and Theories, Grade 12 University Preparation

Prerequisite: Any University or University/College Preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

IDC4U Interdisciplinary Studies (Theory of Knowledge), University Preparation

Prerequisite: Any university or university/college preparation course

This course will help students to develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and process of inquiry and research to effectively use as a range of print, electronic, and mass media resources; to analyze historical innovations and exemplary research; and to investigate real life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge.

LVV4U Classical Civilizations, Grade 12, University Preparation

Prerequisite: Grade 10 English, Academic or Applied

This course allows students to explore the beliefs and achievements of the classical world, which have shaped Western thought and civilization. Students will investigate such aspects of classical culture as its mythology, art, literature, and philosophy, as well as elements of ancient Greek and Latin, through a variety of activities such as dramatizations, audio-visual presentations, and discussions. By reading classical authors in English and examining archaeological evidence, students will enhance both their communication skills and their ability to think critically and creatively.

SCIENCE

SBI3U Biology, Grade 11, University Preparation

Prerequisite: Grade 10 Science, Academic

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; 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.

SBI4U Biology, Grade 12, University Preparation

Prerequisite: Grade 11 Biology, University Preparation

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 population dynamics. 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.

SCH3U Chemistry, Grade 11, University Preparation

Prerequisite: Grade 10 Science, Academic

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.

SCH4U Chemistry, Grade 12, University Preparation

Prerequisite: Grade 11 Chemistry, University Preparation

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.

SES4Ue Earth and Space Science, Grade 12, University Preparation

Prerequisite: Grade 10 Science, Academic

This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyze techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence.

SVN3M Environmental Science, University/College Preparation

Prerequisite: Science, Grade 10, Applied or Academic

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in life after secondary school. Students will explore a range of topics including the role of science in addressing contemporary environmental challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationships between science, the environment and society, in a variety of areas.

SPH3U Physics, Grade 11, University Preparation

Prerequisite: Science, Grade 10, Academic

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyze the interrelationships between

physics and technology, and consider the impact of technological applications of physics on society and the environment.

SPH4U Physics, Grade 12, University Preparation

Prerequisite: Science, Grade 11, University Preparation

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 analyze, 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.

SNC1D Science, Grade 9, Academic

Prerequisite: None

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.

SNC2D Science, Grade 10, Academic

Prerequisite: Science, Grade 9, Academic or Applied

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.

MATHEMATICS

MPM1D Mathematics, Principles of Mathematics, Grade 9, Academic

Prerequisite: None

This course enables students to develop and understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of 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.

MPM2D Mathematics, Principles of Mathematics, Grade 10, Academic

Prerequisite: Principles of Mathematics, Grade 9, Academic

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 application; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

MCR3U Mathematics, Functions, Grade 11, University Preparation

Prerequisite: Principles of Mathematics, Grade 10, Academic

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; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

MHF4U Mathematics, Advanced Functions, Grade 12, University Preparation

Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic and trigonometric function; 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 who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

MCV4U Mathematics, Calculus and Vectors, Grade 12, University Preparation

Prerequisite: Grade 12 Advanced Functions, University, must be taken prior to or concurrently with Calculus and Vectors.

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 of polynomial, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the modeling 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 plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering.

MDM4U Mathematics, Mathematics of Data Management, Grade 12, University Preparation

Prerequisite: Functions and Applications, Grade 11, University/College Preparation, or Functions, Grade 11, University Preparation

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing large amounts of information; solve problems involving probability and statistics; and carry out a culminating project that integrates statistical concepts and skills. Students will also refine 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.

THE ARTS

ADA10 Drama, Grade 9, Open

Prerequisite: None

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyze drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

ADA2O Drama, Grade 10, Open

Prerequisite: None

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.

ADA3M Drama, Grade 11, University/College Preparation

Prerequisite: Drama, Grade 9 or 10, Open

This course requires students to create and perform in dramatic presentations. Students will analyze, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyze the functions of playwrights, directors, actors, designers, technicians, and audiences.

ADA4M Drama, Grade 12, University/College Preparation

Prerequisite: Drama, Grade 11, University/College preparation

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 analyze how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

AMU1O Music, Grade 9, Open

Prerequisite: None

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.

AMU2O Music, Grade 10, Open

Prerequisite: None

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.

AMU3M Music, Grade 11, University/College Preparation

Prerequisite: Music, Grade 9 or 10, Open

This course provides students with opportunities to develop 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 critical analysis when reflecting on, responding to, and analyzing 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.

AMU4M Music, Grade 12, University/College Preparation

Prerequisite: Music, Grade 11, University/College preparation

This course enhances students' musical literacy through the creation, appreciation, analysis and performance of music. Students will perform traditional, commercial and art music, and respond insightfully 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 learn how to apply skills developed in music to their life and careers.

AVI1O Visual Arts, Grade 9, Open

Prerequisite: None

This course offers 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 through working with a range of materials, processes, techniques, and styles. They will learn and use methods of analysis and criticism and will study the characteristics of particular historical art periods and a selection of Canadian art and the art of other cultures.

AVI2O Visual Arts, Grade 10, Open

Prerequisite: None

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.

AVI3M Visual Arts, Grade 11, University/College Preparation

Prerequisite: Visual Arts, Grade 9 or 10, Open

This course provides students with opportunities to further develop their skills and knowledge in visual arts. Students will explore a range of subject matter through studio activities, and will consolidate their practical skills. Students will also analyze art works and study aspects of Western art history, as well as art forms from Canada and other parts of the world.

AVI4M Visual Arts, Grade 12, University/College Preparation

Prerequisite: Visual Arts, Grade 11, University/College Preparation or Open

This course focuses on the refinement of students' skills and knowledge in visual arts. Students will analyze art forms; use theories of art in analyzing and producing art; and increase their understanding of stylistic changes in modern and contemporary Western art, Canadian (including Native Canadian) art, and art forms from various parts of the world. Students will produce a body of work demonstrating a personal approach.

BUSINESS, COMPUTER SCIENCE, AND TECHNOLOGY

BBI10 Introduction to Business, Grade 9, Open

Prerequisite: None

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

TDJ10 Exploring Technological Design, Grade 9, Open

Prerequisite: None

This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and societal issues, and will begin to explore secondary and postsecondary education and training pathways leading to careers in technology-related fields.

TDJ20 Exploring Technological Design, Grade 10, Open

Prerequisite: None

This exploratory course introduces students to concepts and skills related to technological design, which involves the development of solutions to various design challenges and the fabrication of models or prototypes of those solutions. Students will develop an awareness of related environmental and societal issues, and will begin to explore secondary and postsecondary pathways leading to careers in the field.

BAF3Me Financial Accounting Fundamentals, Grade 11, University/College Preparation

Prerequisite: None

This course introduces students to the 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 a merchandising business, computerized accounting, financial analysis, and ethics and current issues in accounting.

BOH4Me Business Leadership: Management Fundamentals, Grade 12, University/College

Prerequisite: None

This course focuses on the development of leadership skills used in managing a successful business. Students will analyze the role of a leader in business, with a focus on decision-making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

TGV3M Communications Technology: TV, Video & Movie Production, Grade 11, University/College

Prerequisite: None

This course examines communications technology from a media perspective, particularly filmmaking and film studies. Students will develop knowledge and skills as they design and produce media projects, with specific focus on film, in areas of live, recorded, and graphic communications. These areas may include TV, video, and movie productions, but may also include radio and audio production; print and graphic

communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues, particularly related to film production and film studies, and will explore college and university programs and career opportunities in the various communications technology fields, particularly related to film production and film studies.

TGV4M Communications Technology: TV, Video & Movie Production, Grade 12, University/College

Prerequisite: Communications Technology, TV, Video and Movie Production, Grade 11, University/College Preparation

This course enables students to further develop media knowledge and skills, particularly in the area of film production while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production, with a particular focus on film; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology, particularly related to film production and film studies, and will investigate career opportunities and challenges in a rapidly changing technological environment, particularly related to the film production.

BBB4Me International Business Fundamentals, University/College Preparation

Prerequisite: None

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. Student will learn about the techniques and strategies associated with marketing, distribution and managing international business effectively. This course prepares student for post-secondary programs in business, including international business marketing and management.

HEALTH AND PHYSICAL EDUCATION

PPL10 Health and Physical Education (Healthy Active Living), Grade 9, Open

Prerequisite: None

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.

PPL20 Health and Physical Education (Healthy Active Living), Grade 10, Open

Prerequisite: None

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.

PPL40 Health and Physical Education (Healthy Active Living), Grade 12, Open

Prerequisite: None

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can 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.

PSK4U Introductory Kinesiology, Grade 12, University Preparation

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

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.