



# Course Calendar

2021 - 2022

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Dear Students,

Welcome to your 2021-2022 Course Calendar! This booklet contains the course descriptions and option guidelines for courses at Elmwood offered from grade 9 through to grade 12. It is an extensive resource that will support you as you plan your academic path for next year and beyond. I am so thrilled that we can offer such a rich range of courses that will interest and excite you and extend your learning! When you are making your selections, always remember that this is YOUR plan and it should be grounded in subjects for which you have a passion and interest.

In Grades 9 and 10 you will be taking courses that accumulate credits towards your Ontario Secondary School Diploma (OSSD), while at the same time completing the IB Middle Years Programme (MYP) and building the skills and knowledge that will help you be successful at Elmwood and in your future.

In Grades 11 and 12 you will continue to take credits that will lead to your OSSD, while also having the choice to follow the IB Diploma Programme, if you wish. At Elmwood our IB Diploma Programme is flexible and dynamic - you can choose to take enough IB credits that will culminate in the achievement of the IB Diploma or you can choose to follow some specific IB courses. All grade 12 students will work towards graduating with an Ontario Secondary School Diploma and some will also graduate with an IB Diploma or IB course credits.

Regardless of which path you choose, your education at Elmwood is based on pedagogy and resources from the finest academic practices in the world and will be excellent preparation for University and further studies. You can be assured that your learning will be broad in scope and will also 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.

The Course Selection Worksheet will help you plan your academic pathway, and your guidance counsellor will assist you with considering your options and making the choices that are right for you. 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 Guidance team. They have experienced this process firsthand, they know you, and they have your best interests in mind.

Best regards,

Ms. Meagan Enticknap  
Deputy Head, Elmwood School

# ELMWOOD'S PHILOSOPHY

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.

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 and college entrance and to ensure all students pursue a post-secondary option that best suits their goals.



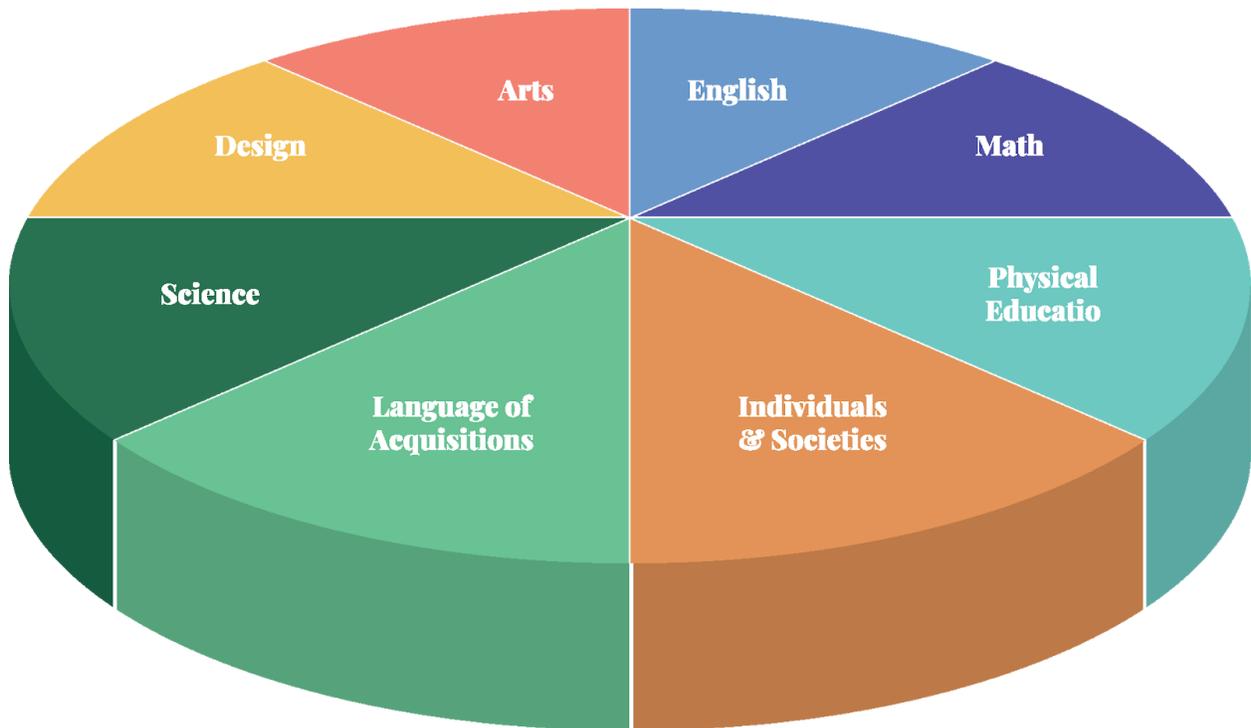
**Our Values:** Our learning environment places girls' needs first, with all school decisions filtered through a lens of how girls learn and succeed. These are the values we all strive to live by.



# 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 - a continuum school. For every student we encourage a broad and balanced approach to her study. This supports our overall goal to develop the Whole Girl, encouraging their intellectual explorations. 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.



# CONTINUUM ELMWOOD CURRICULUM & PROGRAM OFFERINGS

PYP	MYP	IBDP	
<b>Primary Years Program (PYP)</b>	<b>Middle Years Program (MYP)</b>	<b>International Baccalaureate (IBDP)</b>	<b>Ontario Secondary School (OSSD)</b>
JK-Grade 5	Grade 6-10	Grade 11 & 12	All
Transdisciplinary programme of international education that is designed to foster development of the child in many aspects.	A balanced program of academic challenges and life skills that enhance and extend traditional subject disciplines of OSSD.	A program designed to prepare students for post-secondary options, fostering compassionate thinking, international understand, and more.	Ontario's official high school program that allows students to explore options and form their education based on their interests.

## International Baccalaureate Primary Years Program (PYP)

The Primary Years Programme (PYP) offers an inquiry-based, transdisciplinary curriculum framework that builds conceptual understanding and enriches the Ontario Ministry programme. All Elmwood students from PK to Grade 5 benefit from the PYP student-centered approach to education. PYP students use their initiative to take ownership of their learning and to share it by taking action. By learning through inquiry and reflecting on their own learning, PYP students develop knowledge, conceptual understandings, skills and the attributes of the IB Learner profile to make a difference in their own lives, their communities, and beyond.

## International Baccalaureate Middle Years Program (MYP)

The Middle Years Program (MYP) aims to develop active learners and internationally minded young people who can empathize with others and pursue lives of purpose and meaning. The programme empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The result is young people who are creative, critical and reflective thinkers.

## Personal Project

MYP students in their final year explore an area of personal interest over an extended period. It provides them the opportunity to consolidate their learning and develop important skills they'll need in

both further education and life beyond the classroom. It also helps them develop confidence to become principled, lifelong learners.

## **International Baccalaureate International Baccalaureate Diploma Program (IBDP) & Graduation Requirements**

CAS stands for Creativity, Activity and Service and is a core component of the IB Diploma, in addition to Theory of Knowledge and the Extended Essay. The goal is for students to engage meaningfully with experiences that allow them to pursue and deepen their appreciation for areas of passionate interest. Over the course of the two year programme, students will plan and follow through on experiences across the three areas of engagement (creativity, activity and service) and that touch on each of the seven learning outcomes. Crucially, students are not meant to document hours but, rather, to pursue these experiences authentically, reflecting upon their growth and development upon completion.

The IB Diploma Programme (DP) is offered to students to pursue in both Grade 11 and Grade 12. The IBDP is recognized by universities throughout Canada and the world for its excellent level of university preparation, offering the option for Advanced Standing credits for students when they enter university. 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 services students well, regardless of where and what they study.

The IB Diploma must meet the following graduation requirements:

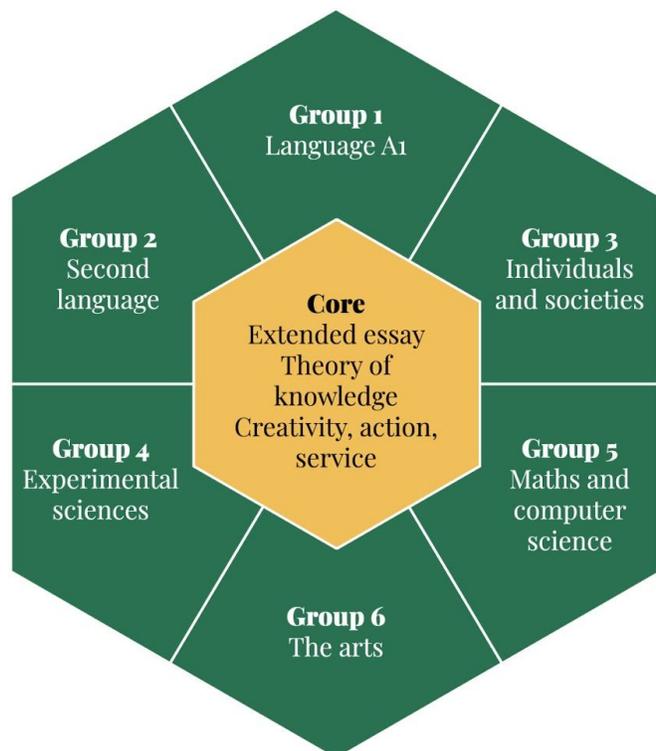
Courses from the 6 groups

- Minimum 24 points
- Minimum 12 High Level subject points
- Minimum 9 points from Standard Level subject points

Theory of Knowledge (TOK) - Ontario  
Credit IDC4U

Extended Essay (EE) - 4000 words

Creativity, Activity, Service (CAS)



## Ontario Secondary School Diploma Program (OSSD) & Graduation Requirements

The Ontario Secondary School Diploma (OSSD) courses offer students the opportunity and flexibility to explore their learning and interests. While courses tend to focus on Canadian content, there are extensions to global topics to challenge students' critical thinking and help them broaden their understanding of various topics. The courses students take in Grade 11 and 12, will allow students to build a foundation for their learning in different subjects to help prepare them for university. If students would like to further challenge their intellectual curiosities, they can talk to the Director of University Counselling about fulfilling OSSD requirements, while also taking IB Certificate courses.

The OSSD must meet the following graduation requirements:



30 Credits (compulsory and elective credits)



Ontario Secondary School Literacy Test (OSSLT)



40 hours of Community Service

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

- ■ ■ ■ 4 credits in English (1 credit per grade)
- ■ ■ 3 credits in Mathematics (at least 1 credit in Grade 11 or 12)
- ■ ■ 3 credits for Group 1, 2 and 3 courses (1 credit in each group)
- ■ 2 credits in Science
  - 1 credit in Canadian History
  - 1 credit in Canadian Geography
  - 1 credit in the Arts
  - 1 credit in Health & Physical Education
  - 1 credit in French as a second language
  - 0.5 credit in Career Studies
  - 0.5 credit in Civics

**One credit from each of the following:**

**Group 1** English (Including the Ontario Secondary School Literacy Course) or French as a second language, a Native languages, First Nations, Métis, and Inuit Studies, a classical or an international language, social sciences and humanities, Canadian and world studies, guidance and career education, cooperative education.

**Group 2** Health and physical education, the arts, business studies, French as a second language, cooperative education.

**Group 3** Science (Grade 11 or 12), technological education, French as a second language, computer studies, cooperative education.

- Completion of 40 volunteer hours.
- Successful completion of the Literacy (OSSLT) Test.

### 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 before the graduation date.

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. Students can start accumulating these hours at the end of Grade 8 (the summer before they enter Grade 9, until the last day of classes in Grade 12.

The Guidance Department will inform students about the process and method of documentation as students are required to maintain a record of their involvement activities. It is the students' responsibility to submit those documents to the Guidance Department. The documentation includes 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 (for each activity). Community Service Forms can be found in the Guidance Office or on Community Service Group on Schoology.

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

## **The Ontario Secondary 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.

## UNDERSTANDING THE COMBINATION OF PROGRAMS

Elmwood has a unique learning environment that combines the International Baccalaureate Diploma Programme (IBDP) and Ontario Secondary School Diploma (OSSD). Our vision is for our students to develop well-rounded intellects with compassionate minds who become model citizens for our society. The curriculum expectations for both programs provides Elmwood with a unique opportunity for our students to further their learning and curiosities with teachers who are trained in both curriculums to deliver lessons that are thought provoking and meaningful.

As of 2021, Elmwood will no longer be charging a fee should your daughter wish to pursue the IBDP. We believe that our students deserve the most of their education and to have a fulfilling learning experience, without a defined separation in their student body.

Internal Assessments (IA) and final exams differ for both programs. Our teachers will ensure the appropriate preparation.

### IBDP Courses & OSSD Gr. 11/12 Equivalent Courses Offered

<p><b>1</b></p> <p><b>Studies in Language &amp; Literature</b></p> <p>HL/SL Language A: Literature (English) and Self-Taught Language A: Literature (Mandarin and French) HL/SL</p>	<p><b>2</b></p> <p><b>Language Acquisition</b></p> <p>Language B: Language Acquisition (French, Spanish, Latin) and Language B: Ab Initio (French)</p>	<p><b>3</b></p> <p><b>Individuals &amp; Societies</b></p> <p>HL/SL Economics, SL Environmental Systems and Societies, HL/SL History (History of the Americas).</p>
<p>English Literature (ENG3U, ENG4U), Self-Taught (Credit will vary, depending on the Language)</p>	<p>French (FSF3U, FSF4U OR FEF3U, FEF4U), Spanish (Ontario Credits, LWSCU, LWSDU), Latin (Ontario Credits, LVLCU, LVLDU), Mandarin (Ontario Credits LKBCU, LKBDU)</p>	<p>History (CHA3U, CHY4U), Economics (CIE3M, CIA4U), Environmental Systems and Society (Ontario Credits SVN3M, CGR4M)</p>
<p><b>4</b></p> <p><b>Sciences</b></p> <p>HL/SL Biology, HL/SL Chemistry, HL/SL Physics</p>	<p><b>5</b></p> <p><b>Mathematics</b></p> <p>HL/SL Mathematics: Analysis and Approaches</p>	<p><b>6</b></p> <p><b>Arts (or second subject from Group 2, 3, or 4)</b></p> <p>HL/SL Music, HL/SL Visual Arts, HL/SL Theatre</p>
<p>Biology (SBI3U, SBI4U), Chemistry (SCH3U, SCH4U), Physics (SPH3U, SPH4U), Environmental Systems and Society (SVN3M, CGR4M)</p>	<p>Mathematics HL (MCR3U, MHFU, MCV4U, MDM4U), Mathematics SL (MCR3U, MHF4U, MCV4U)</p>	<p>History (CHA3U, CHY4U), Economics (CIE3M, CIA4U), Environmental Systems and Society (Ontario Credits SVN3M, CGR4M)</p>

Groups & IBDP Courses
  OSSD Subject Choice (& Equivalent)

## **ADDITIONAL ACADEMIC CERTIFICATE OPPORTUNITIES**

Students may wish to pursue certificate opportunities offered at Elmwood to challenge themselves further, which can benefit their university and/or college applications. Here is what we have to offer.

### **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 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.

### **Course-Specific IBDP Certificate**

Students pursuing the OSSD have the opportunity to engage with IBDP courses. With successful completion and a score of 5,6,7, students may have the opportunity to be eligible for Advanced Standing credits in university. Eligibility criteria is program and university-specific. Students who are interested may talk to the IBDP Coordinator or the Director of University Counselling.

## STRUCTURE OF THE ELMWOOD 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 Guidance Department.

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

	Grade 9	Grade 10	Grade 11	Grade 12
# of credits taken per school year	8	8	8	6
# of compulsory credits	7	5	2	1
Compulsory Credits  *indicates 1 of the following	English (ENG1D) Math (MPM1D ) Science (SNC1D) Geography (CGC1D) Phys. Ed (PPL1O) Art* (ADA1O, AMU1O, AVI1O) Language* (FEF1D, FSF1D, FSF1O, ESLDO)	English (ENG2D) Math (MPM2D ) Science (SNC2D) History (CHC2D) Civics/Careers (CHV2O/GLC2O)	English (ENG3U) Math (MCF3M/ MCR3U)	English (ENG4U)
# of electives  *choice of electives can be found _____	1	3	6	5

## Choice of Elective Courses By Grade

Below are the elective courses available at Elmwood or through our online learning platform, E-Learning Consortium Canada (ELCC) (denoted by the letter ‘e’). Each one of our students will have the flexibility to develop a unique plan for their high school career at Elmwood. They can structure their schedules in a manner that best supports them and their goals for their education, working closely with the Guidance Department.

<b>Grade 9</b> (Choose 1)	Exploring Tech (TIJ10)	Latin (LVLBD)	Mandarin (LKBBB)
	Intro. to Business (BBI1O)	Spanish (LWSBD)	

<b>Grade 10</b> (Choose 3)	Extended French (FEF2D)	Mandarin (LKBBB)	Phys. Ed (PPL2O)
	Core French (FSF2D)	Drama (ADA2O)	Computer Tech. (TEJ2O)
	Latin (LVLBD)	Music (AMU2O)	
	Spanish (LWSBD)	Visual Arts (AVI2O)	

<b>Grade 11</b> (Choose 6)	Fin. Accounting (BAF3M)	Classical Civilization (LVV4U)	Advanced Functions (AVI3M)
	American History (CHA3U)	Biology (SBI3U)	Functions & App. (MCF3Me)
	Economics (CIE3M)	Chemistry (SCH3U)	Business Leadership (BOH4Me)
	Social Science (HSP3U)	Physics (SPH3U)	TV Movie Production (TGV3M)
	Theory of Knowledge (IDC4U)	Environmental Science (SVN3M)	

<b>Grade 12</b> (Choose 5)	Extended French (FEF4U)	Classical Civilization (LVV4U)	Data Management (MDM4U)
	Core French (FSF4U)	Human Growth (HHG4Ue)	Int'l Business (BBB4Me)

	Env. Resource Mgmt (CGR4M)	Biology (SBI4U)	Bus. Leadership (BOH4Me)
	World History (CHY4U)	Chemistry (SCH4U)	TV Movie Production (TGV4M)
	Economics (CIA4U)	Physics (SPH4U)	Kinesiology (PSK4U)
	Law (CLN4Ue)	Earth & Space Science (SES4Ue)	Phys. Ed (PPL4O)
	Philosophy (HZT4Ue)	Calculus & Vectors (MCV4U)	Data Management (MDM4U)

## 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. The HL courses IBDP students should pursue to meet the admission requirements for university are also denoted below as well. Some will display 2 out of 3 options (students to choose their 3rd option). Students should research exact course requirements for individual universities or plan a meeting with the Director of University Counselling.. Compulsory courses are bolded.

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 IP Diploma names have been articulated. It should be noted that the Extended Essay examples only apply to IB Diploma students.

### General Sciences, Health Sciences

Category	Grade 11	Grade 12
# of Courses to Enrol In *Dependent on student and their credits to date, academic plan	8	6
<b>English</b>	English (ENG3U)	English (ENG4U)
<b>Mathematics</b>	Functions (MCR3U)	Calculus & Vectors (MCV4U)
	Advanced Functions (MHF4U)	
<b>Science</b>	Biology (SBI3U)	Biology (SBI4U)
	Chemistry (SCH3U)	Chemistry (SCH4U)
<b>Electives</b> *Students can choose based on program interest for college/university or their general interests	Extended French (FEF3U)	Extended French (FEF4U)
	American History (CHA3U)	World History (CHY4U)
	Introduction to Anthropology, Psychology, Sociology (HSP3U)	Data Management (MDM4U)
Higher-Level Courses: Biology, Chemistry 3rd Option: English, History, Psychology		

## Engineering

Category	Grade 11	Grade 12
# of Courses to Enrol In *Dependent on student and their credits to date, academic plan	8	6
English	English (ENG3U)	English (ENG4U)
Mathematics	Functions (MCR3U)	Calculus & Vectors (MCV4U)
	Advanced Functions (MHF4U)	
Science	Physics (SPH3U)	Physics (SPH4U)
	Chemistry (SCH3U)	Chemistry (SCH4U)
Electives *Students can choose based on program interest for college/university or their general interests	Environmental Science (SVN3M)	Earth & Space Science (SES4Ue)
	TV, Video, Movie Production (TGV3M)	TV, Video, Movie Production (TGV4M)
	Spanish (LWSCU)	
Higher-Level Courses: Physics, Chemistry 3rd Option: English, Math, History		

## Business, Commerce, Economics, and Math Related Programs

Category	Grade 11	Grade 12
# of Courses to Enrol In *Dependent on student and their credits to date, academic plan	8	6
English	English (ENG3U) HL	English (ENG4U) HL
Mathematics	Functions (MCR3U)	Calculus & Vectors (MCV4U)
	Advanced Functions (MHF4U)	
Science	Biology (SBI3U)	

<b>Electives</b> *Students can choose based on program interest for college/university or their general interests	Computer Science (ICS3U)	Data Management (MDM4U)
	Financial Accounting (BAF3M)	Business Leadership (BOH4Me)
	Economics (CIE3M)	International Business Fundamentals (BBB4Me)
	Latin (LVLCU)	Economics (CIA4U)
Higher-Level Courses: Business, Economics 3rd Option: Math (will depend on school/program/recommendation by teachers), English		

### Arts, Humanities, Social Sciences

Category	Grade 11	Grade 12
# of Courses to Enrol In *Dependent on student and their credits to date, academic plan	8	6
<b>English</b>	English (ENG3U)	English (ENG4U)
<b>Mathematics</b>	Functions (MCR3U)/ Functions & Applications (MCF3M)	Data Management (MDM4U)
<b>Science</b>	Chemistry (SCH3U)	
<b>Electives</b> *Students can choose based on program interest for college/university or their general interests	American History (CHA3U)	World History (CHY4U)
	Economics (CIE3M)	Economics (CIA4U)
	Introduction to Anthropology, Psychology, Sociology (HSP3U)	Challenge & Change in Society (HSB4U)
	Environmental Science (SVN3M)	Environmental & Resource Management (CGR4M)
	TV, Video, Movie Production (TGV3M)	

Higher-Level Courses: English, History  
3rd Option: Psychology, Environmental Science

### Fine and Performance Arts

Category	Grade 11	Grade 12
# of Courses to Enrol In *Dependent on student and their credits to date, academic plan	8	6
<b>English</b>	English (ENG3U)	English (ENG4U)
<b>Mathematics</b>	Functions (MCR3U)/ Functions & Applications (MCF3M)	Data Management (MDM4U)
<b>Science</b>	Chemistry (SCH3U)	
<b>Electives</b> *Students can choose based on program interest for college/university or their general interests	Drama (ADA3M)	Drama (ADA4M)
	Music (AMU3M)	Music (AMU4M)
	TV, Video, Movie Production (TGV3M)	TV, Video, Movie Production (TGV4M)
	Health & Physical Education (PPL30)	Core French (FSF4U)
	Core French (FSF3U)	
Higher-Level Courses: English, Theatre 3rd Option: History, Psychology		

## UNDERSTANDING ONTARIO CREDITS & TRANSCRIPTS

An Ontario course credit is granted in recognition of the successful completion (a final percentage mark of 50 percent or higher) in a course scheduled for a minimum of 110 planned hours, involving participation in planned learning activities designed to lead to the achievement of the curriculum expectations. 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 expectation 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.

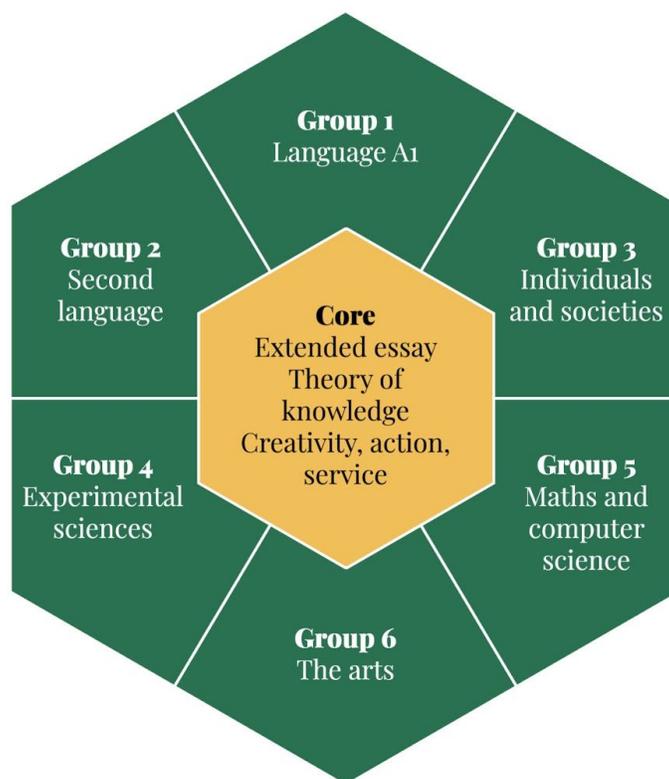
It should be carefully noted that the Ontario transcript requires full disclosure for students taking Grade 11 and 12 courses. After the first official mid-term report card is issued the students will have 5 instructional days to withdraw from a course. After the 5th instructional day following the issue 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.

## Types of Credits Offered at Elmwood

**Understanding the Course Codes:** Our course codes are identified by the Ministry. It consists of a combination of 5 letters/numbers. Here is a diagram to explain the course codes:

<p><b>ENG</b> The first 3 letters identify the subject (English, Art, Business, Science, etc.)</p>		<p><b>Numbers</b> Distinguish the grade levels</p> <ul style="list-style-type: none"> <li>• 1 - Grade 9</li> <li>• 2 - Grade 10</li> <li>• 3 - Grade 11</li> <li>• 4 - Grade 12</li> </ul>
<p><b>Grade 9 &amp; 10</b> <b>'D'</b> Denotes an Academic-level course develop students' knowledge and skills. By emphasizing theoretical, abstract applications of the essential concepts and incorporating practical applications as appropriate</p> <p><b>'O'</b> Denotes an Open-level courses. These courses are designed to provide students with a broader understanding of knowledge in various subject areas (i.e. Arts, Physical Education, Music, etc.) that encourages the use of specialized skills</p>		<p><b>Grade 11 &amp; 12</b> <b>'U'</b> Denotes a University Preparation course designed to equip students with the knowledge and skills that will prepare them for admission requirements for various university programmes.</p> <p>Academically rigorous courses that have concrete applications (i.e. research skills) with opportunities for students to demonstrate their development of those skills.</p> <p><b>'M'</b> Denotes a University/College Preparation course designed to prepare students for various post-secondary entrance requirements</p> <p><b>'O'</b> Denotes Open-level courses that students can pursue based on their interests, rather than their post-secondary goals.</p> <p>Courses are designed for active and rewarding participation.</p>
		
	<p><b>'E'</b> Denotes ELCC online course</p>	

# INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (IBDP) COURSE DESCRIPTIONS



## GROUP 1: LANGUAGE A

**IB English Literature A:** This course is designed to focus exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world.

The course is organized into three areas of exploration and seven central concepts, and focuses on the study of literary works. Students learn to appreciate the artistry of literature, and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication. Students will be able to develop critical thinking skills, a personal appreciation of language and literature, and an understanding of how language challenges and sustains ways of thinking.

## GROUP 2: SECOND LANGUAGES

**IB Language Acquisition (French, Spanish, Latin or Mandarin):** IBDP Language B (second or third language) courses offered are French, Spanish and Mandarin, as well as a Classical languages course that is offered in Latin. These courses are designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where they will encounter the language studied in a variety of contexts.

This process allows the learner to go beyond the confines of the classroom, expanding her awareness of the world and fostering respect for cultural and linguistic diversity throughout time. These courses develop students' linguistic abilities through the development of receptive, productive and interactive skills. The Classical languages course focuses on the study of the language, literature and culture of the Classical world.

Please note that there is an *ab initio* Language B course option which is available in French only; it is limited to students who have no more than one year of experience in a French language course prior to Grade 11.

## GROUP 3: INDIVIDUALS & SOCIETY

**IB History:** The IB History course is a multi-perspective and comparative course that involves the study of a variety of types of history (political, geographical, economical, social, and cultural). The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge of world history. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history, while challenging and demanding critical explorations of the past through inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and a plurality of opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today.

**IB Economics:** The IB Economics course emphasizes economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum—rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

The ethical dimensions involved in the application of economic theories and policies permeate throughout the economics course as students are required to consider and reflect on human end-goals and values.

The economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world.

**IB Environmental Systems & Societies:** The IB Diploma programme environmental systems and societies (ESS) course requires a diverse set of skills from its students. It is firmly grounded in both a scientific exploration of environmental systems in their structure and function and in the exploration of cultural, economic, ethical, political, and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world.

Through the exploration of cause and effect, the course investigates how values interact with choices and actions, resulting in a range of environmental impacts. Students develop an understanding that the connections between environmental systems and societies are diverse, varied and dynamic. The complexity of these interactions challenges those working towards understanding the actions required for effective guardianship of the planet and sustainable and equitable use of shared resources.

**IB Psychology:** Psychology is the rigorous and systematic study of mental processes and behaviour. It is a complex subject which draws on concepts, methods and understandings from a number of different disciplines. There is no single approach that would describe or explain mental processes and behaviour on its own as human beings are complex animals, with highly developed frontal lobes, cognitive abilities, involved social structures and cultures. The study of behaviour and mental processes requires a multidisciplinary approach and the use of a variety of research techniques whilst recognising that behaviour is not a static phenomenon, it is adaptive, and as the world, societies and challenges facing societies change, so does behaviour.

## GROUP 4: SCIENCES

**IB Biology:** The IB Biology course covers the relationship of structure and function at all levels of complexity. Students learn about cell theory, the chemistry of living things, plant science and genetics, among many other topics to further their understanding of and learning about biology.

Throughout this challenging course, students become aware of how scientists work and communicate with each other. Further, students enjoy multiple opportunities for scientific study and creative inquiry within a global context and develop experimental and investigative scientific skills. This course will raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology.

**IB Chemistry:** The IB Diploma Programme chemistry course combines academic study with the acquisition of practical and investigational skills through the experimental approach. Students learn the chemical principles that underpin both the physical environment and biological systems through the study of quantitative chemistry, periodicity, kinetics and other subjects.

The chemistry course covers the essential principles of the subject and offers students the opportunity to conduct open-ended inquiry into their chosen chemical system.. Throughout this challenging course, students become aware of how scientists work and communicate with each other. Further, students enjoy multiple opportunities for scientific study and creative inquiry within a global context.

**IB Physics:** The IB Diploma Programme physics course exposes students to this fundamental experimental science, which seeks to explain the universe itself—from the very smallest particles to the vast distances between galaxies. Students develop traditional practical skills and techniques and increase facility in the use of mathematics, the language of physics. They also develop interpersonal skills as well as information and communication technology skills, which are essential in modern scientific endeavours—and are important life-enhancing, transferable skills in their own right.

Students, moreover, study the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists. Throughout this challenging course, students become aware of how scientists work and communicate with each other. Further, students enjoy multiple opportunities for scientific study and creative inquiry within a global context.

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## **GROUP 5: MATHEMATICS**

**IB Mathematics (Analysis and Approaches):** The IB Diploma Programme mathematics: analysis and approaches course is one where conceptual understandings are key to promoting deep learning. Concepts play an important role in mathematics, helping students and teachers to think with increasing

complexity as they organize and relate facts and topics. Students use conceptual understandings as they solve problems, analyse issues and evaluate decisions that can have an impact on themselves, their communities and the wider world.

Concepts are broad, powerful, organizing ideas, the significance of which goes beyond particular origins, subject matter or place in time. Concepts represent the vehicle for students' inquiry into issues and ideas of personal, local and global significance, providing the means by which they can explore the essence of mathematics.

This course encourages students to use mathematical inquiry, mathematical modelling, proof and technology to meaningfully analyze concepts through a variety of lenses in the service of an array of purposes.

## **GROUP 6: ARTS (or second subject from Group 2, 3, 4)**

**IB Music:** The IB Diploma Programme music course seeks to develop students' knowledge and potential as musicians, both personally and collaboratively. IB Diploma Programme music students are required to study musical perception and actively listen to a wide range of music from different parts of the world, musical cultures and time periods.

Further, students also develop aural perception and understanding of music by learning about musical elements, including form and structure, notations, musical terminology, and context. Through the course of study, students become aware of how musicians work and communicate. Students will experience, perform and even compose music of varied styles and contexts towards a better understanding and appreciation of the art form.

**IB Visual Arts:** The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers.

In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

**IB Theatre:** The IB Diploma Programme theatre course is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an

ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. It enables students to discover and engage with different forms of theatre across time, place and culture and promotes international-mindedness.

# ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD) COURSE DESCRIPTIONS

**NOTE:** Video descriptions of elective course options can be found in our [Virtual Academic Fair](#).

## 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 tests 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 of 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 of 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.

## **MATHEMATICS**

### **MTH1W Mathematics, Principles of Mathematics, Grade 9**

*Prerequisite: None*

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

### **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 1, 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 functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical process 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 our 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 relationship. 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.

## SCIENCES

**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.

### **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 10 Science, Academic*

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 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.

### **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.

### **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.

## **BUSINESS, COMPUTER SCIENCE, & TECHNOLOGY**

### **BB10 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. The 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**

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

## CANADIAN WORLD STUDIES

**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.

### **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.

### **CGC1D Issues in Canadian Geography, Grade 9, Academic**

*Prerequisite: None*

The 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.

### **CHC2D Canadian History Since World War 1, 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.

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

*Prerequisite: Grade 10 Canadian History Since World War 1, 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 governments 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.

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

*Prerequisite: Any University of 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.

### **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.

### **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.

### **LVV4U Classical Civilizations, Grade 12, University Preparation**

*Prerequisite: Grade 10 English, Academic of 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.

## **SOCIAL SCIENCE**

### **HSP3U 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.

### **HSB4U Challenge and Change in Society, Grade 12, University Preparation (offered in 2022)**

*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 behaviour 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.

### **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**

*Prerequisite: 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.

#### **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 courses*

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.

## HEALTH & PHYSICAL EDUCATION

### **PPL1O 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.

### **PPL2O 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, ad 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.

### **PPL4O Health and Physical Education (Healthy Active Living), Grade 12, Open**

*Prerequisite: None*

This course enables students to further develop the knowledge of 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. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.

## ARTS

### **ADA1O 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 analyse 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 cultures, and will analyze how the knowledge and skills examines 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 performances 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:*

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.

## **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 provided 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 provided 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*

The 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.

#### **LVLBU 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.

**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. Students 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 internal 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.

## ONLINE LEARNING OPPORTUNITIES AT ELMWOOD

Elmwood is a member of the eLearning Consortium Canada. We are delighted to offer Grade 11 and Grade 12 online courses to our students that are accepted as Ministry credits. Courses include a high level of student monitoring and support and are open to students. An approval process is put in place by the School Administration and Guidance Department.

These online courses run on a similar schedule to Elmwood, running from September to May, with a final assessment in June. Teachers come from other Canadian Accredited Independent Schools (CAIS) and are experts in the development and teaching of the online courses. Our School Administration and Guidance Department will communicate regularly with these teachers to support student success, monitor progress, and report student grades.

Benefits:

- Taking advantage of learning opportunities (and courses) that are not offered at our school
- Experience online education in preparation for university and the workplace
- Flexibility of time and place as course materials can be visited during study halls, lunch, or at home
- Obtain the same learning skills as they would in our classroom (i.e. collaboration, communication, responsibility, initiative, etc.)
- Additional opportunity for students to learn how they adapt to online learning

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 Guidance Department will help students identify their suitability as candidates for the online courses. 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 required 110 hours of learning activities necessary to fulfil an Ontario credit. An onsite administrator is also assigned to provide support to students while adjusting to the online forum.

### Summer School

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 Guidance Department. The interest in taking a summer school credit outside of Elmwood must also be discussed and approved by the Guidance Department to ensure suitability and to communicate expectations regarding course completion.

# STUDENT SERVICES & STUDENT EXPECTATIONS

## The Guidance Department

The Director of Student Success, Director of Health and Wellness (Nurse/Counsellor), Director of University Counselling, Academic Counsellor, and our Guidance Assistant will 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. The Guidance Department will facilitate conversations and discussions regarding education and academic plans, career exploration, extra-curricular activities, community involvement, university visits, and various other events and opportunities. These will be communicated via email and Schoology.

## 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 student's 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 department and from subject teachers, when needed. Parents or guardians are requested to sign the completed course 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 Guidance Department 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 for feedback and

progress made in a course. No new courses 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 Guidance Department Academic Counsellor. A Course Change Request Form must be signed by a member of the Guidance Department 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.

## ELMWOOD SCHOOL ATTENDANCE POLICY

In accordance with the Ministry of Education, it is the expectation of Elmwood School 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, the student and parent's responsibility is to notify the school/classroom teacher to ensure appropriate planning for missed classwork is discussed with the classroom teacher and student collaboratively. Records explaining absences will be kept 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 maximum 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 school or in a specific class. The Ministry of Education requires all credit courses to be a minimum of 110 hours.

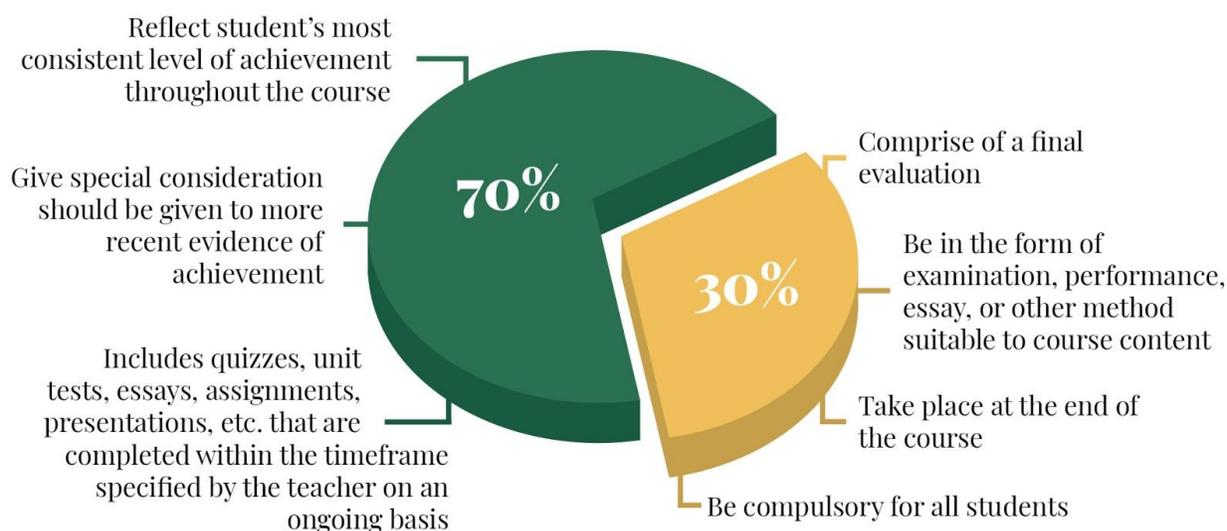
If a student's attendance is causing concern and placing her course in jeopardy, the Deputy Head will alert her. If this continues to be a concern, the student and parent will meet with the subject teacher and the Deputy Head.

For the complete details of the policy, please reference the [Student Handbook](#).

## 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, demonstration, performances, tests, and, in some courses, examinations.

### Course Breakdown



### Ontario & OSSD Grading & Achievement Chart

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 and International Baccalaureate Schools of Ontario (IBSO) Table of Equivalent Grade Levels

MYP		IBDP		OSSD		
Levels	Equivalent OSSD %	Levels	Equivalent OSSD %	%	Achievement Chart Level	Description
8	97-100	7	97-100	95-100%	4+	Highly outstanding level of achievement. Above provincial standards.
7	93-96	6	93-96	87-94% 80-86%	4 4-	High level of achievement. At the provincial standard.
6	89-92	5	84-92	77-79% 73-76% 70-72%	3+ 3 3-	Good level of achievement. Confident that students are prepared for work in the next grade/course.
5	84-88	4	72-83	67-69% 63-66% 60-62%	2+ 2 2-	Moderate level of achievement. Approaching the provincial standard.
4	72-83	3	61-71	57-59% 53-56% 50-52%	1+ 1 1-	Passable level of achievement. Achievement is below provincial standards.
3	61-71	2	50-60	Below 50%	R	Insufficient achievement of curricular expectations. Credit will not be granted as additional learning is required.
2	50-60	1	Below 50			
1	Below 50					

## Learning Skills

Self-Regulation	Initiative	Independent Work
<ul style="list-style-type: none"> <li>Looks at students' ability for goal setting and monitoring progress towards achieving those goals</li> <li>Ability to seek advice and support</li> <li>Looks at how students reflect on these processes</li> </ul>	<ul style="list-style-type: none"> <li>Ability to act upon new ideas, taking advantage of learning opportunities</li> <li>Assesses students' willingness to take risks</li> <li>Looks at demonstration of intellectual curiosity and interest in learning</li> </ul>	<ul style="list-style-type: none"> <li>Monitors, assesses, and revises students' plans to complete tasks and meet goals</li> <li>Looks at use of class time</li> <li>Assesses ability to follow instructions with/without supervision</li> </ul>
Collaboration	Organization	Responsibility
<ul style="list-style-type: none"> <li>Ability to work in a group</li> <li>Assesses response to roles and sharing of ideas, values, and opinions</li> <li>Ability to build relationships with peers</li> <li>Assesses ability to resolve conflict and how well students work to achieve a common goal</li> </ul>	<ul style="list-style-type: none"> <li>Assesses plans to complete work and tasks</li> <li>Looks at how a student prioritizes and manages their time to achieve their goals</li> <li>Gathers and evaluations tools use to complete tasks (i.e. agenda, Google Applications)</li> </ul>	<ul style="list-style-type: none"> <li>Assesses commitments in learning environments</li> <li>Looks at submission and completion of class work, homework, and assignments on time</li> <li>Management of behaviour</li> </ul>