

# Elmwood

School

*Inspiring girls*



**Senior School  
Course Calendar  
2011 – 2012**

# ELMWOOD COURSE CALENDAR 2011 – 2012

## GRADES 9 – 12

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## ELMWOOD'S EDUCATIONAL PHILOSOPHY

### **Equal Educational Opportunity**

Elmwood School endorses a policy of equal educational opportunity. Materials and methods in the school reflect a society to which both women and men are contributing. A balanced representation of the achievements of women in both curriculum and in learning materials provides female role models and helps students recognize that the combination of being female and accomplished in non-traditional occupational areas is possible.

### **Student Achievement**

Education is a process of learning that requires continuity in, and exposure to, a wide range of learning experiences. Students must learn to work not only as individuals but also with others. This involves the student in listening, co-operating, sharing, interacting, and experiencing mutual evaluation. Students should be able, singly and in groups, to investigate, analyze, synthesize, generalize, and make occasional intuitive leaps in the pursuit of knowledge. Students and teachers should engage in educational processes that are mutually instructive, creative, and satisfying. The ability to work with and for others—both adults and peers—is an essential ingredient of the learning process. Regular attendance on the part of students is an important component of this process and of the evaluation of student achievement.

# DIPLOMAS & CERTIFICATES

## Ontario Secondary School Diploma

### Credit System

The courses offered by Elmwood School have been developed according to the requirements of the Ontario Ministry of Education and Training. Detailed outlines for each course of study are available to parents, guardians and students from the Deputy Head.

### General Requirements

In order to earn an Ontario Secondary School Diploma (OSSD), a student will be expected to successfully complete 30 credits. There are 18 compulsory credits and 12 optional credits.

### **Compulsory Credits**

The 18 compulsory credits are:

- 4 credits in English (1 credit per grade)
- 1 credit in French-as-a-second language
- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in Canadian geography
- 1 credit in Canadian history
- 1 credit in the arts
- 1 credit in health & physical education
- .5 credit in civics
- .5 credit in career studies
- 1 additional credit in English or French as a second language, or a Native language, or a classical or international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education.
- 1 additional credit in health and physical education, or the arts, or business studies, or cooperative education.
- 1 additional credit in science, or technological education, or cooperative education.

### **Optional Credits**

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

### **Community Involvement**

As part of the OSSD requirements students must complete a minimum of 40 hours of community involvement activities. These activities may be completed at any time during their years in the secondary school programme.

Students, in collaboration with their parents or guardians, will decide how they will complete the requirement. Activities may take place in a variety of settings. Students should contact the Guidance Department should 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 will maintain and provide a record of their community involvement activities to be submitted to the Guidance Department. The method of documentation will be discussed with the students at the beginning of Grade 9.

### **The Provincial Secondary School Literacy Test**

Under the Ontario Secondary Schools, Grades 9 to 12 Programme and Diploma Requirements, 1999 (OSS), all students who entered Grade 9 in the 2000 – 2001 school year or subsequently are required to obtain the literacy graduation requirement in order to earn the Ontario Secondary School Diploma. They may do so by successfully completing the Ontario Secondary School Literacy Test (OSSLT) normally administered in Grade 10. The test is based on the Ontario Curriculum expectations for reading and writing up to and including Grade 9.

### **Elmwood's Bilingual Certificate**

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

### **Elmwood's International Languages Certificate**

In order to qualify for Elmwood's International Languages Certificate, a student must complete a French credit every year as well as three high school credits in a third language.

### **Ontario Secondary School Certificate**

A student who decides to leave school before earning the OSSD may request the Ontario Secondary School Certificate providing they have earned a minimum of 14 credits: 7 compulsory and 7 optional.

Compulsory Credits:

2 credits in English

1 credit in Canadian geography or Canadian history

1 credit in mathematics

1 credit in science

1 credit in health and physical education

1 credit in the arts or technological education

# THE CREDIT SYSTEM

## Ontario Student Record

All credits earned are recorded on the Ontario Student Transcript (OST). These transcripts and records 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 10 course, no entry will be made on the transcript.

A student's final result on the Ontario Secondary School Literacy test taken in Grade 10 will be recorded on the transcript with the date the test is passed.

Confirmation that the student has completed the community involvement requirement will also be included in the student transcript.

**It should be noted carefully that the transcript requires full disclosure for students taking Grade 11 and 12 courses. After the first report card is issued the students will have 5 instructional days to withdraw from a course. After the 5<sup>th</sup> instructional day following the issue of the first 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.**

## Common Course Codes

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

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

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

The fourth character indicates the grade level, or the level of proficiency of a language course, such as English as a Second Language:

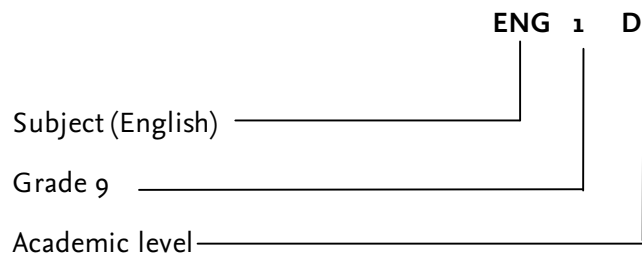
1	=	Grade 9	A	=	Level 1
2	=	Grade 10	B	=	Level 2
3	=	Grade 11	C	=	Level 3
4	=	Grade 12	D	=	Level 4

The fifth character indicates the course type:

In Grade 9 and 10 courses:

- D = Academic
- P = Applied
- O = Open

Example:



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

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

Example:



### **Types of Courses**

Students in Grade 9 and 10 select an appropriate combination of academic, applied, and open courses in order to add to their knowledge and skills base, explore their interests, and determine the type of educational programme they are best suited to undertake in Grade 11 and 12.

**Academic** courses focus on the essential concepts of the discipline and also explore related concepts. Academic courses develop students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts and incorporating practical applications as appropriate.

**Applied** courses also focus on the essential concepts of the discipline, but develop students' knowledge and skills by emphasizing practical, concrete applications of these concepts and incorporating theoretical applications as appropriate. Academic and applied courses differ in the balance between essential concepts and additional material, and in the balance between theory and application.

**NOTE: Elmwood School does not offer Applied Level courses.**

Students who are successful in any academic or applied Grade 9 course will have the opportunity to enter either the academic or applied course in the same subject in Grade 10. However, Grade 10 academic and applied courses will prepare students for specific grade 11 courses in accordance with the prerequisites for Grade 11 courses specified in various curriculum policy documents.

**Open** courses in Grade 9 and 10 are offered in all subjects other than those offered as academic and applied. (For example, open courses are offered in visual arts, music, and health and physical education, but not in English, mathematics, science, French-as-a-second language, history, or geography.) An open course comprises a set of expectations that is suitable for all students at a given grade level. These courses are designed to provide students with a broad educational base that will prepare them for their studies in Grade 11 and 12 and for productive participation in society.

**Crossover Material** Students who are successful in any academic or applied course in Grade 9 will be able to proceed to either the academic or the applied course in the same subject in Grade 10. When a student plans to switch from one course type in Grade 9 to the other in Grade 10, the Deputy Head will inform the student and her parents or guardian that the student will be strongly encouraged to successfully complete additional course work, as defined by the Ministry, of up to 30 hours, in order to demonstrate achievement of the learning expectations that are included in the one Grade 9 course but not the other.

Information concerning changing course types may be obtained from the Deputy Head. These courses would normally be completed as part of a summer programme.

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

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

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

**College** preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programmes. The range of courses offered and the content of these courses will allow students to prepare for most college programmes and related careers. Teaching and learning will emphasize concrete applications of the theoretical material covered in the course, and will also emphasize the development of critical-thinking and problem-solving skills. All college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Courses will also require students to demonstrate that they have developed these skills.

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

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

### **Credit**

A credit is granted in recognition of the successful completion of a course for which 110 hours have been scheduled.

### **Substitutions for Compulsory Credits**

There may be situations where a student's best educational interests are served by substitution of compulsory credits. Up to three compulsory credits may be replaced by additional courses from the remainder of those listed as compulsory. If a parent, guardian or adult student requests a substitution, the Headmistress will determine whether or not a substitution should be made. The Headmistress may also initiate consideration of whether a substitution should be made. The Headmistress will make her

decision in consultation with the parent, guardian or adult student and appropriate school staff. Written approval for each substitution will be obtained from the parents or guardian, and each substitution will be noted on the Ontario Student Transcript.

### **Prerequisites**

The policy regarding prerequisites is stated as follows in *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999* (section 5.3.3.):

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

If a parent, guardian or an adult student requests that a prerequisite be waived, the Headmistress will determine whether or not the prerequisite should be waived. The Headmistress may also initiate consideration of whether a prerequisite should be waived. The Headmistress will make her decision in consultation with the parent, guardian or adult student and appropriate school staff.

### **Independent and Private Study**

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

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

### **E-Learning**

As a member of the Canadian Independent Schools (CIS), Elmwood School is pleased to offer a limited number of online courses to grade 11 and 12 students. Elmwood and the CIS eLearning Consortium's mission is to provide exemplary online courses that offer best practices in online instruction and 21<sup>st</sup> century skills. The courses include a high level of student monitoring and support and are open to students who are approved by the Elmwood School Site administrator and the Guidance Department.

These online courses, similar to Elmwood School courses, run from September to May with a final assessment in June. Course teachers, who are experts in developing and teaching online courses, come

from member Conference of Independent Schools. Elmwood's online School Administrator will communicate regularly with the online teachers and students to support student success, monitor progress and report student grades. The administrator is the student's resource for any problems with the online course.

The benefits of online courses include:

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

### **Student participation process for E-learning**

A student from Elmwood School in Grade 11 or 12 may identify on her option sheet a course of interest from the list of online courses available in the calendar. The Guidance Counsellor and Site Administrator will identify suitable candidates for the online courses. E-Learning courses are indicated with an (e) at the end of each course code.

## COURSE SELECTION

### **Course Selection/Option Sheets**

Students select courses after counselling from subject teachers and the Guidance Department. Parents or guardians are requested to sign the completed option sheet. Students are permitted to change their course selection before Thanksgiving, if the timetable and class size permits. The Deputy Head, Guidance Counsellor and parents or guardian must be in agreement and appropriate paperwork completed. **Please note the regulations regarding course changes described on page 6.**

### **Guidance Services**

Every student has a teacher-advisor from whom she can seek advice on school policy and day-to-day concerns. In addition, there is a Guidance Department staffed by an Academic Guidance Counsellor, a Guidance Administrator, and a Nurse/Counsellor with whom individual appointments can be made to discuss course load and OSSD requirements.

Education and career exploration is encouraged for each student and can be facilitated by the Guidance Department. Facilitation involves a combination of all or some of the following: discussion, review of current resources, individual and class exercises, exploration of the job market and post-secondary programmes, training sessions using technology, and guest speakers.

### **Student Leadership Group**

Each student will be assigned a teacher advisor and a student leadership group. The role of the teacher advisor is to:

- monitor the student's academic progress,
- monitor the student's progress toward goal completion,
- 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.

### **Prior Learning Assessment and Recognition (PLAR)**

PLAR is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma.

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

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

### **PLAR Challenge Process**

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

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

### **PLAR Equivalency Process**

Students who are eligible for equivalency credits are those who transfer to Elmwood's Senior School from a non-inspected private school or schools outside of Ontario. With approval from the Headmistress, the Guidance Department in placing the student, will determine as equitably as possible the total number of equivalent credits of the student's previous learning and the number of compulsory and optional credits still to be taken. In placing the student the Headmistress uses as a guide Appendix 8, *Equivalent Diploma Requirements in Ontario Secondary Schools Grades 9 to 12, Program and Diploma Requirements, 1999*. The web address and pathway are provided below.

### **Music Certificates Accepted for Credits**

**A maximum of two credits** may be awarded to students taking music programmes outside the school. A student awarded two in this manner may not earn additional Grade 10 to 12 music credits through the PLAR challenge or equivalency process. Details of the certificates that are accepted are available in *Ontario Secondary Schools Grades 9 to 12: Program and Diploma Requirements 1999, Appendix 4*. Ministry documents can be found at: <http://www.edu.gov.on.ca>. (Follow the links: Ministry of Education → Elementary and Secondary Education → Policy and Funding → Curriculum and Policy → Reference Documents → Policy Program Memoranda. → PPM 133: Music Certificates Accepted for Credits.)

## EVALUATION PROCEDURES

### Assessment, Evaluation and Reporting

Assessment and evaluation are based on the provincial curriculum expectations and the achievement levels in the curriculum policy documents for each course. Assessment is a continuous process and will gather information from a variety of sources such as assignments, projects, demonstrations, performances, tests, and, in some courses, examinations.

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

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

The following table provides a summary description of achievement in each percentage grade range and corresponding level of achievement:

Percentage Grade Range	Achievement Level	Summary Description
95-100%	4+	A very high to outstanding level of achievement. Achievement is <i>above</i> the provincial standard.
87-94%	4	
80-86%	4-	
77-79%	3+	A high level of achievement. Achievement is <i>at</i> the provincial standard. Parents and teachers can be confident that students who are achieving at level 3 are well prepared for work in the next grade or the next course.
73-76%	3	
70-72%	3-	

67-69% 63-66% 60-62%	2+ 2 2-	A moderate level of achievement. Achievement is <i>below, but approaching</i> , the provincial standard.
57-59% 53-56% 50-52%	1+ 1 1-	A passable level of achievement. Achievement is <i>below</i> the provincial standard.
Below 50%		Insufficient achievement of curriculum expectations. A credit will not be granted. Additional learning is required before the student begins to achieve success in meeting course expectations.

## PROGRAMMES

The School reserves the right to cancel a course. Circumstances may arise, such as enrolment numbers, which do not justify the course. Similarly, the school reserves the right to limit enrolment in a course to provide optimum numbers for student learning.

Elmwood offers a challenging and rigorous academic programme based on the requirements of the Ontario Ministry of Education and Training.

### **GRADE 9**

Students in Grade 9 will follow a programme of compulsory courses for the Ontario Secondary School Diploma. Students will have nine compulsory credits in their timetable.

#### **Compulsory Credits**

English ENG1D	Arts (Drama ADA1O or Music AMU1O or Visual Art AV1O)
Mathematics MPM1D	Physical & Health Education PPL1O
Science SNC1D	Spanish LWSBD or Latin LVLAD
French FSF1D or Extended FEF1D	Technology Part 1 TGJ2O (0.5)
Geography CGC1D	Learning Strategies Part 1 GLS1O (0.5)

### **GRADE 10**

Students in grade 10 will follow a programme of compulsory credits for the Ontario Secondary School Diploma. Students will have nine compulsory credits in their timetable.

#### **Compulsory Credits**

English ENG2D	Technology Part 2 TGJ2O (.05)
Mathematics MPM2D	Arts (Drama ADA3M, or Music AMU3M, or Visual Art AV13M)
Science SNC2D	Learning Strategies (Middle Years Personal Project) GLS1O
French FSF2D or FEF2D	
History CHC2D	
Physical Education PPL2O	
Career Studies GLC2O (0.5)	

New students entering Grade 10 will be enrolled in Civics (CHV 20) via the CIS E-Learning Consortium.

### **GRADE 11**

Students at this grade level must be enrolled in a minimum of seven courses.

#### **Compulsory Credits**

English ENG3U
Mathematics Functions MCR3U

### **Optional Credits:**

Students will normally choose five additional credits from the following list. Please check the prerequisite for each course carefully.

Advanced Functions MHF4U	Introduction to Anthropology, Psychology, and Sociology HSP3Me
Biology SBI3U	Latin LVLBU
Classical Civilizations LLV4U (alternating every second year with Canadian and World Issues CGW4U)	Leadership and Peer Support GPP3O
Chemistry SCH3U	Mandarin (Introductory) LKMADe
Communications Technology TGJ3M	Music AMU3M, AMU4M
Drama ADA3M, ADA4M, AEA4O	Philosophy HZB3O
Economics CIE3M	Physical and Health Education PPL3O
Environmental Science SVN3Me	Physics SPH3U
French FSF3U, FEF3U	Spanish LWSCU
History CHA3U	Visual Arts AVI3M, AVI4M
Introduction to Computer Science ICS3Ue	World Religions HRT3Me

### **GRADE 12**

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

### **Compulsory Credits**

English ENG4U

**Optional Credits** Please check the prerequisite course carefully.

Advanced Functions MHF4U	Economics CIA4U
Biology SBI4U	Exercise Science PSE4U
Business Leadership BOH4M	Financial Securities IDC4Ue
Canadian and International Law CLN4Ue	French FSF4U, FEF4U
Canadian and World Politics CPW4Ue	History CHY4U
Calculus and Vectors MCV4U	International Business Fundamentals BBB4Me
Chemistry SCH4U	Mathematics of Data Management MDM4U
Classical Civilizations LLV4U (alternating every second year with Canadian and World Issues CGW4U)	Music AMU4M
Communications Technology TGJ4M	Physics SPH4U
Computer Science ICS4Ue	Spanish LWSDU
Drama ADA4M, AEA 4O	Visual Arts AVI4M
	Writer's Craft EWC4Ue

## **International Baccalaureate Diploma Programme (IB) – optional enrichment**

The IB Diploma Programme is optional enrichment for students in the final two years of their Ontario Secondary School Diploma (OSSD) programme. The IB Diploma Programme is a demanding pre-university course of study that leads to standardized examinations, international recognition and university credit. 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 course. In an increasingly international market, this passport to more than 700 universities in 66 countries serves students well.

International Baccalaureate students may prepare for IB examinations from courses so designated. The IB Diploma candidate is required to select one subject from each of the following areas:

No.	Area	Subject Choice
1	Language A	English Literature
2	Language B	French, Spanish
3	Individuals & Society	History, Economics, Information Technology in a Global Society
4	Experimental Sciences	Biology, Chemistry, Physics
5	Mathematics	Mathematics HL (Ontario credits MCR <sub>3</sub> U, MHF <sub>4</sub> U, MDM <sub>4</sub> U and MCV <sub>4</sub> U) Mathematics SL (Ontario credits MCR <sub>3</sub> U, MHF <sub>4</sub> U, MCV <sub>4</sub> U) Mathematical Studies SL (Ontario credits MCR <sub>3</sub> U, MDM <sub>4</sub> U)
6	Arts (or second subject from Area 3 or 4)	Art/Design, Music, Theatre Arts,

In addition, the student must study the Theory of Knowledge (Philosophy HZB<sub>3</sub>0), research and write an Extended Essay (4000 words) under the guidance of an advisor, and participate in the CAS (Creativity, Action, Service) programme.

Students are to choose 3 Higher Level and 3 Standard Level courses for the full Diploma.

**Students are encouraged to channel their IB Diploma course interests in one of the two streams:**

### **Recommended Courses for Math and Science Stream:**

English (HL)  
Math (HL or SL),  
French or Spanish (HL or SL),

Economics or History or Information Technology (HL or SL),  
Chemistry (HL or SL) Biology (HL or SL) or Physics (HL or SL), (pick two of three)

**OR**

**Recommended Courses for Humanities Stream:**

English (HL),  
Math Studies or Math (HL or SL),  
French or Spanish (HL or SL),  
Economic or History or Information Technology in a Global Society (HL or SL)  
Chemistry, Biology, or Physics (HL or SL)  
Drama or Music or Art (HL or SL), (or a second subject from category 3)

**It may be possible for students to earn Certificates for individual examinations if they do not wish to undertake the full Diploma programme in the following subjects:**

English, Math, Math Studies, French, Biology, Chemistry, Economics, History, Drama, Art, Music,  
Physics, Spanish

Again, it is the school's discretion to determine if there is sufficient enrolment in a course.

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## COURSE LISTINGS: GRADES 9 – 12

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### **ASTRONOMY (LOCALLY DEVELOPED COURSE), UNIVERSITY /COLLEGE PREPARATION** SAT37e

*Prerequisite: none*

This course develops students' understanding of the basic concepts of astronomy and astrophysics. Students will study the laws of dynamics and energy conservation that describe the motions of planets, stars and galaxies, the quantification and forms of energy and the way energy is transformed and transmitted. They will develop scientific inquiry skills as they verify accepted laws and solve both assigned problems and those emerging from their own investigations. Students will also analyse the interrelationships between astronomy and technology and consider the impact of technological applications of astronomy on society and the environment.

### **BIOLOGY, GRADE 11, UNIVERSITY PREPARATION** SBI3U

*Prerequisite: Science, Grade 10, Academic*

This course furthers students' understanding of the processes involved in biological systems. Students will study cellular functions, genetic continuity, internal systems and regulation, the diversity of living things, and the anatomy, growth, and functions of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

### **BIOLOGY, GRADE 12, UNIVERSITY PREPARATION** SBI4U

*Prerequisite: Biology, Grade 11, University Preparation*

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

### **BUSINESS LEADERSHIP: MANAGEMENT FUNDAMENTALS, GRADE 12 UNIVERSITY/COLLEGE PREPARATION** BOH4M

*Prerequisite: Any university, university/college, or college preparation course in business studies, English, or Canadian and World Studies*

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 will be emphasized throughout the course.

### **CANADIAN AND INTERNATIONAL LAW, UNIVERSITY PREPARATION** CLN4Ue

*Prerequisite: any University/College or College preparation course in Social sciences and Humanities, English or Canadian and World Studies.*

This course examines elements of Canadian and international law in social, political and global contexts. Students will 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 analyse legal issues, conduct independent research and present the results of their inquiries in a variety of ways.

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## COURSE LISTINGS: GRADES 9 – 12

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### **CANADIAN AND WORLD POLITICS, UNIVERSITY PREPARATION**

**CPW4Ue**

*Prerequisite: any University/College or College preparation course in Social sciences and Humanities, English or Canadian and World Studies.*

This course examines Canadian and world politics from a variety of perspectives. Students will investigate the ways in which individuals, groups and states work to influence domestic and world events, the role of political ideologies in national and international politics and the dynamics of international cooperation and conflict resolution. Students will apply critical thinking and communication skills to develop and support informed opinions about current political conflicts, events and issues.

### **CAREER STUDIES, GRADE 10, OPEN (0.5 Credits)**

**GLC2O**

*Prerequisite: None*

This course teaches students how to develop and achieve personal goals in education and work and contribute to their communities. Student learning will include assessing their own knowledge, skills, and characteristics and investigating economic trends, workplace organization, work opportunities, and ways to search for work. The course explores post-secondary learning options, prepares students for community-based learning, and helps them build the capabilities needed for managing work and life transitions. Students will design action plans for pursuing their goals.

### **CHALLENGE AND CHANGE IN SOCIETY, UNIVERSITY/COLLEGE PREPARATION**

**HSB4Me**

*Prerequisite: any University/College or College preparation course in Social sciences and Humanities, English or Canadian and World Studies.*

This course examines the theories and methodologies used in anthropology, psychology and sociology to investigate and explain shifts in knowledge, attitudes, beliefs and behaviour and their impact on society. Students will analyze cultural, social and biological patterns in human societies looking at the ways in which those patterns change over time. Students will also explore the ideas of classical and contemporary theorists and will apply those ideas to the analysis of contemporary trends.

### **CHEMISTRY, GRADE 11, UNIVERSITY PREPARATION**

**SCH3U**

*Prerequisite: Science, Grade 10, Academic*

This course focuses on the concepts and theories that form the basis of modern chemistry. Students will study the behaviours of solids, liquids, gases, and solutions; investigate changes and relationships in chemical systems; and explore how chemistry is used in developing new products and processes that affect our lives and our environment. Emphasis will also be placed on the importance of chemistry in other branches of science.

### **CHEMISTRY, GRADE 12, UNIVERSITY PREPARATION**

**SCH4U**

*Prerequisite: Chemistry, Grade 11, University Preparation*

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, energy changes and rates of reaction, chemical systems and equilibrium, electrochemistry, and atomic and molecular structure. Students will further develop problem-solving and laboratory skills as they investigate chemical processes, at the same time refining their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in daily life, and on evaluating the impact of chemical technology on the environment.

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## COURSE LISTINGS: GRADES 9 – 12

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### **CIVICS, GRADE 10, OPEN (0.5 Credits)**

**CHV2Oe**

*Prerequisite: None*

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy and the meaning of democratic citizenship in local, national, and global contexts. In addition, students will learn about social change, examine decision-making processes in Canada, explore their own and others' beliefs and perspectives on civics questions, and learn how to think and act critically and creatively about public issues.

### **CLASSICAL CIVILIZATION, UNIVERSITY PREPARATION**

**LVV4U**

*Prerequisite: English, Grade 10, Academic or Applied*

This course allows students to explore the beliefs and achievements of the classical world, which have shaped Western thought and civilization. Students will investigate such aspects of classical culture as its mythology, art, literature and philosophy as well as elements of ancient Greek and Latin, through a variety of activities such as dramatization, 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.

### **CLASSICAL LANGUAGES, LEVEL 1, ACADEMIC**

**Latin**

**LVLAD**

*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.

### **CLASSICAL LANGUAGES, LEVEL 2, ACADEMIC**

**Latin**

**LVLBU**

*Prerequisite: Latin, Level 1, 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 the culture and beliefs of the ancient world, including science, religion, and customs.

### **COMMUNICATIONS TECHNOLOGY, GRADE 10, OPEN**

**TGJ2O**

*Prerequisite: None*

This course requires students to complete a range of communications technology projects. These may include creating printed stationery, short videos, computer-generated animations, and graphical information displays. Students will learn to transfer information using electronic, live, and graphic communications methods. The knowledge and skills they will develop will provide a basis for careers in areas such as publishing, advertising, print production, animation, photography, and journalism.

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## COURSE LISTINGS: GRADES 9 – 12

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### **COMMUNICATIONS TECHNOLOGY, GRADE 11, UNIVERSITY/COLLEGE PREPARATION** **TGJ3M**

*Prerequisite: None*

This course examines communications systems and design and production processes in the areas of electronic, live, recorded, and graphic communications. Students will develop knowledge and skills relating to the assembly, operation, maintenance, and repair of the basic and more complex components of a range of communications systems. Students will also study industry standards and regulations and health and safety issues, and will explore careers, the importance of lifelong learning, and the impact of communications technology on society and the environment.

### **COMMUNICATIONS TECHNOLOGY, GRADE 12, UNIVERSITY/COLLEGE PREPARATION** **TGJ4M**

*Prerequisite: Communications Technology, Grade 11, University/College Preparation*

This course examines communications systems and design and production processes in the areas of electronic, live, recorded, and graphic communications. Students will create, manage, and distribute complex electronic, graphic, recorded, or audio-visual projects independently and in project teams. Students will also study industry standards and regulations, and health and safety issues, and will explore careers, the importance of lifelong learning, and the impact of communications technology on society and the environment.

### **COMPUTER AND INFORMATION SCIENCE, UNIVERSITY PREPARATION** **ICS3Ue**

*Recommended Preparation: Computer and Information Science or Computer Engineering, Grade 10, Open*

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

### **COMPUTER AND INFORMATION SCIENCE, UNIVERSITY PREPARATION** **ICS4Ue**

*Prerequisite: Computer and Information Science Grade 11, University Preparation*

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

### **DRAMATIC ARTS, GRADE 9, OPEN** **ADA10**

*Prerequisite: None*

This course emphasizes the active exploration of dramatic forms and techniques, using material from a wide range of authors, genres, and cultures. Students will construct, discuss, perform, and analyze drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

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## COURSE LISTINGS: GRADES 9 – 12

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### **DRAMATIC ARTS, GRADE 11, UNIVERSITY/COLLEGE PREPARATION**

**ADA3M**

*Prerequisite: Dramatic Arts, Grade 9 or 10, Open*

This course requires students to create and perform dramatic presentations. Students will analyze, interpret, and perform works of drama from various cultures, including Western plays from around 1900. Students will also do research on different acting styles and conventions for their presentations, create original works, and analyze the functions of playwright, director, actor, producer, designer, technician, and audience.

### **DRAMATIC ARTS, GRADE 12, UNIVERSITY/COLLEGE PREPARATION**

**ADA4M**

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

This course requires students to experiment with forms and conventions in dramatic literature, and to create/adapt and present dramatic works. Students will do research on dramatic forms, conventions, themes, and theories of acting and directing from different historical periods, and apply their knowledge of these in analysing and interpreting dramatic literature, including Canadian works and works from various cultures in the late twentieth century. Students will also examine the significance of dramatic arts in various cultures.

### **DRAMATIC ARTS, GRADE 12, OPEN**

#### **Exploring the Arts**

**AEA4O**

*Prerequisite: Any Grade 9 or 10 course in the arts*

This course emphasizes the acquisition and application of knowledge and skills related to the creation, interpretation, and production of works involving dance, drama, media arts, music, and/or visual arts. Students will study, evaluate, create, and promote art works, and productions, and will use a variety of established and experimental techniques and various technologies in individual or group projects. (e.g. the presentation of theatrical scene or an art exhibit on website.)

### **ECONOMICS, GRADE 11, UNIVERSITY/COLLEGE PREPARATION**

#### **The Individual and the Economy**

**CIE3M**

*Prerequisite: Canadian History in the Twentieth Century, Grade 10, Academic or Applied*

This course explores economic concepts relating to the Canadian economic system that will help students make informed decisions about how to use resources to satisfy wants and needs. Students will use economic concepts and models, as well as methods of economic inquiry, to analyze the choices they will make during their lives as consumers, contributors, and citizens in a mixed economy.

### **ECONOMICS, GRADE 12, UNIVERSITY PREPARATION**

#### **Analysing Current Economic Issues**

**CIA4U**

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

This course explores the choices that individuals and societies make about the use of resources in a competitive global economy. Students will use economic concepts and models, as well as methods of economic inquiry, to analyze current economic issues and make informed economic choices based on their analysis.

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## COURSE LISTINGS: GRADES 9 – 12

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### **ENGLISH, GRADE 9, ACADEMIC**

**ENG1D**

*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.

### **ENGLISH, GRADE 10, ACADEMIC**

**ENG2D**

*Prerequisite: English, Grade 9, Academic or Applied*

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

### **ENGLISH, GRADE 11, UNIVERSITY PREPARATION**

**ENG3U**

*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 or college preparation course.

### **ENGLISH, GRADE 12, UNIVERSITY PREPARATION**

**ENG4U**

*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.

### **ENVIRONMENTAL SCIENCE, UNIVERSITY/COLLEGE PREPARATION**

**SVN3Me**

*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.

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## COURSE LISTINGS: GRADES 9 – 12

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### **EXERCISE SCIENCE, GRADE 12, UNIVERSITY PREPARATION**

**PSE4U**

*Prerequisite: Any Grade 11 University or University/College preparation course in Science, or any Grade 11 or 12 Open 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 sports, and the factors that influence an individual's participation in physical activity. The course prepares students for university programs in physical education, kinesiology, recreation, and sports administration.

### **FINANCIAL SECURITIES, UNIVERSITY PREPARATION**

**IDC4Ue**

*Prerequisite: any level 3 or 4 university or university/college preparation course.*

This course investigates financial management, capital markets and ways in which capital is acquired. In addition to providing an opportunity to learn about investing and financial management for both individuals and corporations, students will investigate the clear linkage between products developed for corporations and the personal usage of these products. They will discover via capital markets—with a focus on Canadian and international markets and other financial securities (fixed income, derivatives and mutual funds)—how they affect both the individual investor and corporations. Events in business (and world) news and the effects on corporations will be discussed and interpreted daily. Students will interconnect knowledge of Accounting, Economics, Data Management, Law, and Media. They will use diverse information skills, resources and technologies to gather information related to a variety of Canadian and International financial institutions. They will also analyze the social impact of personal and corporate investment decisions. The course will utilize both qualitative and quantitative analysis to examine problems and come to intelligent decisions.

### **FRENCH, GRADE 9, ACADEMIC**

#### **Extended French**

**FEF1D**

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

This course emphasizes the expansion of students' oral communication, reading, and writing skills through the study of themes that reflect their interests. Students will apply their knowledge of French in discussions, debates, dramatizations, and oral presentations. Students will read and write in a variety of genres (e.g., poems, articles, brochures) and study at least one short novel intended for a French-speaking audience.

### **FRENCH, GRADE 9, ACADEMIC**

#### **Core French**

**FSF1D**

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

This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, social trends, and careers. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping stones to oral and written activities.

### **FRENCH, GRADE 10, ACADEMIC**

#### **Extended French**

**FEF2D**

*Prerequisite: French, Grade 9, Extended or Immersion*

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## COURSE LISTINGS: GRADES 9 – 12

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This course emphasizes the continued development and refinement of students' oral communication, reading, and writing skills as they explore a variety of themes. Students will expand their knowledge and appreciation of francophone culture through the study and interpretation of novels, poems, and plays intended for a French-speaking audience.

### **FRENCH, GRADE 10, ACADEMIC**

#### **Core French**

**FSF2D**

*Prerequisite: Core French, Grade 9, Academic or Applied*

This course enables students to increase their knowledge of the French language, further develop their language skills, and deepen their understanding and appreciation of francophone culture around the world. Exploring a variety of themes, students will develop and apply critical thinking skills in discussion, in their analysis and interpretation of texts, and in their own writing.

### **FRENCH, GRADE 11, UNIVERSITY PREPARATION**

#### **Extended French**

**FEF3U**

*Prerequisite: Extended French, Grade 10, Academic*

This course focuses on developing French-language skills through the study of Canadian francophone authors. Students will analyze a range of works and produce written assignments in a variety of genres, including the formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

### **FRENCH, GRADE 11, UNIVERSITY PREPARATION**

#### **Core French**

**FSF3U**

*Prerequisite: Core French, Grade 10, Academic*

This course draws on a variety of themes to promote extensive development of reading and writing skills and to reinforce oral communication skills. Students will gain a greater understanding of French-speaking cultures in Canada and around the world through their reading of a variety of materials, including a short novel or a play. Students will produce various written assignments, including a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

### **FRENCH, GRADE 12, UNIVERSITY PREPARATION**

#### **Extended French**

**FEF4U**

*Prerequisite: Extended French, Grade 11, University Preparation*

This course emphasizes the refinement of French-language skills through the study of Canadian and international francophone literature. Students will interpret literary works, produce written assignments in a variety of genres, and conduct research on a major topic for a written and oral presentation. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

### **FRENCH, GRADE 12, UNIVERSITY PREPARATION**

#### **Core French**

**FSF4U**

*Prerequisite: Core French, Grade 11, University Preparation*

This course draws on a variety of themes to promote extensive development of French-language skills.

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## COURSE LISTINGS: GRADES 9 – 12

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Students will consolidate their oral skills as they discuss literature, culture, and current issues. They will read a variety of texts and will write a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

### **GEOGRAPHY OF CANADA, GRADE 9, ACADEMIC**

**CGC1D**

*Prerequisite: None*

This course draws on a variety of frameworks, such as the eco-zone framework, and principles of physical, human, and economic geography, to explore Canada's distinct and evolving character. Students will investigate the interconnections among the landforms, climate, soils, plants, animals, and human activities in Canadian eco-zones to develop geographic knowledge and skills that contribute to an understanding of Canada's diversity and its role in the world.

### **HISTORY, GRADE 10, ACADEMIC**

#### **Canadian History in the Twentieth Century**

**CHC2D**

*Prerequisite: None*

This course explores Canadian participation in global events and traces our development as a country through changes in population, economy, and technology. Students will analyze the elements that constitute Canadian identity, learn the stories of both individuals and communities, and study the evolution of political and social structures. Students will learn about differing interpretations of the past, and will come to understand the importance in historical studies of chronology and cause-and-effect relationships. They will also learn to develop and support a thesis, conduct research and analysis, and effectively communicate the results of their inquiries.

### **HISTORY, GRADE 11, UNIVERSITY PREPARATION**

#### **American History**

**CHA3U**

*Prerequisite: Canadian History in the Twentieth Century, Grade 10, Academic or Applied*

This course examines the development of American social, political, and economic structures from colonial times to the present. Students will analyze the chronology of events and evaluate the roles played by specific individuals and groups throughout American history. Students will conduct research and analysis, and communicate, in a variety of ways, their knowledge and understanding of the country that is Canada's closest neighbour and most important cultural influence and economic partner.

### **HISTORY, GRADE 12, UNIVERSITY PREPARATION**

#### **World History: The West and the World**

**CHY4U**

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

This course investigates the major trends in Western civilization and world history from the sixteenth century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political, and economic systems. The skills and knowledge developed in this course will enable students to understand and appreciate both the character of historical change and the historical roots of contemporary issues.

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## COURSE LISTINGS: GRADES 9 – 12

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### **INTERNATIONAL BUSINESS FUNDAMENTALS, UNIVERSITY/COLLEGE PREPARATION** **BBB4Me**

*Prerequisite: none*

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

### **INTERNATIONAL LANGUAGES: SPANISH, LEVEL 2, ACADEMIC** **LWSBD**

*Prerequisite: None*

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.

### **INTERNATIONAL LANGUAGES: SPANISH, LEVEL 3, UNIVERSITY PREPARATION** **LWSCU**

*Prerequisite: Spanish, Level 2, Academic*

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

### **INTERNATIONAL LANGUAGES: SPANISH, LEVEL 4, UNIVERSITY PREPARATION** **LWSDU**

*Prerequisite: Spanish, Level 3, University Preparation*

This course prepares students for university studies in the international language. Students will enhance their ability to use the language with clarity and precision, and will develop the language skills needed to engage in sustained conversations and discussions, understand and evaluate information, read diverse materials for both study and pleasure, and write clearly and effectively. Students will also have opportunities to add to their knowledge of the culture of countries where the language is spoken through the use of community resources and computer technology.

### **INTERNATIONAL LANGUAGES: MANDARIN, LEVEL 1 ACADEMIC, UNIVERSITY PREPARATION** **LKMADe**

*Prerequisite: none*

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

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## COURSE LISTINGS: GRADES 9 – 12

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### **INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY, AND SOCIOLOGY, UNIVERSITY/COLLEGE PREPARATION**

**HSP3Me**

*Prerequisite: none*

This course introduces the theories, questions and issues that are the major concerns of anthropology, psychology and sociology. Students will develop an understanding of the way social scientists approach the topics they study and research methods they employ. Students will be given opportunities to explore theories from a variety of perspectives and to become familiar with current thinking on a range of issues that have captured the interest of classical and contemporary social scientists in the three disciplines.

### **LEADERSHIP AND PEER SUPPORT, GRADE 11, OPEN**

**GPP3O**

*Prerequisite: None*

This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles—for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities.

### **LEARNING STRATEGIES GRADE 9, OPEN**

**GLS1O**

*Prerequisite: None*

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal-management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

### **MATHEMATICS, PRINCIPLES OF MATHEMATICS, GRADE 9, ACADEMIC**

**MPM1D**

*Prerequisite: None*

This course enables students to develop and understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

### **MATHEMATICS, PRINCIPLES OF MATHEMATICS, GRADE 10, ACADEMIC**

**MPM2D**

*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.

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## COURSE LISTINGS: GRADES 9 – 12

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### **MATHEMATICS, FUNCTIONS, GRADE 11, UNIVERSITY PREPARATION**

**MCR<sub>3</sub>U**

*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.

### **MATHEMATICS, ADVANCED FUNCTIONS GRADE 12, UNIVERSITY PREPARATION**

**MHF<sub>4</sub>U**

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

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic and trigonometric function; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

### **MATHEMATICS, CALCULUS AND VECTORS GRADE 12, UNIVERSITY PREPARATION**

**MCV<sub>4</sub>U**

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

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering.

### **MATHEMATICS, MATHEMATICS OF DATA MANAGEMENT, GRADE 12, UNIVERSITY PREPARATION**

**MDM<sub>4</sub>U**

*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 their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

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## COURSE LISTINGS: GRADES 9 – 12

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### **MUSIC, GRADE 9, OPEN**

**AMU10**

*Prerequisite: None*

This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity, and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use.

### **MUSIC, GRADE 11, UNIVERSITY/COLLEGE PREPARATION**

**AMU3M**

*Prerequisite: Music, Grade 9 or 10, Open*

This course emphasizes the appreciation, analysis, and performance of various kinds of music, including baroque and classical music, popular music, and Canadian and non-Western music. Students will perform technical exercises and appropriate repertoire, complete detailed creative activities, and analyze and evaluate live and recorded performances. They will continue to increase their understanding of the elements of music while developing their technical and imaginative abilities.

### **MUSIC, GRADE 12, UNIVERSITY/COLLEGE PREPARATION**

**AMU4M**

*Prerequisite: Music, Grade 11, University/College Preparation or Open*

This course emphasizes the appreciation, analysis, and performance of music from the romantic period and the twentieth century, including art music, jazz, popular music, and Canadian and non-Western music. Students will concentrate on developing interpretive skills and the ability to work independently. They will also complete complex creative projects.

### **PHILOSOPHY: THE BIG QUESTIONS, GRADE 11, OPEN**

**HZB3O**

*Prerequisite: None*

This course addresses three (or more) of the following questions: What is a person? What is a meaningful life? What are good and evil? What is a just society? What is human knowledge? How do we know what is beautiful in art, music, and literature? Students will learn critical thinking skills in evaluating philosophical arguments related to these questions, as well as skills used in researching and investigating various topics in philosophy.

### **PHYSICAL AND HEALTH EDUCATION, GRADE 9, OPEN**

#### **Healthy Active Living Education**

**PPL1O**

*Prerequisite: None*

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong, healthy, active living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs, and will participate in activities designed to develop goal-setting, communication, and social skills.

### **PHYSICAL AND HEALTH EDUCATION, GRADE 10, OPEN**

#### **Healthy Active Living Education**

**PPL2O**

*Prerequisite: None*

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include the application of movement principles to

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## COURSE LISTINGS: GRADES 9 – 12

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refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices.

### **PHYSICAL AND HEALTH EDUCATION, GRADE 11, OPEN**

**PPL3O**

#### **Healthy Active Living Education**

*Prerequisite: None*

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.

### **PHYSICS, GRADE 11, UNIVERSITY PREPARATION**

**SPH3U**

*Prerequisite: Science, Grade 10, Academic*

This course develops students' understanding of the basic concepts of physics. Students will study the laws of dynamics and explore different kinds of forces, the quantification and forms of energy (mechanical, sound, light, thermal, and electrical), and the way energy is transformed and transmitted. They will develop scientific-inquiry skills as they verify accepted laws and solve both assigned problems and those emerging from their investigations. Students will also analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

### **PHYSICS, GRADE 12, UNIVERSITY PREPARATION**

**SPH4U**

*Prerequisite: Science, Grade 11, University Preparation.*

This course enables students to deepen their understanding of the concepts and theories of physics. Students will explore further the laws of dynamics and energy transformations, and will investigate electrical, gravitational, and magnetic fields; electromagnetic radiation; and the interface between energy and matter. They will further develop inquiry skills, learning, for example, how the interpretation of experimental data can provide indirect evidence to support the development of a scientific model. Students will also consider the impact on society and the environment of technological applications of physics.

### **SCIENCE, GRADE 9, ACADEMIC**

**SNC1D**

*Prerequisite: None*

This course enables students to understand basic concepts in biology, chemistry, earth and space science, and physics; to develop skills in the processes of scientific inquiry; and to relate science to technology, society, and the environment. Students will learn scientific theories and conduct investigations related to cell division and reproduction; atomic and molecular structures and the properties of elements and compounds; the universe and space exploration; and the principles of electricity.

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## COURSE LISTINGS: GRADES 9 – 12

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### SCIENCE, GRADE 10, ACADEMIC

SNC2D

*Prerequisite: Science, Grade 9, Academic or Applied*

Students will develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics; develop further their skills in scientific inquiry; and understand the interrelationships among science, technology, and the environment. Students will conduct investigations and understand scientific theories related to: ecology and the maintenance of ecosystems; chemical reactions, with particular attention to acid-base reactions; factors that influence weather systems; and motion.

### VISUAL ARTS, GRADE 9, OPEN

AVI1O

*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.

### VISUAL ARTS, GRADE 11, UNIVERSITY/COLLEGE PREPARATION

AVI3M

*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.

### VISUAL ARTS, GRADE 12, UNIVERSITY/COLLEGE PREPARATION

AVI4M

*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 analysing 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.

### WORLD RELIGIONS, UNIVERSITY PREPARATION

HRT3Me

*Prerequisite: none*

This course enables students to discover what others believe and how they live and to appreciate their own unique heritage. Students will learn about the teachings and traditions of a variety of religions, the connections between religion and the development of civilizations, the place and function of religion in human experience and the influence of a broad range of religions on contemporary society. This course also introduces students to skills used in researching and investigating world religions.

### THE WRITER'S CRAFT, UNIVERSITY PREPARATION

EWC4Ue

*Prerequisite: English, Grade 11, University Preparation*

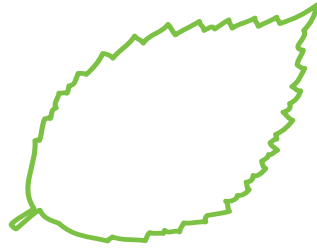
This course emphasizes knowledge and skills related to the craft of writing. Students will analyze models of effective writing; use a workshop approach to produce a range of works, identify and use techniques

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## **COURSE LISTINGS: GRADES 9 – 12**

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required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytic independent study project and investigate opportunities for publication and writing careers.



*Inspiring each girl to reach her full potential.*

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