

2011 – 2012

COURSE CALENDAR



GUIDO de BRÈS
CHRISTIAN HIGH SCHOOL

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**GUIDO DE BRÈS CHRISTIAN
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For further information pertaining to Guido de Brès Christian High School, please consult the *Parent Handbook* that is published annually.

DIPLOMA REQUIREMENTS

MINISTRY OF EDUCATION REQUIREMENTS FOR THE GRANTING OF DIPLOMAS AND CERTIFICATES

1. The Requirements for the Ontario Secondary School Diploma (OSSD)

Students must meet the following requirements in order to obtain the Ontario Secondary School Diploma:

18 compulsory credits:

- 4 in English*
- 3 in mathematics
- 2 in science
- 1 in Canadian history
- 1 in Canadian geography
- 1 in the arts
- 1 in health and physical education
- 1 in French as a second language
- 0.5 in civics
- 0.5 in career studies

Plus one credit from each of the following groups:

- 1 *Group 1:* additional credit in English, or French as a second language, or a native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education
- 1 *Group 2:* additional credit in health and physical education, or the arts, or business studies, or French as a second language (if not used as the Group 3 requirement), or cooperative education
- 1 *Group 3:* additional credit in senior science, or technological education, or French as a second language (if not used as the Group 2 requirement), or cooperative education

In addition to the compulsory credits, students must complete

- 12 optional credits
- 40 hours of community involvement activities (see the school website for details)
- the provincial literacy requirement

Students will normally take the compulsory literacy test in Grade 10. It is based on the Ontario curriculum expectations for language and communication – particularly reading and writing – up to and including Grade 9.

* A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a *Grade 12* compulsory English course. (Note that our school does not offer ESL or ELD.)

2. The Ontario Secondary School Certificate

The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario School Diploma, provided that they have earned a minimum of 14 credits distributed as follows:

7 compulsory credits:

- 2 in English
- 1 in Canadian geography or Canadian history
- 1 in mathematics
- 1 in science
- 1 in health and physical education
- 1 in the arts or technological education

7 optional credits

3. The Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment.

INTRODUCTORY NOTES

1. Curriculum Streaming

In grades 9 and 10, students will choose courses in geography, English, French, mathematics, and science from two streams: Academic and Applied.

In grades 11 and 12, students will choose from four destination-related types of courses: University Preparation, University/College Preparation, College Preparation, and Workplace Preparation.

Academic courses develop students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts while incorporating practical applications as appropriate.

Applied courses develop students' knowledge and skills by emphasizing practical, concrete applications of the essential concepts while incorporating theoretical applications as appropriate.

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

University/College-Preparation courses include content that is relevant to both university and college programs.

College-Preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs.

Workplace-Preparation courses are designed to equip students with the knowledge and skills they need for direct entry into the workplace or for admission to apprenticeship programs offered in the community.

Open courses are appropriate for all students and are not linked to any post-secondary destination.

2. Educational Assistance

For students in Applied courses who need special help in meeting curriculum expectations, programs may be modified at the school's discretion. Educational assistance is made available if there is sufficient need and/or if numbers warrant it.

3. Considerations in Selecting Programs

In selecting their program, students should be guided by such considerations as interest, aptitude, requirements of post-secondary institutions, and career choice. They should not take certain courses because they seem easiest. If they do, they may be left with an accumulation of credits that will not help them in qualifying for post-secondary education or in obtaining suitable employment.

Success in job application and admission to post-secondary institutions will often be determined by the courses students have taken, the level of difficulty they have maintained, and the marks they have received. In other words, a high school diploma is not in itself the key that opens the door to acceptable employment or further education. Colleges and universities as well as many potential employers demand not simply a diploma but require an actual transcript of courses, levels, programs, and marks.

Students should keep this in mind from the start of their high school career. Above all, students should recognize that everyone has been granted talents and given the responsibility to use them to the utmost of his or her ability in obedience to God's Word.

4. Course Codes

A course code consists of five characters. They are assigned by the Ministry of Education and are used in all Ontario secondary schools. A code indicates the following information:

1 – 3 subject area and course

4 grade: 1 = 9
2 = 10
3 = 11
4 = 12

5 streams:

D = Academic
P = Applied
U = University Preparation
M = University/College Preparation
C = College Preparation
E = Workplace Preparation
O = Open

Example:
AMU3O
AMU = Music
3 = grade 11
O = Open

5. Credits

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. (Unless otherwise indicated, all courses listed in this calendar are worth one credit each.)

6. Student Evaluation

The following method is used to report student performance.

| Percentage Grade Range | Letter Grade Equivalent | Description |
|------------------------|-------------------------|---|
| 80-100% | A | Level 4: A very high to outstanding achievement above the provincial standard. |
| 70-79% | B | Level 3: A high level of achievement; the provincial standard. |
| 60-69% | C | Level 2: A moderate level of achievement below but approaching the provincial standard. |
| 50-59% | D | Level 1: A passable level of achievement below the provincial standard. |
| Below 50% | E | Insufficient achievement; no credit granted |

The students' term mark counts 70% of their final mark. At the end of the each semester, students are expected to participate in a culminating experience in each course that promotes integration

of the material learned for each semester. For most academic courses, these culminating experiences are the end-of-semester examinations.

The remaining 30% is made up of culminating activities as follows:

- Academic and university destination courses: 30% exam
- Applied, college and workplace preparation courses: 20% exam, 10% other culminating activity

All students must write exams in designated academic courses at the end of both semesters. All exams are two hours in length. Students have the opportunity to review their completed exam with their teachers up to three months after the exam date.

7. Cancellation of Courses

During any school year, Guido de Brès Christian High School reserves the right to cancel courses for which enrolment is too low or no instructor is available.

8. Course Transfers and Course Changes

In Grade 9 and 10 mathematics, two types of courses are offered, an academic course and an applied course. (For definitions of the two course types, see *The Ontario Curriculum, Grades 9 and 10: Mathematics, 2005 [Revised]*, p.6.) "Students who successfully complete the Grade 9 academic course may proceed to either the Grade 10 academic or the Grade 10 applied course. Those who successfully complete the Grade 9 applied course may proceed to the Grade 10 applied course, but must successfully complete a transfer course (MPM1H) if they wish to proceed to the Grade 10 academic course" (*Ibid.*, p. 6). This transfer course is made available to offer students a means of transferring from the Grade 9 applied to the Grade 10 academic mathematics course. It has been designed as a half-credit course. See Student Services for details.

Students have up to four days after the start of a new semester to request a course change.

9. Student Reporting and Student Records

All students will receive two reports per semester at the mid-point and at the end of the semester. In addition, grade 9 students will receive an interim report with letter grades in mid-October. This student evaluation is the result of judging the quality of a student's work based on established achievement criteria. Student achievement is recorded in percentage grades.

The reports will also include comments about student study skills.

Finally, the reports show the number of community involvement activity hours the student has earned, and whether or not the student has successfully completed the provincial literacy test.

The school keeps an Ontario Student Record (OSR) file for each student. This file contains achievement results, credits earned and diploma requirements completed. Students and their parents (if the student is not an adult) may examine the contents of OSR. These records are protected by the Education Act and freedom of information legislation.

The Ontario Student Transcript (OST) provides a comprehensive record of a student's overall achievement in high school. The OST records all the credits and marks that a student has earned, plus an indication if the requirements for 40 hours of community involvement activities have been completed.

10. Other Course Options

The school does not offer Prior Learning and Assessment and Recognition. Advanced Placement and International Baccalaureate courses are not available at our school.

Students are able to apply for courses from the Independent Learning Centre with permission from the principal. Normally permission will only be granted if the student requires a course not offered by the school.

Students who unsuccessfully attempt the OSSLT (literacy test) are eligible to register in the Ontario Secondary School Literacy Course (OLC4O). See Student Services for details.

The school does offer co-operative education. Refer to the description on the last page of this booklet. Work experience partial credits outside of the existing co-operative education program are not offered by the school.

11. School Support Services

The school has a library resource centre which is available to students from 8:00 a.m. to 5:00 p.m. Books can only be checked out during school hours. Students require their personal passwords to access the computers. The computer labs are available before school and during lunch for student use.

The school offers counselling services on Tuesday afternoons by a counsellor from the Christian Counselling Centre.

12. Guidance and Career Education Programs

All students must complete the provincially mandated grade 10 Careers Course. Students in grade 10 will have an interview with the vice-principal to review their current performance and future plans. Students in grades 10 to 12 will have conferences with the school's guidance counsellor. Grade 12 students will receive extra support in making choices about post-secondary options and applying to college and university.

In October parents with students in grade 12 have the opportunity to meet with the guidance counselor and principal to receive more information about post-secondary options. Important and related links can be found on the school web site at www.guidodebres.org. Parents with students entering grade 9 will meet with the guidance staff at the end of January to review high school course options and pathways to post-secondary options.

A career day for grade 10 students is organized every year on the last Friday of March or first Friday in April. Students can sign up for eight different career presentations.

13. Code of Student Behaviour

.1 Expectations for Students

Students will

- a. show honour and respect to all staff members and be obedient to their instructions.
- b. cooperate with and address their peers in a positive manner, and so promote freedom from physical, verbal, and sexual harassment.
- c. enter classrooms at the correct time in a proper manner and be properly prepared for each class.
- d. confine themselves to designated areas and demonstrate acceptable and courteous behaviour at all times.
- e. work diligently to complete their required courses to the maximum of their potential.
- f. show due respect and care for school property and the property of all staff members and fellow students.

.2 Responsibilities Related to Student Behaviour

Teachers' Role: Teachers have the most important role in implementing the school's discipline policy. They will use the following steps.

a. Counselling

This is the first step in dealing with misbehaviour. Such counselling of a student by a teacher can be immediate and informal.

b. Class Detentions

Teachers may impose detentions if students fail to complete their work, or are inattentive or disruptive in class. The main purpose of the class detention is for the student and teacher to review the reason and solution for the student's misbehaviour.

c. Parent Contact

Parents or guardians need to be involved in the corrective discipline initiated by the teacher.

School Office's Role: Repeated misbehaviour in class, serious offences, and any breaking of general school rules are to be brought to the attention of the principal or vice-principal by means of a written report. The office has the following options in dealing with discipline.

a. Counselling

This first step could be used if the problem can be quickly resolved or if there is a misunderstanding between a student and a teacher.

b. Parent Contact

The office will contact the parents if there has been a serious infraction, or when a less serious infraction is repeated. Parents are also contacted by phone and letter if a

student is accumulating too many office detentions.

c. Detentions

Office detentions can be assigned for lateness, truancy, breaking of general school rules, and major or repeated disruptions in class. Office detentions have precedence over all other school activities. A detention is intended to inconvenience the student and to deter him from future actions that might result in additional detentions.

d. Behaviour Log

If a student has repeatedly demonstrated inappropriate behaviour, his teachers will record their daily observations of his behaviour and performance in a three-day behaviour log. At the end of the three days, the recorded information is examined by the vice-principal, who then reviews it with the student, if necessary. A contract may be established that specifies the required behaviour and the consequences of suitable and non-suitable behaviour.

e. Financial Compensation

If a student damages school property, he will be required to pay for its repair or replacement. If a student denies involvement and is later found to be guilty, a suspension may also be added.

f. Withdrawal of Privileges

Unacceptable behaviour may result in a student's losing, for a specified length of time, his privilege in taking part in intramurals, school teams, clubs, and school trips. Students involved in these activities are expected to be positive role models in the school and the community.

g. Removal from Class

A student may temporarily lose the privilege of attending a specific class for failing to cooperate with the teacher.

A student may also lose the privilege of attending all his classes for an extended period of time. The principal may suspend a student for one to five days for showing disrespect to a teacher, verbal and physical abuse, major disruption, repeated office detentions or repeated smoking on school property.

Students are responsible for all work missed during a suspension, and will be allowed to complete tests or hand in assignments on the first day back from a suspension.

If, in spite of all the above measures, the student continues to demonstrate chronic disruption of classes, disrespect for teachers, a threat to students and teachers, or consumption or possession of drugs or alcohol at school, on buses, or at activities sponsored by the school, then the principal will suspend the student until the subsequent Board meeting. The Board will make the final decision about the expulsion.

During the time of the expulsion, the student will not be permitted to be on school property or attend school functions without prior permission from the principal.

If a student is expelled by the Board, they cannot seek

readmission until the current and subsequent semester have been completed. Requests for readmission will have to be dealt with by the Board.

clothing should be practical and functional, and should not be confused with beach attire or other styles inappropriate to a school setting. All students must wear the approved school shirts and sweaters with the school crest.

14. Attendance

Regular and punctual attendance on the part of students is vital to the process of learning and essential for success in a course. If attendance is irregular, the student suffers a loss of experience that cannot be entirely regained. To increase the likelihood of students' successfully completing all of the courses, attendance is checked on a regular basis as follows:

- a. If a student is reported absent from school and the parents have not called, the school will call home to confirm the reason for the absence.
- b. Skipping of classes during the school day will result in office detentions.
- c. If a student is absent for 8 to 10 days in any semester, the principal will contact the home. A further interview with the parents may also be arranged.
- d. At 15 absences, a student will be in jeopardy of losing his credits.

Parents or guardians are asked to inform the school before 9:15 a.m. why their son or daughter is absent. Studying for a test, completing an assignment, or being absent without parental consent is not considered a valid reason for being absent, and could result in a zero being assigned in any form of evaluation during the absence.

Students planning to be absent for more than three days for reasons other than illness are to have their parents contact the principal. Students are responsible for catching up on their work and making arrangements with the teachers to complete tests and assignments within one week of their return to school. Days of absence will be counted towards the maximum of 15 days that could place a student's credits in jeopardy.

If a student is ill and cannot write a final examination, his parents should immediately inform the school and obtain a medical certificate. The student may be given permission to write the exam at some other time within the exam week.

Punctuality is critical to the successful start of each class. Students are expected to be in their appropriate classrooms by the time the bell rings to start the class.

Students arriving late for school must sign in at the office. A note or a phone call from their parents is required to explain the reason for the lateness.

15. Student Dress Code

Students are expected to reflect a Christian life-style in dress and appearance. They should be well groomed and wear neat and clean clothing. Modesty is an essential requirement. This means that clothing must not be distracting to others or sexually provocative. At school, the students'

16. Plagiarism Policy

Plagiarism is using others' ideas and words without clearly acknowledging the source of the information. Specifically, plagiarism includes:

- .1 copying published materials without giving credit;
- .2 copying parts or all of another student's assignment that was expected to be done individually;
- .3 lending an assignment for another student to copy. Whether this happens unintentionally or deliberately, these practices are illegal and unacceptable.

When the ideas of another are paraphrased or interpreted and are therefore presented without quotation marks, the source must nevertheless be fully and accurately identified. Each instructor who assigns a paper or report may direct students to a particular style for footnote and bibliographic documentation.

All plagiarized assignments will receive a failing mark. In addition, the following steps will be followed:

First Offence: The teacher will contact the parents and explain the failure resulting from plagiarism. The teacher will also notify the office.

Second Offence: The student will be expected to participate in a seminar hosted by the office in which the full implications of cheating will be made clear.

Third Offence: A third offence will result in a minimum two-day suspension. This suspension will be treated as a regular disciplinary infraction.

Copying during a test, quiz, or exam will usually result in a zero. The parents will be contacted. Copying would include:

- .1 using hidden notes;
- .2 copying from another students' paper;
- .3 asking another student for an answer;
- .4 giving answers to another student verbally or letting him/her see the test answer.

17. Late Assignment Policy

Assignments are an integral part of student evaluation that gives students an opportunity to provide evidence of their achievement of course expectations within the time frame specified by the teacher. Students must take responsibility to complete assignments on time. Teachers must ensure that students have a clear understanding of the assignment, and have the prerequisite skills and knowledge that will ensure successful completion of the assignment. Parents should be contacted if students require assistance to complete their work on time.

- a. Teachers will provide students with their departmental late assignment policy in writing at the beginning of each semester.
- b. All assignments must be submitted by the stated deadline unless an extension has been granted.

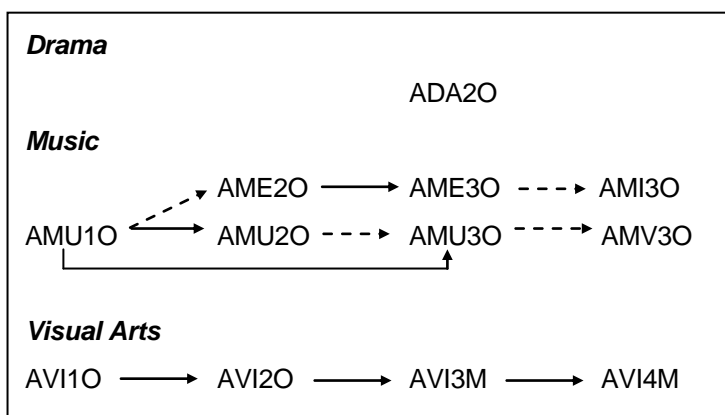
- c. Students who have a legitimate absence on the day the assignment is due must submit their assignment without penalty when they return to school. This excludes students staying home with the purpose of completing assignments even if parental permission was granted.
- d. At the discretion of the teacher, deductions for overdue assignments can be made. This can include assigning a mark of zero to any assignment not received in a timely manner.
- e. Before receiving a final mark for the course, students must submit all assignments identified by the department as essential to the course. These assignments must be communicated in writing to the students as stated in point #1 above.

COURSE DESCRIPTIONS

It should be noted that some of the course descriptions printed below are shortened or adapted versions of the official descriptions formulated by the Ministry of Education. Complete information about all courses and prerequisites may be obtained from the school office. It is also directly accessible in the government publication entitled The Ontario Curriculum, Grades 9 to 12: Course Descriptions and Prerequisites, 2000, available on the Ministry of Education website at <http://www.edu.gov.on.ca>.

The flow charts show the sequence in which courses are normally taken. A solid arrow (—→) pointing to a particular course indicates that you are permitted to take this course only if you have completed the prerequisite, i.e., the course which precedes it in the given sequence. An intermittent arrow (- - - →) indicates that there is no such prerequisite.

THE ARTS



Drama

ADA10 – Drama

Grade 9, Open

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 analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

ADA20 – Drama

Grade 10, Open

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.

Music

AMU10 – Music

Grade 9, Open (credit value: 0.5)

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

AME20 – Music, Small Ensemble

Grade 10, Open

This course emphasizes the performance of instrumental music at an introductory level that strikes a balance between challenge and skill. Student learning will include participating in creative activities

Music Certificates Accepted for Credit

A student who has successfully completed the following requirements may count a maximum of one non-grade 12 university/college preparation credit towards the Ontario Secondary School Diploma in addition to any other non-grade 12 university/college preparation music credits earned in the school: *Grade VII Practical and Grade I Rudiments of the Royal Conservatory of Music, Toronto*. The following course title and course code will apply: Music – External (Conservatory), AMX3M.

A student who has successfully completed the following requirements may count a maximum of one Grade 12 university/college preparation credit towards the Ontario Secondary School Diploma in addition to any other Grade 12 university/college preparation music credits earned in the school: *Grade VIII Practical and Grade II Rudiments of the Royal Conservatory of Music, Toronto*. The following course title and course code will apply: Music—External (Conservatory), AMX4M.

Notes:

- a. The term practical refers to any musical instrument on which performance is examined. It includes voice (i.e., singing), but not speech arts.
- b. The mark credited to the student is calculated by averaging the marks that the student has earned in the practical component *and* in the rudiments or theory, as the case may be.
- c. A music credit obtained through a certificate granted by a conservatory of music may not be used to meet the compulsory credit requirement in the arts or any additional compulsory credit requirement.

and listening perceptively. Students will also be required to develop a thorough understanding of the language of music.

AMU20 – Music

Grade 10, Open

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.

AME30 – Music, Small Ensemble

Grade 11, Open

This course develops students' artistic knowledge and skills through the performance of music and the preparation of music productions. Independently and in groups, students will also plan and produce music productions, making use of appropriate technology. Students will develop techniques to perform required repertoire and skills necessary for achieving balance in performance. (*Prerequisite: AME20 or requested permission based on other qualifications.*)

AMI30 – Instrumental Music: Band

Grade 11, Open

This course develops students' artistic knowledge and instrumental skills through the study of music and the preparation of music for performance and accompaniment. Independently and in groups, students will also plan and rehearse productions, making use of appropriate technology. They will develop techniques to perform required repertoire and skills necessary for achieving balance in performances. (*Prerequisite: AME20 or requested permission based on other qualification.*)

AMU30 – Music

Grade 11, Open

This course develops students' musical literacy through performance and the preparation and presentation of music productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyse music from various genres and periods, and they will develop skills transferable to other aspects of their life and their careers.

AMV30 – Music: Vocal/Choral

Grade 11, Open

This course develops students' artistic knowledge and vocal skills through the performance of music in various genres. Students will prepare, produce, and perform productions, making use of relevant technology. They will do so in small groups and individually.

AMU30 and AMV30 as well as AME30 and AMI30 are available to both grade 11 and grade 12 students in alternate years.

Visual Arts

AVI10 – Visual Art

Grade 9, Open (credit value: 0.5)

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

AVI20 – Visual Arts

Grade 10, Open

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

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, information design).

AVI4M – Visual Arts

Grade 12, University/College Preparation

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

BUSINESS AND COMPUTER STUDIES

Business Studies

BBI20 - - - - -> BDP30

Information Technology

BTT10 - - - - -> BTA30
 BTA30 <-> BTX4C
 BTA30 <-> BTX4E

Business Studies

BBI20 – Introduction to Business

Grade 10, Open

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

BDP30 – The Enterprising Person

Grade 10, Open

This course examines the importance of enterprising employees in today's changing business environment. Students will learn about the skills and attributes of enterprising employees, the distinguishing features of their work environments, and the challenges and rewards of becoming an enterprising person. Students will also have an opportunity to demonstrate and develop enterprising skills by planning and organizing a school or community event.

Information Technology

BTT10 – Introduction to Information Technology in Business

Grade 9, Open (credit value: 0.5)

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology.

BTA30 – Information Technology Applications in Business

Grade 11, Open

This course prepares students for the digital environment. Using a hands-on approach, students will further develop information and communication technology skills through the use of common business software applications. The concept and operation of e-

business will be explored, and students will design and create an e-business website. The skills developed in this course will prepare students for success in the workplace and/or postsecondary studies.

BTX4C—Information Technology in Business

Grade 12, College Preparation

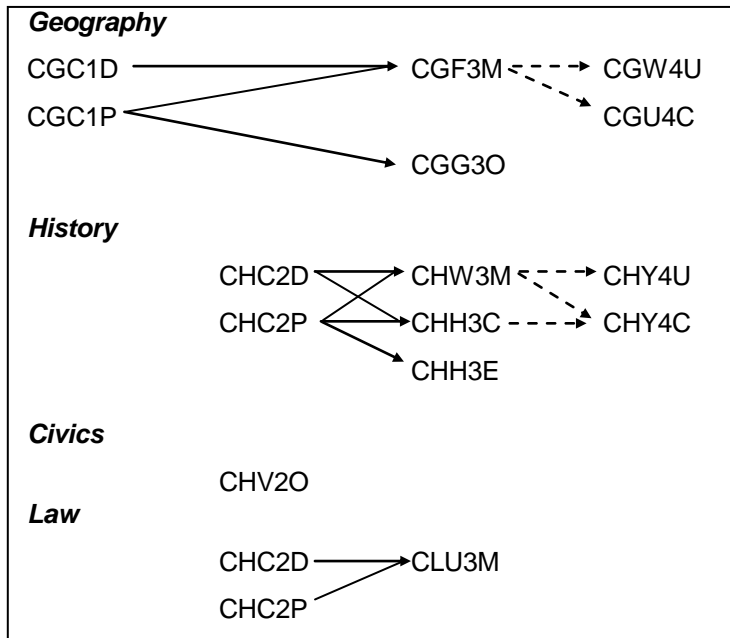
This course provides students with the opportunity to apply their information and communication technology skills while working in a team environment. Through a project-based approach, students will have opportunities to integrate common business software applications and apply multimedia techniques. Students will further develop their understanding of electronic business and e-commerce environments. The skills acquired in this course will prepare students for success in postsecondary studies and in their future careers.

BTX4E—Information Technology in Business

Grade 12, Workplace Preparation

This course provides students with the opportunity to further develop essential workplace skills in information and communication technology while working in a team environment. Using a project-based approach, students will focus on integrating software applications and applying multimedia software features. Students will expand their understanding of electronic business and e-commerce environments and workplace ethics. This course will prepare students for a successful transition from secondary school to the workplace.

CANADIAN AND WORLD STUDIES



Geography

CGC1D – Geography of Canada

Grade 9, Academic

This course explores Canada's distinct and changing character and the geographic systems and relationships that shape it. Students will investigate the interactions of natural and human systems within Canada, as well as Canada's economic, cultural, and environmental connections to other countries. Students will use a variety of geotechnologies and inquiry and communication methods to analyse and evaluate geographic issues and present their findings.

CGC1P – Geography of Canada

Grade 9, Applied

This course focuses on geographic issues that affect Canadians today. Students will draw on personal and everyday experiences as they learn about Canada's distinct and changing character and the natural and human systems and global influences that shape the country. Students will use a variety of geotechnologies and inquiry and communication methods to examine practical geographic questions and communicate their findings.

CGG3O – A Regional Geography Perspective

Grade 11, Open

This course focuses on travel and tourism as the vehicle for studying selected world regions. Using a variety of geotechnologies and inquiry and communication methods, students will conduct and present case studies that develop their understanding of the unique characteristics of selected world regions; the environmental, cultural, economic, and political factors that influence travel and tourism; and the impact of the travel industry on communities and environments around the world.

CGF3M – Physical Geography: Patterns, Processes, and Interaction

Grade 11, University/College Preparation

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

CGW4U – Canadian and World Issues: A Geographic Analysis

Grade 12, University Preparation

This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Students will investigate a range of topics, including cultural, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Students will use geotechnologies and skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Canada and a world that is interdependent and constantly changing.

CGU4C – World Geography: Urban Patterns and Interactions

Grade 12, College Preparation

This course examines how humans interact with their natural environments and with each other. Students will study the influence of spatial, political, economic, and social factors on settlement patterns, human migration, cultural change, globalization, and environmental trends. Students will use geotechnologies and skills of geographic inquiry and analysis to extend their knowledge of human geography and to identify and explain current trends and patterns, and predict future ones.

History

CHC2D – Canadian History Since World War I

Grade 10, Academic

This course explores the local, national, and global forces that have shaped Canada's national identity from World War I to the present. Students will investigate the challenges presented by economic, social, and technological changes and explore the contributions of individuals and groups to Canadian culture and society during this period. Students will use critical-thinking and communication skills to evaluate various interpretations of the issues and events of the period and to present their own points of view.

CHC2P – Canadian History Since World War I

Grade 10, Applied

This course explores some of the pivotal events and experiences that have influenced the development of Canada's identity as a nation from World War I to the present. By examining how the country has responded to economic, social, and technological changes and how individuals and groups have contributed to Canadian culture and society during this period, students will develop their ability to make connections between historical and current events. Students will have opportunities to formulate questions, locate information, develop informed opinions, and present ideas about the central issues and events of the period.

CHW3M – World History to the Sixteenth Century

Grade 11, University/College Preparation

This course investigates the history of humanity from earliest times to the sixteenth century. Students will analyse diverse societies from around the world, with an emphasis on the political, cultural, and economic structures and historical forces that have shaped the modern world. They will apply historical inquiry, critical-thinking, and communication skills to evaluate the influence of selected individuals, groups, and innovations and to present their own conclusions.

CHH3C – Canadian History and Politics Since 1945

Grade 11, College Preparation

This course examines the local, national, and global forces that have shaped Canada since 1945 and highlights the political, social, and economic issues facing the country today. Students will expand their political understanding through an investigation of Canada's efforts in areas such as social justice and human rights, multiculturalism, and international relations. Students will develop their skills in historical research, analysis, and communication to deepen their historical and political awareness and present their own points of view.

CHH3E – Canadian History and Politics Since 1945

Grade 11—Workplace Preparation

This course traces the most significant changes in Canadian society since 1945 and connects them to the issues facing the country today. Students will learn about the social, economic, and political forces that affect their lives, covering topics such as multiculturalism, labour relations, technological change, equity issues, and globalization. Through their investigation of the connections between historical developments and current issues, students will strengthen their critical-thinking and communication skills in preparation for the workplace.

CHY4U – World History: The West and the World

Grade 12, University Preparation

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. They will use critical-thinking and communication skills to investigate the historical roots of contemporary issues and present their conclusions.

CHY4C – World History: The West and the World

Grade 12, College Preparation

This course explores the history of the world since the sixteenth century, emphasizing the interaction between the emerging West and other regions of the world. Students will learn about a variety of economic, social, and political systems and the changes they have undergone over time. Students will apply their developing skills of historical inquiry to understand and communicate ideas about the forces that have formed our modern world.

LVV4U—Classical Civilization. See CLASSICAL STUDIES.

Civics

CHV2O – Civics

Grade 10, Open (credit value: 0.5)

This course explores what it means to be an informed,

participating citizen in a democratic society. Students will learn about the elements of democracy in local, national, and global contexts, about political reactions to social change, and about political decision-making processes in Canada. They will explore their own and others' ideas about civics questions and learn how to think critically about public issues and react responsibly to them.

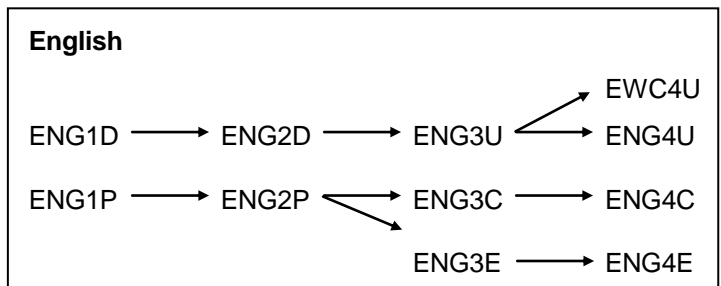
Law

CLU3M – Understanding Canadian Law

Grade 11, University/College Preparation

This course explores Canadian law with a focus on legal issues that are relevant to people's everyday lives. Students will investigate fundamental legal concepts and processes to gain a practical understanding of Canada's legal system, including the criminal justice system. Students will use critical-thinking, inquiry, and communication skills to develop informed opinions on legal issues and apply this knowledge in a variety of ways and settings, including case analysis, legal research projects, mock trials, and debates.

ENGLISH



ENG1D – English

Grade 9, Academic

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret 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.

ENG1P – English

Grade 9, Applied

This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 applied English course, which leads to college or workplace preparation courses in Grades 11 and 12.

ENG2D – English*Grade 10, Academic*

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

ENG2P – English*Grade 10, Applied*

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course.

ENG3U – English*Grade 11, University Preparation*

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

ENG3C – English*Grade 11, College Preparation*

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course.

ENG3E – English*Grade 11, Workplace Preparation*

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will study the content, form, and style of a variety of contemporary informational, graphic, and literary texts; and create oral, written, and media texts in a variety of forms for practical purposes. An important focus will be on using language clearly and accurately in a variety of formal and informal contexts. The course is intended to

prepare students for the compulsory Grade 12 workplace preparation course.

ENG4U – English*Grade 12, University Preparation*

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

EWC4U – The Writer's Craft*Grade 12, University Preparation*

This course emphasizes knowledge and skills related to the craft of writing. Students will analyse 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 identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers. *(This is an optional course. It may be taken in addition to ENG4U but not instead of it. ENG3U is the prerequisite.)*

ENG4C – English*Grade 12, College Preparation*

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.

ENG4E – English*Grade 12, Workplace Preparation*

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will analyse informational, graphic, and literary texts and create oral, written, and media texts in a variety of forms for workplace-related and practical purposes. An important focus will be on using language accurately and organizing ideas and information coherently. The course is intended to prepare students for the workplace and active citizenship.

GUIDANCE AND CAREER EDUCATION

Guidance and Career Education

GLC20

GLC20 – Career Studies

Grade 10, Open (credit value: 0.5)

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.

FRENCH

French

FSF1D → FSF2D → FSF3U → FSF4U
FSF1P

FSF1D – Core French

Grade 9, Academic

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.

FSF1P – Core French

Grade 9, Applied

This course emphasizes the concurrent development of oral communication, reading, and writing skills, using a broad-based theme such as the media. Students will enhance their ability to understand and speak French through conversations, discussions, and presentations. They will also read short stories, articles, poems, and songs, and write brief descriptions, letters, dialogues, and invitations.

FSF2D – Core French

Grade 10, Academic

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.

FSF3U – Core French

Grade 11, University

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.

FSF4U – Core French

Grade 12, University

This course draws on a variety of themes to promote extensive development of French- language skills. 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. (Recommended prerequisite: a minimum of 65% in FSF3U.)

RELIGIOUS STUDIES

Religious Studies

HRE13 → HRE23 → HRE33 - - - → HRE43

The following are locally developed courses:

HRE13 – Religious Studies

Grade 9, Open (credit value: 0.5)

In this course, archaeology is used to aid the study of the Old Testament by illustrating and illuminating the cultural background of the Bible lands. Covering an area from Mesopotamia to Egypt and spanning the time period from Creation to the Hellenistic period, it highlights the themes of the Old Testament. Creation, the Fall, and the Flood are discussed in their biblical and cultural context. A study of some of the prophetic books of the Bible will contribute to an understanding of the culture of the Assyrians, Persians, and the Temple Period.

HRE23 – Religious Studies

Grade 10, Open (credit value: 0.5)

The theme of the course is the growth of the early Christian church within the context of Greek, Roman, and Palestinian influences. The Gospel of Matthew will be used to illustrate the work of Christ. A comparison with the other gospels will concentrate on showing the distinctive characteristics of each. The study of the Book of Acts will focus on the spread of the gospel and the founding of the early church. The Letter to the Galatians will be used to show how Paul gave direction to the early church in teaching the essential importance of the doctrine of justification by faith. The history of the early church will be traced as far as the formulation of the ecumenical creeds.

HRE33 and HRE43 are offered in alternate year with both grade 11 and grade 12 students taking the same course.

HRE33 – Religious Studies

Grade 11 or 12, Open

In this course students will integrate the following: developing Bible study skills, increasing their knowledge of Scripture, and examining issues related to the interpretation of Scripture. In this connection the focus will be on the Letter to the Romans and Ecclesiastes. Other areas of concentration are the history of the church since the nineteenth century, the defence of the Reformed faith in confrontation with such world religions as Islam and Buddhism, an examination of contemporary issues from a Biblical perspective, as well as an overview of the Three Forms of Unity, with special emphasis on the Canons of Dort.

HRE43 – Religious Studies

Grade 11 or 12, Open

In this course the emphasis will be placed on an in-depth study of the unity of the Bible. Special attention will be paid to recurring themes, concepts, symbols, and metaphors. Students will trace the covenant of love throughout the Scriptures, study selections from the Psalms and from Revelation in relation to other parts of the Bible, and focus on central themes of the Reformation as expression of what is taught in the Scriptures as a whole.

PHILOSOPHY

Philosophy

HZT4U

HZT4U – Philosophy: Questions and Theories

Grade 12, University Preparation

This course addresses three (or more) of the main areas of philosophy: metaphysics, logic, epistemology, ethics, social and political philosophy, and aesthetics. Students will learn critical-thinking skills, the main ideas expressed by philosophers from a variety of the world’s traditions, how to develop and explain their own philosophical ideas, and how to apply those ideas to contemporary social issues and personal experiences. The course will also help students refine skills used in researching and investigating topics in philosophy. (*Prerequisite: Any Grade 11 university or university/college preparation course in English or Canadian and world studies.*)

CLASSICAL STUDIES

Latin

LVLAD → LVLBU → LVLCU

Classical Civilization

LVV4U

LVLAD – Latin

Level 1, Academic

This course introduces students to the achievements of the classical world through the study of Latin or ancient Greek. 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. (*Recommended prerequisite: a minimum of 75% in ENG1D and FSF1D.*)

LVLBU – Latin

Level 2, University Preparation

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

LVLCU – Latin

Level 3, University Preparation

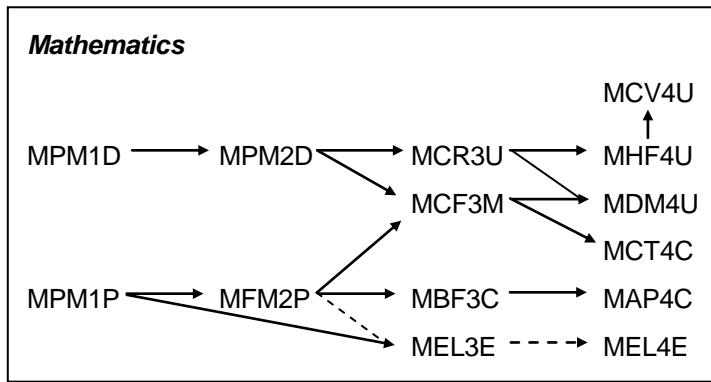
This course provides students with opportunities to further develop their knowledge of the achievements of the ancient world through the study of Latin or ancient Greek. Students will read and translate a broad selection of classical prose and poetry and will learn the vocabulary and grammar essential 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.

LVV4U – Classical Civilization

Grade 12, University Preparation

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. (*Grade 10 Academic English is the prerequisite.*)

MATHEMATICS



MPM1D – Principles of Mathematics

Grade 9, Academic

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

MFM1P – Foundations of Mathematics

Grade 9, Applied

This course enables students to develop an understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real-life examples to develop various representations of linear relations, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

MPM2D – Principles of Mathematics

Grade 10, 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 applications; 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. (*Recommended prerequisite: a minimum of 60% in MPM1D.*)

MFM2P – Foundations of Mathematics

Grade 10, Applied

This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and

graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

MCR3U – Functions

Grade 11, University Preparation

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. (*Recommended prerequisite: a minimum of 65% in MPM2D.*)

MCF3M – Functions and Applications

Grade 11, University/College Preparation

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems. (*Prerequisite: MPM2D or MFM2P.*)

MBF3C – Foundations for College Mathematics

Grade 11, College Preparation

This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analysing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

MEL3E – Mathematics for Work and Everyday Life

Grade 11, Workplace Preparation

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. (*MEL3E and MEL4E are offered in alternate years.*)

MHF4U – Advanced Functions*Grade 12, University Preparation*

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

MCV4U – Calculus and Vectors*Grade 12, University Preparation*

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

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

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

MAP4C – Foundations for College Mathematics*Grade 12, College Preparation*

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; solve financial problems connected with annuities, budgets, and renting or owning accommodation; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades.

MCT4C – Mathematics for College Technology*Grade 12, College Preparation*

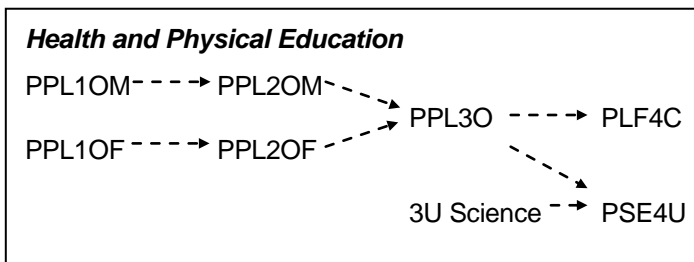
This course enables students to extend their knowledge of functions. Students will investigate and apply properties of

polynomial, exponential, and trigonometric functions; continue to represent functions numerically, graphically, and algebraically; develop facility in simplifying expressions and solving equations; and solve problems that address applications of algebra, trigonometry, vectors, and geometry. Students will reason mathematically and communicate their thinking as they solve multi-step problems. *(This course prepares students for a variety of college technology programs. Prerequisite: MCF3M.)*

MEL4E – Mathematics for Work and Everyday Life*Grade 12 Workplace Preparation*

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics; apply the concept of probability to solve problems involving familiar situations; investigate accommodation costs, create household budgets, and prepare a personal income tax return; use proportional reasoning; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. *(MEL3E and MEL4E are offered in alternate years.)*

HEALTH AND PHYSICAL EDUCATION



PPL1OF – Healthy Active Living Education

Grade 9, Open (Girls)

PPL1OM – Healthy Active Living Education

Grade 9, Open (Boys)

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.

PPL2OF – Healthy Active Living Education

Grade 10, Open (Girls)

PPL2OM – Healthy Active Living Education

Grade 10, Open (Boys)

(credit value: 0.5)

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 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.

PPL3O – Healthy Active Living Education

Grade 11, Open (Co-ed)

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 practise goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.

PSE4U – Exercise Science

Grade 12, University Preparation

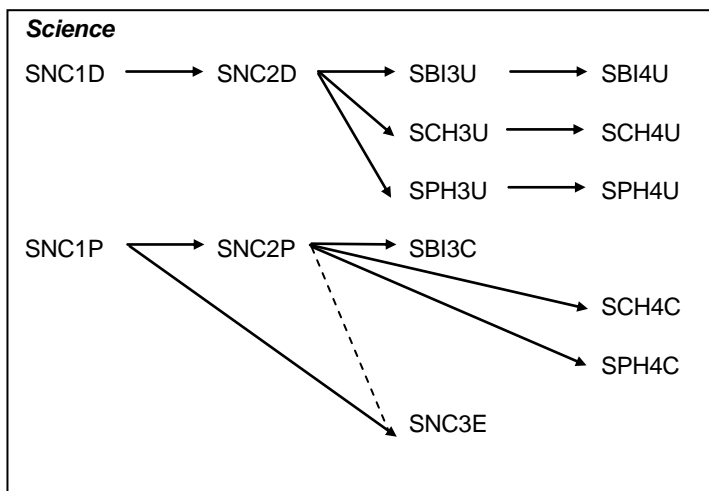
This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sports, and the factors that influence an individual's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

PLF4C – Recreation and Fitness Leadership

Grade 12, College Preparation (Co-ed)

This course focuses on the development of leadership and coordination skills related to recreational activities. Students will acquire the knowledge and skills required to plan, organize, and implement recreational events. They will also learn how to promote the value of physical fitness, personal well-being, and personal safety to others through mentoring. The course will prepare students for college programs in recreational, leisure, and fitness leadership.

SCIENCE



Science

SNC1D – Science

Grade 9, Academic

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.

SNC1P – Science

Grade 9, Applied

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science to everyday situations. They are also given opportunities to develop practical skills related to scientific investigation. Students will plan and conduct investigations into practical problems and issues related to the impact of human activity on ecosystems; the structure and properties of elements and compounds; space exploration and the components of the universe; and static and current electricity.

SNC2D – Science

Grade 10, Academic

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.

SNC2P – Science

Grade 10, Applied

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter.

SNC4E – Science

Grade 12, Workplace Preparation

This course provides students with fundamental science knowledge and workplace skills needed to prepare them for success beyond secondary school. Students will explore hazards in the workplace, chemicals in consumer products, disease and its prevention, electricity at home and at work, and nutritional science. Emphasis is placed on current topics in science and relevant, practical activities that develop students' literacy and mathematical literacy skills and enhance their scientific literacy. (*Prerequisite: SNC2P or SNC2D*)

Biology

SBI3U – Biology

Grade 11, University Preparation

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.

SBI3C – Biology

Grade 11, College Preparation

This course focuses on the processes that occur in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields.

SBI4U – Biology

Grade 12, University Preparation

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the

refinement of skills needed for further study in various branches of the life sciences and related fields. (*Recommended prerequisite: SCH3U – Chemistry*)

Chemistry

SCH3U – Chemistry

Grade 11, University Preparation

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

SCH4U – Chemistry

Grade 12, University Preparation

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.

SCH4C – Chemistry

Grade 12, College Preparation

This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment.

Physics

SPH3U – Physics

Grade 11, University Preparation

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 analyse 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

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the

wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

SPH4C – Physics

Grade 12, College Preparation

This course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment.

TECHNOLOGICAL EDUCATION

Technological Education

TCJ2O ----> TCJ3C

TCJ2O – Construction Technology

Grade 10, Open

This course introduces students to building materials and processes through opportunities to design and build various construction projects. Students will learn to create and read working drawings; become familiar with common construction materials, components, and processes; and perform a variety of fabrication, assembly, and finishing operations. They will use a variety of hand and power tools and apply knowledge of imperial and metric systems of measurement, as appropriate. Students will develop an awareness of environmental and societal issues related to construction technology, and will explore secondary and postsecondary pathways leading to careers in the industry.

TCJ3C – Construction Technology

Grade 11, College Preparation

This course focuses on the development of knowledge and skills related to residential construction. Students will gain hands-on experience using a variety of construction materials, processes, tools, and equipment; learn about building design and planning construction projects; create and interpret working drawings and sections; and learn how the Ontario Building Code and other regulations and standards apply to construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and will explore career opportunities in the field.

FAMILY STUDIES

HNC3O

HFN2O

HFN2O – Food and Nutrition

Grade 10, Open

This course explores the factors that affect attitudes and decisions about food, examines current issues of body image and food marketing, and is grounded in the scientific study of nutrition. Students will learn how to make informed food choices and how to prepare foods, and will investigate our Canadian food heritage and food industries, as well as global food issues. The course also introduces students to research skills related to food and nutrition. *(This course is in the first place intended for senior students who need the credit to qualify for graduation.)*

HNC3O – Fashion and Creative Expression

Grade 11, Open

This course explores what clothing communicates about the wearer and how it becomes a creative and entrepreneurial outlet through the design and production processes. Students will learn, through practical experiences, about the nature of fashion design; the characteristics of fibres and fabrics; the construction, production, and marketing of clothing; and how to plan and care for a wardrobe that is appropriate for an individual's appearance, activities, employment, and lifestyle. Students will develop research skills as they explore the evolution of fashion and its relationship to society, culture, and individual psychology. *(This course is normally offered in grade 10.)*

CO-OPERATIVE EDUCATION

Our co-operative education program provides grade 12 students with the opportunity to earn up to four credits through on-the-job experience. It is normally offered in the second semester during the afternoon.

Co-operative education allows students to develop a greater understanding of their particular talents and so can help them make more responsible decisions regarding further study or career options.

The program involves an out-of-school unit of co-operative education (approximately three hours per day) which is worth two credits. It must be linked with a regular one-credit course that is offered in the regular in-school program. As the in-school component, students may select any course that they are taking in the same semester or have completed earlier. For example, SBI3C (Biology) could be linked with a two-credit out-of-school placement in a biology-related field. The latter component would then bear the code SBI3CZ (Co-op).

Further information may be obtained from the teacher in charge of co-operative education or from Student Services.