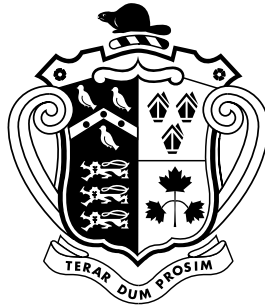


a  
legacy  
that's yours





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# INTRODUCTION TO THE ACADEMIC PROGRAMME

## ACADEMIC PHILOSOPHY

*It is the expectation of Ridley that students will  
develop their academic talents to the fullest and  
investigate widely the many areas of study  
which are open to them.*

Jonathan Leigh, M.A. (Cantab)  
Headmaster

Stephen A. Clarke, MSc.  
Deputy Headmaster

Jennifer MacLachlan, MEd.  
Director of Guidance

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[http://www.ridleycollege.com/school\\_life/academics/](http://www.ridleycollege.com/school_life/academics/)

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# The Ontario Secondary School Diploma (OSSD)

In order to earn an OSSD, a student entering Grade 9 in 1999-2000 or in subsequent years must earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits. Students must also complete 40 hours of community involvement activities and must pass the Ontario Secondary School Literacy Test.

## Compulsory Credits (total of 18)

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

- 4 credits in English (one credit per grade)
- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 1 credit in the arts (visual art, drama or music)
- 1 credit in health and physical education
- 1 credit in French as a second language
- .5 credit in career studies
- .5 credit in civics

Plus one credit from each of the following groups:

- 1 additional credit in English, any course in French as a second language, any course in a Native language, any course in a classical or an international language or any course in the 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 (Grade 11 or 12) or technological education (Grades 9-12) or cooperative education

In addition to the compulsory credits, students must complete:

- 12 optional credits
- 40 hours of community involvement
- the provincial literacy requirements

## The Ridley College Diploma

In order to earn a Ridley College Diploma, a student must:

- earn the Ontario Secondary School Diploma
- pass the Ontario Secondary School Literacy Test
- be involved in the Ridley College co-curricular athletic and activity programme
- complete ten hours per year of community service involvement

## Substitution for Compulsory Courses

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses from the remaining courses offered by the school that meet the requirements for compulsory credits. A maximum of three compulsory credits may be substituted, subject to the approval of the Assistant Head, Academics and the Headmaster. The decision to make a substitution for a student will only be made if the student's best interests are served. The Headmaster will determine whether or not a substitution should be made after consulting with the parents, the student and appropriate school staff. Each substitution will be noted on the student's Ontario Student Transcript.

## Community Involvement Requirements

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities. Students will complete their community involvement requirements through Ridley's compulsory Extra Curricular Program. With documentation from the applicable agency, they may also receive credit for community service hours done outside of school time. The school's Activities and Community Service Co-ordinator, with the stu-

dent's advisor, will ensure that each student fulfils the community service requirements. In keeping with the school's motto "May I Be Consumed in Service", every Grade 9 to PG student at Ridley is required to complete a minimum of ten hours of community involvement each year.

### **Ontario Secondary School Literacy Test (OSSLT)**

All students who enter Grade 9 in the 1999-2000 school year or later must successfully complete the Ontario Secondary School Literacy Test. This includes students who enter the Ontario secondary school system after Grade 9 but who will receive the Ontario Secondary School Diploma. Students will normally take the literacy test in their Grade 10 year; however, students who fail the test or need extra tutoring in English may take it in subsequent years. The Ontario Secondary School Literacy Course (OSSLC) is another way of meeting the literacy graduation requirement. At the discretion of the Assistant Head, Academics, a student who has not passed the Literacy Test, may be allowed to enrol in the OSSLC before he or she has had a second opportunity to take the Literacy Test.

### **Definition of a Credit**

A credit is awarded when a student successfully completes a full course. These courses will have at least 110 hours of scheduled time. The credit is granted to the student by the Headmaster on behalf of the Minister of Education.

## **The Organization of the Secondary School Program**

### **Types of Courses**

Ridley will offer academic courses. Academic courses emphasize theory and abstract problems; however, there will be practical examples as well. Some courses such as those in the arts and health and physical education are open courses. These are offered in all grade levels and are designed to prepare students for further study in certain subjects and to enrich their education generally. Both the academic and open courses are credit based and count toward the 30 credits required for a diploma.

### **Grade 9 & 10 Courses**

In these years, students at Ridley will select an appropriate combination of academic and open courses in order to add to their knowledge and skill base as they prepare for their educational program in Grades 11 & 12.

### **Grade 11 & 12 Courses**

Ridley offers Grade 11 and 12 courses at the University Preparation, University/College and Open levels. University Preparation courses are designed to equip students with the knowledge and skills they need to meet the requirements of university programs. Some courses in the University/College category meet the entrance requirements for specific university and college programs. Some courses in Grades 11 & 12 are designated to be open. Open courses are appropriate for all students and are not linked to any specific postsecondary destination.

### **Course Codes**

Every secondary school course is identified by a five character code as illustrated below.

- The first three characters refer to the subject and specific area: eg. ENG is English. BTT is Introduction to Information Technology in Business
- The fourth character refers to the grade: 1 = Grade 9; 2 = Grade 10; 3 = Grade 11 and 4 = Grade 12
- The fifth character refers to the type of course as outlined above: D = Academic; P = Applied; O = Open; U = University and U/C (or M) = University/College.

### **The Annual Educational Plan**

Students are encouraged to do long-range planning of course selections by making use of the course selection planner and the course descriptions in this brochure. By planning one or more years at a time, a student will be able to make a logical choice of options with a view to meeting any prerequisites needed for future courses. The Academics/Guidance department and the student's advisor will assist the student in the development and review of the annual educational plan.

## **Equal Educational Opportunity**

Ridley is firmly committed to providing equal opportunities to all of its students. All students are encouraged to participate widely in the many academic, athletic and extra-curricular offerings. We are very fortunate to have a student body which has representatives from every major geographical region in the world.

## **Course of Study Outlines**

All courses at Ridley have been developed according to the requirements of the Ministry of Education. Detailed outlines of the courses of study are available for informational purposes to both students and parents through the Academics Office.

# **Academic Information**

## **Ontario Student Record**

The Ontario Student Record folder (OSR) is an official record created when a student enters the Ontario school system and moves with the student from school to school. It is developed under the authority of the Education Act, and the contents are protected under the Freedom of Information and Protection of Privacy Act. The OSR folder contains achievement results, credits earned, and other information important to the education of the student. Parents of students under age 18 have full access to their student's OSR. The OSRs of students over age 18 are accessible to parents with their student's consent.

## **The Ontario Student Transcript**

- The Ontario Student Transcript (OST) is a provincially standardised document that provides a comprehensive record of a student's achievement in secondary school.
- The credits that a student has earned towards fulfilment of the requirements for graduation will be recorded on the OST.
- In Grades 9 and 10, the student's achievement with percentage grades earned and the credits gained are recorded for successfully completed courses.
- In Grades 11 and 12, the student's achievement for all courses taken or attempted is recorded, showing percentage grades earned, credits granted (if successful), or "W" for "withdrawn before completion." (Students repeating a course for which they have already received a credit will have all marks recorded, but only one credit granted).
- Identification of any course that has been substituted for a compulsory course will be made. Also, confirmation that the student has completed the mandatory requirements of Community Involvement and the Literacy Test will be noted.

## **Full Disclosure on the Student Transcript**

In Grades 9 & 10 marks will be recorded only for those courses that a student has completed successfully. In Grades 11 & 12, however, if students complete a course and achieve a failing grade, their mark will be recorded. Students who withdraw from a course after the Ministry cutoff date, which is five instructional days after the first reporting period (i.e. by the end of the first week after the December Break), will have the course recorded as "withdrawn (W)" on the transcript.

## **Assessment and Evaluation Strategies**

The main purpose of assessment and evaluation is to improve student learning. Information gathered helps teachers identify students' strengths and those areas needing improvement.

Assessment is the process of gathering information from a variety of sources, including assignments, demonstrations, projects, performances and tests. This information should demonstrate how well students are achieving curriculum expectations. As part of assessment, teachers, peers, and individual students provide descriptive feedback that guides efforts for improvement. Assessment is ongoing and supportive.

Evaluation is the process of judging the quality of a student's work on the basis of established achievement criteria and assigning a value to represent that quality. It reflects a student's level of achievement of the provincial curriculum expectations at a given time.

In order to ensure that assessment and evaluation are valid and reliable and that they lead to the improvement of student learning, teachers will use a variety of assessment and evaluation strategies that:

- address both what the students learn and how well they learn;
- are based on the categories of knowledge and skills and on the achievement-level descriptions given in the achievement chart that appears in the curriculum policy documents for each discipline;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair to all students;
- ensure that each student is given clear directions for improvement;
- promote students' abilities to assess their own and others' learning and to set specific goals;
- include the use of samples of students' work that provide evidence of their achievement;
- are communicated clearly to students and parents at the beginning of the course and at other appropriate points throughout the course.

### **Achievement Levels**

Levels of achievement of the curriculum expectations are presented in achievement charts in each of the Ministry of Education's policy documents. These charts are organised into four broad categories of knowledge and skills:

- knowledge/understanding;
- thinking/inquiry;
- communication;
- application/making connections.

The names of the categories may vary slightly to reflect the differences in the specific nature of each subject. The charts contain descriptions of each level of achievement in each category; these are broad in scope and general in nature, but they provide a framework for all assessment and evaluation practices.

The achievement levels will enable teachers to make consistent judgements about the quality of students' work and to give clear and specific information about their achievement to their parents.

The achievement levels are associated with percentage grades and defined as follows:

80 to 100%	Level 4	A very high to outstanding level of achievement above the provincial standard
70 to 79%	Level 3	A high level of achievement, at the provincial standard
60 to 60%	Level 2	A moderate level of achievement, but approaching the provincial standard
50 to 59%	Level 1	A passable level of achievement, below the provincial standard
below 50%		Insufficient achievement of the curriculum expectations, no credit granted

### **Remedial Programs Available**

Many avenues are available to students who need extra help. Student peer tutors are often able to provide help where students have small problems. Teachers are widely available in tutorial periods, in the evenings in the houses and during the school day to provide assistance. In addition qualified adult tutors are organized, where available, in specific subject areas and in general areas such as ESL and organizational skills.

### **Course Changes**

Every attempt is made during the planning stage to ensure that students have the courses which are right for them; however, there are instances where changes in a student's timetable must be made. Students should see a counsellor in the Academics/Guidance office to discuss timetable changes. The last day to change a course is September 30th.

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

Where a student has attended school outside of Ontario before coming to Ridley, an assessment of his or her learn-

ing will be made by the Assistant Head, Academics and equivalent credit will be awarded in accordance with PPM 132: Prior Learning Assessment and Recognition: Implementation in Ontario Secondary Schools.

### **On-Line Courses**

On-line courses for compulsory credits taken during the summer months must be completed and the examination written by the end of the summer. If the credit has not been earned by the end of the summer, the student will enrol in the full year course in September.

### **Students' Responsibilities for Evaluation**

Students are responsible for providing evidence of their learning within established timelines. There are consequences for cheating, plagiarizing, not completing work and submitting work late.

### **Class Attendance**

Class attendance is mandatory at Ridley. Students should consult the student handbook for information on the expectations of the school both in academic and in non-academic matters.

### **Reporting Student Achievement**

The school will communicate formally with parents by means of a mid-term report with letter grades issued in early November. At Christmas, March Break and in June, full reports with percentage grades will be issued. For the June final report, the school will adopt the Ministry of Education's directive that "seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course."

Between the formal reporting periods, student will receive effort grades and a progress report. Advisors will be in contact with parents or guardians after each set of effort grades and parents should feel free to contact the Academics/Guidance Office or the advisor if any concerns arise.

### **Conduct and Expectations**

Ridley College endeavours at all times to provide a learning and working community that supports fair treatment of all students, faculty and staff. The basis for interaction is mutual respect, co-operation and understanding. In order to live together in a boarding community and to be able to concentrate effectively on academic, athletic and extra-curricular activities, each student consents to live within certain regulations and boundaries both for the individual and common good. Specific policies of the school are outlined in the parents' handbook.

In a student's graduating year, if the school deems that the appropriate number of credits for graduation cannot be achieved, the school reserves the right to require the student's withdrawal.

## **Guidance Services**

The Guidance Department is composed of a Director responsible for all Guidance services with a special emphasis on senior grades and university placement; three additional counsellors; and a Lower School counsellor responsible for delivery of the Lower School Guidance program. A Registrar, an assistant, and receptionist provide technical and administrative support. The Assistant Head, Academics is also closely involved with a number of Guidance functions.

The purpose of the Ridley College Guidance Department is.

- a) to assist students with their academic progression through the School;
- b) to assist students with gaining entry to college or university;
- c) to provide personal counselling when the need arises;
- d) to refer students to specialists or agencies;
- e) to maintain a current and comprehensive library of career and educational resources;
- f) to administer all aptitude, interest, and entrance tests;
- g) to maintain academic files in compliance with the Ontario Ministry of Education and Training.

## **Goals**

The Department's primary goal is to provide the personal, material, and technical resources to each student so that a student will develop a relevant post-secondary plan, as well as search and planning skills, independence, and self-confidence. To accomplish its goals, members of the department work as closely as possible with students and all faculty, especially those most directly involved with the student concerned. This typically involves the Housemaster, advisor, and teachers, as well as the Assistant Head, Academics but, may also include several others, such as coaches and senior administrators. Each grade represents a different stage of development. Accordingly, the Guidance Department endeavours, in a variety of ways, to address the pertinent needs of each grade group.

## **Grade 9**

The focus is on adjusting to Upper School and high school in general; study skills; and developing personal goals for the student's own high school experience. In the Grade 9 Career Studies course, students learn about the many resources available to them in Ridley's Guidance Library and on the internet.

## **Grade 10**

The theory and practice of putting these goals into place are reinforced within the context of how the student's high school experiences establish the foundation for success at university (and beyond) as well as successful entrance into university. Course selection is given very careful consideration since proper and appropriate choices now have specific consequences for each student's academic direction.

## **Grade 11**

Detailed university planning becomes the primary focus, beginning with the Preliminary Scholastic Aptitude Test. (PSAT). Career Cruising is available on the Guidance website so that students can evaluate their interests, as well as aptitudes, achievement, and ambition (the four major factors) when selecting their qualifying set of courses for university and planning for a career. All students are taken for a tour of a university and provided with information about the nature of higher education, gaining entrance, and where to locate information in the Guidance library. In addition, guest speakers and panels address university selection and career planning.

## **Grade 12 - PG**

The month by month steps and procedures of applying to university occupy much of the attention of the graduating class and the Guidance Department. Group and individual meetings are held to convey the necessary information and to establish a workable plan. Students are encouraged to use the Fourth Dimension period at the beginning of November to visit the campuses on their short list of prospective universities. Each year, the graduating class of over one hundred and thirty students makes over six hundred applications. In each case, great care is taken to provide informed personal counselling, thorough record-keeping and document preparation. Students gain entrance to a wide range of respected universities, such as McGill, Queen's, Toronto, Waterloo, Western, Bishop's, Dalhousie, University of British Columbia, Duke, Harvard, Middlebury, University of Pennsylvania, Princeton, Stanford, and many others (see the School Profile sheet for specific details). We are well equipped to assist students applying to universities across Canada, and the United States, as well as overseas.

# **Educational Testing**

Testing is an important part of Guidance services. An aptitude test, the Differential Aptitude Test (DAT), is administered to all grade 9 and 10 students, new to the Upper School, in their Career Studies classes. Test results are always used in conjunction with all other available information, such as achievement records, report comments, self-reports, and so on. In addition, Ridley is the regional test centre for the College Board Exams (SAT I and SAT II) and the American College Testing (ACT) required for entry to American colleges. Following is a brief outline of the tests we offer:

## **Differential Aptitude Test (DAT)**

Three sub-tests are used (Verbal Reasoning, Numerical Ability, and Abstract Reasoning) to assist in assessing a student's academic potential.

## **Test of English as a Foreign Language (TOEFL)**

This test is required of students whose first language is not English for college and university admissions. It is taken

by request. TOEFL requirements can be very demanding. Students can often be exempted by spending four or more years in an English language school.

### **Career Cruising**

Career Cruising is an interactive career resource to assist students in finding the right career, exploring different career options or planning future education and training. Available on-line at [www.careercruising.com](http://www.careercruising.com).

### **Preliminary Scholastic Aptitude Test (PSAT)**

This is a scaled-down practice version of the standard SAT, College Board admission test. It is given to Grade 11 students.

### **Scholastic Aptitude Test (SAT)**

This three-hour College Board examination in English and Mathematics is required for admission to U.S. colleges and universities. It is taken by request, and is usually written by most graduates. In addition, SAT II, or subject tests, are required by highly selective colleges.

### **American College Testing (ACT)**

This is an alternate test to the SAT. It is widely accepted in the Middle and Western states, and is growing in acceptance in the Northeast. It is taken by request.

## **Advanced Placement Courses**

Advanced Placement, or AP, stands for a set of exams in a variety of core subjects. The exams are written at Ridley in May of each year. Students are scored on a scale of 1 to 5, with 5 the highest score attainable. Successful passes of 3 or better may result in students being allowed to register for second year courses at college and eliminate the first year course. Almost all colleges in the U.S. recognize the AP exams, including the very best colleges, as do many Canadian universities outside Ontario. Ontario universities are beginning to acknowledge that the AP curriculum is usually at a higher level than the Grade 12 curriculum and selected universities now have policies recognizing some AP results. Not all AP's are recognized in the same way at all universities, so specific research is required. Many students, however, are not seeking advanced standing at university; instead, they are seeking the confidence of strong academic preparation and external evaluation. The AP curriculum usually goes beyond the Grade 12 curriculum, but this varies by subject from 0 to 50 percent. The successful student will be self-motivated and able to work independently at an advanced level of study. Students should discuss AP offerings with individual Heads of Department. The Director of Guidance is Ridley's AP Coordinator.

The members of the Guidance Department work to provide the best level of service possible within the context of the students developing responsibility for their own actions and decisions. We welcome parental involvement wherever possible, and encourage early and direct communication.

## **Course Planning**

A flow chart is provided on page eight for use by students in planning their course selections. The courses in the chart are the 18 compulsory credits mandated by the Ministry. A brief description of the compulsory and optional courses offered in Grade 9 & 10 follows the planner.

## **Music Certificates Accepted for Credits**

A student who has successfully completed the requirements for one of the following may count a maximum of one non-Grade 12 university/college preparation credit (Music-External (Conservatory, AMX3M) towards the OSSD 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
- Grade VII Practical and Grade III Theory of Conservatory Canada, London
- Collegial I Practical and Collegial I Theory of any conservatory of music in the province of Quebec
- Grade VII Practical and Grade V Theory of Trinity College, London, England
- Grade VII Practical and Grade VI Theory of the Royal Schools of Music, London, England

# Course Planner

*\* indicates a compulsory credit*

Grade 9	Grade 10	Grade 11	Grade 12
English* (ENG 1D)	English* (ENG 2D)	English* (ENG3U)	English* (ENG4U)
Math* (MPM 1D)	Math* (MPM 2D)	Math*	
French* (FSF 1D)	Canadian History* (CHC 2D)		
Canadian Geography* (CGC 1D)	Science* (SNC 2D)		
Science* (SNC 1D)	3rd Language *		
Civics* (CHV20) & Career Studies* (GLC20)	Option 1		
Option 1	Option 2		
Option 2	Option 3		

## Additional Compulsory Courses

\* 1 Arts

\* 1 PHE

\* 1 of English, French, classical or international language, social science & humanities, Canadian & world studies or guidance and career education

\* 1 of PHE, Music, Art, Drama or Business

\* 1 of Grade 11/12 Science or Grade 9-12 Technology Studies

# Grade 9 Course Descriptions

## Compulsory Courses

### **English, Grade 9, Academic (ENG1D)**

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.

### **Principles of Mathematics, Grade 9, Academic (MPM1D)**

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.

### **Core French, Grade 9, Academic (FSF1D)**

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, 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.

### **Geography of Canada, Grade 9, Academic (CGC1D)**

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.

### **Science, Grade 9, Academic (SNC1D)**

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.

### **Career Studies (1/2 credit) (GLC2O)**

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.

### **Civics (1/2 credit) (CHV2O)**

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.

# Optional Courses for Grade 9

*A student will choose two options.*

## **Music, Grade 9, Open (AMU10)**

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis 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.

## **Visual Arts, Grade 9, Open (AVI10)**

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.

## **Dramatic Arts, Grade 10, Open (ADA20)**

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.

## **Healthy Active Living Education, Grade 9, Open (PPL10) (co-ed)**

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.

## **Classical Languages, Latin, Grade 10, Academic Level 1 (LVLAD)**

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.

## **English as a Second Language, ESL Level 1, Open (ESLAO)**

This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language Structures and simple sentence patterns; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

# Grade 10 Course Descriptions *Compulsory Courses*

## **English, Grade 10, Academic (ENG2D)**

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.

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

## **Principles of Mathematics, Grade 10, Academic (MPM2D)**

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

**Prerequisite:** *Principles of Mathematics, Grade 9, Academic*

## **Canadian History Since World War I, Grade 10, Academic (CHC2D)**

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.

## **Science, Grade 10, Academic (SNC2D)**

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

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

## **Career Studies (1/2 credit) (GLC2O) (If not taken in Grade 9)**

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.

## **Civics (1/2 credit) (CHV2O) (If not taken in Grade 9)**

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.

# Optional Courses for Grade 10 *A student will choose four options.*

## **Music, Grade 10, Open (AMU2O)**

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.

## **Visual Arts, Grade 10, Open (AVI2O)**

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.

**Media Arts, Grade 10, Open (ASM2O)**

This course enables students to create media art works by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communications skills that are transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. Students will develop the skills necessary to create and interpret media art works.

**Dramatic Arts, Grade 10, Open (ADA2O)**

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

**Information and Communication Technology in Business, Grade 10, Open (BTT2O)**

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.

**English as a Second Language, ESL Level 1, Open (ESLAO)**

This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

**Media Studies, Grade 11, Open (EMS3O)**

This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analysing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading, and writing.

**Prerequisite or co-requisite:** *English, Grade 10, Academic or Applied*

**Core French, Grade 10, Academic (FSF2D)**

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.

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

**German, Grade 10 Level 2, Academic (LWGBD)**

This course is designed to enable students to begin to communicate with native speakers of German. Students will use simple language and read age- and language-appropriate passages for various 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.

**Classical Languages, Latin, Grade 10, Academic Level 1 (LVLAD)**

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.

**Mandarin, Grade 10, Academic Level 1 (LKMBD)**

This introductory programme is intended for students with no background in Mandarin. This course introduces students to basic Mandarin spelling and writing systems, stroke orders and simple characters, and builds their vocabulary. Since language is used to express and communicate, the course emphasizes developing students' conversational skills. Students explore both the ancient and modern Chinese world as well as exploring cultural aspects, including social customs.

**Spanish, Grade 10 Level 2, Academic (LWSBU)**

This course is designed to enable students to begin to communicate with native speakers of Spanish. Students will use simple language and read age- and language-appropriate passages for various 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.

**Healthy Active Living Education, Grade 10, Open (PPL2O)**

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.

**Technological Design, Grade 10, Open (TDJ2O)**

This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design, and will learn about secondary and postsecondary education and training leading to careers in the field.

**Computer Engineering, Grade 11, University/College Preparation (TEJ3M)**

This course examines computer systems and control of external devices. Students will assemble computers and small networks by installing and configuring appropriate hardware and software. Students will develop knowledge and skills in electronics, robotics, programming, and networks, and will build systems that use computer programs and interfaces to control and/or respond to external devices. Students will develop an awareness of related environmental and societal issues, and will learn about college and university programs leading to careers in computer technology.

**Prerequisite:** None

**Financial Accounting Fundamentals, Grade 11, University/College Preparation (BAF3M)**

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

**Prerequisite:** None

**Health for Life, Grade 11, Open (PPZ3O)**

This course helps students develop a personalized approach to healthy living. Students will examine the factors that affect their own health and the health of individuals as members of the community. They will learn about the components of the *Vitality* approach to healthy living – an initiative that promotes healthy eating, an active lifestyle, and a positive self-image. Throughout this course, students will develop the skills necessary to take charge of and improve their own health, as well as to encourage others to lead healthy lives.

**Prerequisite:** None

**Physical Geography: Patterns, Processes, and Interactions, Grade 11, University/College Preparation (CGF3M)**

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

**Prerequisite:** *Geography of Canada, Grade 9, Academic or Applied*

**Introduction to Anthropology, Psychology, and Sociology, Grade 11, University/College Preparation (HSP3M)**

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 the 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. **Prerequisite:** None

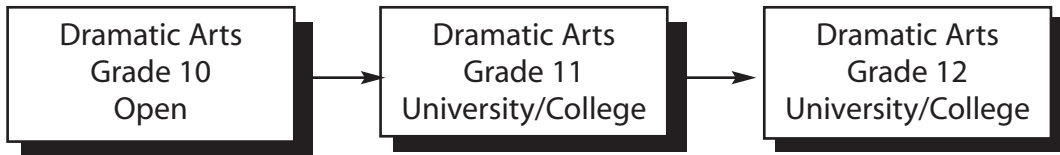
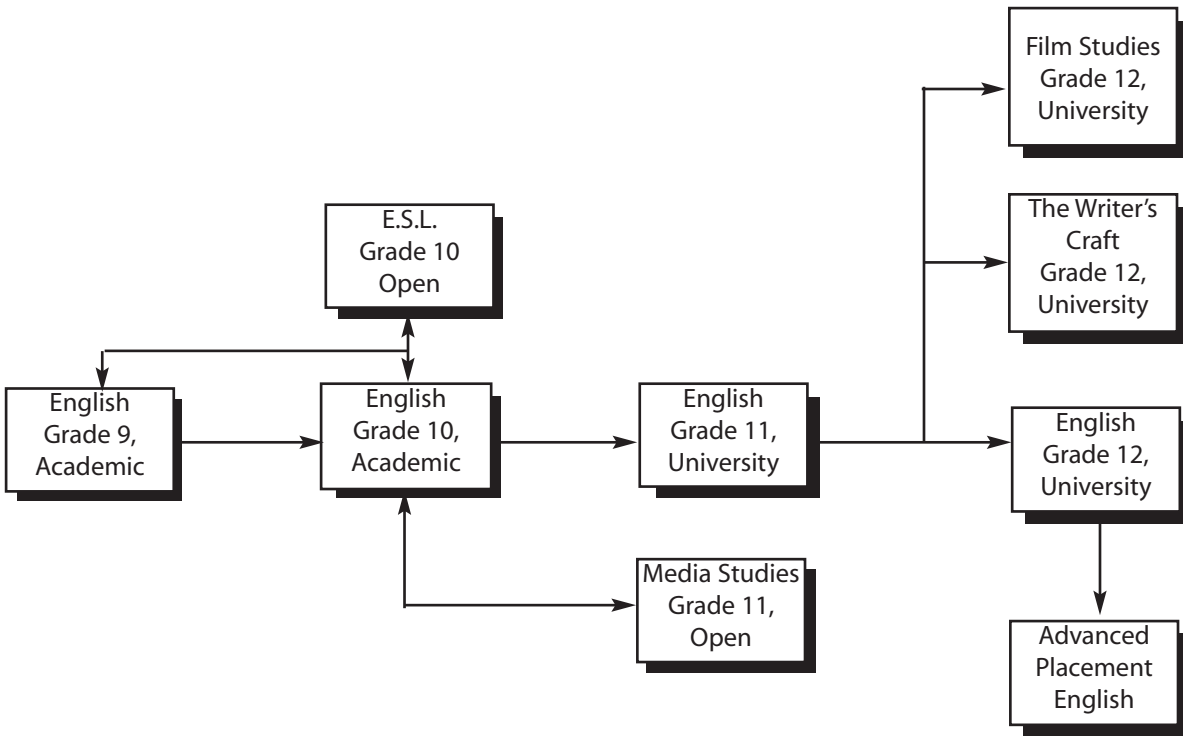
**World Religions: Beliefs, Issues, and Religious Traditions, Grade 11, University/College Preparation (HRT3M)**

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.

**Prerequisite:** None

# **Course Descriptions by Department**

# English and Dramatic Arts



# English

## **English, Grade 9, Academic (ENG1D)**

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.

## **English, Grade 10, Academic (ENG2D)**

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.

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

## **English as a Second Language, ESL Level 1, Open (ESLAO)**

This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

## **English, Grade 11, University Preparation (ENG3U)**

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.

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

## **Media Studies, Grade 11, Open (EMS3O)**

This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analysing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading, and writing.

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

## **English, Grade 12, University Preparation (ENG4U)**

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

**Prerequisite:** *English, Grade 11, University Preparation*

### **Film Studies (Interdisciplinary Studies): Grade 12, University Preparation (IDC4U)**

This course explores the language of film, emphasizing its conventions and styles. Students will analyze a variety of genres from diverse time periods in a consideration of film as a culturally, socially and historically relevant art form. Using interdisciplinary approaches, resources and research methods, students will analyze the techniques and literary conventions of narrative and non-narrative film, investigate the role of authorship in films, and consider film as a reflection of the society from which it emerges. They will also learn about the particulars of the film industry, and apply their knowledge of film form to casual film-going, as well as to possible careers in film-making, script-writing and journalism. This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyse historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge.

**Prerequisite:** any university or university/college preparation course

### **The Writer's Craft, Grade 12, University Preparation (EWC4U)**

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.

**Prerequisite:** English, Grade 11, University Preparation

### **Advanced Placement English (Language and Literature)**

The AP course in English Language engages students in becoming skilled readers of prose and written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their reading and writing should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. The course emphasizes the expository, analytical and argumentative writing that forms the basis of academic and professional communication as well as the personal and reflective writing that fosters the development of writing facility in any context. Its purpose is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers.

The AP course in English Literature teaches students to examine specific elements in a given text of prose and poetry, and to move from the most basic level - comprehension of words or phrases in context, identification of grammatical antecedent - through the recognition of structural patterns, rhetorical procedures, and figures of speech, to the recognition or interpretation of imagery, tone, purpose, genre and theme. Students will study a variety of poets, novelists and playwrights and, through close reading and analysis, develop their critical thinking skills and analytical writing abilities to a level that is compatible with first-year university demands.

After showing themselves to be qualified on the AP Exam, some students in their first year of university, may be permitted, based on individual university policy, to undertake upper level courses in English. While preparing students for the AP examinations in English, the course is a variation on the English 4U Grade 12 syllabus, and students who take the course will qualify for a Ministry of Ontario Grade 12 Credit. The AP English course is offered based on sufficient enrolment.

# Drama

## **Dramatic Arts, Grade 10, Open (ADA20)**

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.

**Prerequisite:** *None*

## **Dramatic Arts, Grade 11, University/College Preparation (ADA3M)**

This course requires students to create and to perform dramatic presentations. Students will analyse, 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 analyse the functions of playwright, director, actor, producer, designer, technician, and audience.

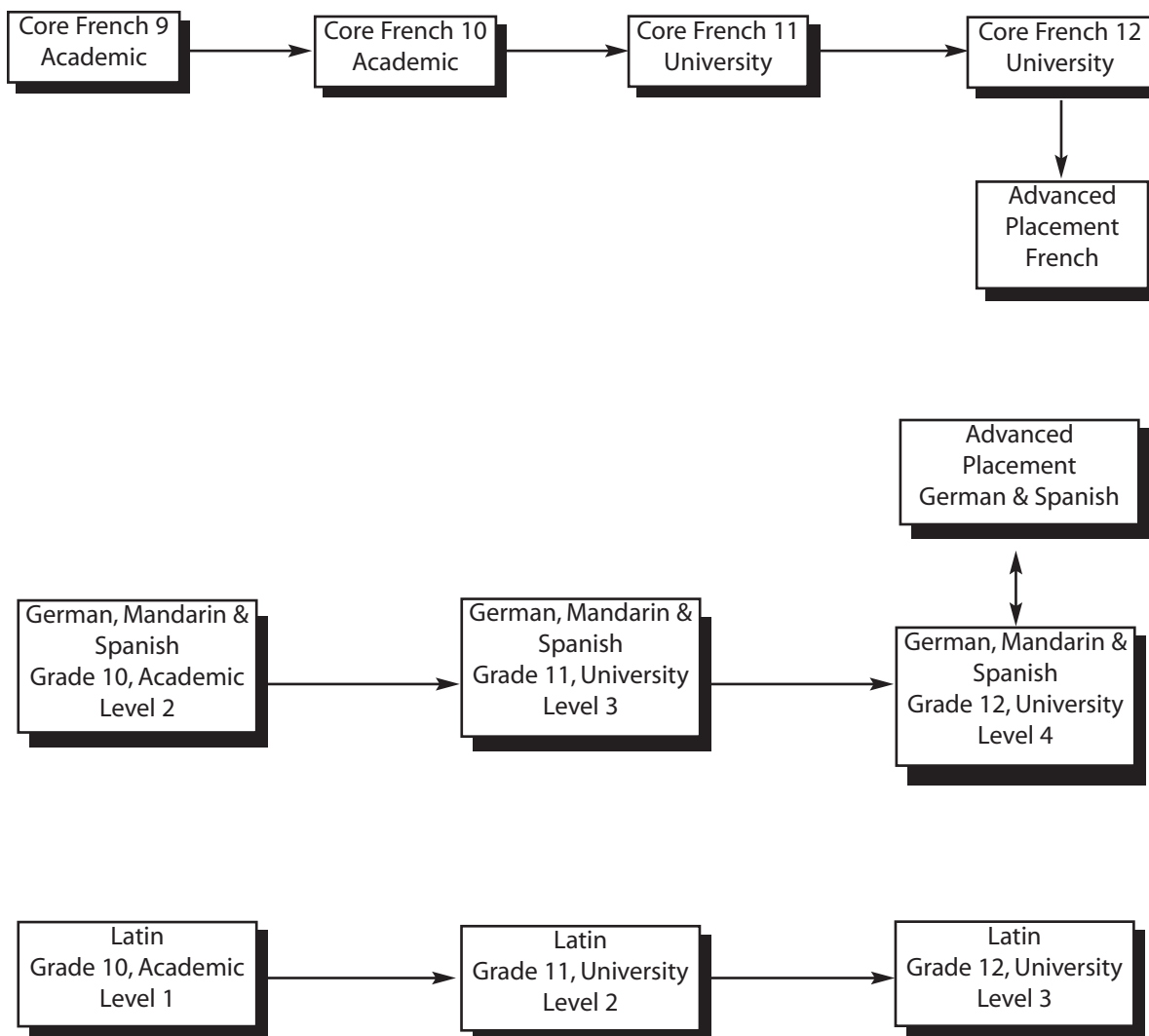
**Prerequisite:** *Dramatic Arts, Grade 9 or 10, Open*

## **Dramatic Arts, Grade 12, University/College Preparation (ADA4M)**

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.

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

# Classical & International Languages



## Core French Grade 9, Academic (FSF1D)

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.

## Core French, Grade 10, Academic (FSF2D)

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.

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

## Core French, Grade 11, University Preparation (FSF3U)

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.

**Prerequisite:** *Core French, Grade 10, Academic*

### **Core French, Grade 12, University Preparation (FSF4U)**

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.

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

### **Advanced Placement French**

The AP French course is intended for qualified students who wish to complete college-level work at the secondary school level, and for students who desire to further develop their proficiency in all four language skills: listening, speaking, reading, and writing. Students who enrol should already have a good command of French grammar and vocabulary and a reasonable proficiency in listening comprehension, speaking, reading and writing. The course is offered in conjunction with the Grade 12 French course (FSF4U) and, in addition to the AP material, covers the curriculum of the Grade 12 French course. After showing themselves to be qualified on the AP exam, some students in their first year of university, may be permitted, based on individual university policy, to undertake upper level courses in French. The AP French course is offered based on sufficient enrolment.

### **German, Grade 10, Academic Level 2 (LWGBD)**

This course is designed to enable students to begin to communicate with native speakers of German. Students will use simple language and read age- and language-appropriate passages for various 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.

### **Mandarin, Grade 10, Academic Level 2 (LKMBD)**

This introductory programme is intended for students with no background in Mandarin. This course introduces students to basic Mandarin spelling and writing systems, stroke orders and simple characters, and builds their vocabulary. Since language is used to express and communicate, the course emphasizes developing students' conversational skills. Students explore both the ancient and modern Chinese world as well as exploring cultural aspects, including social customs.

### **Spanish, Grade 10, Academic Level 2 (LWSBD)**

This course is designed to enable students to begin to communicate with native speakers of Spanish. Students will use simple language and read age- and language-appropriate passages for various 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.

### **International (German, Mandarin & Spanish) Languages, Grade 11, Level 3, University Preparation (LWGCU/LKMCU/LWSCU)**

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.

**Prerequisite:** *International Languages, Level 2, Academic*

### **International (German, Mandarin & Spanish) Languages, Grade 12, Level 4, University Preparation (LWGDU/LKMDU/LWSDU)**

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.

**Prerequisite:** *International Languages, Level 3, University Preparation*

### **Classical Languages, Latin, Grade 10, Academic Level 1 (LVLAD)**

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, Latin, Grade 11, Academic Level 2, University Preparation (LVLBU)**

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.

**Prerequisite:** *Classical Languages, Level 1, Academic*

### **Classical Languages, Latin, Grade 12, Academic Level 3, University Preparation (LVLCU)**

This course provides students with opportunities to further develop their knowledge of the achievements of the ancient world through the study of Latin. 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.

**Prerequisite:** *Classical Languages, Level 2, University Preparation*

### **Advanced Placement German**

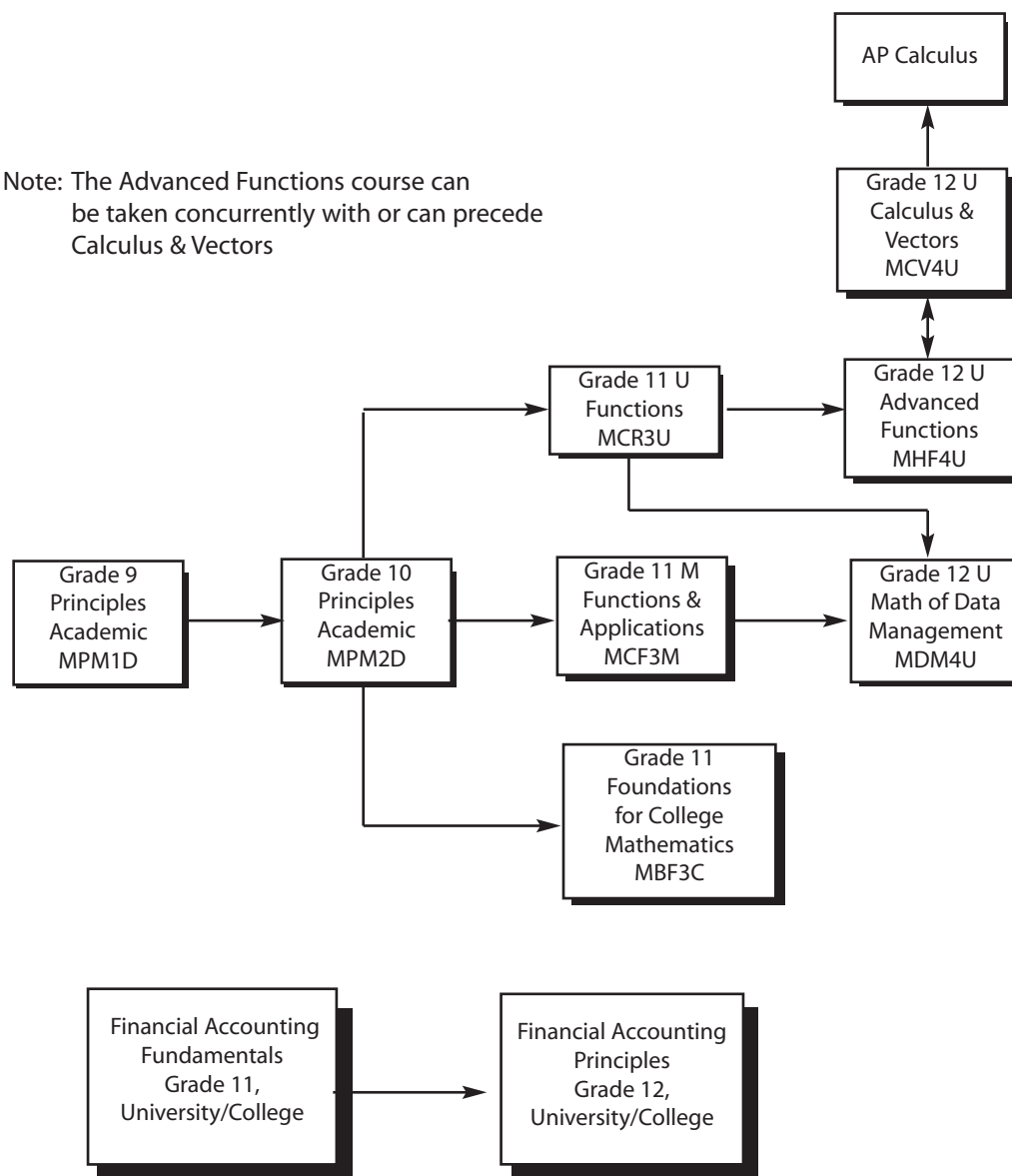
The AP German course is intended for qualified students who wish to complete college-level work at the secondary school level, and for students who desire to further develop their proficiency in all four language skills: listening, speaking, reading, and writing. Students who enrol should already have a good command of German grammar and vocabulary and a reasonable proficiency in listening comprehension, speaking, reading and writing. After showing themselves to be qualified on the AP exam, some students in their first year of university, may be permitted, based on individual university policy, to undertake upper level courses in German. The AP German course is offered based on sufficient enrolment.

### **Advanced Placement Spanish**

The AP Spanish course is intended for qualified students who wish to complete college-level work at the secondary school level, and for students who desire to further develop their proficiency in all four language skills: listening, speaking, reading, and writing. Students who enrol should already have a good command of the grammar and a reasonable knowledge of the culture of Spanish-speaking peoples. They should have attained a reasonable proficiency in listening comprehension, speaking, reading and writing. After showing themselves to be qualified on the AP exam, some students in their first year of university, may be permitted, based on individual university policy, to undertake upper level courses in Spanish. The AP Spanish course is offered based on sufficient enrolment.

# Pure and Applied Mathematics

Note: The Advanced Functions course can be taken concurrently with or can precede Calculus & Vectors



## Mathematics

### Principles of Mathematics, Grade 9, Academic (MPM1D)

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.

### Principles of Mathematics, Grade 10, Academic (MPM2D)

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

**Prerequisite:** *Principles of Mathematics, Grade 9, Academic*

### **Functions, Grade 11, University Preparation (MCR3U)**

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.

**Prerequisite:** *Principles of Mathematics, Grade 10, Academic*

### **Functions and Applications, Grade 11, University/College Preparation (MCF3M)**

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:** *Principles of Mathematics, Grade 10, Academic, or Foundations of Mathematics, Grade 10, Applied*

### **Foundations for College Mathematics, Grade 11, College Preparation (MBF3C)**

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.

**Prerequisite:** *Foundations of Mathematics, Grade 10, Applied*

### **Advanced Functions, Grade 12, University Preparation (MHF4U)**

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.

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

### **Calculus and Vectors, Grade 12, University Preparation (MCV4U)**

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.

**Prerequisite:** *Advanced Functions, Grade 12, University Preparation. Note: The Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).*

### **Mathematics of Data Management, Grade 12 University Preparation (MDM4U)**

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

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

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

### **Advanced Placement Calculus (Calculus AB)**

Calculus AB is primarily concerned with developing students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multirepresentational approach to calculus with concepts, results, and problems being expressed graphically, analytically and verbally. The connections among these representations also are important. Broad concepts and widely applicable methods are emphasized. The course is offered in conjunction with the Grade 12 Calculus and Vectors course (MCV4U) and, in addition to the AP material, covers the curriculum of the Grade 12 Calculus and Vectors course. AP Calculus is comparable to first year courses in universities. After showing themselves to be qualified on the AP exam, based on individual university policy, students may seek university credit, placement, or both.

## **Accounting**

### **Financial Accounting Fundamentals, Grade 11, University/College Preparation (BAF3M)**

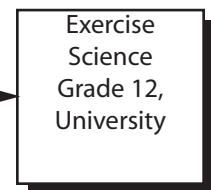
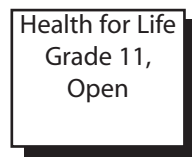
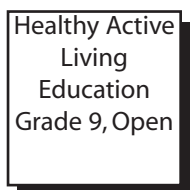
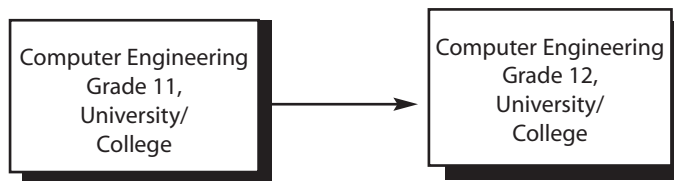
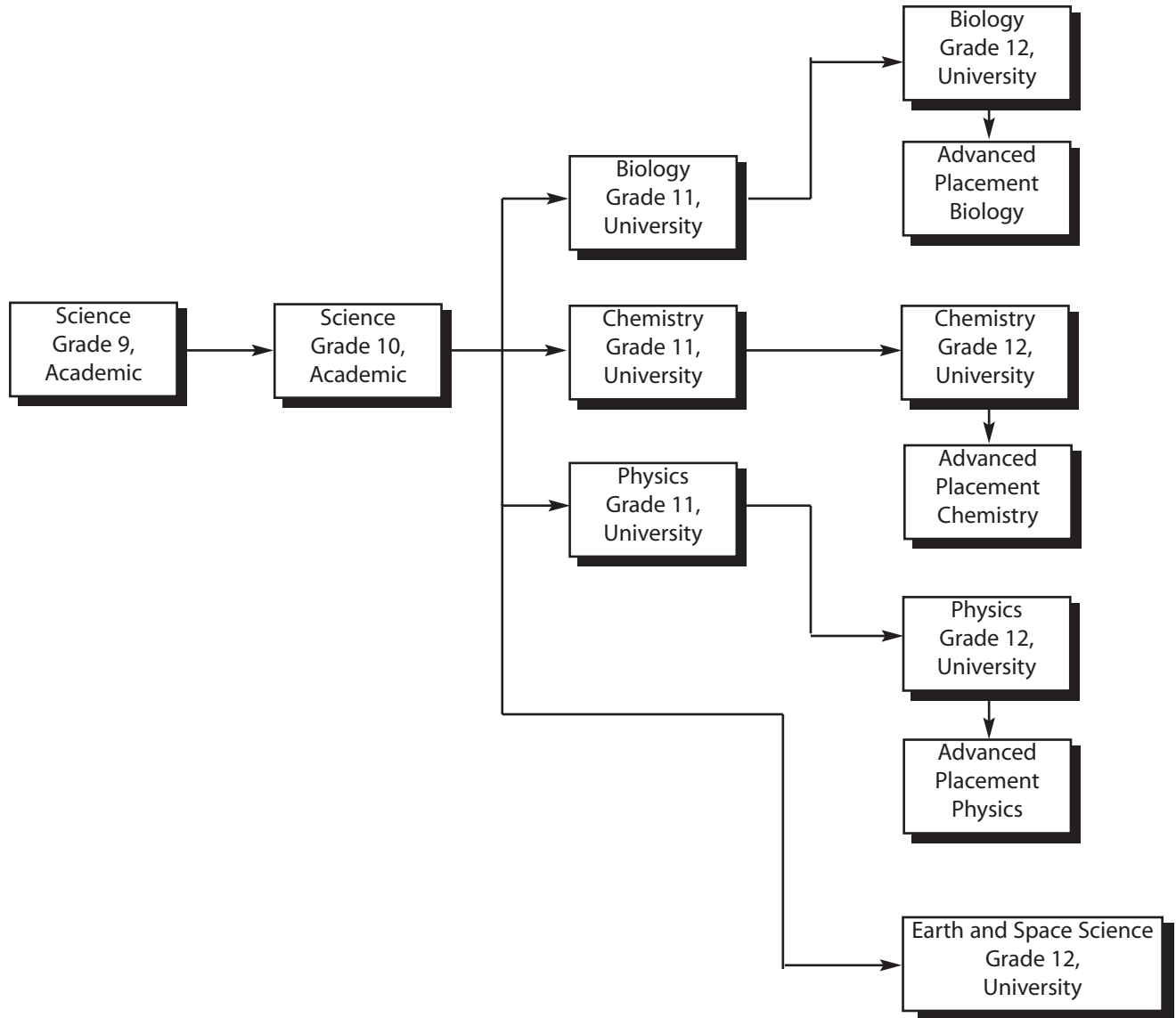
This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and current issues and ethics in accounting. **Prerequisite:** *None*

### **Financial Accounting Principles, Grade 12, University/College Preparation (BAT4M)**

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

**Prerequisite:** *Financial Accounting Fundamentals, Grade 11, University/College Preparation*

# Pure and Applied Science



## Science

### **Science, Grade 9, Academic (SNC1D)**

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.

**Prerequisite:** None

### **Science, Grade 10, Academic (SNC2D)**

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

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

### **Biology, Grade 11, University Preparation (SBI3U)**

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.

**Prerequisite:** Science, Grade 10, Academic

### **Chemistry, Grade 11, University Preparation (SCH3U)**

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

**Prerequisite:** Science, Grade 10, Academic

### **Physics, Grade 11, University Preparation (SPH3U)**

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.

**Prerequisite:** Science, Grade 10, Academic

### **Biology, Grade 12, University Preparation (SBI4U)**

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.

**Prerequisite:** Biology, Grade 11, University Preparation & Chemistry, Grade 11, University Preparation

### **Chemistry, Grade 12, University Preparation (SCH4U)**

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

**Prerequisite:** *Chemistry, Grade 11, University Preparation*

### **Physics, Grade 12, University Preparation (SPH4U)**

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

**Prerequisite:** *Physics, Grade 11, University Preparation*

### **Advanced Placement Biology**

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first year of university. For some students, this course enables them to undertake in their first year, based on individual university policy, second year work in the chemistry sequence at their institution or to register in courses in other fields where general chemistry is a prerequisite. The AP Chemistry course is designed to be taken only after successful completion of a first course in high school chemistry. Students should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course is offered in conjunction with the Grade 12 Chemistry course (SCH4U) and, in addition to the AP material, covers the curriculum of the Grade 12 Chemistry course. It is highly desirable that a student has a course in secondary school physics and a four year university preparatory programme in mathematics.

### **Advanced Placement Chemistry**

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first year of university. For some students, this course enables them to undertake in their first year, based on individual university policy, second year work in the chemistry sequence at their institution or to register in courses in other fields where general chemistry is a prerequisite. The AP Chemistry course is designed to be taken only after successful completion of a first course in high school chemistry. Students should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. It is highly desirable that a student has a course in secondary school physics and a four year university preparatory programme in mathematics.

### **Advanced Placement Physics (C Mechanics)**

The AP Physics course is intended to be representative of courses commonly offered in university. For some students, the AP course enables them to undertake in their first year, based on individual university policy, second year work in the physics sequence at their institution. The AP Physics course provides a systematic development of the main principles of physics emphasizing problem solving and helping students develop a deep understanding of physics concepts. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus, as well as continuing to develop a deep understanding of physics concepts. It is assumed that students are familiar with algebra and trigonometry. AP Physics serves as a foundation for students majoring in physical sciences or engineering, and provides a foundation for students in the life sciences, premedicine and applied science. The course is offered in conjunction with the Grade 12 Physics course (SPH4U) and, in addition to the AP material, covers the curriculum of the Grade 12 Physics course. Based on standing and individual university policy, students may earn a half credit for first year university Physics.

## Computer Studies

### **Computer Engineering Technology, Grade 11, University/College Preparation (TEJ3M)**

This course examines computer systems and control of external devices. Students will assemble computers and small networks by installing and configuring appropriate hardware and software. Students will develop knowledge and skills in electronics, robotics, programming, and networks, and will build systems that use computer programs and interfaces to control and/or respond to external devices. Students will develop an awareness of related environmental and societal issues, and will learn about college and university programs leading to careers in computer technology.

**Prerequisite:** None

### **Computer Engineering Technology, Grade 12, University/College Preparation (TEJ4M)**

This course extends students' understanding of computer systems and computer interfacing with external devices. Students will assemble computer systems by installing and configuring appropriate hardware and software, and will learn more about fundamental concepts of electronics, robotics, programming, and networks. Students will examine related environmental and societal issues, and will explore postsecondary pathways leading to careers in computer technology.

**Prerequisite:** *Computer Engineering Technology, Grade 11, University/College Preparation*

## Health and Physical Education

### **Healthy Active Living Education, Grade 9, Open (PPL10)**

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.

### **Healthy Active Living Education, Grade 10, Open (PPL20)**

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.

### **Health for Life, Grade 11, Open (PPZ30)**

This course helps students develop a personalized approach to healthy living. Students will examine the factors that affect their own health and the health of individuals as members of the community. They will learn about the components of the *Vitality* approach to healthy living – an initiative that promotes healthy eating, an active lifestyle, and a positive self-image. Throughout this course, students will develop the skills necessary to take charge of and improve their own health, as well as to encourage others to lead healthy lives.

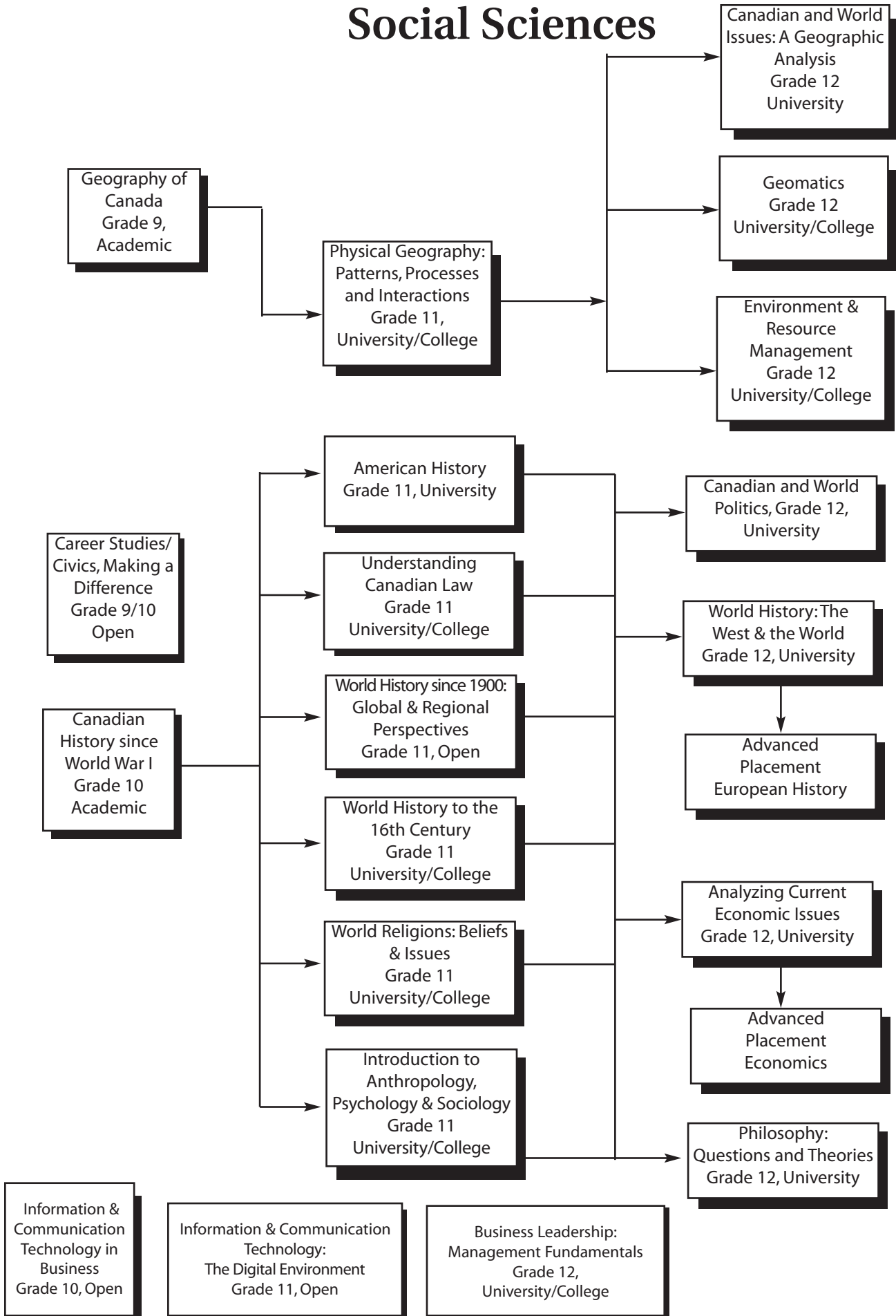
**Prerequisite:** None

### **Exercise Science, Grade 12, University Preparation (PSE4U)**

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 through understanding the structure of the body and its physiological functioning, 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.

**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*

# Social Sciences



## Geography

### **Geography of Canada, Grade 9, Academic (CGC1D)**

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.

### **Physical Geography: Patterns, Processes, and Interactions, Grade 11, University/College Preparation (CGF3M)**

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

**Prerequisite:** *Geography of Canada, Grade 9, Academic or Applied*

### **Canadian and World Issues: A Geographic Analysis, Grade 12 University Preparation (CGW4U)**

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.

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

### **The Environment and Resource Management, Grade 12, University/College Preparation (CGR4M)**

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

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

### **Geomatics: Geotechnologies in Action, Grade 12, University/College Preparation (CGO4M)**

This course gives students experience in using geotechnologies to develop solutions to real-world problems involving physical and human geography. Students will extend their knowledge of geomatics in the areas of cartography, geographic information systems (GIS), the global positioning system (GPS), and remote sensing. Students will develop critical thinking and communication skills as they apply geotechnologies and geographic inquiry methods to devise and present ways of improving conditions for people and the environment.

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

## History and Social Sciences

### **Career Studies, Grade 10, Open (1/2 credit) (GLC2O)**

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.

**Civics, Grade 10, Open (1/2 credit) (CHV2O)**

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.

**Canadian History Since World War I, Grade 10, Academic (CHC2D)**

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.

**American History, Grade 11, University Preparation (CHA3U)**

This course traces the social, economic, and political development of the United States from colonial times to the present. Students will examine issues of diversity, identity, and culture that have influenced the country's social and political formation and will consider the implications of its expansion into a global superpower. Students will use critical-thinking and communication skills to determine causal relationships, evaluate multiple perspectives, and present their own points of view.

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

**Understanding Canadian Law, Grade 11, University/College Preparation (CLU3M)**

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.

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

**World History Since 1900: Global and Regional Perspectives, Grade 11, Open (CHT3O)**

This course focuses on the major events and issues in world history from 1900 to the present. Students will investigate the causes and effects of global and regional conflicts and the responses of individuals and governments to social, economic, and political changes. Students will use critical thinking and communication skills to formulate and test points of view, draw conclusions, and present their findings about the challenges that have faced and continue to face people in various parts of the world.

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

**World History to the Sixteenth Century, Grade 11, University/College Preparation (CHW3M)**

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.

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

**World Religions: Beliefs, Issues, and Religious Traditions, Grade 11, University/College Preparation (HRT3M)**

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.

**Prerequisite:** *None*

### **Introduction to Anthropology, Psychology, and Sociology, Grade 11, University/College Preparation (HSP3M)**

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 the 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.

**Prerequisite:** None

### **Canadian and World Politics, Grade 12, University Preparation (CPW4U)**

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.

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

### **World History: The West and the World, Grade 12, University Preparation (CHY4U)**

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.

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

### **Analysing Current Economic Issues, Grade 12, University Preparation (CIA4U)**

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

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

### **Philosophy: Questions and Theories, Grade 12, University Preparation (HZT4U)**

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

### **Advanced Placement Economics**

The purpose of the AP course in Economics is to give students a thorough understanding of the principles of economics. The AP Microeconomics course applies to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. The AP Macroeconomics course places emphasis on the study of national income and price-level determination, and also develops students' familiarity with economics performance measures, the financial sector, stabilization policies, economics growth, and international economics. After showing themselves to be qualified on the AP Exam, some students in their first year of university may be permitted, based on individual university policy, to undertake upper level courses in economics. This course is offered in conjunction with Grade 12 Economics course (CIA4U)

and, in addition to the AP material, covers the curriculum of the Grade 12 Economics course. The AP Economics course is offered based on sufficient enrolment.

### **Advanced Placement European History**

The study of European History since 1450 introduces students to cultural, economic, political and social developments that played a fundamental role in shaping the world in which we live: the development of contemporary institutions, the role of continuity and change in present-day society and politics and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop an understanding of some of the principal themes in modern European history, an ability to analyze historical evidence and historical interpretation and an ability to express historical understanding in writing. After showing themselves to be qualified on the AP exam, some students in their first year of university may be permitted, based on individual university policy, to undertake upper level courses in European History. The AP European History course is offered based on sufficient enrolment.

## **Business Studies**

### **Information and Communication Technology in Business, Grade 10, Open (BTT20)**

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.

**Prerequisite:** None

### **Information and Communication Technology: The Digital Environment, Grade 11, Open (BTA30)**

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.

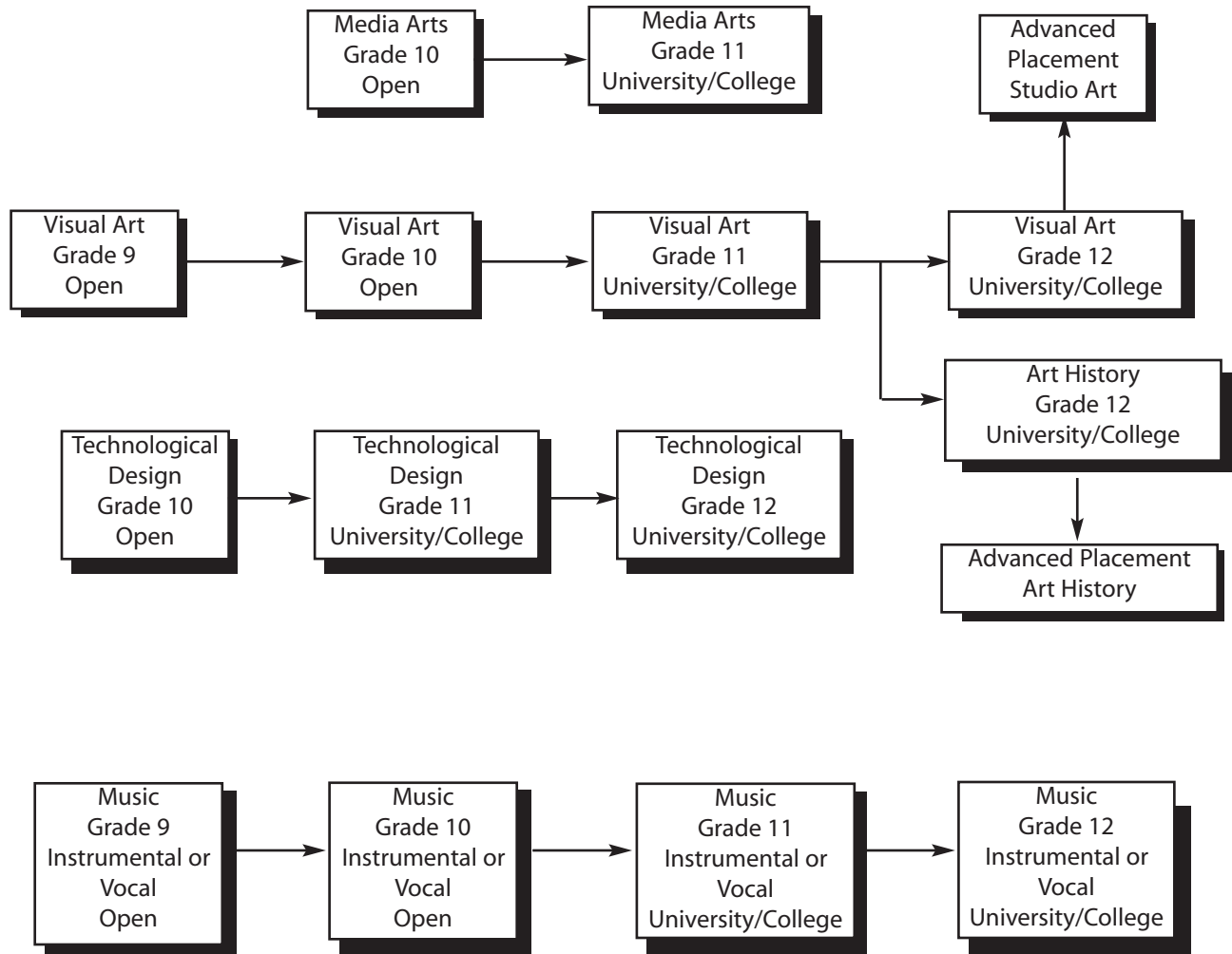
**Prerequisite:** None

### **Business Leadership: Management Fundamentals, Grade 12, University/College Preparation (BOH4M)**

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

**Prerequisite:** None

# Visual and Performing Arts



## Visual Arts

### Visual Arts, Grade 9, Open (AVI10)

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.

**Prerequisite:** None

### Visual Arts, Grade 10, Open (AVI20)

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.

**Prerequisite:** None

### Media Arts, Grade 10, Open (ASM20)

This course enables students to create media art works by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communications skills that are transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. Students will develop the skills necessary to create and interpret media art works.

**Prerequisite:** None

### Technological Design, Grade 10, Open (TDJ20)

This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design, and will learn about secondary and postsecondary education and training leading to careers in the field.

**Prerequisite:** None

### Visual Arts, Grade 11, University/College Preparation (AVI3M)

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 artform (e.g., photography, video, computer graphics, information design).

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

### Media Arts, Grade 11, University/College Preparation (ASM3M)

This course focuses on the development of media arts skills through the production of art works involving traditional and emerging technologies, tools, and techniques such as new media, computer animation, and web environments. Students will explore the evolution of media arts as an extension of traditional art forms, use the creative process to produce effective media art works, and critically analyse the unique characteristics of this art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture, and community values.

**Prerequisite:** Media Arts, Grade 10, Open, or any Grade 9 or 10 arts course

### Technological Design, Grade 11, University/College Preparation (TDJ3M)

This course examines how technological design is influenced by human, environmental, financial, and material

requirements and resources. Students will research, design, build, and assess solutions that meet specific human needs, using working drawings and other communication methods to present their design ideas. They will develop an awareness of environmental, societal, and cultural issues related to technological design, and will explore career opportunities in the field, as well as the college and/or university program requirements for them.

**Prerequisite:** None

### **Visual Arts, Grade 12, University/College Preparation (AVI4M)**

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

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

### **Art History, Grade 12, University Preparation (AWU4M)**

This course is a survey course designed to introduce students to the traditions of art as they have been practiced from prehistory through to present day. Sculpture, architecture, painting and other art forms will be explored from a range of historical and cultural contexts to achieve a critical understanding of visual culture both past and present. This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyse historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge.

**Prerequisite:** any university or university/college preparation course

### **Technological Design, Grade 12, University/College Preparation (TDJ4M)**

This course introduces students to the fundamentals of design advocacy and marketing, while building on their design skills and their knowledge of professional design practices. Students will apply a systematic design process to research, design, build, and assess solutions that meet specific human needs, using illustrations, presentation drawings, and other communication methods to present their designs. Students will enhance their problem-solving and communication skills, and will explore career opportunities and the postsecondary education and training requirements for them.

**Prerequisite:** Technological Design, Grade 11, University/College Preparation

### **Advanced Placement Art History**

AP Art History is designed to provide the same benefits to secondary school students as those provided by an introductory college in art history, an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. In the course, students examine and critically analyze major forms of artistic expression from the past and the present from a variety of cultures. While visual analysis is the fundamental tool of the art historian, art history also emphasizes understanding works in context, considering such issues as patronage, gender, and the functions and effects of works of art. Students will also have the opportunity to engage with specific studio techniques to enhance their appreciation of the works they study. Many colleges and universities offer advanced placement and/or credit to students who have performed successfully on the AP Art History exam. This course is offered in conjunction with the Art History course (AWU4M) and, in addition to the AP material, covers the curriculum of the Grade 12 Art History course.

## **Advanced Placement Studio Art**

The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written exam; instead, students submit a portfolio of 24 resolved works for evaluation at the end of the school year. The AP Studio Art program is for students wishing to extend their studio knowledge and experience to include in-depth personal exploration of a theme and mastery over a wide variety of materials, techniques and approaches to visual composition. Successful completion of AP Studio Art permits universities, based on individual policy, to evaluate, acknowledge, and encourage that accomplishment through the granting of appropriate credit and placement. The current portfolio offerings are 2-D Design, and Drawing. This course is offered in conjunction with the Grade 12 Visual Art course (AVI4M) and, in addition to the AP material, covers the curriculum of the Grade 12 Visual Art course.

## **Music**

### **Music, Grade 9, Open (Instrumental AMU1O, Vocal AMV1O)**

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.

**Prerequisite:** None

### **Music, Grade 10, Open (Instrumental AMU2O, Vocal AMV2O)**

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.

**Prerequisite:** None

### **Music - Instrumental, Grade 11, University/College Preparation (AMU3M)**

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.

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

### **Music - Vocal, Grade 11, University/College Preparation (AMV3M)**

This course develops students' artistic knowledge and skills through the performance of music and the preparation of music productions. Students will perform appropriate works, particularly works in contemporary popular styles. Independently and in groups, they will also plan, market, and produce music productions making use of appropriate technology, and will evaluate the results.

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

### **Music - Instrumental, Grade 12, University/College Preparation (AMU4M)**

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers.

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



## eLearning Consortium

Appleby College, Bayview Glen, The Bishop Strachan School, Elmwood School, Havergal College, Hillfield Strathallan College, Ridley College, Rosseau Lake College, Royal St. George's College, St. Andrew's College, St. Clement's School, St. John's-Kilmarnock School, St. Mildred's Lightbourn School, Trafalgar Castle School, Trinity College School, and The York School

### Information on Online Courses

As a member of the CIS eLearning Consortium (ELC), Ridley College will be offering online courses for its students. The CIS eLearning Consortium is a unique cooperative not-for-profit organization that provides exemplary online curriculum for the benefit of students in member CIS schools. The CIS eLearning Consortium's mission is to provide online courses that offer best practices in online instruction and 21st Century skills, with a high level of student monitoring and support. ELC courses are open to students from any of the 16 Consortium schools who are approved by their Site Administrator and Student Services.

These online courses, similar to our other school courses, run from September to May with a final assessment in June. Course teachers come from member Conference of Independent schools. Our online Site Administrator will communicate regularly with the online teachers and students to support student success, monitor progress, and report student grades. They are the resources if students have any problems with their online course.

Full information on CIS online courses and a demo ELC lesson are available at: [www.cislec.com](http://www.cislec.com). Login and password are: elc.

The following courses are available for selection for Ridley College students in 2010-2011. Registration for online courses will be done through the Academics/Guidance Office and requires approval from Ridley College's Site Administrator.

### CIS ELC Online Course Descriptions

*\*Note the lowercase "e" after each course indicates it is an ELC online course.*

#### **AP Mandarin Language & Culture Exam Preparation (non credit half course) Online Course (APMLANGe)**

This non credit course will prepare highly motivated students to write the AP Chinese Language and Culture exam in May. It is 50 hours in length and will be taught from September until May, completed before the AP exam. The course is taught entirely in Chinese and students are expected to be proficient in Pinyin and able to use the Pinyin input method to type Chinese characters on the computer. During the course, students will gain proficiency in interpersonal, interpretive and presentational communication skills in Mandarin Chinese, and enrich their knowledge of Chinese culture. Students will meet their teacher in the Wimba virtual classroom and be engaged in many group activities including discussion threads, group presentations, peer critiques, video projects, cultural projects, and debate. Students will be required to keep an online journal in which they will share their reflections.

**Prerequisite or co-requisite:** LKMCU, or native-live proficiency in Mandarin with teacher permission

#### **Communications Technology Online Course (TGJ3Me)**

##### **Grade 11, University/College Preparation**

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues and explore college and university programs and career opportunities in the various communications technology fields.

**Prerequisite:** None

## **Computer and Information Science Online Course (ICS3Ue)**

### **Grade 11, University Preparation**

This online 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.

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

## **Environmental Science Online Course (SVN3Me)**

### **Grade 11, University/College Preparation**

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.

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

## **The Individual and the Economy Online Course (CIE3Me)**

### **Grade 11, University/College Preparation**

This course explores elements of 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.

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

## **Canadian and International Law Online Course (CLN4Ue)**

### **Grade 12, University Preparation**

This course examines 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.

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

## **Challenge and Change in Society Online Course (HSB4Me)**

### **Grade 12, University/College Preparation**

This online 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 social theorists, and will apply those ideas to the analysis of contemporary trends.

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

## **Classical Civilization Online Course (LVV4Ue)**

### **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 archaeo-

logical evidence, students will enhance both their communication skills and their ability to think critically and creatively. **Prerequisite:** *English, Grade 10, Academic or Applied*

### **Computer and Information Science Online Course (ICS4Ue)**

#### **Grade 12, University Preparation**

This online 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 environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

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

### **Earth and Space Science Online Course (SES4Ue)**

#### **Grade 12 University/College Preparation**

This course develops students' understanding of the Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will examine the Earth's place in the solar system and, after a general introduction to Earth science, will explore in more detail the materials of the Earth, its processes, and its history. Throughout the course, students will learn how these forces, processes, and material affect their daily lives. The course draws on astronomy, biology, chemistry, mathematics, and physics in its consideration of geological processes that can be observed directly or inferred from other evidence.

**Prerequisite:** *Science, Grade 10, Academic*

### **Financial Securities (Interdisciplinary Studies) Online Course (IDC4Ue)**

#### **Grade 12, University Preparation**

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 & 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.

**Prerequisite:** *Any level 3 or 4 University or University/College Preparation Course*

### **International Business Fundamentals Online Course (BBB4Me)**

#### **Grade 12, University/College Preparation**

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

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