



SENIOR SCHOOL 2014-2015 ACADEMIC CALENDAR



Hillfield Strathallan College
Here Excellence is a Way of Life

Hillfield Strathallan College Senior School Academic Calendar 2014-2015



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Introduction

Mission

At Hillfield Strathallan College, we prepare young people for higher learning and life by emphasizing academic excellence and the nurturing of the whole child.

Vision

Hillfield Strathallan College inspires its students to reach their full potential and to better the world around them.

Values

We are committed to the following values:

- meeting the needs of our students through research-based and well-informed teaching practices within a challenging and supportive learning environment
- implementing a broad approach to education that promotes the artistic, emotional, ethical, intellectual and physical development of our students
- graduating global citizens who are intellectually curious, adaptable, ethical, compassionate, confident, responsible and respectful
- demonstrating excellence in everything we do
- working in partnership with parents and other members of the school community
- playing a leadership role in our local community, as well as in the wider educational community
- building on more than a century of tradition and innovation so that Hillfield Strathallan College continues to be among Canada's foremost independent schools

Guiding Educational Principles

Students learn best:

- in a safe, respectful and supportive environment where they feel valued and know that their teachers have confidence in their ability to learn
- in a challenging environment where they are inspired to do their best, to apply themselves to their studies, to take responsible risks and to strive for continual improvement
- when their teachers address their individual needs thereby acknowledging that people have different kinds of minds, learn in different ways and progress at different rates
- when they are actively engaged and when their teachers employ a wide repertoire of teaching and learning strategies
- when they make connections, apply their knowledge and utilize higher level thinking skills
- in a well-prepared and resource-rich environment that integrates information technologies
- when they receive meaningful and timely feedback on what they do well and how they can improve
- when parents, students and teachers work together in a positive partnership

Purpose of this Course Calendar

This course calendar is a planning tool designed to help parents, students, and teachers ensure that today's educational choices open the right doors to the future. This calendar gives information about the Ontario Ministry of Education requirements for granting the Ontario Secondary School Diploma (OSSD) along with an explanation of the graduation requirements unique to our school. The calendar also provides a comprehensive and in-depth listing of the academic courses offered by Hillfield Strathallan College.

The courses offered by Hillfield Strathallan College have been developed according to the requirements of the Ontario Ministry of Education and then enriched to meet the standards of the College. Unless otherwise indicated, all courses are full-credit courses requiring 110 hours of instruction.

Ontario Secondary School Graduation Diplomas & Certificates

In the province of Ontario, there are three different diplomas or certificates that secondary school students are capable of earning. The first two types are relevant only to those students who do not intend to study at the post-secondary level. For students who leave secondary school but have earned a minimum of 14 credits, as outlined in the Ontario Ministry of Education's document, *Ontario Secondary Schools, Grade 9 to 12: Program and Diploma Requirements*, an Ontario Secondary School Certificate (OSSC) is presented. For students who depart secondary school prior to earning their OSSC, a Certificate of Accomplishment is presented.

At Hillfield Strathallan College, the core of our educational mission is to prepare our students for post-secondary study. As such, the certificates listed above are not applicable to our students, as they are all pursuing the Ontario Secondary School Diploma (OSSD). The OSSD is the most important requirement for university entrance and the details of this diploma are outlined below.

Ontario Secondary School Diploma Requirements

The program of study is referred to as the *Ontario Secondary Schools, Grade 9 – 12: Program and Diploma Requirements (OSS)*. In order to receive an Ontario Secondary School Diploma (OSSD), under the OSS guidelines, the student must successfully complete a minimum of 30 credits from a variety of subject areas. There are 18 compulsory and 12 elective credits that comprise this mix of 30 credits. In order to earn the OSSD, 6 of these credits must have been at the Grade 12 4U or 4M level.

Definition of a Credit

A credit is granted by a Principal on behalf of the Ministry of Education in recognition of the successful completion of a course which has a minimum of 110 hours of instructional time and has been developed, or approved, by the Ministry.

Ontario Secondary School Diploma (OSSD) Requirements

Subject Area	Credits
• English (one at each grade level: 9-12)	4
• French	1
• Mathematics (at least 1 credit in Grade 11 or 12)	3
• Science	2
• Canadian History (Grade 10)	1
• Canadian Geography (Grade 9)	1
• Arts	1
• Health and Physical Education	1
• Civics and Career Studies (1/2 credit each)	1
• Additional credit in English, or French as a second language, or a Native language, or a classical or international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education	1
• Additional credit in health and physical education, or the arts, or 1 business studies, or cooperative education or French as a second language	1
• Additional credit in science (Grade 11 or 12), or technological education, or French as a second language, or computer studies, or cooperative education	1
Compulsory Credits	18
Elective Credits	12
Total	30

In addition to these course credit requirements, students must also complete a minimum of 40 hours of community service and pass the *Ontario Secondary School Literacy Test (OSSLT)*. Further information regarding the OSSLT can be found on page 6 of the academic calendar.

Planning a Program

Each year students prepare an Annual Education Plan (AEP) in consultation with their parents, teachers and tutorial leaders. This is an excellent strategy to help students monitor their progress and achievements, and to set and review goals. Our course selection sheet allows students to look ahead at areas of study in higher grades, which may be of interest to them. The prerequisites and recommended preparation requirements for each course are noted in this course calendar.

In order to assist students in understanding and appreciating the relationship between their secondary school program choices and their application to university, a wide variety of opportunities are provided for students through the Student Success Department at HSC. These include visits to the HSC campus by more than 25 different universities and colleges, University Dialogues, individual interviews for every Grade 10 student with a faculty member from Student Success, Parent Information Programs, and a dedicated focus during the GLC20 course on career and academic pathways.

Subject selection is of particular importance as students move into Grade 11 where there are fewer compulsory courses and more elective options available. Students at this level are advised to build flexibility, depth and breadth into their choices, and to become knowledgeable about admission requirements to specialized university programs. Grade 11 and 12 students are urged to assess carefully their areas of strength and areas of interest. It is important for students to know themselves well and to enter the senior years with the personal confidence to excel in the courses which allow them to attain their academic goals. Please also refer to the course selection process on page 13. The student's academic performance at the Grade 9 and 10 levels is taken into consideration when he or she selects Grade 11 and 12 courses. Prerequisite credits should be in place and the student should show a solid academic background in those disciplines that he or she wishes to pursue in the senior grades.

University Application and Admission Process and University Academic Requirements

Entrance criteria and admission requirements differ depending on the student's choice of program and institution. In Ontario, university applicants must have at least six university or university/college credits out of the 30 required credits. **English, Grade 12 ENG4U, is a required credit for all university and college programs.**

Students applying to undergraduate Arts programs need English plus their five best Grade 12 4U or 4M courses. Some universities limit the number of 4M courses that can be used for application to one only. Students applying to professional programs such as Commerce and Engineering will find the Grade 12 credit requirements much more prescriptive. Please refer to the charts at the end of this booklet for examples and speak with the Director of Student Success to verify 4U/4M requirements prior to university applications.

Outside of Ontario, entrance criteria differ from province to province and country to country. For example, students applying to colleges in the United States must submit a SAT or ACT result. There are usually five SAT testing days during the year and HSC is an approved SAT testing centre. American colleges also require information on the student's rank, and conversion of marks to grade point average (GPA). We recommend that students interested in attending American colleges write the SAT in their Grade 11 year in May.

As part of the Grade 10 program at HSC, students have the option to write the PSAT test (Preliminary Scholastic Aptitude Test). This is an excellent indicator of which students possess the aptitude for studying at the Advanced Placement level and also provides HSC students with the experience of writing a standardized test.

For professional programs in Ontario, and for most colleges in the United States, the student will also be asked to submit a personal profile, which includes information about academic goals, leadership experiences, extracurricular activities, and letters of support from referees. The process is extensive and it is important for students to plan ample preparation time to gather the required support documents. The student's tutorial leader and academic counsellors are key sources of support to help facilitate this process.

Beginning in Grade 9, we have an extensive counselling program in place to support students in making informed and wise choices about higher education beyond our gates. They include one-on-one counselling appointments with Student Success staff, university talks and visits, career studies guest speakers, online information as well as the many print resources available in the Student Success Centre.

The formal university application process begins in the spring of the student's Grade 11 year. Details regarding the application process in Ontario can be found at www.uoac.on.ca. Information regarding universities in the United States and other countries can be obtained in Student Success Centre. Please check the last page of this calendar for other pertinent websites.

It is highly recommended that students who are considering scholarship applications as part of their university admissions process begin to investigate the various opportunities in Grade 11, well in advance of their graduating year. Scholarship research and the subsequent application work are time-consuming endeavours. Students need to allocate the appropriate level of effort into the scholarship process if they wish to be successful. Student Success Counsellors are available to help guide and direct students as they investigate potential scholarship opportunities.

Ontario Student Record (OSR)

An information file containing final report cards, an up-to-date transcript, and other material pertinent to the student's academic achievements called the Ontario Student Record (OSR) is maintained by Hillfield Strathallan College for each student enrolled in the school. Upon graduation from secondary school, Hillfield Strathallan College is responsible for the retention, storage, and eventual destruction of information contained in a student's OSR. Under Ministry of Education policy, the College will use the following timeline to manage the contents of the OSRs of students who have retired from secondary school:

One year post retirement: Regulations under the freedom of information legislation require that personal information that has been used by an institution be retained by the institution for at least one year after use, unless the individual to whom the information relates consents in writing to its earlier disposal. Therefore, any personal information placed in an OSR should be retained by Hillfield Strathallan College for at least one year after use, unless the Principal receives written consent to its earlier disposal.

The following components of the OSR will be retained for five years after a student retires from school: 1) report cards; 2) the documentation file, where applicable; and 3) additional information that is identified by Hillfield Strathallan College as appropriate for retention.

The following components of the OSR will be retained for fifty-five years after a student retires from school: 1) the OSR folder; 2) the OST; and 3) the office index card. The destruction of all or any part of the OSR when its retention is no longer required under the Ministry of Education's OSR Guidelines will be affected under conditions that ensure the complete and confidential disposal of the record.

A full policy document, describing the Ontario Student Record, can be found at:
<http://www.edu.gov.on.ca/eng/document/curricul/osr/osr.html>

A parental request to review the OSR (with or without the student in attendance) may be made to the Senior School Principal.

Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) was developed in 1983 to provide an official and consistent record of the Ontario secondary school credit courses successfully completed by a student. The OST is kept in the student's Ontario Student Record (OSR) which is maintained in the School Administration Office. All withdrawals after the course drop date from any Grade 11 or 12 course must be recorded on the OST. This official course withdrawal date is always five (5) school days following the receipt of the first official report card. At HSC, the first official report is released in late January and the actual course withdrawal date is posted on the Senior School electronic calendar for student and parent reference. As well, any repeat of a course must also be recorded on the OST and the credit awarded to the course attempt with the highest grade upon completion.

The OST will include the following:

- all Grade 9 and 10 courses successfully completed by the student, with percentage
- grades obtained and credits earned
- all Grade 11 and 12 courses completed or attempted by the student, with percentage grades
- obtained and credits earned
- all equivalent credits granted through the Prior Learning Assessment and Recognition (PLAR) equivalency process under OS
- all Grade 10 courses for which the student successfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned
- all Grade 11 and 12 courses for which the student successfully or unsuccessfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned
- identification of compulsory credits, including credits that are substitutions for compulsory credits identified by the Ministry as diploma requirements
- confirmation that the student has completed the forty hours of community involvement
- confirmation that the student has successfully completed the provincial secondary literacy requirement

Since September 1, 1999, the OST has also had to include a record of the achievement of exceptional students who have alternative learning expectations in an individualized, no-credit program. (See OSS, section 6.2.2.2.)

A full policy document, describing the Ontario Student Transcript, can be found at:

<http://www.edu.gov.on.ca/eng/general/elemsec/ost/ost.html>

Additional Information

Student Success Centre / Career Education

The Student Success program spans all grade levels of the Senior School and addresses a wide variety of learning needs. The program is paced to manage the important decisions the students will need to make in their pursuit of post-secondary studies.



Main Foci for Grades 9 and 10

- Counselling for the transition from Middle School
- Leadership development: personal interviews
- Personal productivity: interests, strengths, decision-making
- Volunteering: addressing and tracking the 40 hour graduation requirement
- Academic counselling for effective decision-making (courses and career planning)
- The compulsory Grade 10 - 1/2 credit career course
- Counselling for summer school courses/additional courses to assist in balancing the pace of the next levels of study

Main Foci for Grades 11 and 12

- Building on discoveries and interests of the program in Grades 9 & 10
- Academic counseling
- Exploring options for post-secondary studies
- Post-secondary application process (for the graduating students)
- Scholarship counseling
- Counselling for summer school courses/additional courses to assist in balancing the pace of the next levels of study
- Extended or enriched study programs

Planning Ahead

Now is the time when students are faced with making important decisions as they consider and select their senior level courses. The universities urge students to maintain as much breadth as possible in their secondary school choices and to keep their options open. Students should consult Student Success Counsellors, Tutorial leaders, faculty and each university website for further information.

Resources to assist in effective decision-making

- Staff: students will discuss their course options with their Tutors and their University Counsellor in the Student Success Centre.
- Resource materials such as university calendars for Ontario universities, out-of-province universities, universities in the U.S., the U.K. and Europe, are available in the Student Success Centre for students and parents.
- Students are strongly advised to use the individual university web sites. The information and the illustrations surpass information in the books.
- University Recruiter Visits are scheduled from September until the end of November. HSC invites about 25 universities each year. Grades 11 and 12 students actively participate in the lunch sessions along with an evening program in October. This promotes good public relations with the visiting universities.
- Grade 10 field trip to a university is organized for all students.
- Career Fair presentations featuring former alumni are lively, informative sessions that inform students about career opportunities.
- General Interest Inventories are available for all students in the Student Success Centre
- Career Cruising Computer Program is available on the HSC website www.careercruising.com.
- Considering the U.S.? - university selection book, American edition SAT I, SAT II and PSAT testing are available in the Student Success Centre.
- Considering the U.K.? - university selection book available in the Student Success Centre.

Community Service

As part of their diploma requirements, students must complete a minimum of 40 hours of community involvement activities. Relative to our mission, students are encouraged to support our local community and to reach out to others in faraway places from the early grades. By the end of Grade 12, the majority of our students surpass the 40 hours of community service. We advise our students to commit to involvement in all four years of high school. Involvement in the community encourages students to develop awareness and understanding of their civic responsibilities and often an understanding of their preferences for their future careers. Students either choose their own community service activities or they may participate in the activities initiated by the School through House activities, individual projects, or peer endeavours. Students are responsible for keeping a record of their volunteer activities on a form supplied by the Student Success Centre and for ensuring that this form is returned to Student Services so that volunteer hours can be formally logged with the school. The Director of Student Success is available to help students find suitable placements and activities to fulfill their community service interests.

Grade 10 Literacy Test

The successful completion of the Ontario Secondary School Literacy Test (OSSLT) is a graduation requirement. The literacy test evaluates students' reading and writing skills based upon curriculum expectations in language and communications developed to the end of Grade 9. Grade 10 students take this two-and-half hour test in the morning on the date designated by the Ministry of Education. Students in Grades 11 and 12, who may need to do the test also complete it on the designated day. Successful completion of the OSSLT is recorded on the Ontario Student Transcript.

Should an HSC student be unsuccessful at passing the OSSLT, he or she is expected to write the test again in a subsequent year (i.e. Grades 11 or 12). The other way to achieve the literacy requirement for graduation is to enroll in, and successfully complete, the OLC40 course. This is a Grade 12 open-level course aimed at helping students develop the required literacy skills to be successful in life. It can be used to satisfy the English credit requirement but it is not applicable for university entrance requirements. Students must successfully complete the ENG4U course for university application. Because the overwhelming majority of HSC students successfully complete the OSSLT in their Grade 10 year, Hillfield Strathallan College does not offer the OLC40 course but it can be arranged through summer school with assistance from the Student Success Centre.

Music Certificates Accepted for Credit

A student who has successfully completed the requirements for Grade VII Practical and Grade I Rudiments of the Royal Conservatory of Music may count a maximum of one non-Grade 12 credit towards the OSSD in addition to any other music credits earned in the school. A student who has successfully completed the requirements for Grade VIII Practical and Grade II Rudiments of the Royal Conservatory of Music may count a maximum of one Grade 12 credit towards the OSSD, in addition to a maximum of one other Grade 12 credit in music earned in the school. Please submit this document to the Director of Student Success so that the appropriate notation can be made on the Ontario Student Transcript (OST).

Considerations for Program Planning and Course Design

At Hillfield Strathallan College, considerable care and attention are invested in the design of our academic courses. We recognize, and support, the fact that all learners are different and, as such, they have varying needs that must be taken into consideration when designing curriculum, delivering instruction, and assessing student learning.

The following areas are considered integral components in the program planning for HSC's academic courses:

1. Ensuring that clearly differentiated approaches in both instructional practices and the assessment of student learning are in place to support, engage, and evaluate a wide spectrum of learning styles and preferences.
2. Providing accommodations to support the learning needs of the identified students in each course, as per the mandates in that student's Individual Learning Plan (IPL), is a fundamental consideration in program planning.
3. It is recognized that some of our learners are English as a Second Language (ESL) students and, therefore, accommodations and supports have been put into place to acknowledge and assist with potential language challenges.
4. Where possible, and when relevant, attention is drawn to environmental considerations and themes which impact the curriculum and learning outcomes in HSC's academic courses.
5. As a multicultural community, all HSC courses have been designed to discourage discrimination across ethnic, cultural, and religious boundaries.
6. The integration of technology into the learning environment, to extend opportunities for students and enrich the classroom experience when appropriate, is a core element in each of our courses.
7. The support services of the Learning Commons (Library) faculty are actively considered in helping to design course units and/or projects. Digital literacy and effective research skills are a part of every course's design.
8. In order to build relevance, and focus student effort, ample opportunities are taken to discuss career possibilities related to the course content in each of the credits offered at HSC.

Assessment and Evaluation of Student Achievement

The criteria for how a student's learning is assessed, evaluated and reported are governed by the Ministry of Education policy document entitled, *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*; First Edition, Covering Grades 1 to 12, 2010.

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both "assessment for learning" and "assessment as learning". As part of assessment for learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment as learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

Teachers obtain assessment information through a variety of means, which may include formal and informal observations, discussions, learning conversations, questioning, conferences, homework, tasks done in groups, demonstrations, projects, portfolios, developmental continua, performances, peer and self-assessments, self-reflections, essays, and tests. For Grades 1 to 12, assessment is based on evidence of student achievement of the provincial curriculum expectations. Teachers will ensure that students' demonstration of their achievement is considered within the appropriate categories.

The use of assessment to improve student learning and to help students become independent learners requires teachers and students to acknowledge and enact a fundamental shift in how they perceive their roles in the learning process. In a traditional assessment paradigm, the teacher is perceived as the active agent in the process, determining goals and criteria for successful achievement, delivering instruction, and evaluating student achievement at the end of a period of learning. The use of assessment for the purpose of improving learning and helping students become independent learners requires a culture in which students and teachers learn together in a collaborative relationship, each playing an active role in setting learning goals, developing success criteria, giving and receiving feedback, monitoring progress, and adjusting learning strategies. The teacher acts as a “lead learner,” providing support while gradually releasing more and more responsibility to the student, as the student develops the knowledge and skills needed to become an independent learner.

Quality assessment practices that enhance learning and build understanding occur when assessment is:

- fair, transparent, and equitable for all students;
- support all students, including those with special education needs;
- carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- providing ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- developing students’ self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality. Evaluation accurately summarizes and communicates to parents, other teachers, institutions of further education and students themselves what students know and can do with respect to the overall curriculum expectations. Evaluation is based on assessment of learning that provides evidence of student achievement at strategic times throughout the grade/course. All curriculum expectations must be accounted for in instruction and assessment, but evaluation focuses on students’ achievement of the overall expectations. A student’s achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment but not necessarily evaluated.

Ontario, like a number of other jurisdictions, has moved from norm-referenced to criterion-referenced assessment and evaluation. This means that teachers assess and evaluate student work with reference to established criteria for four levels of achievement that are standard across the province, rather than by comparison with work done by other students, or through the ranking of student performance, or with reference to performance standards developed by individual teachers for their own classrooms. In the past, assessment and evaluation performance standards varied from teacher to teacher and from school to school, and this led to results that were not always fair for all students.

Criterion-referenced assessment and evaluation ensure that the assessment and evaluation of student learning in schools across the province are based on the application of the same set of well-defined performance standards. The goal of using a criterion-based approach is to make the assessment and evaluation of student achievement as fair, reliable, and transparent as possible.

Evidence of student achievement for evaluation is collected over time from three different sources – observations, conversations, and student products; by using multiple sources of evidence, the reliability and validity of the evaluation of student learning increases. “Student products” may be in the form of tests or exams and/or assignments for evaluation. Assignments for evaluation may include rich performance tasks, demonstrations, projects, and/or essays.

To ensure equity for all students, assignments for evaluation and tests or exams are to be completed, whenever possible, under the supervision of a teacher. Assignments for evaluation must not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class. Assignments for evaluation may involve group projects as long as each student's work within the group project is evaluated independently and assigned an individual mark, as opposed to a common group mark. The evaluation of student learning is the responsibility of the teacher and must not include the judgement of the student or of the student's peers.

Determining a Report Card Grade

Teachers take various considerations into account before making a decision about the grade to be entered on the report card. The teacher considers all evidence collected through observations, conversations and student products (tests/exams, assignments for evaluation). The teacher then takes into account the evidence for all the tests/exams and assignments for evaluation that the student has completed or submitted, the number of tests/exams or assignments for evaluation that were not completed or submitted, and the evidence of achievement that is available for each overall expectation for a subject in a particular grade or course. In addition, the teacher factors in that some evidence carries greater weight than other evidence; for example, some performance tasks are richer, and reveal more about a student's skills and knowledge than others. Teachers weigh all evidence of student achievement in light of these considerations and then use their professional judgement to determine the student's report card grade. The report card grade represents a student's achievement of overall curriculum expectations, as demonstrated to that point in time. Determining a report card grade involves teachers' professional judgement and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration being given to more recent evidence.

In the Senior School at HSC, report cards are issued in November, December, January, April and June, with the November, December and April reports serving as interim updates and the January and June reports being the term reports. A student's June report card mark is calculated by adding together the formative evaluation mark – 70% which includes term work from September to May, and the summative evaluation mark – 30% which includes the June examination, and if applicable, final summative projects. A copy of the June report card will be filed in the student's OSR.

Recognition of Academic Achievement

Throughout the academic year, the College takes pride in recognizing the accomplishments of its students. Only students meeting minimum course load expectations are eligible for recognition. Please be advised that in order to be eligible for an HSC Honour Pin, students must maintain the minimum course load, including HSC English. Only courses taken at HSC, or courses taken through the CISELC on-line learning program, will be considered in determining a student's average towards his or her HSC Honour Pin status; however, in accordance with Ontario Scholarship criteria, all Ministry approved courses at the Grade 12 level, regardless of where a student earned the credit, will be recognized for inclusion in a student's "top six" average that determines whether an Ontario Scholarship has been obtained (80% or higher average in six Grade 12 courses).

Honour Pins

Honour Pins recognize academic excellence over the course of a school year and are awarded to students who achieve an overall average in June of 85% in their grade level. *With the exception of credits earned through the CISELC, courses taken outside of HSC will be recorded on the OST but will not be factored into the honour pin or final year average.*

In the Senior School, the criteria for an honour pin are as follows:

- Grades 9 and 10 - English and the best 7.5 subjects credited by HSC over the academic year
- Grade 11 students - English and the best 6 subjects credited by HSC over the academic year
- Grade 12 students - English and the best 5 4U or 4M subjects credited by HSC

Note: At the discretion of the Senior School Principal, an honour pin may be awarded to a student who does not meet the above criteria as long as their academic program meets a comparable standard of rigour.

Learning Services

In recognition that all learners are unique and have their own set of learning strengths and challenges, HSC offers a Learning Services program to help students become more independent learners. The program strives to further develop a student's understanding of his/her preferred learning style(s), helps to improve study and time management skills, and strengthens and reinforces the student's writing skills. Learning Services also provides students with a wide variety of computer software that will enhance their learning experiences.

Students who require special accommodations or provisions, as recommended by an educational assessment carried out by a registered professional, are strongly encouraged to submit documentation to the Senior School Principal and the Learning Services Faculty for consideration. This assists the College in supporting students and allows for the development, and ongoing maintenance, of individual learning profiles. It is in the students' best interests that professional educational assessments are kept current, especially after Grade 10, for university entrance considerations.

The College has in place a well-articulated set of policies governing academic integrity. Please refer to HSC's Student/Parent Handbook for details.

Academic Intervention Process in Senior School

When a student is experiencing academic difficulty in one or more of his/her courses, the following intervention process is enacted to provide support and guidance to the student:

Step #1: Professional Due Diligence

(Subject Teacher notices that a student is struggling academically)

- a) **Background check by Subject Teacher:** Check for ILP, check previous June report card, talk with previous year's teacher regarding student's strengths/weaknesses and past strategies/interventions, speak with the Tutorial Leader to see if academic struggles exist beyond the one course.
- b) **Discuss concerns with the student:** Is his/her performance based upon lack of effort, lack of motivation, lack of understanding? How much time are they spending on course work? Have they been receiving extra help? What strategies are they using to study/prepare for tests?
- c) **Subject Teacher documents communications with student and Tutorial Leader.**
Paper copies of student work saved in file.
- d) **If appropriate, Subject Teacher and/or Tutorial Leader make contact with home.**

Step #2: "Noticing A Student" Form

(if Academic concerns are not resolved in Step #1)

- a) **Complete "Noticing a Student" Form and submit it to Learning Services (if Academic), to Vice Principal (if behavioural).** Copy to both if a combination of two.
- b) **Mandatory communication to parents,** copied to Tutorial Leader, Learning Services, Vice Principal.
- c) **Mandatory extra help sessions** coordinated with Subject Teacher; continued documentation by Subject Teacher.

Step #3: Student brought to Intervention Team with Senior School Principal

(Problem persists and/or Academic concerns increase and/or appear in two or more courses)

Note: Step #3 is largely undertaken by the Intervention Team (Principal, Vice Principal, Student Services, Learning Services and the HSC Counsellor). It is, however, done in consultation with the tutorial and subject teachers.

- a) **Review of student's course load & course selections** conducted by the Principal in consultation with the faculty in the Student Success Centre. This may involve reducing the student's course load, looking at ILC courses below the academic level, and a review of the student's co-curricular load (in consultation with tutorial leader).
- b) **Learning Services to explore nature of academic concerns.** Should a psycho-educational assessment of the student be recommended to the parents?

-
- c) **Parent meeting arranged with parent(s)**, Subject Teacher, and Tutorial Leader. Learning Services, Student Success Centre faculty, the Vice Principal, and Principal included on “as needs” basis.
 - d) **Mandatory extra help sessions to continue.**
 - e) **Tutorial Leader to monitor behavioural spin-offs** occurring as a result of the academic struggles.
 - f) **Senior School Principal to meet with parents.** A formal letter summarizing that meeting will be written and placed in the student’s file. Discussions as to whether outside tutoring may take place at this stage.
 - g) **Principal may place the student on academic probation and/or recommend other schooling options that are better suited to the learning needs of the student.**

Academic Program

At HSC, we are very proud of our long tradition of teaching excellence and success in preparing young people to continue their formal studies at institutions of higher learning. Our community is a nurturing one which values the unique contributions of everyone, and which emphasizes service to others in graduating citizens who will contribute positively beyond our gates.

In the Senior School we offer a comprehensive and challenging academic program. As a Ministry of Education inspected school, our courses follow the provincial curriculum expectations. As an independent school, we aim to meet and exceed these learning expectations. We offer a variety of enrichment opportunities to highly capable students from Grade 9-11 through unique programs such as the Enriched Math Program at Grade 9, the Enriched French Program at Grade 9, and Pre-AP Chemistry, Pre-AP Physics, Merged Advanced Functions, and Pre-AP Biology for Grade 10s and 11s. Selection into these academic enrichment programs is limited and based upon criteria such as interviews with the course instructors, written applications, final marks from the previous academic year, PSAT results, and the HSC entrance and scholarship exam results.

In some cases, students and their families may feel that a fifth year of secondary school is prudent for the student to be fully prepared for further studies. Please contact the Senior School Principal to discuss this option.

Student Academic Conduct

The College has in place a well-articulated set of policies governing academic integrity. Please refer to HSC’s Student/Parent Handbook for details. In addition, the Senior School’s policies on late/missing assignments and plagiarism/academic dishonesty are outlined below:

Senior School Policy on Late Assignments

The purpose of a late policy is to cultivate a culture of responsibility, in which students learn to manage their time and efforts, to facilitate their own learning by completing assignments as required, and to respect the needs of peers and teachers for fair assessment and timely feedback. The purpose is not to punish students, nor are penalties an adequate answer for students who are habitually late with work. Rather, penalties for lateness should be used in conjunction with other interventions to foster the sense of responsibility we wish to inculcate.

Premises underlying our attempts to have students assume responsibility:

Students have a clear understanding of what is expected in an assignment.

- Larger assignments, at all grades, are divided into sections where teachers and students can check in on progress and ensure a well-managed plan is in place for assignment completion. This provides excellent opportunities for formative (assessment for learning) and metacognitive (assessment as learning) assessment.
- Students feel capable of meeting the expectations of the assignment.
- Students play a part in negotiating reasonable processes and timelines.
- Students have a sense of good time and materials management.

- Students have some understanding of teacher obligations and commitments.
- Students and teachers retain some control and can negotiate adjustments when circumstances change.
- Students have a clear understanding that it is their responsibility to know and track deadlines.
- Students feel that help is available if they are not sure of any of the above.

Consequences for lateness on time-sensitive work

1. For missed tests, students will be required to contact the teacher immediately on their return to school and to write the test (or a modified version of it) as early as the teacher can arrange. Ideally, the teacher will facilitate the time, location, and supervision for this test re-write. In extremis, a quiet, teacher-supervised work room is available on Monday through Thursday afternoons from 3:45 – 4:45 p.m. It is important to note that the making up of such tests takes priority over other school activities.
2. For late assignments, students can be penalized 5% of the mark they earn per school day up to a maximum of 20%. Evaluated assignments will show both the mark before deduction and the recorded mark with the late penalty.
3. Parents will be contacted if a student fails to complete a key piece of work and submit it by the assigned deadline. A 24-hour grace period can be applied, but then the teacher must send an e-mail to the student's parent/guardian, the tutorial leader, and School Principal. If the student has an ILP, Learning Services faculty should also be copied on the message.
4. Ultimately, after the teacher has used all of the above strategies, they may grant a mark of zero on an assignment that is simply not coming in despite their best efforts. When the mark of zero is granted, an e-mail to the student, parent, tutorial leader, and school Principal must be sent by the teacher.
5. Habitual lateness with course work, across several subject areas, will result in the Senior School Administration intervening on a more formal basis. At the request of the tutorial leader, through the Intervention Team process, the administration will meet with the student and review the need for more dramatic interventions (assigning spare periods to Student Services, removing sign-out privileges, in-school suspensions, parent meetings, academic probation, etc.)
6. In accordance with the Ontario Ministry of Education's Policy on Assessment and Evaluation, students who fail to complete an evaluated piece of work that is of a major summative nature (term projects, culminating tasks, and June examinations) will be given an "incomplete" standing in the course until such time as the work has been completed.

Senior School Plagiarism Policy

The HSC *Handbook for Parents & Students* clearly defines plagiarism and provides a series of accountability measures for students who are caught in this form of academic dishonesty.

Accountability Measures:

1. The teacher will notify the student's tutorial leader and Senior School Principal via e-mail if they encounter a suspected case of plagiarism. This notification should only occur after the teacher has spoken privately with the student to gain insight and feedback from the student in question.
2. Once all of the facts have been obtained, the teacher will refer the student to the Senior School Principal for a meeting (note: plagiarism cases bypass the first level of discipline managed by the Vice Principal of Senior School). The teacher will provide the Principal with a copy of the plagiarized assignment, highlighting the areas of dishonesty, and a copy of the work from which the student plagiarized.
3. The Principal will then meet with the student to discuss the matter.
4. Following this meeting, the Principal will review all of the information gathered and determine whether the student has been involved in an act of plagiarism.
5. If the student has been academically dishonest, the Principal will write a formal letter of notification to the student's parents/guardians explaining the incident and outlining the consequences.
6. Should the same student be caught plagiarizing again, the Principal will manage the situation as a "Major Infraction of School Rules," thus formally involving parents and imposing consequences that may include detention and/or suspension.

Academic Consequences for Plagiarism:

1. The student is to receive an automatic zero (0) on the plagiarized assignment.
2. The student **must** redo the assignment, or complete a modified version of that assignment, on his or her own merits to demonstrate to the teacher that they have grasped the learning expectations being assessed via the particular assignment.
3. Based upon their professional judgment, the teacher can then award up to 50% of the original assignment mark for the redone assignment.

Academic Year

Careful planning of our academic year is necessary to meet the goals embodied in our Mission, Vision, Values and Guiding Educational Principles. Our aim is to ensure that students have sufficient time to develop academically, athletically and socially. Our term calendars provide information on in-class instructional time, field trips, final examinations, chapel services, tutorial meetings, athletics, co-curricular activities, and holidays. The HSC website and the Senior School's online "Monday Memo" are both helpful resources for checking the full year calendar and events.

Course Selection Process

Course selection details are explained to students in grade meetings in mid-January. Students are encouraged to consult with their parents, tutorial leaders, teachers, Instructional Leaders and Student Success Centre staff, as necessary, to ensure that appropriate choices are made. By the beginning of February, students submit their course selection sheet to the Student Success Centre. Parents and tutorial leaders are asked to sign off on this sheet. Following this, teachers, Instructional Leaders, and Student Success Centre faculty review prospective course section lists. Students are then approved for entry into the courses or are referred to the Student Success Centre for further counselling.

For easy reference, course descriptions and curriculum policies are published in the course calendar on the HSC website: www.hsc.on.ca/on-campus/Senior-School/course-calendar.html

Availability of Courses

HSC believes in a program which offers both depth and breadth in learning options. At present we offer over 100 different courses to students. HSC reviews its course offerings annually based upon department reviews, balance across areas of study, monitoring graduate patterns and trends, ensuring core knowledge and offering electives choices. **Hillfield Strathallan College has every intention of delivering the courses listed and described in this calendar. On occasion, due to timetabling and staffing constraints, it is not possible to guarantee that all courses will have sufficient student enrolment to be included in the master schedule for September.** We therefore reserve the right to determine whether or not a course will actually run. To meet the needs of our students we base our staffing and scheduling decisions on an analysis of the best use of academic resources – faculty and facility – with student enrolment per course as our guide.

Advanced Placement (AP) Courses

The Advanced Placement program operates through the College Board in the United States, the same group who developed and administers the PSAT and SAT testing. The full AP Program consists of 34 college-level courses and exams, in 19 disciplines, for highly motivated students in secondary schools. Students report that they enjoy the challenges of the AP Program; high school faculty find that AP courses greatly enhance students' confidence and academic interest; and college faculty find that these students are well prepared for post-secondary academic work. AP courses are offered in more than 20,000 secondary schools internationally and in every province in Canada. Depending on the degree of success obtained by students in their AP courses, as determined by their score on a three-hour examination sat in May, many international universities and most universities throughout Canada will offer students either advanced placement or grant them a credit equivalent to a first-year course at their institution. That said, each university has its own policy regarding the acceptance of AP credits and students should view the AP website for additional information: www.collegeboard.com/ap.

A standardized test in each subject is administered worldwide in the home school during the second and third weeks in May, results of which are coded on a 5 point scale defined as follows: 5 – Extremely Well Qualified, 4 – Well Qualified, 3 – Qualified, 2 – Possibly Qualified, and 1 – No Recommendation. Results are published to the students and the school in July.

The AP program at HSC began with one course in 2002 and has now grown to nine courses. New courses are considered annually based on faculty and student interest and potential. HSC AP courses are matched with provincial curriculum courses at the 4U level and students are awarded an Ontario credit upon successful completion of the course. Evaluations for the AP and credit courses are considered separately according to their own set of criteria. HSC graduates who have taken AP courses recommend the enrichment of the courses as solid preparation for workload and intellectual study at the university level. Consistently, HSC students have exceeded international AP averages in all courses offered.

AP Courses offered at HSC:

Sciences	Biology (SBI4UT), Chemistry (SCH4UT), Physics (SPH4UT)
Mathematics and Computer Science	Calculus AB (MCV4UT)
English and Drama	English Literature (ENG4UT)
Global Languages	French Language (FSF4UT)
History & Humanities	European History (CHY4UT)
Business Studies	Macroeconomics and Microeconomics (CIA4UYT)

Note: Each AP course represents one subject and carries a weight of 1.0 credit.

Course Add and Drop Procedures

All course changes, additions and deletions must be made in consultation with the Student Success Centre staff. Students wishing to make changes to their timetable must pick up a course change form from Student Success Centre and ensure that it is signed by the appropriate teachers, the tutorial leader, parents, the Director of Student Success, and the Senior School Principal. A timetable change is not official unless approved through this process. The last day on which a student may add a new course is the third Friday in October. The last day on which a student may delete a course, without it being registered on the OST, is the fifth day of class following the January report card. **Note:** If a student in Grade 11 or 12 receives permission from the Senior School Principal to withdraw from a course after this time, the student’s percentage grade at the time of the withdrawal will be entered in the OST and a “W” will appear in the “credit earned” column of the OST, in accordance with provincial guidelines.

Substitutions for Compulsory Courses

In order to allow flexibility in designing a student’s program and to ensure that all students can qualify for the OSSD, substitutions may be made for a limited number of compulsory credits. In consultation with the Senior School Principal, students may replace up to three credits with courses selected from the remaining courses offered by the school that meet the requirements for compulsory credits. Substitutions may only be made to promote and enhance student learning, or to meet special needs and interests. Each substitution will be noted in the student’s Ontario Student Record.

Repetition of a Course

Students in Grade 11 and 12 who repeat a course that they have previously completed successfully earn only one credit for the course. However, each attempt and the percentage grade obtained are recorded on the OST, and an “R” is entered in the “Credit” column for the course(s) with the lower percentage grade.

Course Load

All students are expected to carry a full course load as follows: Grades 9 and 10 – 8.5 courses required in each year; Grade 11 – a minimum of 7 courses is required; Grade 12 – a minimum of 5 courses is required. It is recommended that graduating students have a minimum of seven 4U/4M courses in preparation for the university application process. Students wishing to carry a reduced load must have the permission of the Senior School Principal.

Prerequisite and Recommended Preparation

Certain courses have prerequisites that must be completed before the course can be taken as mandated by the Ontario Ministry of Education. Where applicable, we have listed, in the course descriptions, additional recommended preparation which, in our experience, better indicates the desired level of academic background needed to succeed in the given course. Students wishing to take Grade 12 courses in Grade 11, or Grade 11 courses in Grade 10 need to obtain departmental permission and check course-specific prerequisites.

Note: In exceptional circumstances, a prerequisite may be waived by the Senior School Principal. This may be as a result of limited course offerings or evidence of suitable background knowledge that has been demonstrated by a student. Subject proficiency will be assessed in consultation with the Instructional Leader. Appropriate documentation will be placed in the OSR when prerequisites are waived.

Prior Learning Assessment and Recognition

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside of the secondary school setting. Where such learning has occurred, students may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR) and is only available in certain subject areas to a maximum of 4 non-Grade 12 credits. HSC does not offer PLAR credits at this time.

Course Codes

Course codes are adopted from the Ontario Secondary School Curriculum guidelines and can be interpreted as follows:

Explanation of ENG1D:

- The first three characters are from the Ministry's list of common course codes ENG (English)
- The fourth character denotes the grade level 1 – Year 1
(Other options: 2-Grade 10; 3-Grade 11; 4-Grade 12; or for some language courses: A, B, C, D)
- The fifth character describes the academic level
O – Open (Other options: see below)
- The sixth character, when used, indicates a half-credit course
(R – Half-credit course)

D – Academic

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

U – University Preparation Courses

To equip students with knowledge and skills for university entrance

M – University/College Preparation Courses

To equip students with knowledge and skills for university or college entrance

O - Open Courses

Member Schools:

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

Information on Online Courses

As a member of the CIS eLearning Consortium (ELC), HSC is pleased to be offering online courses for students. The ELC mission is to provide exemplary online courses that offer best practices in online instruction and 21st Century skills, with a high level of student monitoring and support.

Why should students take CISELC courses as the on-line provider of choice?

- To gain essential 21st century skills in preparation for post-secondary studies
- To acquire high standard credits – comparable to other HSC courses
- All teachers are certified to teach on-line courses – 1 year training at UOIT
- Learning is provided in a social context, not in isolation
- Lots of peer interaction using Web 2.0 tools
- On-going feedback is provided by the teacher and peers
- High levels of support for course content, time management and technical issues
- Full year courses provide appropriate pacing and academic rigour
- To manage scheduling conflicts or to take courses not offered at HSC

What Online Courses Can I Take?

The following 23 courses are available for selection for the 2014-2015 calendar year. Course descriptions prerequisites and recommendations are coded with “e”.

Grade 10

Career Studies GLC20e

Grade 11

American History CHA3Ue

Communications Technology TGJ3Me

Environmental Science SVN3Me

Introduction to Anthropology, Psychology and Sociology HSP3Me

Mandarin (Introductory) LKMADe

World Religions HRT3Me

Grade 12

Business Leadership BOH4Me

Canadian and World Law CLN4u

Challenge and Change in Society HSB4Me

Classical Civilizations LW4Ue

Computer & Information Science ICS4Ue

Financial Securities (Interdisciplinary Course) IDC4Ue

International Business Fundamentals BBB4Me

Writer's Craft EWC4Ue

Earth and Space Science SES4u

Benefits of learning on-line with the CISELC

- You can participate in exciting and creative online courses that may not otherwise be offered by the school.
- You can experience online education in preparation for university and the workplace where online education and training are prevalent.
- Online learning provides flexibility of time and place as course material can be covered at various times during the day at school or at home.
- You have the opportunity to collaborate with students from other independent schools to develop and expand your critical thinking skills and work in a virtual classroom environment.
- You will experience and use computer technologies, such as online discussion, multimedia, and Web 2.0 tools that enhance learning and develop your intellectual capacities.
- You may find that learning online with technology suits your learning style.

Who Can Take an Online Course?

Any student from a Consortium school who has access to a computer and high speed Internet, either at school or at home, and has been approved by their Site Administrator and Guidance Counsellor can take an online course.

What Skills Do I Need to Take an Online Course?

The following are some of the skills that will be helpful in being successful in an online course. Participating in an on-line course will also help you refine and further develop these skills in an authentic learning environment.

- I enjoy working at the computer.
- I have the time and am interested in taking an online course.
- I have good reading and writing skills.
- I can organize my work and can get my assignments in on time.
- I like working independently and solving problems.
- I enjoy collaborating online with other students.
- I like to take responsibility for my work.

You can see a Demo ELC lesson by going to the following website: www.cisenc.com and clicking on the Demo Lesson tab.

Login and Password are: elc

Frequently Asked Questions

Where and when do I take my online course?

Depending on the course you are taking, you may be time-tabled into a classroom or other location in the school, or you may be given a spare and expected to complete your course in your free time during the school day or at home. Be sure to check with your Site Administrator or Guidance Counsellor to see where and when the online course you have selected will be offered.

Do I get an Ontario Credit for my online course?

Yes - all the online courses adhere to the Ontario Ministry of Education guidelines, and follow the standard policies for assessment and reporting. Your final evaluation will occur at your school during your regular exam timetable in June.

Are the ELC courses harder than other on-line learning courses?

ELC courses are full year programs and are offered at the same standard as other in-class courses at HSC. ELC courses are not designed as self-paced study – they include timely and regular feedback from the instructor and high levels of collaboration and interactivity with other students in the course. These factors are essential for success in the courses and enable students to acquire important skills in on-line learning as well as the course skills and content.

Do the marks for my online course go on my regular report card or to OUAC?

You will get marks on your report card at the same time and in the same format as you do for your regular courses. Your Site Administrator will work with the online teacher to monitor your progress and to gather marks at regular intervals that are then used for any school documentation such as report cards, OUAC, University letters of reference and so on.

How many online courses can I take?

It is recommended that students take only ONE online course per year, unless there are special circumstances. Students must receive permission from the school's Site Administrator and the Guidance department to take an online course.

Should I take an ELC course as an extra course?

You should include the ELC course as one of the required courses for the accepted workload for your grade level. It is not recommended that you take the ELC course as an extra course, especially at the grade 12 level.

Who do I contact if I have problems with my course or my computer?

The school has established a Site Administrator to assist students with any problems with a course or the technology. The Site Administrator is in constant contact with the online teacher, the school Guidance Counsellors, and the IT Department. You should contact your Site Administrator as soon as possible if you have any problems with the course, the teacher or technical considerations.

Do I need any special software for my computer?

Most courses will require you to have access to Microsoft Office or similar software. Additional software is usually public domain that you can download onto your computer, and much of your work will be web-based using the Internet.



Ministry Categories for Courses/HSC Departments and Courses

Ministry Categories	HSC Departments	HSC Courses	HSC Course Codes
Arts Dramatic Arts Instrumental Music Vocal Music Visual Arts	Arts & Design	Dramatic Arts Instrumental Music Vocal Music Visual Arts	ADA1O, ADA2O, ADA3M, ADA4M AMU1O, AMU2O, AMU3O, AMU3M, AMU4M, AMV1O, AMV2O, AMV3O, AMV4M AVI1O, AVI2O, AVI3M, AVI4M
Business Studies Accounting Business	Social Sciences	Accounting Canadian Financial Markets International Business Fundamentals Business Leadership	BAF3M, BAT4M, IDC30 IDC4U BBB4Me BOH4Me
Canadian and World Studies History Geography Economics Politics Civics Law	History & Humanities Social Sciences Social Sciences History & Humanities History & Humanities Social Sciences	History Geography Economics Politics Civics Law	CHC2D, CHT3O, CHW3M, CHA3U CHY4U CGC1D, CGR4M, CGW4U CIE3M, CIA4U CPW4U CHV20 CLU3M, CLN4U
Classical Studies Classical Civilizations	History & Humanities	Classical Civilizations	LW4U
English English	English	English	ENG1D, ENG2D, ENG3U, ENG4U EWC4U, ENG4UT(AP)
English as a Second Language	English	ESL	ESLBO, ESLCO, ESLDO, ESLEO
French as a Second Language	Global Languages	FSL	FSF1D, FSF2D, FSF3U, FSF4UT(AP)
Guidance & Career Education Learning Strategies Careers	Guidance & Career Education	Learning Strategies Career Studies	GLE1O, GLE3O GLC20 (.5 credit)
Health & Physical Education Health & Physical Education Outdoor Education Exercise Science	Health and Physical	Healthy Active Living Education Outdoor Education Exercise Science	PPL1OF/PPLIOM, PPL2OF/PPL2OM, PPL3O, PAF4O PAD4O PSE4U
International Languages Japanese Spanish Mandarin	Global Languages	Japanese Spanish Mandarin	LKJBD, LKJCU, LKJDU LWSBD, LWSCU, LWSDU, LKMAD, LKMBD, LKMCU, LKMDU
Mathematics Functions Functions & Relations Data Management Geometry Calculus	Mathematics & Computer Science	Mathematics Functions Functions & Applications Advanced Functions Calculus & Vectors Data Management	MPM1D, MPM2D, MFM2P MCR3U MCF3M MHF4U MCV4U, MCV4UT(AP) MDM4U
Sciences General Science Biology Chemistry Physics	Sciences	Science Biology Chemistry Physics	SNC1D, SNC2D, SVN3Me SBI3U, SBI4U, SBI4UT(AP) SCH3U, SCH4U, SCH4UT(AP) SPH3U, SPH4U, SPH4UT(AP)
Social Sciences & Humanities Introduction to Anthropology, Psychology & Sociology Philosophy	Social Sciences & Humanities History & Humanities	Introduction to Anthropology, Psychology & Sociology Philosophy World Religions Challenge and Change in Society Interdisciplinary Studies	HSP3U HZT4U HRT3M HSB4U IDC4U
Technological Education Exploring Technologies Technological Design Communications Technology Computer & Information Science	Arts & Design Mathematics & Computer Science	Integrated Technologies Technological Design Communications Technology Computer Science	TIJ1O TDJ2O, TDJ3M, TDJ4M TGJ2O, TGJ3M, TGJ4M ICS2O, ICS3U, ICS4U

The Arts

DRAMATIC ARTS

Dramatic Arts, Grade 9, Open ADA1O

Prerequisite: None

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

Dramatic Arts, Grade 10, Open ADA2O

Prerequisite: None

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

Dramatic Arts, Grade 11, University/College Preparation ADA3M

Prerequisite: ADA1O or ADA2O

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

Dramatic Arts, Grade 12, University/College Preparation ADA4M

Prerequisite: ADA3M

This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other text and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyze how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

MUSIC

Music, Instrumental, Grade 9, Open AMU1O

Prerequisite: None

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

Music, Instrumental, Grade 10, Open AMU2O

Recommended Preparation: AMU1O

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.

Grade 11, Open AMU3O

Prerequisite: AMU1O or AMU2O

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

Music (Classical), Instrumental, Grade 11, U/C Preparation AMU3M

Prerequisite: AMU1O or AMU2O

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 analyzing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.

Grade 12, U/C Preparation**AMU4M**

Prerequisite: AMU3M or AMU3O

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 analyze how to apply skills developed in music to their life and careers.

Music, Vocal**Grade 9, Open****AMV1O**

Please note the vocal classes for all 4 levels will be scheduled in one timetable slot and the course requirements for each level will be accommodated accordingly.

Prerequisite: None

This program is intended to develop students' understanding and appreciation of music through practical skills and creative work in vocal music. Through singing in ensembles and in solo work, students will not only find in music a source of enjoyment and personal satisfaction, but also gain creative problem-solving skills, individual and cooperative work habits, knowledge of themselves and others, a sense of personal responsibility and connections to their communities and future careers.

Music, Vocal**Grade 10, Open****AMV2O**

Prerequisite: None

This course emphasizes performance of vocal music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities, vocal ensemble, vocal solo work, and listening activities. Students will be required to develop a thorough understanding of the language of music, including elements, terminology and history.

Music, Vocal**Grade 11, Open****AMV3O**

Prerequisite: None

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

Grade 12, U/C Preparation**AMV4M**

Prerequisite: AMV3O

This course extends students' artistic knowledge and skills through the performance of vocal music and the preparation of music productions. Students will perform appropriate works from a wide vocal ensemble repertoire, and contemporary solo vocal works in popular styles. Independently and in groups, they will also plan, market and produce musical productions, making use of appropriate technology, and will evaluate the results.

VISUAL ARTS**Visual Arts,****Grade 9, Open****AVI1O**

Prerequisite: None

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.

Visual Arts,**Grade 10, Open****AVI2O**

Prerequisite: None

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

Visual Arts,**Grade 11, U/C Preparation****AVI3M**

Prerequisite: AVI1O or AVI2O

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 emergent 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).

**Visual Arts,
Grade 12, U/C Preparation
AVI4M**

Prerequisite: AVI3M

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



Business Studies

ACCOUNTING

Financial Accounting Fundamentals, Grade 11, U/C Preparation BAF3M

Prerequisite: None

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

Also available through CIS ELC, but with Limited Enrolment.

Financial Accounting Principles, Grade 12, U/C Preparation BAT4M

Prerequisite: BAF3M

This course introduces students to advanced accounting principles that will prepare them for post-secondary 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.

Small Business Management using Information and Design Technology, (Interdisciplinary Studies), Grade 11, Open IDC3O

Prerequisite: None

This course will give students the opportunity to apply business and design skills either to school-community projects or to working ventures. Students will collaborate in small groups to develop a business plan. They will research examples of successful and unsuccessful small businesses, analyze the specific needs of an identified market, use systems thinking approaches to design prototypes, create a comprehensive marketing plan, apply principles of design to branding and advertising, and develop a logistical plan and pro-forma financial statements. Finally, they will execute their business plan, and evaluate and analyze its relative success.

The content for this course is drawn from the following Ontario Ministry of Education credits:

- BDI3C – Entrepreneurship: The Venture
- BMI3C – Marketing: Goods, Services, and Events
- BTA3O – Information and Communications Technology: The Digital Environment
- BAI3E – Accounting Essentials
- TDJ3M – Design Technology
- TGJ3M – Communications Technology

International Business Fundamentals Online Course Grade 12, University/College Preparation BBB4Me

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

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

CIS ELC Online course - Limited Enrolment

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

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

This course focuses on the development of leadership skills used in managing a successful business. Students will 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 will be emphasized throughout the course.

CIS ELC Online course – Limited Enrolment

21st Century Business (Interdisciplinary Studies) Grade 12, University Preparation IDC4U_b

Prerequisite for IDC4U: One of BAF3M or CIE3M and permission of the instructor.

In this course, students will examine five significant trends affecting companies now and for the foreseeable future. These trends include the emergence of a global marketplace, the rapid development of information technology, the increased pressure for corporate social responsibility, the shift in global economic power and the mounting constraints of the natural environment. Students will analyze the effects of these trends on the Canadian economy, financial markets, and business and career opportunities. Ultimately, students will propose an authentic culminating task of interest to them, such as the creation of a business plan or a career plan or the further investigation of a current trend in the business world. The content for this course is drawn from the following five courses:

- CIA4U – Analyzing Current Economic Issues
- CGW4U – Canadian and World Issues, A Geographic Analysis
- MDM4U – Data Management
- BAT4M – Financial Accounting Principles
- BBB4M – International Business Fundamentals
- BOH4M – Business Leadership: Management Fundamentals

HISTORY

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

Prerequisite: None

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

World History to the Fifteenth Century, Grade 11, University/College Preparation CHW3M

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

This course explores the history of various societies around the world, from earliest times to around 1500 CE. Students will examine life in and the legacy of various ancient and pre-modern societies throughout the world, including those in, Africa, Asia, Europe, and the Americas. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.

World History since 1900: Global and Regional Interactions, Grade 11, Open CHT3O

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied, or a locally developed compulsory course (LDCC)

This course focuses on major developments in world history from 1900 to the present. Students will explore the causes and consequences of global and regional conflicts as well as responses to social, economic, and political developments in various countries and regions. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating historical developments and events, including those that continue to affect people in various parts of the world.

American History, Grade 11, University Preparation CHA3U

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

This course traces the social, economic, and political development of the United States from colonial times to the present. Students will explore the historical context of key developments that shaped the United States, its identity and culture, and its role in the global community. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating forces in American history.

This course is only offered through CIS ELC and enrolment is limited.

World History Since the Fifteenth Century, Grade 12, University Preparation CHY4U

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

This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and assess societal progress or decline in world history.

GEOGRAPHY

Issues in Canadian Geography, Grade 9, Academic CGC1D

Prerequisite: None

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place to live.

**World Issues: A Geographic Analysis,
Grade 12, University Preparation
CGW4U**

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

This course looks at the global challenge of creating a more sustainable and equitable world. Students will explore a range of issues involving environmental, economic, social, and geopolitical interrelationships, and will examine governmental policies related to these issues. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate these complex issues, including their impact on natural and human communities around the world.

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

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

This course explores interactions between the natural and human environment, with a particular focus on the impact of human activity on various ecosystems. Students will explore resource management and sustainability practices, as well as related government policy and international protocols. Applying the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, students will investigate the relationship between people and the natural environment and will propose approaches for developing more sustainable relationships, including environmentally responsible actions that support stewardship.

ECONOMICS

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

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

This course explores challenges facing the Canadian economy as well as the implications of various responses to these challenges. Students will explore the economic role of business, labour, and government, as well as their own role as individual consumers and contributors, and how all of these influence stability and variability in the Canadian economy. Students will apply the concepts of economic thinking and the economic inquiry process, including economic models, to investigate the impact of economic decisions.

Also available through CIS ELC Online course – Limited Enrolment

**Analyzing Current Economic Issues,
Grade 12, University Preparation
CIA4U**

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or Social Sciences and Humanities

This course examines current national and global economic trends and policies from diverse perspectives. Students will explore the impact of choices that individuals and institutions, including governments, make in responding to local, national, and global economic issues such as globalization and global economic inequalities, trade agreements, national debt, taxation, social spending, and consumer debt. Students will apply the concepts of economic thinking and the economic inquiry process, including economic models, to investigate, and develop informed opinions about, current economic issues and to help them make reasoned economic decisions.

CIVICS

**Civics and Citizenship, Grade 10, Open
CHV2O**

Prerequisite: None

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.

LAW

**Understanding Canadian Law,
Grade 11, U/C Preparation
CLU3M**

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

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of rights and freedoms in Canada, our legal system, and family, contract, employment, tort, and criminal law. Students will use case studies and apply the concepts of legal thinking and the legal inquiry process to develop legal reasoning skills and to formulate and communicate informed interpretations of legal issues, and they will develop the ability to advocate for new laws.

**Canadian and International Law,
Grade 12, University Preparation
CLN4U**

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English or social sciences and humanities
This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop their understanding of the principles of Canadian and international law when exploring rights and freedoms within the context of topics such as religion, security, cyberspace, immigration, crimes against humanity, and environmental protection. Students will apply the concepts of legal thinking and the legal inquiry process when investigating these issues in both Canadian and international contexts, and they will develop legal reasoning skills and an understanding of conflict resolution in the area of international law.

POLITICS

**Canadian and World Politics,
Grade 12, University Preparation
CPW4U**

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities
This course explores various perspectives on issues in Canadian and world politics. Students will explore political decision-making and ways in which individuals, stakeholder groups, and various institutions, including different levels of government, multinational corporations, and non-governmental organizations, respond to and work to influence domestic and international developments. Students will apply the concepts of political thinking and the political inquiry process to investigate current political policies, issues, and events, and to develop and communicate informed opinions about them.



Classical Studies

CLASSICAL CIVILIZATION

Classical Civilization, Grade 12, University Preparation LVV4U

Prerequisite: English, Grade 10, Academic or Applied

This course introduces students to the rich cultural legacy of the Classical world and encourages them to make connections between antiquity and other societies and to their own personal experiences. Students will investigate such aspects of Classical culture as its mythology and literature, art, architecture, philosophy, science, and technology, as well as elements of the ancient Greek and Latin languages. By reading Classical authors in English translation and examining material culture brought to light through archaeology, students will enhance both their communication skills and their ability to think critically and creatively. In addition, they will be encouraged to be culturally sensitive, independent learners who appreciate the interconnectedness of ancient and modern societies and who will be able to apply this understanding to their future endeavours.

English

English, Grade 9, Academic ENG1D

Prerequisite: None

This course is designed to develop the oral communications, reading, writing and media literacy skills that students need for success in their secondary school academic programs and their daily lives. Students will analyze literary text 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 the use of strategies that contribute to effective communication. This course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

English, Grade 10, Academic ENG2D

Prerequisite: ENG1D

This course is designed to extend the range of oral communications, reading, writing and media literacy skills that students need for success in their secondary school academic programs and their daily lives. Students will analyze literary text 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 the use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

English, Grade 11, University Preparation ENG3U

Prerequisite: ENG2D

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

English As A Second Language

English, Grade 12, University Preparation ENG4U

Prerequisite: ENG3U

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 analyze 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.

English, Grade 12, University/Advanced Placement English Literature ENG4UT (AP)

Prerequisite: ENG3U

Recommended Preparation: ENG3U (85%+) and permission of the AP Course Instructor.

The Merged English course will combine the Grade 12 English course with topics from the AP English Literature program. Students will study literary works from various genres, periods and cultures ranging from 1600 to present. The course will develop skills in discussion, essay-writing, critical analysis, interpretation and argument. The program is best suited to students who can manage a large volume of reading, seek to improve essay-writing skills, manage time well, and contribute effectively to classroom and electronic discussion. Students are expected to write the AP exam in early May. Students will also earn the ENG4U credit by the end of the year and the evaluation of this course is independent of the AP exam.

NOTE: THERE IS AN ADDITIONAL FEE OF APPROXIMATELY \$88.00 US FUNDS FOR THE AP EXAM.

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

Prerequisite: ENG3U

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

Also offered through CIS ELC, but with Limited Enrolment.

English as a Second Language, ESL Level Two, Open ESLBO

Prerequisite: None

This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language readers; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.

English as a Second Language, ESL Level Three, Open ESLCO

Prerequisite: None

This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations; read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.

English as a Second Language, ESL Level Four, Open ESLDO

Prerequisite: None

This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral-presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles, and summaries in English; and respond critically to a variety of print and media texts.

English as a Second Language, ESL Level Five, Open ESLEO

Prerequisite: None

This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts.

French as a Second Language

French as a Second Language

Core French, Grade 9, Academic

FSF1D

Prerequisite: None

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

Prerequisite: FSF1D

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.

Core French, Grade 11, University Preparation

FSF3U

Prerequisite: FSF2D

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.

Core French, Grade 12, University/Advanced Placement

French Language

FSF4UT (AP)

Prerequisite: FSF3U

Recommended Preparation: FSF3U (85 %+) and permission from the AP Course Instructor

This course draws on a variety of themes to promote extensive development and refinement 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 formal compositions. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Students will be expected to write the Advanced Placement French exam in early May.

NOTE: THERE IS AN ADDITIONAL FEE OF APPROXIMATELY \$88.00 US FUND FOR THE AP EXAM.

Guidance and Career Education

Guidance and Career Education

Learning Strategies 1

GLE10

Prerequisite: None

* Closed enrolment. Permission must be granted by the Learning Services Faculty and/or the Senior School Principal.

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

Advanced Learning Strategies

GLE30

Prerequisite: None

* Closed enrolment. Permission must be granted by the Learning Services Faculty and/or the Senior School Principal.

This course improves students' learning and personal management skills, preparing them to make successful transitions to work, training and/or post-secondary education destinations. Students will assess their learning abilities and use literacy, numeracy and research skills and personal management techniques to maximize their learning. Students will investigate trends and resources to support their post-secondary employment, training and/or education choices and develop a plan to help them meet their learning and career goals.

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

GLC20

Prerequisite: None

* This course is 55 hours in length and occurs via an online format to all Grade 9 students. It is supported by a wide variety of small and large group activities that enrich and extend the learning opportunities delivered through the online format.

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.

While also offered through CIS ELC, HSC students must take this credit through our online course.



Health and Physical Education

Health and Physical Education

Healthy Active Living Education, Grade 9, Open PPL1OF/PPL1OM

Prerequisite: None

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

* *There are separate male and female classes.*

Healthy Active Living Education, Grade 10, Open PPL2OF/PPL2OM

Prerequisite: None

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

* *There are separate male and female classes.*

Healthy Active Living Education, Grade 11, Open PPL3O

Prerequisite: None

(PPL1O or PPL2O strongly recommended)

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

* *The PPL3O course is a coeducational class.*

Outdoor Education, Grade 12, Open PAD4O

Prerequisite: None

(Intended for both Grade 11 and 12 students interested in outdoor excursions & activities)

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of outdoor and recreational activities that have the potential to engage students' interest throughout their lives. In an outdoor and active environment, students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution and interpersonal skills, with a view to enhancing their mental health and their relationships with others.

NOTE: THERE IS AN ADDITIONAL FEE OF APPROXIMATELY \$600.00 FOR THIS COURSE TO COVER THE VARIOUS COSTS OF THE OUTDOOR EXCURSIONS AND OUTFITTER FEES.

Personal and Fitness Activities, Grade 12, Open PAF4O

Prerequisite: None

(Intended for both Grade 11 and 12 students interested in personal fitness and life-long activity)

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of personal fitness and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution and interpersonal skills, with a view to enhancing their mental health and their relationships with others.

Exercise Science, Grade 12, University Preparation PSE4U

Prerequisite: Any Grade 11 University or University/College Preparation course in Science, or any Grade 11 or 12 Open course in Health and Physical Education

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

International Languages

JAPANESE

Japanese (International Languages), Level 2, Academic LKJBD

Prerequisite: Determined by school boards, depending on the structure of their international languages program

This course enables students to develop competence in listening, speaking, reading, and writing in Japanese. Students will continue to participate in interactive activities in which they can apply and develop their language skills to communicate with native speakers of the language. They will explore aspects of culture in regions of the world where the language is spoken, including social customs, food, sports and leisure activities, popular festivals, and music. Although students will expand their vocabulary and knowledge of linguistic elements, the language they will use at this level will still be simple.

Japanese (International Languages), Level 3, Academic LKJCU

Prerequisite: International Languages, Level 2, Academic

This course offers students opportunities to further develop competence and confidence in listening, speaking, reading, and writing in Japanese. Students will participate in interactive activities (e.g., discussions about literature, travel, shopping) in which they will further develop their knowledge of linguistic elements. They will continue to explore aspects of culture in regions of the world where the language is spoken, including fashion, historical figures, art, and architecture. Students will enhance their critical and creative thinking skills through reading diverse materials, including original literature, and will explore a variety of personal and professional contexts in which knowledge of the international language is required.

Japanese (International Languages), Level 4, University Preparation LKJDU

Prerequisite: International Languages, Level 3, University Preparation

This course prepares students for postsecondary studies in Japanese. Students will continue to refine and enhance their listening, speaking, reading, and writing skills in the language, with the goal of using these communication skills in a variety of personal, academic, and professional contexts. Using a wide variety of sources, including original texts in the language, students will consolidate their language skills as they use increasingly complex linguistic elements and language conventions. Students will also have opportunities to enrich their knowledge of aspects of culture in regions where the language is spoken, including issues related to popular culture, linguistic communities in Canada, literature, history, geography, and the arts.

MANDARIN

International Languages, Mandarin Level 1 Academic LKMAD

Prerequisite: Determined by school boards, depending on the structure of their international languages program

This introductory course is designed to enable students to begin to develop competence in listening, speaking, reading, and writing in Mandarin. Students will participate in interactive activities in which they can apply their language skills to communicate with native speakers of the language. They will explore aspects of culture in regions of the world where the language is spoken, including formal and informal forms of address, naming practices, family life and relationships, and celebrations.

Mandarin (International Languages), Level 2, Academic LKMBD

Prerequisite: Determined by school boards, depending on the structure of their international languages program

This course enables students to develop competence in listening, speaking, reading, and writing in Mandarin. Students will continue to participate in interactive activities in which they can apply and develop their language skills to communicate with native speakers of the language. They will explore aspects of culture in regions of the world where the language is spoken, including social customs, food, sports and leisure activities, popular festivals, and music. Although students will expand their vocabulary and knowledge of linguistic elements, the language they will use at this level will still be simple.

Mandarin (International Languages), Level 3, University Preparation LKMCD

Prerequisite: International Languages, Level 2, Academic

This course offers students opportunities to further develop competence and confidence in listening, speaking, reading, and writing in Mandarin. Students will participate in interactive activities (e.g., discussions about literature, travel, shopping) in which they will further develop their knowledge of linguistic elements. They will continue to explore aspects of culture in regions of the world where the language is spoken, including fashion, historical figures, art, and architecture. Students will enhance their critical and creative thinking skills through reading diverse materials, including original literature, and will explore a variety of personal and professional contexts in which knowledge of the international language is required.

**Mandarin (International Languages),
Level 4, University Preparation
LKMDU**

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

This course prepares students for postsecondary studies in Mandarin. Students will continue to refine and enhance their listening, speaking, reading, and writing skills in the language, with the goal of using these communication skills in a variety of personal, academic, and professional contexts. Using a wide variety of sources, including original texts in the language, students will consolidate their language skills as they use increasingly complex linguistic elements and language conventions. Students will also have opportunities to enrich their knowledge of aspects of culture in regions where the language is spoken, including issues related to popular culture, linguistic communities in Canada, literature, history, geography, and the arts.

SPANISH

**Spanish (International Languages), Level 2, Academic
LWSBD**

Prerequisite: Determined by school boards, depending on the structure of their international languages program

This course enables students to develop competence in listening, speaking, reading, and writing in Spanish. Students will continue to participate in interactive activities in which they can apply and develop their language skills to communicate with native speakers of the language. They will explore aspects of culture in regions of the world where the language is spoken, including social customs, food, sports and leisure activities, popular festivals, and music. Although students will expand their vocabulary and knowledge of linguistic elements, the language they will use at this level will still be simple.

**Spanish (International Languages),
Level 3, University Preparation
LWSCU**

Prerequisite: International Languages, Level 2, Academic

This course offers students opportunities to further develop competence and confidence in listening, speaking, reading, and writing in Spanish. Students will participate in interactive activities (e.g., discussions about literature, travel, shopping) in which they will further develop their knowledge of linguistic elements. They will continue to explore aspects of culture in regions of the world where the language is spoken, including fashion, historical figures, art, and architecture. Students will enhance their critical and creative thinking skills through reading diverse materials, including original literature, and will explore a variety of personal and professional contexts in which knowledge of the international language is required.

**Spanish (International Languages),
Level 4, University Preparation
LWSDU**

Prerequisite: International Languages, Level 3, University Preparation

This course prepares students for postsecondary studies in Spanish. Students will continue to refine and enhance their listening, speaking, reading, and writing skills in the language, with the goal of using these communication skills in a variety of personal, academic, and professional contexts. Using a wide variety of sources, including original texts in the language, students will consolidate their language skills as they use increasingly complex linguistic elements and language conventions. Students will also have opportunities to enrich their knowledge of aspects of culture in regions where the language is spoken, including issues related to popular culture, linguistic communities in Canada, literature, history, geography, and the arts.



Mathematics

Principles of Mathematics, Grade 9, Academic MPM1D

Prerequisite: None

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 the 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.

Foundations of Mathematics, Grade 9, Applied MFM1P

Prerequisite: None

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

Principles of Mathematics, Grade 10, Academic MPM2D

Prerequisite: MPM1D

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.

Foundations of Mathematics, Grade 10, Applied MFM2P

Prerequisite: MPM1P or MPM1D

This course enables students to consolidate their understanding of linear relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar

triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Functions and Applications, Grade 11, U/C Preparation MCF3M

Prerequisite: MPM2D

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 financial and trigonometric applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Functions, Grade 11, University Preparation MCR3U

Prerequisite: MPM2D

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically, solve problems involving applications of functions, investigate inverse functions, and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Mathematics of Data Management, Grade 12, University Preparation MDM4U

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

This course broadens students' understanding of mathematics as it relates to managing information. Students will apply methods for organizing large amounts of information; apply accounting techniques, probability, and statistics in modelling and solving problems; and carry out a culminating project that integrates the expectations of the course, and encourages perseverance and independence. Students planning to pursue university programs in business, the social sciences, or the humanities will find this course of particular interest.

Also available through CIS ELC Online course – Limited Enrolment

**Advanced Functions, Grade 12, University Preparation
MHF4U**

Prerequisite: MCR3U

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.

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

Prerequisite: MHF4U (or concurrently with MHF4U)

Recommended Preparation: SPH3U

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.

**Calculus and Vectors, Grade 12,
University/Advanced Placement Calculus
MCV4UT (AP)**

Prerequisite: MHF4U-PreAP

Recommended Preparation: MHF4U (85%+), SPH3U, and permission of the Course Instructor

This course will combine the Grade 12 Calculus and Vectors course and topics from the AB Advanced Placement (AP) calculus program. Topics not in the Grade 12 Calculus and Vectors program will be included (slope fields, differential equations, interpretations and properties of definite integrals, applications of integrals, Fundamental Theorem of Calculus, techniques and applications of anti-differentiation and numerical approximations to definite integrals). Students will be expected to write the AB Advanced Placement calculus exam in early May.

The course is intended as an enrichment opportunity for students considering entry into engineering, mathematics, computer science and natural sciences programs at university. Students interested in the course should be achieving solid results in their current math program to ensure that they can manage the additional pace and workload of the merged course. One credit will be earned upon the successful completion of the course, MCV4U. Evaluation for the 4U courses is independent of the AP exam. The course will occupy one time slot but may require some additional, after-school classes.

NOTE: THERE IS AN ADDITIONAL FEE OF APPROXIMATELY \$88.00 US FUNDS FOR THE AP EXAM.

Sciences

Science, Grade 9, Academic SNC1D

Prerequisite: None

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

Science, Grade 10, Academic SNC2D

Prerequisite: SNC1P or SNC1D

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.

Environmental Science Online Course, Grade 11, University/ College Preparation SVN3Me

Prerequisite: Science, Grade 10, Applied or Academic

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

BIOLOGY

Biology, Grade 11, University Preparation SBI3U

Prerequisite: SNC2D

This course furthers students' understanding of the processes involved in biological systems. Students will study cellular functions, genetic continuity, internal systems and regulations, the

diversity of living things, and the anatomy, growth, and functions of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

Biology, Grade 12, University Preparation SBI4U

Prerequisite: SBI3U

Recommended Preparation: SCH3U

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

Biology, Grade 12, University/Advanced Placement Biology SBI4UT (AP)

Prerequisite: Pre-AP SBI3U and permission from the Course Instructor

Co-requisite: Biology, Grade 12, University Preparation

This Merged Biology course will combine the Grade 12 Biology course and topics from the Advanced Placement (AP) biology program. The Merged Biology course is designed to provide students with a deep understanding of most of the biology typically covered in a first year university course, and to provide a parallel laboratory experience. It consolidates, extends and complements the biology taught in the Ontario curriculum (Grades 11 and 12). In an integrated 4U/AP course, highly motivated and capable students will be able to expand on their understanding of life, and to gain a much richer practical experience in biology than we can offer within the time constraints of our regular high school curriculum. Students will be expected to write the Advanced Placement exam in biology in early May. They will also earn the SBI4U credit by the end of the year.
NOTE: THERE IS AN ADDITIONAL FEE OF APPROXIMATELY \$88.00 US FUNDS FOR THE AP EXAM

CHEMISTRY

Chemistry, Grade 11, University Preparation SCH3U

Prerequisite: SNC2D

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

Chemistry, Grade 12, University Preparation SCH4U

Prerequisite: SCH3U

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

Chemistry, Grade 12, University/Advanced Placement SCH4UT (AP)

*Prerequisite: Pre-AP SCH3U and permission from the Course Instructor
Co-requisite: Chemistry, Grade 12, University Preparation*

This Merged Chemistry course will combine the Grade 12 Chemistry course and topics from the Advanced Placement (AP) Chemistry program. The Merged course is designed to provide students with a deep understanding of most of the chemistry typically covered in a first year university course, and to provide appropriate laboratory experience. It consolidates, extends and complements the chemistry taught in the Ontario curriculum. Students will be expected to write the AP Chemistry exam in early May. Students will also earn the SCH4U credit by the end of the year and the evaluation of this course is independent of the AP exam.

NOTE: THERE IS AN ADDITIONAL FEE OF APPROXIMATELY \$88.00 US FUNDS FOR THE AP EXAM.

PHYSICS

Physics, Grade 11, University Preparation SPH3U

Prerequisite: SNC2D

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

Physics, Grade 12, University Preparation SPH4U

Prerequisite: SPH3U

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

Physics, Grade 12, University/Advanced Placement SPH4UT (AP)

*Prerequisite: Pre-AP SPH3U and permission from the Course Instructor
Co-requisite: Chemistry, Grade 12, University Preparation*

This Merged Physics course will combine the Grade 12 Physics and topics from the Advanced Placement (AP) Physics program. The Merged course is designed to provide students with a deep understanding of most of the physics typically covered in a first year university course, and to provide appropriate laboratory experience. It consolidates, extends and complements the chemistry taught in the Ontario curriculum. Students will be expected to write the AP Physics exam in early May. Students will also earn the SPH4U credit by the end of the year and the evaluation of this course is independent of the AP exam.

Social Sciences and Humanities

NOTE: THERE IS AN ADDITIONAL FEE OF APPROXIMATELY \$88.00 US FUNDS FOR THE AP EXAM.

Introduction to Anthropology, Psychology, & Sociology, Grade 11, University Preparation

HSP3U

Prerequisite: The Grade 10 academic course in English or the Grade 10 academic history course (Canadian and World Studies)

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science, and to become familiar with current thinking on a range of issues within the three disciplines.

World Religions and Belief Traditions: Perspectives, Issues, and Challenge, Grade 11, University/College Preparation

HRT3M

Prerequisite: None

This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human expressions of belief.

Note: This course has limited enrolment and is only offered through the CISELC.

The Architecture of Urban Renewal: Buildings, People & Organizations (interdisciplinary Studies), Grade 12, University Preparation

IDC4Ua

Prerequisite: Any Canada & World Studies university or university/college preparation course at the Grade 11 or 12 level.

This course explores the process of urban renewal through an examination of several urban environments in various stages of decline and renewal. It does so through the prism of architecture, agents of change (key individuals), and organizations that are central to the process. 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 analyze historical innovations and exemplary research; and to investigate real-life situations and career opportunities

in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge. The content for this course is drawn from the following Ontario Ministry of Education credits:

- CHY4U: Grade 12 European History
- CGW4U: Grade 12 Canadian and World Issues:
- A Geographical Analysis
- CGR4M: Grade 12 Environmental and Resource Management
- CIA4U: Grade 12 Analyzing Current Economic Issues
- CPW4U: Grade 12 Canadian and World Politics
- AVI4M: Grade 12 Visual Arts
- HZT4U: Grade 12 Philosophy: Questions and Theories

Philosophy: Questions and Theories, Grade 12, University Preparation

HZT4U

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

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

Challenge and Change in Society, Grade 12, University Preparation

HSB4U

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

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

Note: This course has limited enrolment and is only offered through the CISELC.

Technological Education

INTEGRATED TECHNOLOGIES

Exploring Technologies, Grade 9, Open TIJ10

Prerequisite: None

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

TECHNOLOGICAL DESIGN

Technological Design, Grade 10, Open TDJ20

Prerequisite: None

Recommended Preparation: TIJ10

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 learn about secondary and postsecondary education and training leading to careers in the field.

Technological Design, Grade 11, U/C Preparation TDJ3M

Prerequisite: None

Recommended Preparation: TDJ20

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.

Technological Design, Grade 12, U/C Preparation TDJ4M

Prerequisite: TDJ3M

Recommended Preparation: SPH3U

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 explore career opportunities and the postsecondary education and training requirements for them.

COMMUNICATIONS TECHNOLOGY

Communications Technology, Grade 10, Open TGJ20

Prerequisite: None

Recommended Preparation: TIJ10

This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology and explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.

Communications Technology, Grade 11, University/College Preparation

TGJ3M

Prerequisite: None

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.

Also available through CIS ELC Online course – Limited Enrolment

Communications Technology, Grade 12, Yearbook (Photojournalism)

TGJ4M

Prerequisite: TGJ3M and permission of the Instructor.

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

COMPUTER SCIENCE

Introduction to Computer Studies, Grade 10, Open ICS2O

Prerequisite: None

This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to

the use of computers.

Introduction to Computer Science, Grade 11, University Preparation

ICS3U

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

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

Also available through CIS ELC Online course – Limited Enrolment.

Computer Science, Grade 12, University Preparation

ICS4U

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

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

Also available through CIS ELC Online course – Limited Enrolment

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(e) = course offered at HSC OR online through the CISELC

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Additional Sources of Information

In addition to the information contained in this Calendar, numerous web sites exist that can be helpful in the development of your educational plans.

1. Hillfield Strathallan College

www.hsc.on.ca

For general information concerning current events, staff profiles, access to conferences such as University Affairs, Student Opportunities, Community Service, Academics, and Student Life.

2. Ontario Ministry of Education and Training

www.edu.gov.on.ca

A gateway to Ontario Education policies, curriculum and standards.

3. Ontario Secondary School Program

www.edu.gov.on.ca/

A set of comprehensive details and descriptions of the four-year secondary school program and courses of study.

4. Ontario Universities' Application Centre

www.ouac.on.ca

A central location for information pertaining to the university admissions process and procedures.

5. College Board

www.collegeboard.com/ap

A comprehensive link to complete details about Advanced Placement programs.

6. Career Cruising

www.careercruising.com

The complete career Guidance System.

7. University Investigations in Ontario

www.electronicinfo.ca

A super resource to acquire details regarding cut-off averages, pre-requisites, etc.

8. Ontario Colleges

www.ontariocolleges.ca

To investigate Applied Degrees granted by Colleges in Ontario.

9. CIS ELC - E-learning Credits via HSC

www.ciselc.com

Take a 'demo' opportunity.

