

# City Academy Course Calendar

<b>Principal's Message</b>	2
<b>Education in Ontario</b>	3
<b>Expectations of Students</b>	3
<b>Student Code of Conduct</b>	4
<b>Diploma Requirements (OSSD)</b>	5
<b>Credits</b>	6
<b>The Ontario Student Record and the Ontario Student Transcript</b>	6
<b>School Organization</b>	7
<b>Semester Options</b>	8
<b>Student Services</b>	8
<b>Course Descriptions (Gr. 9-12)</b>	9
Arts	10
Business Studies	11
Canadian and World Studies	13
Classical Studies	17
Computer Studies	18
English	19
The Ontario Secondary School Literacy Course	21
French as a Second Language	21
Guidance and Career Education	24
Health and Physical Education	25
Mathematics	25
Science	29
Social Sciences and Humanities	32
Technological Education	35
Interdisciplinary Courses	36

# Principal's Message

City Academy offers credit courses which follow Ontario Ministry of Education Curriculum Guidelines. Utilizing teachers who are subject specialists and following a flexible and unique timetabling format, we are committed to every student's success.

In an environment where the pupil-teacher ratio is very low and expectations are high, our students are assured the personal attention which will maximize achievement in any subject required for an O.S.S.D. - Ontario Secondary School Diploma.

At City Academy we believe that all students are capable of achieving excellence. Our goal is to unlock each student's unique potential through teaching techniques which identify and capitalize on strengths, and correct weaknesses. Study habits learned in all of our courses will assist in all future studies.

Students who attend City Academy are, for the most part, senior students who are university bound and who are looking for a small focused setting where their maximum academic potential can be realized. 99% of our graduates are accepted into universities of their choice and they have reported to us that they were well prepared to be successful at this academic level. The expectation of hard work and a planned approach to learning which they experienced at City Academy has projected into their university experience.

As you read through this calendar, choose your courses carefully with your future education in mind. The choices you make today will affect the choices which are open to you in the future.

Sheila Dever B.A., M.Ed.  
Principal

# Education in Ontario

City Academy supports the Ontario Ministry of Education's overall purpose of helping individual students to achieve their potential development as learners. Through its program of studies, this school supports the Ontario Ministry's Goals of Education which consist of helping each student to:

- 1) develop the capacity to observe, sense, inquire, interpret, analyse, synthesize, evaluate and communicate effectively;
- 2) develop resourcefulness, adaptability and creativity in learning and living;
- 3) acquire the basic knowledge and skills needed to comprehend and express ideas through words, numbers and other symbols;
- 4) develop physical fitness and good health;
- 5) gain satisfaction from participating and from sharing the participation of others in various forms of artistic expression;
- 6) develop a feeling of self-worth;
- 7) develop an understanding of the role of the individual within the family and the role of the family within society;
- 8) acquire skills that contribute to self-reliance in solving practical problems in everyday life;
- 9) develop a sense of personal responsibility in society at the local, national and international levels;
- 10) develop esteem for the cultures, customs and beliefs of a wide variety of societal groups;
- 11) acquire skills and attitudes that will lead to satisfaction and productivity in the real world of work;
- 12) develop respect for the environment and a commitment to the wise use of resources; and
- 13) develop values related to personal, ethical or religious beliefs and to the common welfare of society.

## Expectations of Students

Students are expected to behave at all times in a manner which will bring credit to our school. The quality of the school and the quality of the education that it provides depend on the industry, intelligence, and courtesy of the students and the staff who share in the school community. As per Bill 52, students are required to attend school until age 18 or graduation.

1. A pupil shall:

- be diligent in attempting to master such studies as are part of the program in which the pupil is enrolled;
- exercise self-discipline;
- accept such discipline as would be exercised by a kind, firm, and judicious parent;
- attend classes punctually and regularly;
- be courteous to fellow pupils and obedient and courteous to teachers;
- be clean in person and habits;
- take such tests and examinations as are required by or under the Act or as may be directed by the Minister, and;

# Student Code of Conduct

- **ATTITUDE** – A positive, cooperative and focused attitude is expected from every student every day. A daily demonstration of superior effort is a school norm. Students will be treated as adults and therefore it is assumed they will behave like adults.
- **RESPECT** – It is expected that students will actively demonstrate a respect for the school, the curriculum, the teachers and fellow students. Interference with the delivery of program and other students' learning will not be tolerated.
- **ATTENDANCE** - For maximum success all classes must be attended. After an absence of more than 5 days a final assessment of over 80% will be impossible without extra work. The school must be informed of a student absence before 8:15AM.
  - A parent or doctor's note explaining the absence must be presented to the teacher if a test or exam is missed.
  - Missed work must be completed within 24 hours.
  - *Special arrangements may be made for severe health reasons, if absences do not compromise the integrity of the course content or the course delivery.*
- **PUNCTUALITY** - Latecomers interrupt the class and demonstrate a lack of respect for fellow students and the teacher; therefore a late student may be refused entry to the class. After 5 unnecessary lates (at the beginning of the class or after break) the student will see the principal and may be removed from the course.
- **HOMEWORK and CLASS PREPARATION** - Students should plan to do at least 1 hour of homework per class per night. Steady work will alleviate the last minute panic and increase the chances of success. Failure to complete assigned homework lessens a student's ability to benefit from classroom instruction. Continually arriving unprepared (proper texts, writing tools, homework, etc.) will result in a meeting with the principal and the students' parents where a decision will be made as to whether or not the student will benefit from continuing in the course or in the school.
- **ASSIGNMENTS** - Assignments are an integral part of any course. Because we are preparing students for university it is expected that all assignments be completed and submitted on the due dates. Late submissions will be penalized.
- **PLAGIARISM** - Plagiarism will result in a mark of zero and possible removal from the course and from the school.
- **SMOKING** - Smoking is not permitted anywhere on either the 1910/1920 Yonge St. property or on the sidewalks surrounding the property. Students who smoke are encouraged to do so as they walk in groups of no more than three. Failure to abide by this rule may result in removal from the school.
- **CELL PHONES and ELECTRONIC DEVICES** – Cell phones and electronic devices are not to be used in the school except for subject-related activities.
- **ILLEGAL SUBSTANCES** - Possession, use or the after effects of use of any illegal substances will result in an automatic removal from the school.

At the end of each semester a recommendation will be made to the principal by the student's teachers as to whether the student's presence at the school has benefited the student and/or fellow students. For those students who have raised concerns, a meeting with parents, teachers and the principal will be organized and a decision will be made about the student's future at the school.

# Diploma Requirements

## Ontario Secondary School Diploma OSSD

In order to earn an Ontario Secondary School Diploma (OSSD), a student entering Grade 9 in the 1999-2000 school year or on subsequent years must earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits. Students must also complete 40 hours of community involvement activities and must pass the provincial secondary school literacy graduation requirement. In addition to the 18 compulsory credits, students must earn 12 optional credits. Students may earn these credits by successfully completing courses that they have selected from the courses listed as available in the school course calendar.

### Compulsory Credits (Total of 18)

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

- 4 credits in English (1 credit per grade) \*
- 3 credits in mathematics (at least 1 credit in grade 11 or 12)
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- ½ credit in civics
- ½ credit in career studies

### Plus:

- 1 additional credit in English, or French as a second language,\*\* or a native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education\*\*\*
- 1 additional credit in health and physical education, or the arts, or business studies, or French as a second language,\*\* or cooperative education \*\*\*
- 1 additional credit in science (grade 11 or 12), or technological education, or French as a second language,\*\* or computer studies, or cooperative education \*\*\*
- Optional Credits (total of 12) <sup>△</sup>

\* A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course

\*\* In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, 1 from group 1 and 1 from either group 2 or group 3.

\*\*\* A maximum of 2 credits in cooperative education can count as compulsory credits <sup>△</sup> The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

## Ontario Secondary School Certificate OSSC

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows:

*7 required compulsory credits:* 2 credits in English, 1 credit in mathematics, 1 credit in science, 1 credit in Canadian history or Canadian geography, 1 credit in health and physical education, 1 credit in the arts, computer studies, or technological education  
*7 required optional credit:* 7 credits selected by the student from available courses.

### Community Involvement Activities

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

Acceptable activities include (but are not limited to): providing a service to seniors; assisting a neighbour with child care; tutoring younger students; help organize local community events; volunteer in a leadership role with community groups; volunteer in hospitals or libraries; and volunteer with social service agencies.

### The Provincial Secondary School Literacy Graduation Requirement

All students who enter grade 9 in the 1999-2000 school year or in subsequent years must successfully complete the provincial secondary school literacy test in order to earn a secondary school diploma. Students will normally take the literacy test when they are in grade 10. The test will be based on the Ontario curriculum expectations for language and communication-particularly reading and writing-up to and including grade 9. Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. The principal may allow a student to enroll in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interests of the student.

\*Further information with regards to the earning of credits and working towards the OSSD i.e. waiving pre-requisites, granting substitutions, etc. is available on the Ministry of Education's website at <http://www.edu.gov.on.ca>

# Credits

1. A credit is a means of recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. Credits are granted by a principal on behalf of the Minister of Education and Training for courses that have been developed or approved by the Ministry.

2. The course code consists of a course title and a five or six character code; the first 5 characters are designated by the Ministry of Education. The first character represents the subject area, as follows

- A Arts
- B Business
- C Canadian and World Studies
- E English
- F French
- G Guidance and Career Education
- H Humanities and the Social Sciences
- I Computer Studies or Interdisciplinary Studies
- L Classical and International Languages
- M Mathematics
- N Native Studies
- P Health and Physical Education
- S Science
- T Technological Studies

The next two characters determine the subject within the subject area. For example: MCR represents Functions, while MDM represents Mathematics of Data Management.

The fourth character is either a number or letter corresponding to the grade or level of the course. For example, 3 corresponds to a grade 11 course and B corresponds to a level 2 international language course.

The fifth character indicates the type of the course with regards to the level of difficulty, as follows

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

The 6<sup>th</sup> character is normally not used at City Academy.

3. At City Academy we discourage substitutions for compulsory courses and waiving prerequisite requirements. However, it is acknowledged that in special circumstances every effort will be made to accommodate individual student needs.

## The Ontario Student Record and the Ontario Student Transcript

1. The **Ontario Student Record (OSR)** for every student in the school is securely stored in the school Guidance Office. As outlined in the Ontario Student Record (OSR) Guidelines parents and students have the right to access this OSR. In order to view the OSR parents and/or students must make a written request to the principal.
2. **Student Transcripts (OST)** will be a cumulative and continuous record of a student's successful completion of grade 9 and 10 courses, successful

and unsuccessful attempts at completing grade 11 and 12 courses, and completion of other diploma requirements. At City Academy we provide an updated student transcript at the request of individual students and parents and at the end of each semester.

As per the Ministry's policy on **full disclosure** any grade 11 or 12 course completed, dropped or failed will appear on a student transcript along with the mark earned in the program. Full disclosure will take effect five (5) instruction days following the issue of the mid-term Report Card.

# School Organization

## **Scheduling the Student Programs**

City Academy offers full credit courses. Because we are a small independent school, we offer great flexibility in scheduling in order to meet individual needs.

## **Code of Student Behaviour**

All students are expected to:

- respect themselves
- respect others
- respect property
- respect authority
- be prepared for class
- attend regularly
- be punctual
- be self-directed

## **Availability of Courses of Study**

All Courses of Study are available at the high school for the perusal of parents and/or guardians. The Courses of Study contain the objectives of each course, the core content and sequence, evaluation practices, textbook(s) and any other major learning materials to be used.

## **Attendance**

Regular class attendance is vital to the process of learning. Students who habitually miss class will suffer in the evaluation process because their participation and achievement cannot be fully assessed.

## **Evaluation of Student Performance**

Evaluation is not an end in itself; it is rather a part of the learning process for both the students and the teacher. Evaluation of student progress is made from the beginning of a program until the end of it. This continuous evaluation is designed to inform students of progress in their studies.

At the end of a unit or period of time, evaluation takes place in order to judge the student's achievement in relation to the stated objectives of the course.

Procedures for evaluating students are sufficiently varied to meet the requirements of different individuals and different courses.

## **Plagiarism Policy**

Plagiarism is the act of taking and using, as one's own, the ideas, expressions, designs, inventions, writing etc. of another, whether done by direct quote or by paraphrasing. In written submissions this is a very serious offence which may result in an evaluation penalty. In all formal essays, documentation (*e.g.* citations/end notes and works cited/bibliography) must be present when the essay is submitted.

## **Calculator Policy**

Students are required to use calculators in all the Mathematics and Science courses and are encouraged to use them in Business, Family Studies and Geography courses, tests and examinations. Each student should have his/her own calculator so that assignments requiring calculators can be done at home as well as in school. A graphing calculator will be required for some Mathematics courses.

## **Report Schedules**

There will be two formal reports for each course. As well, a Progress Report will be given to each student after 20-25 hours of instruction. Constant and open communication amongst the student, the teacher and parents will be encouraged.

## **PLAR Equivalency**

Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario. The school will review each case individually.

## **Timetable Changes**

City Academy's policy is to give students all of the information they require in order to make proper decisions with regard to course selection, which is completed at least three weeks prior to the start of a semester. A request for course change must be made in writing to the principal with parental support no later than two days following the start of the semester. On the third day of the semester a change may not be possible because of the intensity of the school's course delivery. However in rare cases where change is absolutely necessary the principal will consider a request.

## **Course Type Changes**

In grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite. If the student has not done so, he or she may take one of the specified prerequisite courses.

If the principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, the principal may waive the prerequisite.

# Semester Options

## Day School

4 Semesters:            1A (September – November)  
                                  1B (November – January)  
                                  2A (February – April)  
                                  2B (April – June)

Monday – Friday  
Period 1                    8:30 – 11:00  
Period 2                    11:15 – 1:45  
Period 3                    2:00 – 4:30

A maximum of two credits  
per semester is strongly  
advised

## Student Services

Most students entering City Academy are university bound. The school offers information, guidance and support for post secondary education. The completion of application forms to various universities and colleges is provided. The school is visited in September, October and November by representatives of prominent Canadian universities.

Staff support is offered to assist students in identifying meaningful placements for community service hours. Where appropriate, staff will coordinate group community service activities.

To encourage and support independent learning, City Academy utilizes a lab equipped with Internet access and the services offered by local Public Libraries. Students may also use laptop computers. The school also utilizes a fully equipped science lab.



# **Course Descriptions**

**(Grades 9–12)**

**"THE COURSES OFFERED BY THIS SCHOOL HAVE BEEN DEVELOPED  
ACCORDING TO THE REQUIREMENTS OF THE ONTARIO MINISTRY OF  
EDUCATION."**

# Grades 9-12

## ACADEMIC COURSES, APPLIED COURSES AND OPEN COURSES

**In grades 9 and 10, three types of courses will be offered: academic courses, applied courses, and open courses.**

Academic courses focus on the essential concepts of the discipline and also explore related concepts. Applied courses also focus on the essential concepts of the discipline, but develop students' knowledge and skills by emphasizing practical, concrete applications of these concepts and incorporating theoretical applications as appropriate. Open courses, offered in all secondary school grades, are designed to prepare students for further study in certain subjects and to enrich their education generally. Like the other types of courses, open courses are credit - based and are counted towards the thirty credits required to meet diploma requirements.

**In grades 11 and 12, courses will focus more on a student's individual interests, preparing him/her for post-secondary goals.**

The four destination-related types of courses are: university preparation courses, university/college preparation courses, college preparation courses and workplace preparation courses.

- At City Academy, most courses are offered at the university or university/college level.
- Open courses, appropriate for all students, and transfer courses that facilitate movement from one type of course to another, will also be offered.

## GRADES 9-12: COURSE DESCRIPTIONS

### Arts

#### Music Courses

**Music & Computers  
(Gr. 12 University/College Preparation)  
AMM4M**

Students learn techniques to create music recordings, with a focus on each stage of the process in a studio project. Classes will instruct students on how to record analog or electronic sound sources with the industry standard recording software. Lessons will address the science and nature of sound and how to capture analog signals as a digital picture. In addition, core elements of music theory, such as notation, scales, chords and rhythm will be taught. Topics to be explored include: studio protocol and concepts, microphone applications including dynamic and condenser microphones, amplifiers and outboard gear, sound processing including compressors and modulation effects, and advanced mixing/mastering techniques.

#### Integrated Arts Courses

**Integrated Arts  
(Gr. 9/10 Open)  
ALC10/ALC20**

This course integrates two or more of the arts (dance, drama, media arts, music, and visual arts), giving students the opportunity to produce and present integrated art works created individually or collaboratively. Students will demonstrate innovation as they learn and apply concepts, styles, and conventions unique to the various arts and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges.

Prerequisite: None

## **Visual Arts Courses**

### **Visual Arts (Gr. 9 Open)**

#### **AVI10**

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

Prerequisite: None

### **Visual Arts (Gr. 10 Open)**

#### **AVI20**

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

Prerequisite: None

### **Visual Arts (Gr. 11 University/College Preparation)**

#### **AVI3M**

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

Prerequisite: Visual Arts, Grade 9 or 10, Open

### **Media Arts (Gr. 11 Open)**

#### **ASM30**

This course enables students to create media art works using available and emerging technologies such as computer animation, digital imaging, and video, and a variety of media. Students will explore the elements and principles of media arts, the connections between contemporary media art works and traditional art forms, and the importance of using responsible practices when engaged in the creative process. Students will develop the skills necessary to create and interpret media art works.

Prerequisite: None

### **Visual Arts (Gr. 12 University/College Preparation)**

#### **AVI4M**

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

Prerequisite: Visual Arts, Grade 11, University/College Preparation

## **Other Courses Offered Under the Visual Arts Guidelines**

Drawing & Painting (AWM4M)

Photography (AWQ3M/4M)

Film/Video (AWR4M)

Building a Portfolio (AWL4M)

Art History (AWU4M)

Portraiture (AWT4M)

Art in the City (AWG4M)

## Business Studies

### **Introduction to Business (Grades 9 or 10 Open)**

#### **BBI10 or BBI20**

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

**Prerequisite:** None

### **Information and Communication Technology (Grades 9 or 10 Open)**

#### **BTT10 or BTT20**

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

**Prerequisite:** None

## Accounting Courses

### **Financial Accounting Fundamentals (Gr. 11 University/College Preparation)**

#### **BAF3M**

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

**Prerequisite:** None

### **Financial Accounting Principles (Gr. 12 University/College Preparation)**

#### **BAT4M**

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

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

## Entrepreneurial Studies Courses

### **Entrepreneurship: The Venture (Gr. 11 College Preparation)**

#### **BDI3C**

This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a school-based or student-run business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs.

**Prerequisite:** None

## Marketing Courses

### **Marketing: Goods, Services, Events (Gr. 11 College Preparation)**

#### **BMI3C**

This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research,

develop marketing strategies, and produce a marketing plan for a product of their choice.

Prerequisite: None

### **International Business Courses**

#### **International Business Fundamentals (Gr. 12 University/College Preparation)**

**BBB4M**

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 postsecondary programs in business, including international business, marketing, and management.

Prerequisite: None

### **Organizational Studies Courses**

#### **Business Leadership: Management Fundamentals (Gr. 12 University/College Preparation)**

**BOH4M**  
This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

Prerequisite: None

## **Canadian and World Studies**

### **Civics Courses**

#### **Civics and Citizenship (Gr. 10 Open)**

**CHV2O**

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.

Prerequisite: None

### **Economics Courses**

#### **The Individual and the Economy (Gr. 11 University/College Preparation)**

**CIE3M**

This course explores issues and challenges facing the Canadian economy as well as the implications of various responses to them. Students will explore the economic role of firms, workers, and government as well as their own role as individual consumers and contributors, and how all of these roles contribute to stability and change in the Canadian economy. Students will apply the concepts of economic thinking and the economic inquiry process, including economic models, to investigate the impact of economic issues and decisions at the individual, regional, and national level.

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

#### **Analyzing Current Economic Issues (Gr. 12 University Preparation)**

**CIA4U**

This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-

offs, growth, and sustainability and related economic issues.

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

### **Geography Courses**

#### **Issues in Canadian Geography (Gr. 9 Academic)**

##### **CGC1D**

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 in which to live.

Prerequisite: None

#### **Forces of Nature: Physical Processes and Disasters**

##### **(Gr. 11 University/College Preparation)**

##### **CGF3M**

In this course, students will explore physical processes related to the earth's water, land, and air. They will investigate how these processes shape the planet's natural characteristics and affect human systems, how they are involved in the creation of natural disasters, and how they influence the impacts of human disasters.

Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process and use spatial technologies to analyse these processes, make predictions related to natural disasters, and assess ways of responding to them.

Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied

#### **World Issues: A Geographic Analysis (Gr. 12 University Preparation)**

##### **CGW4U**

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

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

#### **World Geography: Urban Patterns and Population Issues**

##### **(Gr. 12 University/College Preparation)**

##### **CGU4M**

The world's population is growing, it is moving and intermixing, and it is increasingly found in cities. This course explores these changes and the challenges that come with them. It investigates the forces that are shaping the world's communities, the patterns of interaction between them, the quality of life within them, and their impact on the world around them. Students will apply the concepts of geographic thinking, the geographic inquiry process, and spatial skills and technologies as they investigate issues related to population change and urban life and propose ways of enhancing the sustainability of communities around the world.

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

**The Environment and Resource Management**  
**(Gr. 12 University/College Preparation)**  
**CGR4M**

This course investigates interactions between natural and human systems, with a particular emphasis on the impacts of human activity on ecosystems and natural processes. Students will use the geographic inquiry process, apply the concepts of geographic thinking, and employ a variety of spatial skills and technologies to analyse these impacts and propose ways of reducing them. In the course of their investigations, they will assess resource management and sustainability practices, as well as related government policies and international accords. They will also consider questions of individual responsibility and environmental stewardship as they explore ways of developing a more sustainable relationship with the environment.

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

**History Courses**

**Canadian History since World War 1**  
**(Gr. 10 Academic)**  
**CHC2D**

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.

Prerequisite: None

**American History**  
**(Gr. 11 University Preparation)**  
**CHA3U**

This course explores key aspects of the social, economic, and political development of the United States from precontact to the present. Students will examine the contributions of groups and individuals to the country's evolution and will explore the historical context of key issues, trends, and events that have had an impact on the United States, its identity and culture, and its role in the global community. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating various forces that helped shape American history.

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

**World History to the End of the Fifteenth Century**  
**(Gr. 11 University/College Preparation)**  
**CHW3M**

This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. 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.

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

**Canada: History, Identity, and Culture  
(Gr. 12 University Preparation)**

**CHI4U**

This course traces the history of Canada, with a focus on the evolution of our national identity and culture as well as the identity and culture of various groups that make up Canada. Students will explore various developments and events, both national and international, from precontact to the present, and will examine various communities in Canada and how they have contributed to identity and heritage in Canada. Students will investigate the development of culture and identity, including national identity, in Canada and how and why they have changed throughout the country's history. 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 the people, events, and forces that have shaped Canada.

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

**World History since the Fifteenth Century  
(Gr. 12 University Preparation)**

**CHY4U**

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

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

**Law Courses**

**Understanding Canadian Law  
(Gr. 11 University/College Preparation)**

**CLU3M**

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 laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.

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

**Canadian and International Law  
(Gr. 12 University Preparation)**

**CLN4U**

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.

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



## **Politics Courses**

### **Canadian and World Politics (Gr. 12 University Preparation) CPW4U**

This course explores various perspectives on issues in Canadian and world politics. Students will explore political decision making and ways in which individuals, stakeholder groups, and various institutions, including governments, multinational corporations, and non-governmental organizations, respond to and work to address domestic and international issues. Students will apply the concepts of political thinking and the political inquiry process to investigate issues, events, and developments of national and international political importance, and to develop and communicate informed opinions about them.

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

## **Classical Studies**

### **Classical Civilization (Gr. 12 University Preparation) LVV4U**

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.

Prerequisite: English, Grade 10, Academic or Applied

## **International Language Courses**

### **International Languages, (Level 1, Academic) LBABD – LDYBD**

This course provides opportunities for students to begin to develop and apply skills in listening, speaking, reading, and writing in the language of study. Students will communicate and interact in structured activities, with a focus on matters of personal interest and familiar topics, and will read and write simple texts in the language.

Throughout the course, students will acquire an understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also develop skills necessary for lifelong language learning.

Prerequisite: None

### **International Languages (Level 1, Open) LBABO-LDYBO**

This course provides opportunities for students to begin to develop and apply fundamental skills in listening, speaking, reading, and writing in the language of study. Students will communicate and interact in structured activities and practical situations, with a focus on matters of personal interest and familiar topics, and will read and write simple texts in the language. Throughout the course, students will acquire a general understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also develop skills necessary for lifelong language learning.

Prerequisite: None

### **International Languages (Level 2, University) LBACU – LDYCU**

This course provides opportunities for students to increase their competence and confidence in listening, speaking, reading, and writing in the language of study. Students will communicate about academic and personally relevant topics in increasingly spontaneous spoken

interactions, and will develop their creative and critical thinking skills through exploring and responding to a variety of oral and written texts. Students will continue to enrich their understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also investigate personal and professional contexts in which knowledge of the language is required, and develop skills necessary for lifelong language learning.

Prerequisite: International Languages, Level 1, Academic

### **International languages (Level 2, Open)**

#### **LBACO-LDYCO**

This course provides opportunities for students to develop competence and confidence in listening, speaking, reading, and writing in the language of study. Students will communicate about matters of personal interest and everyday topics in interactive settings that emphasize real-life applications, and will read and write a variety of texts of increasing complexity in the language. Students will continue to develop their understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also explore personal and professional contexts in which knowledge of the language is required, and develop skills necessary for lifelong language learning

Prerequisite: International Languages, Level 1, Academic or Open

### **International Languages (Level 3, University)**

#### **LBADU – LDYCU**

This course provides extended opportunities for students to communicate and interact in the language of study in a variety of social and academic contexts. Students will refine and enhance their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of diverse communities where the

language is spoken, and develop skills necessary for lifelong language learning  
Prerequisite: International Languages, Level 2, University Preparation

### **International Languages (Level 3, Open)**

#### **LBADO-LDYDO**

This course provides opportunities for students to communicate and interact in the language of study in a variety of practical contexts and real-life situations. Students will refine their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to simple and some complex oral and written texts, including authentic texts. They will also increase their understanding and appreciation of diverse communities where the language is spoken, and develop skills necessary for lifelong language learning.

Prerequisite: International Languages, Level 2, University Preparation or Open

## **Computer Studies**

### **Introduction to Computer Studies (Gr. 10 Open)**

#### **ICS20**

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.

Prerequisite: **None**

### **Introduction to Computer Science (Gr. 11 University Preparation)**

#### **ICS3U**

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.

Prerequisite: None

**Computer Science**  
**(Gr. 12 University Preparation)**  
**ICS4U**

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 analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

Prerequisite: Introduction to Computer Science, Grade 11, University Preparation

## English

**English**  
**(Gr. 9 Academic)**  
**ENG1D**

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 & 12.

Prerequisite: None

**English**  
**(Gr. 10 Academic)**  
**ENG2D**

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.  
Prerequisite: English, Grade 9, Academic or Applied

**English**  
**(Gr. 11 University Preparation)**  
**ENG3U**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.  
Prerequisite: English, Grade 10, Academic

**English**  
**(Gr. 12 University Preparation)**  
**ENG4U**

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of

challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

Prerequisite: English, Grade 11, University Preparation

### **Canadian Literature (Gr. 11 University/College Preparation)**

#### **ETC3M**

This course emphasizes the study and analysis of literary texts by Canadian authors for students with a special interest in Canadian literature. Students will study the themes, forms, and stylistic elements of a variety of literary texts representative of various time periods and of the diverse cultures and regions of Canada, and will respond personally, critically, and creatively to them.

Prerequisite: English, Grade 10, Academic or Applied

### **Media Studies (Gr. 11 Open)**

#### **EMS3O**

This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly.

Through analyzing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgment, and skills in viewing, representing, listening, speaking, reading, and writing.

Prerequisite: English, Grade 10, Academic or Applied

### **Studies in Literature (Gr. 12 University Preparation)**

#### **ETS4U**

This course is for students with a special interest in literature and literary criticism. The course may focus on themes, genres, time periods, or countries. Students will analyse a range of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete an independent study project.

Prerequisite: English, Grade 11, University Preparation.

### **The Writer's Craft (Gr. 12 University Preparation)**

#### **EWC4U**

This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

Prerequisite: English, Grade 11, University Preparation

## **The Ontario Secondary School Literacy Course**

### **Ontario Secondary School Literacy Course (Gr. 12 Open)**

#### **OLC4O**

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and

news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing. Eligibility requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.)

## French as a Second Language

### Core French Courses

#### **Core French (Gr. 9 Academic)**

##### **FSF1D**

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. Prerequisite: Minimum of 600 hours of French instruction, or equivalent

#### **Core French (Gr. 9 Open)**

##### **FSF1O**

This is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening, speaking, reading, and writing through discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and

appreciation of these communities. They will also develop a variety of skills necessary for lifelong language learning.

Prerequisite: None

#### **Core French (Gr. 10 Academic)**

##### **FSF2D**

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Core French, Grade 9, Academic or Applied

#### **Core French (Gr. 11 University Preparation)**

##### **FSF3U**

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Core French, Grade 10, Academic

#### **Core French (Gr. 12 University Preparation)**

##### **FSF4U**

This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking,

reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Core French, Grade 11, University Preparation

### **Extended French Courses**

#### **Extended French (Gr. 9 Academic)**

##### **FEF1D**

This course provides opportunities for students to speak and interact in French in a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Extended French program. They will develop their creative and critical thinking skills through independently responding to and interacting with a variety of oral and written texts. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

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

#### **Extended French (Gr. 10 Academic)**

##### **FEF2D**

This course provides extensive opportunities for students to use their communication skills in French and to apply language learning strategies. Students will develop their skills in listening, speaking, reading, and writing by responding to and interacting with French oral and written texts in a variety of real-life contexts, using their creative and critical thinking skills to explore and evaluate information and ideas in the texts. Students will increase their knowledge of the French language through the study of French authors. They will also increase their understanding and appreciation of diverse French-speaking

communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Extended French, Grade 9, Academic

#### **Extended French (Gr. 11 University Preparation)**

##### **FEF3U**

This course provides opportunities for students to communicate about concrete and abstract topics in various situations.

Students will consolidate and refine their skills in listening, speaking, reading, and writing by applying language learning strategies, as well as creative and critical thinking skills, in a variety of real-life contexts. Students will develop their knowledge of the French language through the study of contemporary French authors and well-known French European authors. They will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Extended French, Grade 10, Academic

#### **Extended French (Gr. 12 University Preparation)**

##### **FEF4U**

This course further emphasizes the consolidation of communication skills required to interact in French for various purposes about concrete and abstract topics. Students will independently apply language learning strategies in a variety of real-life and personally relevant contexts in listening, speaking, reading, and writing, and will broaden their creative and critical thinking skills through responding to and analysing oral and written texts. Students will increase their knowledge of the French language through the study of Canadian and international French literature. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Extended French, Grade 11, University Preparation

## **French Immersion Courses**

### **French Immersion (Gr. 9 Academic)**

#### **FIF1D**

This course provides opportunities for students to speak and interact in French independently in a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing, as well their ability to communicate in French with confidence, by using language learning strategies introduced in the elementary French Immersion program. Students will enhance their knowledge of the French language through the study of French Canadian literature. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Minimum of 3800 hours of French instruction, or equivalent

### **French Immersion (Gr. 10 Academic)**

#### **FIF2D**

This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will use a variety of language learning strategies in listening, speaking, reading, and writing, and will respond to and interact with print, oral, visual, and electronic texts. Students will develop their knowledge of the French language through the study of contemporary French literature and historically well-known French European literature. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: French Immersion, Grade 9, Academic or Applied

### **French Immersion (Gr. 11 University Preparation)**

#### **FIF3U**

This course provides opportunities for students to consolidate the communication skills required to speak and interact with increasing

confidence and accuracy in French in a variety of academic and social contexts. Students will use their skills in listening, speaking, reading, and writing and apply language learning strategies while exploring a variety of concrete and abstract topics. Students will increase their knowledge of the French language through the study of French literature from around the world. They will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: French Immersion, Grade 10, Academic

### **French Immersion (Gr. 12 University Preparation)**

#### **FIF4U**

This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will consolidate their listening, speaking, reading, and writing skills and apply language learning strategies while communicating about concrete and abstract topics, and will independently respond to and interact with a variety of oral and written texts. Students will study a selection of French literature from the Middle Ages to the present. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: French Immersion, Grade 11, University Preparation

## **Guidance and Career Education**

### **Learning Strategies 1 (Gr. 9/10 Open)**

#### **GLS10, GLE10, GLE20**

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

helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

Prerequisite: None

### **Career Studies**

**(Gr. 10 Open)**

#### **GLC20**

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.

Prerequisite: None

### **Designing Your Future**

**(Gr. 11 Open)**

#### **GWL30**

This course prepares students to make successful transitions to postsecondary destinations as they investigate specific postsecondary options based on their skills, interests, and personal characteristics. Students will explore the realities and opportunities of the workplace and examine factors that affect success, while refining their job-search and employability skills. Students will develop their portfolios with a focus on their targeted destination and develop an action plan for future success.

Prerequisite: None

### **Leadership & Peer Support**

**(Gr. 11 Open)**

#### **GPP30**

This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles – for example, as a student council member or a peer tutor. Students will examine

group dynamics and learn the value of diversity within groups and communities.

Prerequisite: None

### **Advanced Learning Strategies**

**(Grade 11/12, Open)**

#### **GLE30/GLS40/GLE40**

This course improves students' learning and personal-management skills, preparing them to make successful transitions to work, training, and/or postsecondary 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 postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.

Prerequisite: None

## **Health and Physical Education**

### **Introductory Kinesiology**

**(Gr. 12 University Preparation)**

#### **PSK4U**

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

Prerequisite: Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 course in health and physical education

## **Mathematics**

### **Principles of Mathematics**

**(Gr. 9 Academic)**

#### **MPM1D**



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

Prerequisite: None

### **Foundations of Mathematics (Gr. 9 Applied)**

#### **MFMI1P**

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.

Prerequisite: None

### **Mathematics Transfer Course (Gr. 9 Applied to Academic)**

#### **MPMIH**

This transfer course will provide students who have successfully completed Foundations of Mathematics, Grade 9, Applied with an opportunity to achieve the expectations not covered in that course but included in Principles of Mathematics, Grade 9, Academic.1 On successful completion of this transfer course, students may proceed to Principles of Mathematics, Grade 10, Academic (MPM2D). This transfer course focuses on developing

number sense and algebra, linear relations, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will reason mathematically and communicate their thinking as they solve multi-step problems.  
Prerequisite: Foundations of Mathematics, Grade 9, Applied  
Credit value: 0.5

### **Principles of Mathematics (Gr. 10 Academic)**

#### **MPM2D**

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

Prerequisite: Mathematics, Grade 9, Academic

### **Foundations of Mathematics (Gr. 10 Applied)**

#### **MFMI2P**

This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: Mathematics Grade 9, Academic or Applied

## **Functions**

### **(Gr. 11 University Preparation)**

#### **MCR3U**

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

Prerequisite: Principles of Mathematics, Grade 10, Academic

## **Functions and Applications**

### **(Gr. 11 University/College Preparation)**

#### **MCF3M**

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

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

## **Foundations for College Mathematics**

### **(Gr. 11 College Preparation)**

#### **MBF3C**

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

geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: Foundations of Mathematics, Grade 10, Applied

## **Mathematics for Work and Everyday Life**

### **(Gr. 11 Workplace Preparation)**

#### **MEL3E**

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

Prerequisite: Principles of Mathematics, Grade 9, Academic, or Foundations of Mathematics, Grade 9, Applied, or a ministry-approved locally developed Grade 10 mathematics course

## **Advanced Functions**

### **(Gr. 12 University Preparation)**

#### **MHF4U**

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

Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for

College Technology, Grade 12, College Preparation

**Calculus and Vectors  
(Gr. 12 University Preparation)**

**MCV4U**

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

Note: The new Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).

**Mathematics of Data Management  
(Gr. 12 University Preparation)**

**MDM4U**

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

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

**Foundations for College Mathematics  
(Gr. 12 College Preparation)**

**MAP4C**

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

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

**Science**

**Science**

**(Gr. 9 Academic)**

**SNC1D**

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

Prerequisite: None

**Science**

**(Gr. 9 Applied)**

**SNC1P**

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science to everyday situations. They are

also given opportunities to develop practical skills related to scientific investigation. Students will plan and conduct investigations into practical problems and issues related to the impact of human activity on ecosystems; the structure and properties of elements and compounds; space exploration and the components of the universe; and static and current electricity.  
Prerequisite: None

**Science**  
**(Gr. 10 Academic)**  
**SNC2D**

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter.  
Prerequisite: Science, Grade 9, Academic or Applied

**Science**  
**(Gr. 10 Applied)**  
**SNC2P**

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter.  
Prerequisite: Science, Grade 9, Academic or Applied

**Biology Courses**

**Biology**  
**(Gr. 11 University Preparation)**

**SBI3U**  
This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

Prerequisite: Science, Grade 10, Academic

**Biology**  
**(Gr. 11 College Preparation)**

**SBI3C**  
This course focuses on the processes that occur in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields.

Prerequisite: Science, Grade 10, Academic or Applied

**Biology**  
**(Gr. 12 University Preparation)**

**SBI4U**  
This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills

needed for further study in various branches of the life sciences and related fields.

Prerequisite: Biology, Grade 11, University Preparation

### **Chemistry Courses**

#### **Chemistry (Gr. 11 University Preparation)**

##### **SCH3U**

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

Prerequisite: Science, Grade 10, Academic

#### **Chemistry (Gr. 12 University Preparation)**

##### **SCH4U**

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

Prerequisite: Chemistry, Grade 11, University Preparation

#### **Chemistry (Gr. 12 College Preparation)**

##### **SCH4C**

This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the

quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology.

Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment.

Prerequisite: Science, Grade 10, Academic or Applied

### **Earth and Space Science Courses**

#### **Earth and Space Science (Gr. 12 University Preparation)**

##### **SES4U**

This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time.

Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence.

Prerequisite: Science, Grade 10, Academic

### **Environmental Science Courses**

#### **Environmental Science (Gr. 11 University/College Preparation)**

##### **SVN3M**

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in life after secondary school. Students will explore a range of topics, including the role of science in

addressing contemporary environmental challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationships between science, the environment, and society in a variety of areas.

Prerequisite: Science, Grade 10, Academic or Applied

### **Physics Courses**

#### **Physics**

**(Gr. 11 University Preparation)**

#### **SPH3U**

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Prerequisite: Science, Grade 10, Academic

#### **Physics**

**(Gr. 12 University Preparation)**

#### **SPH4U**

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

Prerequisite: Physics, Grade 11, University Preparation

#### **Physics**

**(Gr. 12 College Preparation)**

#### **SPH4C**

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

Students will also consider the impact of technological applications of physics on society and the environment.

Prerequisite: Science, Grade 10, Academic or Applied

### **Science Courses**

#### **Science**

**(Gr. 12 University/College Preparation)**

#### **SNC4M**

This course enables students, including those pursuing postsecondary programs outside the sciences, to increase their understanding of science and contemporary social and environmental issues in health-related fields. Students will explore a variety of medical technologies, pathogens and disease, nutritional science, public health issues, and biotechnology. The course focuses on the theoretical aspects of the topics under study and helps refine students' scientific investigation skills

Prerequisite: Science, Grade 10, Academic, or any Grade 11 university, university/college or college preparation course in science

## **Social Sciences and Humanities**

### **Equity Studies Courses**

#### **Gender Studies**

**(Gr. 11 University/College Preparation)**

#### **HSG3M**

This course enables students to explore the social construction of gender. Students will learn about the dynamic nature of gender roles and norms; sexism and power relations; and the impact of representations of women and men in the media, popular culture, and the arts. Students will analyse a range of gender equity issues, including gender-based violence and workplace equity, in both Canadian and global contexts. Students will develop and apply research skills and will design and implement a social action initiative relating to gender equity.  
Prerequisite: None

### **Equity and Social Justice: From Theory to Practice**

**(Gr. 12 University/College Preparation)**  
**HSE4M**

This course enables students to develop an understanding of the theoretical, social, and historical underpinnings of various equity and social justice issues and to analyse strategies for bringing about positive social change. Students will learn about historical and contemporary equity and social justice issues in Canada and globally. They will explore power relations and the impact of a variety of factors on equity and social justice. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity or social justice issue.

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

## **Family Studies Courses**

### **Food and Nutrition**

**(Gr. 9 or 10 Open)**  
**HFN1O/HFN2O**

This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food-marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food-preparation skills

and introduces them to the use of social science research methods in the area of food and nutrition.

Prerequisite: None

### **Nutrition and Health**

**(Gr. 12 University Preparation)**  
**HFA4U**

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health.

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

### **Families in Canada**

**(Gr. 12 University Preparation)**  
**HHS4U**

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

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

**Human Development throughout the Lifespan**  
(Gr. 12 University/College Preparation)  
**HHG4M**

This course offers a multidisciplinary approach to the study of human development throughout the lifespan. Students will learn about a range of theoretical perspectives on human development. They will examine threats to healthy development as well as protective factors that promote resilience. Students will learn about physical, cognitive, and social-emotional development from the prenatal period through old age and will develop their research and inquiry skills by investigating issues related to human development.

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

**Personal Life Management**  
(Gr. 12 Open)  
**HIP4O**

This course focuses on preparing students for living independently and working successfully with others. Students will learn to manage their personal resources to meet their basic needs for food, clothing, and housing. They will also learn about their personal, legal, and financial responsibilities and develop and apply interpersonal skills in order to make wise and responsible personal and occupational choices. Students will apply research and inquiry skills while investigating topics related to personal life management. The course emphasizes the achievement of expectations through practical experiences.

Prerequisite: None

**Social Sciences Courses**

**Introduction to Anthropology, Psychology, and Sociology**  
(Gr. 11 University Preparation)  
**HSP3U**

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and

research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines. Prerequisite: The grade 10 **academic** course in English, or the Grade 10 **academic** history course (Canadian and world studies)

**Challenge and Change in Society**  
(Gr. 12 University Preparation)  
**HSB4U**

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.

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

**Philosophy Courses**

**Philosophy: The Big Questions,**  
(Grade 11 University/College Preparation)  
**HZB3M**

This course encourages exploration of philosophy's big questions, such as: What is a meaningful life? What separates right from wrong? What constitutes knowledge? What makes something beautiful? What is a just society? Students will develop critical thinking and philosophical reasoning skills as they identify and analyse the responses of philosophers to the big questions and formulate their own responses to them. Students will explore the relevance of philosophical questions to society and to



their everyday life. They will develop research and inquiry skills as they investigate various topics in philosophy.

Prerequisite: None

**Philosophy: Questions and Theories  
(Gr. 12 University Preparation)**

**HZT4U**

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).<sup>\*</sup> 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.

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

**World Religions Courses**

**World Religions and Belief Traditions:  
Perspectives, Issues and Challenges  
(Gr. 11 University/College Preparation)**

**HRT3M**

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.

Prerequisite: None

**Technological Education**

**Exploring Technologies  
(Gr. 9 Open)**

**TIJ1O**

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.

Prerequisite: None

**Communications Technology  
(Grade 12 College/University  
Preparation)**

**TGJ4M**

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.

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

**Technological Design  
(Gr. 12 College/University Preparation)**

**TDJ4M**

This course introduces students to the fundamentals of design advocacy and

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

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

## **Interdisciplinary Studies**

**NOTE:** Students may only take one interdisciplinary course at each grade level.

### **Interdisciplinary Studies (Gr. 12 University Preparation)**

#### **IDC4U**

This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyse historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge.

Prerequisites: any university or university/college preparation course

### **Film Studies (Gr. 12 University Preparation)**

#### **IDC4U2**

This course traces the evolution of film, from its earliest beginnings to the present day. Students will explore a range of perspectives - formal, historical, psychological, sociological - a consideration of a variety of film genres from different cultures, countries, schools and

movements. An important focus will be on understanding the language of film analysis, and applying it confidently and coherently in discussion and argument.

Prerequisite: As noted above

### **Journalism/Photojournalism (Gr. 12 University Preparation)**

#### **IDC4U4**

This course helps students develop skills in the fields of journalism, photojournalism, non-fiction writing, and digital media while examining the history of media communication and its impact/influences on current practices and trends. Students will cover the basics of narrative non-fiction writing and publishing, as well as digital photography (mechanics, composition, lighting, and post editing), while familiarizing themselves with a variety of processes and programs used in archiving, compositing, and editing text and imagery.

Prerequisite: As noted above

**Check the school's website  
([www.cityacademy.ca](http://www.cityacademy.ca))  
for new course information.**