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# Academic Program Guide

## 2016-2017



ST. CLEMENT'S  
SCHOOL  
*Passion. Courage. Curiosity.*



## ACADEMIC PROGRAM GUIDE 2016-2017

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## Principal's Message



**St. Clement's School develops outstanding women who are intellectually curious, courageous and compassionate.**

Dear Students in Grades 7-12,

This Course Calendar is your detailed guide to the academic options provided for you by St. Clement's School for the 2016-2017 academic year.

Our mission is to develop outstanding women who are intellectually curious, courageous and compassionate. We believe that providing a challenging, broad and diverse curriculum delivered by exceptional educators is vital to fostering your intellectual curiosity. Our diverse course offerings include the largest number of AP courses of any girls' school in Canada, online courses, and our Summer School, which includes Cooperative Education as an option. These choices foster your courage to challenge yourselves. Course content, diverse perspectives and challenging discourse, coupled with co-curricular opportunities, are key to developing you as an individual who possesses a compassionate understanding.

I encourage you to read these course descriptions carefully with your educational goals in mind, such that you are selecting courses that will enrich your St. Clement's School experience. In addition, extensive and open-minded consultation will help you to make wise choices. LINCWell, Curriculum and Department Leaders, faculty and senior students will all provide you with pertinent information and perspective. In addition, your parents will be valuable resources.

Enrolment for courses takes place online through Career Cruising, and your LINCWell Counsellor will provide you with your login information. Please note that all course selections are due by **Thursday, February 11, 2016. It is imperative that you complete your course selection by this date.** Your submission should accurately indicate your selections for next year and reflect a program to which you are committed.

I wish you all the best as you begin your preparation for the upcoming academic year.

Martha Perry '85

Principal

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**ACADEMICS AT ST. CLEMENT'S SCHOOL**

St. Clement's School provides a vibrant and varied academic program that challenges each student and prepares her for the ultimate transition to post-secondary education. Academic excellence is achieved through the work of a strong and supportive learning community that endeavours to help every girl reach her full potential while maintaining health and wellness.

Despite our small size, we offer an exceptionally broad array of elective courses that enhances and enriches our strong core program. Every girl has the opportunity to pursue her passions and creates her own path with a wide range of opportunities in the arts, business, social sciences, computer science and technological design, and Classical and modern languages, along with a number of eLearning opportunities. In addition, all students extend their learning through an extensive array of Advanced Placement (AP) courses.



**MIDDLE SCHOOL**

In the Middle School, students in Grades 7 to 9 are skillfully guided through the important transition years. Strong academic skill building takes place alongside innovative LINCWell programming, ensuring Middle School students are well prepared for the

exciting challenge and independence of Senior School life. A supportive culture of care helps girls become reflective learners and thoughtful problem solvers as they take on authentic challenges inside the classroom and beyond.

Unique to SCS, students in Grade 9 earn nine Ontario credit courses, allowing for increased flexibility in later years. Additional hallmarks of our Middle School program include:

- Options for Accelerated French and Accelerated Math
- Opportunities to earn up to four Reach Ahead Credits upon entering Grade 9<sup>1</sup>
- Integrated Studies, a unique opportunity for students to tackle moral and ethical questions that are personally meaningful to learners at this age in a comprehensive way, using curriculum drawn from Language Arts and Social Science (History & Geography).



**GRADE 8 ACADEMICS AT SCS**

At St. Clement's, teachers in the Arts, Science and Modern Languages determine, through examination of student achievement and in consultation with the Principal, that students are ready to meet the expectations of certain Grade 9 Ontario courses prior to their Grade 9 year. These courses are referred to as Reach Ahead credits.

<sup>1</sup> The decision to grant credit for Reach Ahead courses is made by the Principal who is overseeing the student's Grade 9 program.

## REACH AHEAD CREDITS

Middle School students work toward 3 or 4 Reach Ahead Credits that are granted, upon successful completion, at the start of the student's Grade 9 year at SCS. These Ontario Grade 9 credits enrich the Middle School experience, and allow students the opportunity to continue reaching ahead into the Senior School. The Reach Ahead experience allows for greater breadth of courses in the upper grades, and supports the School's highly successful Advanced Placement program.

<b>Arts Credit</b>  <b>AVI10</b> <b>AMU10</b> <b>ADA10</b>	<b>Arts Credit</b>  <b>AVI10</b> <b>AMU10</b> <b>ADA10</b>	<b>Science</b>  <b>SNC1D</b>	<b>French*</b>  <b>FSF1D</b>
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*\* Students taking Accelerated French may earn FSF1D.*

**AMU10R** – Music – Grade 9

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

**AVI10R** – Visual Arts – Grade 9

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.

**ADA10R** – Dramatic Arts – Grade 9

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

**SNC1DR** – Science – Grade 9

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.

**FSF1DR – French – Grade 9**

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

**SENIOR SCHOOL – GRADES 10 TO 12**

Senior School at St. Clement's is a time for deeper exploration, marked by continued academic growth and ongoing leadership. Students learn through exposure to innovative and creative learning experiences that risk-taking, creativity and perseverance bring them closer to their personal academic goals.

Unique to SCS, students in Grade 10 may take nine Ontario credits, allowing for exceptional program breadth across subject areas. Additional hallmarks of our Senior School program include:

- A strong core academic program of English, French, Mathematics and Science
- An extensive Advanced Placement (AP) program, including the AP Capstone Diploma
- A wide variety of social science offerings at the senior level
- Opportunities for enrichment, creative expression, and learning through innovation

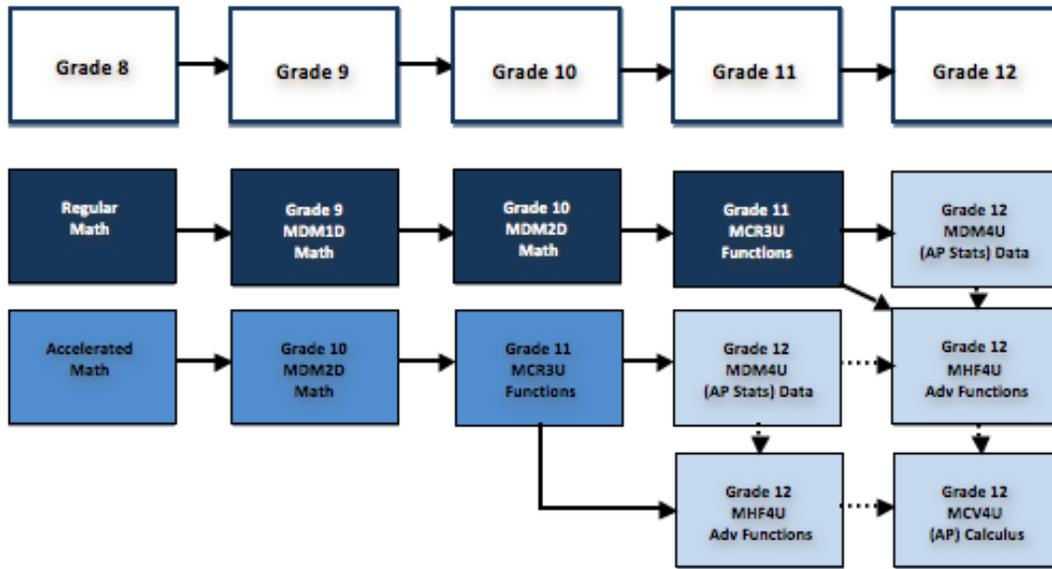


**CURRICULUM PATHWAYS**

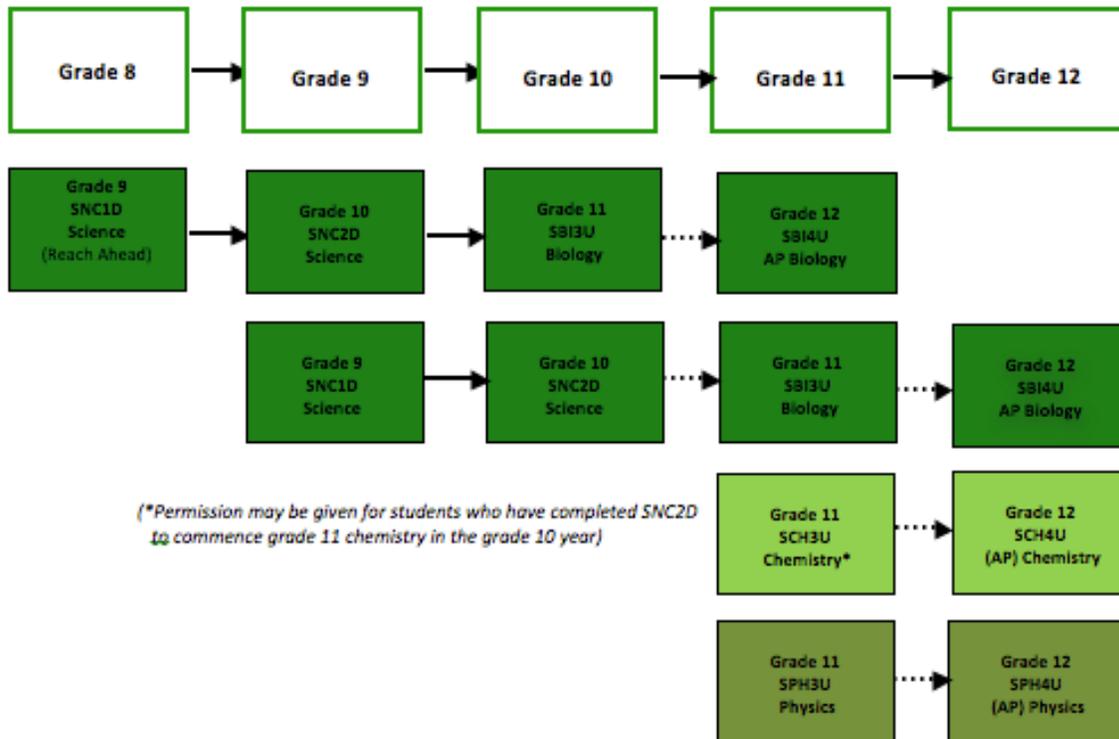
Supporting academic excellence across a broad range of course offerings serves students well as they consider post-secondary opportunities. We believe that Senior School should remain a time of exploration and discovery, and we encourage every student to maintain breadth of study across subject areas. At the same time, we recognize the importance of allowing students to delve deeply into areas of study that are prerequisite to some post-secondary programs. For this reason, careful consideration and extensive planning goes into the development of curriculum pathways through to Grade 12. These planned course progressions allow for depth and breadth of study, and provide maximum flexibility in a student's senior years.



**SCS CURRICULUM PATHWAYS: Mathematics**

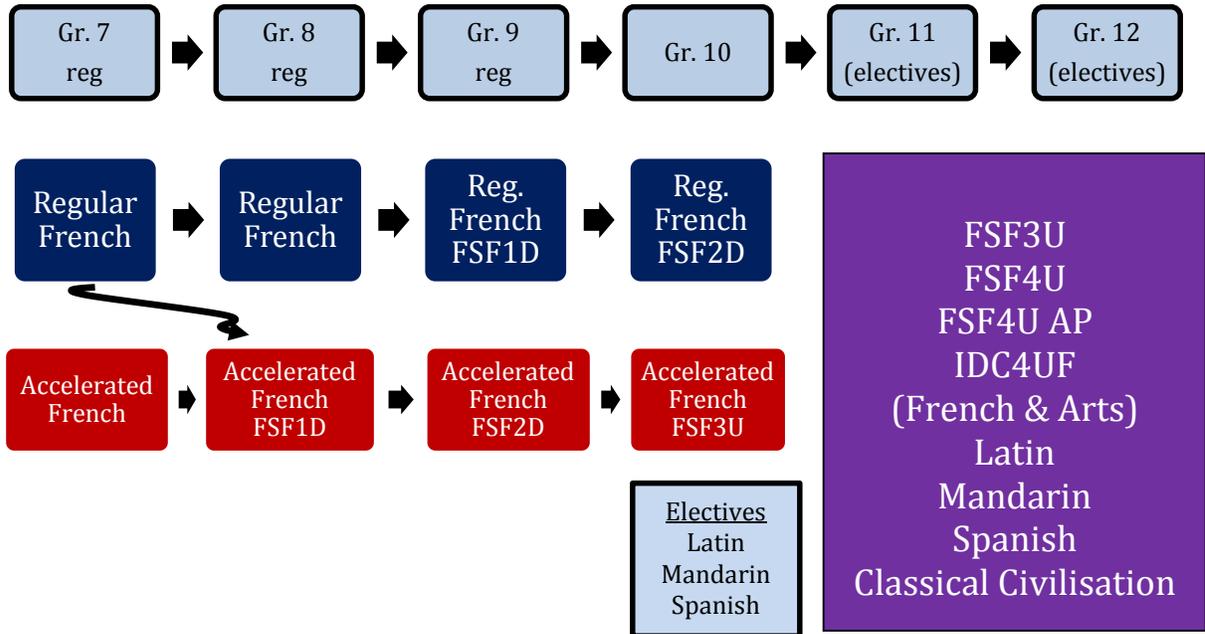


**SCS CURRICULUM PATHWAYS: Science**

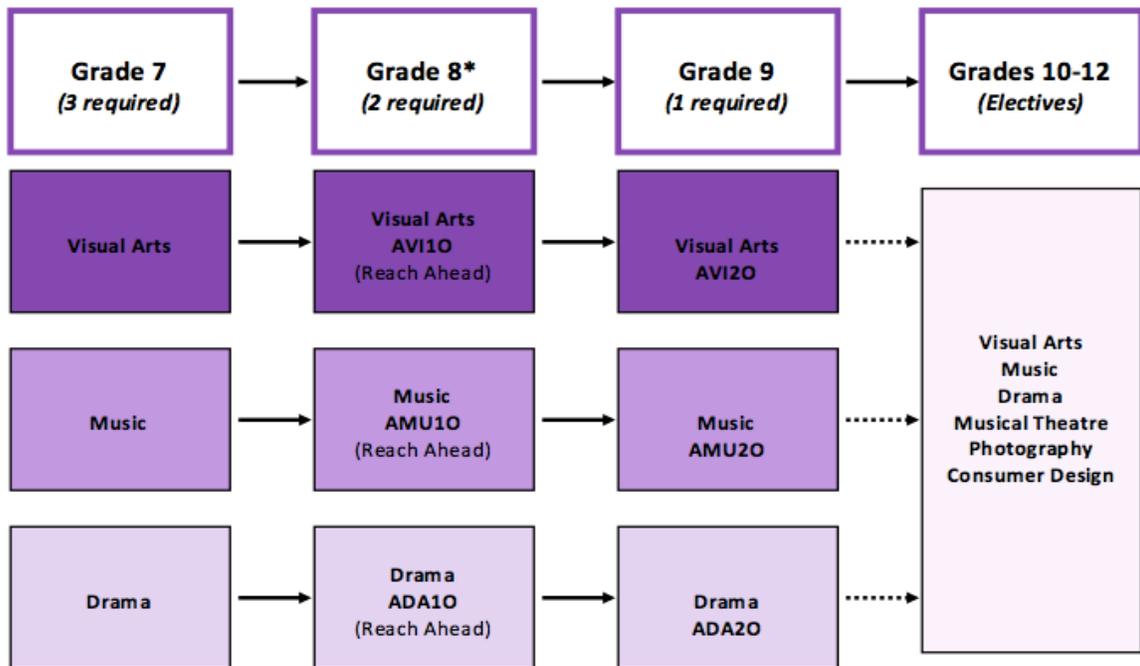


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**SCS CURRICULUM PATHWAYS: Arts**



## ASSESSMENT AND EVALUATION

The fundamental principles that form the foundation of St. Clement's School's Assessment & Evaluation Policy are taken directly from *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools* (Ontario Ministry of Education, 2010).

These principles state that SCS teachers use practices and procedures that:

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

## PURPOSE OF ASSESSMENT

SCS teachers understand that the primary purpose of assessment and evaluation is to improve the learning of each student. Information gathered through the assessment process informs classroom instruction, and develops the knowledge and skills necessary for students to become independent learners.

## TYPES OF ASSESSMENT

St. Clement's teachers make use of both formative and summative assessments in order to support student learning and gather information to report student achievement.

### **FORMATIVE ASSESSMENT: Assessment for Learning and Assessment as Learning**

Formative assessments (including diagnostics) are used to inform instruction and to support student learning; formative assessments may include items such as pre-unit quizzes, review of homework questions, practice quizzes after a topic has been covered, and lab and project check lists. These assessments are used only to indicate a student's progress toward a learning goal and to encourage further learning; formative assessments are not included as part of a student's reported grade.

### **GROWING SUCCESS: Assessment, Evaluation and Reporting in Ontario Schools**

<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

**SUMMATIVE ASSESSMENT: Assessment of Learning**

Summative assessments provide a summary of a student's learning at a given point in time, and are used to determine her grade on a report card. These types of assessments include items such as unit tests, summative unit projects, lab reports and various assignments. At the beginning of each unit, each student will receive a summary of the summative assessments for that unit.

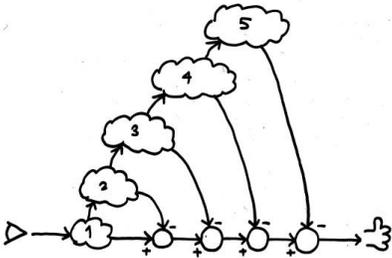
**LEVELS FOR ASSESSMENT**

In order to make things consistent for students across the subjects and grades, all teachers will use a 5-level assessment model. Rubrics will show 5 levels and will include specific criteria at each level so that each student understands how her work will be evaluated and how to make improvements as she completes the task.

In general, the 5 levels will indicate achievement as follows:

Remedial (<50)	Level 1 (50-59)	Level 2 (60-69)	Level 3 (70-79)	Level 4 (80-89)	Level 5 (90-100)
The work is <b>not acceptable</b> and must be redone.	The work is done with <b>limited</b> effectiveness. The work demonstrates <b>limited</b> knowledge and understanding.	The work is done with <b>some</b> effectiveness. The work demonstrates <b>some</b> knowledge and understanding.	The work is done with <b>considerable</b> effectiveness. The work demonstrates <b>considerable</b> knowledge and understanding.	The work is done with a <b>high degree</b> of effectiveness. The work demonstrates <b>thorough</b> knowledge and understanding.	The work is done with <b>exceptional</b> effectiveness. The work demonstrates <b>exceptional</b> knowledge and understanding.

**WHY LEVELS?**



**Believe it or not!** Percentages are not the most accurate way to represent learning. Think about it – is it really possible to show with certainty the difference between an 87% and an 88% essay? Not really. Marking in percentages requires teachers to make many small judgments that aren't always sound.

Through research, we know that focusing on grades limits students' willingness to work with feedback for ongoing improvement, thereby limiting academic growth, and for some students, contributing to performance and test anxiety – all things we want to avoid at SCS.

Assessing against criteria and working with levels is the best way to give students feedback. When students enter Grade 9 and begin taking Ontario credit courses, it is required by the Ministry that their coursework is assigned an overall percentage grade. Until that time, however, working in levels keeps students focused on the feedback that will improve learning and contribute to ongoing academic growth.

In some instances, teachers may report a student's work in levels that include a plus (+) or a minus (-) beside the level number. Students will not receive a specific percentage on coursework but will always know how their work is being evaluated by referring to the following conversion chart.

**Note:** SCS levels are slightly different than Ontario levels in order to give students more detailed information.

Ontario Level	SCS Level	Mark Range	Ontario Level	SCS Level	Mark Range
4	5+	97-100	2	2+	67-69
	5	93-96		2	63-66
	5-	90-92		2-	60-62
	4+	87-89	1	1+	57-59
	4	83-86		1	53-56
	4-	80-82		1-	50-52
3	3+	77-79	R <50		
	3	73-76			
	3-	70-72			

**THE ACHIEVEMENT CATEGORIES**

When teachers assess work in some subjects, they look at learning across four separate categories: Thinking, Application, Communication, and Knowledge and Understanding. Teachers do this to understand better a student's areas of strength and to help her improve in her areas of need. Thinking about learning in these four areas is much more effective than assessing holistically and trying to assign a single mark. To help better understand the categories, here is an explanation of what each one means:



**Thinking:** The use of critical and creative thinking skills and/or processes. This is oftentimes shown by a student's ability to develop a hypothesis, to critically reason and make strong and well-supported arguments.



**Application:** The use of knowledge and skills to build connections within and between various contexts. This is oftentimes shown when a student uses information to problem-solve a question that she hasn't seen before or to work with a scenario or situation that is unfamiliar.

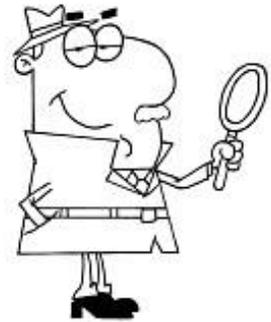


**Communication:** The ability to convey meaning through various forms. This is oftentimes shown by a student's use of effective language and conventions in writing, her use of proper procedural language and formats in math and science, or the way in which she organizes and communicates her ideas or vision in the arts. There are many ways in which students are asked to communicate orally, visually and in writing.



**Knowledge and Understanding:** Knowledge of subject-specific content in each grade, and a student's ability to explain what it means. This is oftentimes shown by her knowledge of "the facts" and their significance, and her understanding of definitions, ideas, procedures, and concepts. It is important for students to understand that memorisation of the facts is only part of mastering concepts. Deep understanding and the ability to apply the facts are important, too.

**Teachers have to be great detectives!** Paying close attention to how students do in the different categories is very important and can help teachers improve student learning. For example, if a student tends to do better in Knowledge and Understanding and weaker in Application, it may mean that she is "memorizing" facts rather than understanding them deeply. If she tends to do better in Thinking than in Communication, it may mean that she has amazing ideas but needs to learn to organize her thoughts and convey her ideas more effectively. As you can see, examining, understanding and reflecting on individual student learning are important to the teaching process and supporting student growth.





**LEARNING SKILLS AND WORK HABITS**

St. Clement's teachers will assess students' Learning Skills and Work Habits, and report them on every report card. Developing these skills and habits is important, not only at school, but in life. They are key factors that help each student experience success at school, and lay the foundation for her later success at university and in the workplace. Academic learning is important, but so are many other life skills.

The Learning Skills and Work Habits that will be assessed are as follows:

<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Fulfills responsibilities and commitments within the learning environment.</li> <li>• Completes and submits class work, homework, and assignments according to agreed-upon timelines.</li> <li>• Takes responsibility for and manages own behaviour.</li> </ul>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>• Devises and follows a plan and process for completing work and tasks.</li> <li>• Establishes priorities and manages time to complete tasks and achieve goals.</li> <li>• Identifies gathers, evaluates, and uses information technology, and resources to complete tasks.</li> </ul>
<p><b>Independent Work</b></p> <ul style="list-style-type: none"> <li>• Independently monitors, assesses, and revises plans to complete tasks and meet goals.</li> <li>• Uses class time appropriately to complete tasks.</li> <li>• Follows instructions with minimal supervision.</li> </ul>	<p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>• Accepts various roles and an equitable share of work in a group. Responds positively to the ideas, opinions, values, and traditions of others.</li> <li>• Builds healthy peer-to-peer relationships through personal and media-assisted interactions.</li> <li>• Works with others to resolve conflicts and build consensus to achieve group goals.</li> <li>• Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.</li> </ul>
<p><b>Initiative</b></p> <ul style="list-style-type: none"> <li>• Looks for and acts on new ideas and opportunities for learning.</li> <li>• Demonstrates the capacity for innovation and a willingness to take risks</li> <li>• Demonstrates curiosity and interest in learning.</li> <li>• Approaches new tasks with a positive attitude.</li> <li>• Recognizes and advocates appropriately for the rights of self and others.</li> </ul>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>• Sets own individual goals and monitors progress towards achieving them.</li> <li>• Seeks clarification or assistance when needed.</li> <li>• Assesses and reflects critically on own strengths, needs, and interests.</li> <li>• Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals.</li> <li>• Perseveres and makes an effort when responding to challenges.</li> </ul>

Teachers report whether a student is achieving at the **Excellent, Good, Satisfactory**, or **Needs Improvement** level. It is important to know, however, that this assessment is not part of the academic level and is reported separately.



**Working together to grow strong students!** Without a doubt, strong Learning Skills and Work Habits contribute to academic success. But they also help children manage the hustle and bustle of everyday life. Without strength in these areas, many children experience difficulties, frustration, and some become anxious. Growing these key areas contributes to resiliency and provides children with effective tools for life!

These habits and skills do not always come naturally – they must be taught and practiced over time. In the early years, they must be nurtured through a strong partnership between home and school. Parental support of the work being done in SCS classrooms helps to build these skills, and goes a long way toward student growth and development.

## ASSESSMENT POLICY

### REWRITES

Summative tasks are intended to summarize a student's learning at a given point in time and stand as a final indicator of her achievement. As such, rewrites or re-dos on summative tasks are not permitted, except in such cases where the opportunity is provided to all students in the class in order to consolidate learning.

### MISSED IN-CLASS SUMMATIVES

In the case of anticipated absences (e.g., appointments, athletic events, etc.), students must inform teachers in advance of any absence and make alternate arrangements. In the case of unplanned absences (e.g., illness, family emergency, etc.), students are responsible for contacting teachers immediately upon their return to school to make alternate arrangements.

A student failing to make alternate arrangements will write the summative during her next scheduled class. Students failing to make up a missed summative or who miss a scheduled make-up opportunity will be referred to LINCWell and the appropriate Head of School; in such cases, a mark of zero may be given. When a missed in-class summative is scheduled, teachers may provide an alternate summative for a student to write.

### LATE SUMMATIVE ASSIGNMENTS

In the case of anticipated absences (e.g., service trip), students must inform teachers in advance of any absence and make alternate arrangements to submit assignments. In the case of unplanned absences (e.g., illness, etc.), students are responsible for submitting the assignment on the day of their return to school unless alternate arrangements are made with the teacher.

Late assignments resulting from unexcused absences or missed deadlines will be assessed an automatic penalty of 10% and a subsequent penalty of 5% per day up to a maximum of 7 days (including weekends); after 7 days, a mark of zero will be given, although the teacher may still require the student to demonstrate understanding of the material.

Where a student is at risk of receiving a zero, the teacher will contact the parent, and work with the Head of School and LINCWell to put remedial supports in place. Assignments that are late due to exceptional circumstances may be accepted without penalty or with a modified penalty.

**MISSED EXAMS**

In the case of planned absences (e.g., school organized service trip), the student will notify LINCWell of the exam conflict as soon as possible. Alternate exam dates will be determined by LINCWell and the subject teacher.

Where a student is unable to write an exam due to serious health circumstances, bereavement or an unanticipated extenuating circumstance, the parent must make every reasonable effort to inform the School as soon as possible. In the case of illness, a note from a medical doctor (dated for the period covering the missed exam or exams) explaining the absence must be provided to LINCWell upon return to school. A make-up exam or alternate assessment will be scheduled as soon as possible following the student's return to school.

Exams are unable to be rescheduled for reasons of personal or family travel. Families must contact the appropriate Head of School where such conflicts may arise.

**STUDENT ACCOMMODATIONS**

St. Clement's is committed to helping students with identified learning needs achieve success at SCS, and develop the skills and the ability to self-advocate in preparation for post-secondary studies.

In the case of a student with an identified need as determined by a psychoeducational or medical assessment, accommodations are provided by classroom and subject teachers with the support of LINCWell. The specific accommodations granted to a student are determined by LINCWell, and are indicated on a student's LEARNWell plan (e.g., extra time, use of a computer, etc.) The types of accommodations allowed and the level of support provided reflect the individual needs of each student, as well as her age and grade.

In the Junior School, accommodations may also be provided to a student where LINCWell determines it to be appropriate, and where there is evidence of a learning need.

In Grades 7 and 8, accommodations may also be provided to a student where LINCWell determines it to be appropriate, and where an identified learning need is being investigated.

In Grades 9-12, accommodations are provided only to a student identified as an exceptional learner. The types of accommodations authorized are ones that, in the opinion of the School, would be typical (although not necessarily guaranteed) at the post-secondary level. In all cases where accommodations are provided to a student, appropriate supporting documentation (e.g., psychoeducational assessment, medical documentation) must be provided to the School.

In the case of Advanced Placement exams administered at SCS, all accommodations are determined and authorized by the College Board. At the parent's request, the School will formally apply for and request individual student accommodations, but is permitted to provide only the specific and stated recommendations granted to the student by the College Board.

**REPORT CARD SCHEDULE**

**Grades 7 to 12**



<b>First Report</b>	<b>November</b>	This report provides a snapshot of the first months of school. It includes information on Learning Skills & Work Habits and achievement information for each course.
<b>Second Report</b>	<b>February</b>	This is a full report that includes Learning Skills & Work Habits and achievement information for each course. A Homeform comment is also included.
<b>Final Report</b>	<b>June</b>	This is the final report that includes Learning Skills & Work Habits, along with achievement information for coursework and the final summative. A Homeform comment is included.

**CO-CURRICULAR ACTIVITIES**

Each student at SCS is encouraged to participate in at least one co-curricular activity in each term. Through a wide variety of opportunities, both student and staff led, she may choose to explore new interests and skills, get to know new people and contribute to school life outside the classroom. A list of current clubs, teams and student activities is posted on the School website and in the *Student Agenda*. Each student is guided to work with LINCWell and faculty advisors to ensure that her co-curricular involvement, both within and outside the School, allows for balance and wellness in her daily life. Learning to set priorities and to identify one's individual capacity for managing additional responsibilities and ensuring a positive impact are important skills that all students are supported to develop.



**STUDENT RESPONSIBILITIES**

A St. Clement's School Code of Conduct and Student Expectations have been developed for our students. A copy of each document may be found on Edsby under Academic and School Policies. The Code of Conduct is also included in the summer mailing each year for parental and student review and discussion, after which it must be signed by both parties and returned to the School. For student reference, a copy of the Code of Conduct is included in the *Student Agenda*.

**RESOURCES AND TECHNOLOGY**

**LIBRARY AND INFORMATION CENTRE**

The St. Clement's Library Program supports the mission of the School by promoting the effective use of information, integration of technology, and the appreciation of literature. We want to ensure that each student develops facility in the five basic steps of information problem-solving: defining the information "problem" or task, gathering the information, analyzing the information, communicating the information, and evaluating the process.

Working either at school or at home, a student can search the library's print resources, eBook collection, online encyclopedias, databases, and other Internet resources. A collection of outstanding literature, opportunities to meet authors, and participation in a variety of programs, such as the Forest of Reading and MS Read-A-Thon, encourage every student to develop an enjoyment of reading.

The library is open to students before and after school, at recess, and at lunchtime. While it is often busy during class time with students who are involved in scheduled research activities, other students are always welcome to visit and work in the library as space permits.

### **TECHNOLOGY AT SCS**

St. Clement's School has three computer labs, several laptop carts and an iPad fleet in the School available for student use. Multiple platforms, including Mac OS, iOS and Windows are available to students, thereby providing a diverse technology learning environment. We explore the potential of new technologies, as they become available, in order to remain responsive to the needs of users.

To offer the best instructional experience possible, technology is integrated into teaching when it authentically enhances learning. This does not require a one-to-one laptop program. Internet access is available to all students, and a voluntary "Bring Your Own Device" program is in place for Upper School students.

### **STUDENT CODE OF CONDUCT**

When using technology, each student is held to the SCS Code of Conduct, and standards of honesty, respect, and consideration are expected in face-to-face interactions with others. Our digital information is a form of property, and electronic communication is a form of speech.

The following general principles guide the SCS technology philosophy:

- Act ethically
- Act responsibly
- Be open-minded
- Be globally-minded
- Be respectful of property, people and ideas
- Think before you post
- Consider the impact of your actions

Please refer to the Parent Resources on Edsby or the Student Agenda for the School's Acceptable Use of Technology Policy.

### **STUDENT RECORDS**

#### **ONTARIO STUDENT RECORD (OSR)**

The Ontario Student Record (OSR) is the official record of a student's cumulative progress through the Ontario school system. It contains the Ontario Student Transcript, report cards, a record of accumulated hours of French instruction, and other pertinent information. Access to this information may be obtained at the request of either a student or her parents, through the Head of LINCWell.

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

## ONTARIO STUDENT TRANSCRIPT (OST)

The Ontario Student Transcript (OST) was developed to provide an official and consistent record of the Ontario secondary school credit courses completed by a student. One credit is granted in recognition of the successful completion of a secondary course for which a minimum of 110 hours of instruction has been scheduled.

The School is required to **provide a complete record of students' performance in Grade 9, 10, 11, and 12 courses**. Under this requirement, both successful and unsuccessful attempts at completing Grade 11 and 12 courses must be recorded on the OST.

The Ontario Student Transcript will include:

- All Grade 9 and 10 courses successfully completed by a student, with percentage grades obtained and credits earned;
- All Grade 11 and 12 courses completed or attempted by a student, with percentage grades obtained and credits earned. Please note that an attempted course will be fully disclosed on the OST unless the course is dropped prior to or by the 5th instructional day following the mailing of the December report card;
- Identification of compulsory credits, including credits that are substitutions for compulsory credits identified by the Ministry of Education as diploma requirements;
- Confirmation that a student has completed the community service requirements for graduation;
- Confirmation that a student has successfully completed the provincial secondary school literacy requirements.

For more information on the Ontario Student Transcript, please visit:

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

## ADVANCED PLACEMENT

At St. Clement's School, every student is encouraged to take Advanced Placement (AP) courses. An AP course is equivalent to a first-year university course, and successful students are eligible to receive academic credit or advanced standing at participating universities in Canada, the United States, and overseas.

Advanced Placement courses are administered by the American College Board and are taught in over 13,000 schools worldwide. The AP Program at SCS further enhances our strong tradition of academic excellence.

More information on Advanced Placement may be found at:

**<http://www.collegeboard.com/student/testing/ap/about.html>**

In 2016-2017, St. Clement's will offer the following AP courses:

Art History	Data Management	Mandarin
Biology	English Language	Microeconomics
Capstone – Research	English Literature	Physics 1
Capstone – Seminar	European History	Physics 2
Calculus AB	French Language	Spanish Language
Chemistry	Human Geography	Studio Art
Computer Science	Macroeconomics	

## AP EXAMS

The AP examinations are written in May and are graded on a five-point scale:

- 5 – Extremely well qualified;
- 4 – Well qualified;
- 3 – Qualified;
- 2 – Possible qualified;
- 1 – No recommendation

## AP INTERNATIONAL DIPLOMA

This diploma is recognized at universities throughout the world. It is designed for students applying to universities outside the United States. To qualify, a student must earn AP grades of 3 or higher on AP examinations in four or more full-year courses within three of five specified academic areas. A student must take AP examinations in two different languages and one AP examination in a course with a global perspective.

## AP SCHOLAR

A student may qualify to be recognized as an AP Scholar, AP Scholar with Honour, AP Scholar with Distinction, or as a Canadian National Scholar. AP Scholars are students who receive grades of 3 or higher on three or more AP examinations on full-year courses (or the equivalent). AP Scholars with Honour are students who receive an average of at least 3.25 on all AP examinations taken and grades of 3 or higher on four or more of these examinations on full-year courses (or the equivalent). AP Scholars with Distinction are students who receive an average of at least 3.5 on all AP examinations taken and grades of 3 or higher on five or more of these examinations on full-year courses (or the equivalent). Canadian National Scholars are those Canadian students who achieve 4 or 5 on five or more AP examinations on full-year courses.

## AP CAPSTONE DIPLOMA

The AP Capstone Program has been designed in response to feedback from higher education organizations, and aims to help a student develop a stronger background in independent research, collaborative teamwork and 21st-century knowledge and skills. The diploma includes three elements:

1. **AP Seminar (Year 1)** is the foundational course, taken in Grade 11. This course focuses on developing inquiry skills — through writing, researching and team projects — by exploring specific topics of global relevance.
2. **AP Research (Year 2)** is taken in Grade 12 (new in September 2015), and requires each student to design, plan and conduct a yearlong research-based investigation that culminates in an academic paper and presentation. This enables a student to apply scholarly understanding to real-world problems and issues.
3. **Four additional AP courses** (taken in Grades 11 and 12) of a student's own choice.

## AP CAPSTONE CREDENTIAL

A student who is successful in the seminar course and on the research project, and who scores 3 or higher on a minimum of four AP Exams will receive the **AP Capstone Diploma**, demonstrating her proficiency in college-level subject knowledge, as well as research, communication and collaborative skills.

**Note:** A student successfully completing the Seminar and Research courses but not achieving required scores on four AP Exams will be granted the AP Capstone Certificate.

## APPLICATION FOR THE AP CAPSTONE PROGRAM

Any student interested in the AP Capstone Program is asked to submit a Statement of Intent along with her course selection form. Students are asked to see LINCWell for further information. More information on Advanced Placement may be found at:

<http://www.collegeboard.com/student/testing/ap/about.html>

## ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD) Requirements

St. Clement's is committed to helping every student successfully complete a secondary education. Students in Ontario are required to remain in school until age 18 or until the student has earned the OSSD.

In order to earn an Ontario Secondary School Diploma, a student will be expected to successfully complete 30 credits. **There are 18 compulsory credits and 12 optional credits.** In addition, students must also complete 40 hours of community involvement and must pass the provincial secondary school literacy test. Details regarding each requirement are noted in the following sections.

### Compulsory Credits

The 18 compulsory credits are:

- 4 credits in English (1 per grade)
- 1 credit in French-as-a-second-language
- 3 credits in mathematics
- 2 credits in science
- 1 credit in health & physical education
- 1 credit in Canadian geography
- 1 credit in Canadian history
- 1 credit in the arts
- 0.5 credit in civics
- 0.5 credit in career studies

### Plus:

- 1 additional credit in (group 1) 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 (group 2): 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 (group 3): additional credit in science (Grade 11 or 12), or technological education, or French as a second language,\*\* or computer studies, or cooperative education\*\*\*

\* 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, one from group 1 and one from either group 2 or group 3.

\*\*\* A maximum of 2 credits in cooperative education can count as compulsory credits.

## THE 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 CREDITS
- 7 credits selected by the student from available courses

The provisions for making substitutions for compulsory credits described earlier in this guide also apply to the Ontario Secondary School Certificate.

## CERTIFICATE OF ACCOMPLISHMENT

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment is to be accompanied by a student's Ontario Student Transcript.

## ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)

All students must successfully complete the **Ontario Provincial Secondary School Literacy Test** in order to earn a secondary school diploma in Ontario. A student will normally take the literacy test when she is 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.

The test will serve both to determine whether a student has acquired the reading and writing skills considered essential for literacy, and to provide confirmation that every student who has successfully completed the test has attained the provincial expectations for literacy.

A student who has been eligible to write the OSSLT at least twice and who has been unsuccessful at least once is eligible to take the Ontario Secondary School Literacy Course (OSSLC).

At the Principal's discretion, a student may enrol in the OSSLC before taking a second opportunity to take the OSSLT, if the Principal determines that it is in the best educational interests of the student (Ministry of Education Policy/Program Memorandum 127).



## ST. CLEMENT'S DIPLOMA

St. Clement's students achieve beyond the minimum expectations for Ontario, and are supported to complete a program that is greater in both breadth and depth. In addition to the Ontario requirements, the St. Clement's School Diploma requires a student to take:

- 1 French credit in her Grade 10 year
- 1 mathematics credit at a Grade 12 level

In addition, students are required to complete 10 additional hours of community service.

## COURSES AND CREDITS

### DEFINITION OF A CREDIT

A credit is granted in recognition of the successful completion of an Ontario Ministry of Education course that has been scheduled for a minimum of 110 hours. All credits earned are recorded on the Ontario Student Transcript (OST).

### ALTERNATE WAYS OF EARNING CREDITS

Some students may require a course to meet their graduation requirements that cannot be accommodated in their regular program of study (usually due to their year of entry into the Upper School program). Students may enrol in credit courses offered by the Independent Learning Centre (ILC). ILC registration forms are available in the LINCWell department and are subject to the approval of the Head of Senior School.

### COURSE SELECTION AND TIMETABLE CONFLICTS

The course selection process for the 2016-2017 Academic Year begins in January 2016 and ends on February 11, 2016. Students are provided with course information and requirements through LINCWell and are encouraged to meet with the LINCWell Counsellors to discuss their options. Once the course selection process is completed, the timetable for the following academic year is constructed based on enrolment requests.

Every effort is made to ensure that a student's course selections are available to her. Certain combinations of courses are sometimes not possible due to timetabling restrictions, and on occasion, a course may be withdrawn due to limited enrolment. In such instances, the LINCWell Counsellor will contact the student to discuss alternate course selections.

### COURSE SELECTION DEADLINE

Course selection for 2016 will be completed online, and login information will be distributed to students in January. Please follow the instructions on the website carefully and confirm your course selections by **Thursday, February 11, 2016**.

### CONFIRMATION OF COURSE REQUESTS

Student course requests are confirmed prior to the end of the school year. While every effort is made to fulfill all student requests, timetable conflicts may result in a student not

being able to be scheduled into a preferred course. In addition, courses may be cancelled where enrolment is low.

**COURSE CHANGES**

A student is permitted to make changes to her course enrolments prior to the beginning of the school year where the timetable allows. LINCWell Counsellors are also in the School during the week prior to school opening, and are available to discuss timetable conflicts or essential changes.

After the start of the school year, changes to course enrolments are only permitted during the first two cycles of the timetable (Friday, September 30, 2016), and only where class size and balance of sections allows. Changes after this time are disruptive to learning and make it difficult for the student to consolidate the course content that has already been taught.

All students must maintain minimum course enrolments at all times. Requests to drop courses are not permitted where a substitute course cannot be added and the withdrawal would result in the student falling below the minimum enrolment requirement.

**Note:** Course changes are not permitted based on teacher preference.

**FULL DISCLOSURE**

The Ministry of Education requires full disclosure of all credits for students taking Grade 11 (3O, 3M or 3U) and Grade 12 (4O, 4M or 4U) courses. After the first report card is issued, a student will have 5 instructional days to withdraw from a course. After the fifth instructional day, a "W" will be entered in the credit column and the student's percentage grade at the time of withdrawal will be recorded. If a student repeats a course at a later date with the intention of improving the grade or to obtain a passing grade because the course was failed, all marks must remain on the transcript.

A student who wishes to make course changes at any time in the year must contact her LINCWell Counsellor and complete the necessary paperwork. Parent permission is required for all course enrolments and changes.

**EXPLANATION OF COURSE CODING**

The first letter of a course code represents the initial of the discipline of the course, the next two letters of a course code indicate the initials of the course title; the number in the fourth position indicates the grade or year of the course (1 for Grade 9, 2 for Grade 10, 3 for Grade 11 and 4 for Grade 12).

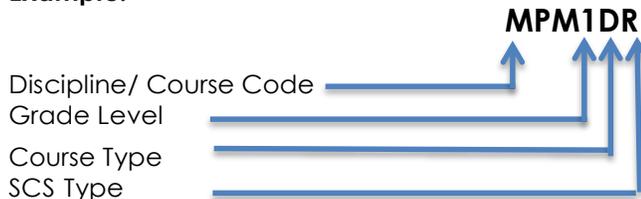
The letter in the fifth position indicates the course type:

- O = open
- D = academic
- M = college / university preparation
- U = university preparation

The letter in the sixth position indicates the SCS course type:

- R = regular
- A = accelerated (Grade 9 and Grade 10 level course)
- A = Advanced Placement (Grade 11 and Grade 12 level course)
- e = eLearning (online) course

**Example:**



In Grades 9 and 10, two types of courses are offered at St. Clement's: academic courses and open courses. Academic courses emphasize theory and abstract problems, and set high expectations for students while preparing them for studies in the senior grades. Open courses are described below.

In Grades 11 and 12, courses offered to prepare students for their postsecondary destinations include: university preparation courses, developed in close collaboration with universities; university/college preparation courses, developed in close collaboration with both universities and colleges. Open courses are also offered in Grades 11 and 12.

Open courses are designed to prepare students for further study in certain subjects and to enrich their education generally. Open courses are credit-based and are counted towards the 30 credits required to meet diploma requirements.

**COURSE SUBSTITUTIONS**

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses using courses from those remaining that meet the requirements for compulsory credits. To meet an individual student's needs, the Principal may replace up to three of these courses with courses from the remainder of those that meet the compulsory credit requirements. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma. Substitutions should be made to promote and enhance student learning or to meet special needs and interests.

The decision to make a substitution for a student should be made only if the student's educational interests are best served by such substitution. If a parent requests a substitution, the Principal will determine whether or not a substitution should be made. The Principal may also initiate consideration of whether a substitution should be made. The Principal will make her final decision in consultation with the parent and appropriate school staff. Each substitution will be noted on the student's Ontario Student Transcript.

**PREREQUISITE COURSES**

Ministry of Education curriculum guidelines have established prerequisites, which are clearly indicated in this calendar. For a more specific view, see the course description(s) for the course(s) in which you are interested.

**WAIVER OF PREREQUISITES**

Grade 11 and 12 courses may have prerequisites as a requirement for enrolment. All prerequisite courses are taken from Ministry of Education curriculum documents and are identified in the course description. If a parent requests that a prerequisite be waived, the

Head of Senior School will determine whether or not the prerequisite should be waived. Prerequisites are established by the Ministry of Education to ensure a continuum of learning, and are waived only in exceptional circumstances. At SCS, parents initiate this request through their daughter's LINCWell Counsellor. The Head of Senior School may also initiate consideration of whether a prerequisite should be waived. The Head of Senior School will make his decision in consultation with the parent and appropriate school staff. In cases where the parent disagrees with the decision of the Head of Senior School, the decision will be elevated to the Principal. The final decision of the Principal will stand.

## GRADE 12 YEAR

Each student who is entering Grade 12 must maintain a minimum of **6** Grade 12 University Preparation or University/College preparation courses, or **5** Grade 12 University Preparation or University/College preparation courses **including AP Calculus or AP Economics**. These courses replace the courses previously referred to as OAC courses.

Some Grade 12 courses are available to a student in her penultimate year at St. Clement's School, which affords the opportunity of presenting a broad range of subjects for university application. Regardless as to the number of previously earned Grade 12 credits, St. Clement's believes that an important component of every student's graduating year is her ability to learn how to manage a full course load, alongside other responsibilities.

A reduced course load may only be taken with the permission of the Head of Senior School, and only in the case of exceptional circumstances. Each request will be considered based on the individual circumstances of the student. The permission process for a reduced course load is initiated through a student's LINCWell Counsellor.

## UNIVERSITY PREPARATION

All course types offered at St. Clement's School lead to post-secondary education at the university level. The courses offered by St. Clement's School have been developed according to the curriculum guidelines of the Ministry of Education. Detailed courses of study are available at the School. Because of the high academic standard at St. Clement's School, many of our final-year courses not only provide exceptional university preparation but may also, through the AP program, be considered equivalent to first-year university courses.

### **PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR): The Equivalency Process.**

For students with credentials from other jurisdictions, the Principal determines the total credit equivalency as well as the number of compulsory and optional credits still to be awarded in accordance with OSS Appendix 8, Equivalent Diploma Requirements. Students working towards OSSD requirements must complete the Ontario secondary school literacy requirements. The Principal determines the number of community service hours the students must complete.

### **PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR): The Challenge Process.**

The PLAR Challenge Process is not available at St. Clement's School.

## INDEPENDENT STUDY

1. A student may be permitted to take one or more courses through independent study when one of these two circumstances prevails:
  - a. The student is deemed to have a valid reason for not attending classes;
  - b. The School does not offer the course(s) except through independent study. The School must be willing to monitor the student's progress and evaluate her work.
  
2. A student who wishes to apply for independent study should submit an application as early in the school year as possible, normally not later than the last Monday in August, if the student intends to complete the course by June 30 of the coming school year. The application will be submitted to the Head of Senior School.
  
3. There is no restriction on the number of periods that a teacher may allow for independent study within any given course. The teacher of the course is responsible for assigning components of the course, suggesting available resources, evaluating the achievement of the student, and ensuring that the total work involved is equivalent to that expected in the time scheduled for the course.

When a student has successfully completed a course through independent study, the School will record her standing on the student transcript.

## ROYAL CONSERVATORY OF MUSIC CREDITS

As of January 2004, the Ontario Ministry of Education outlined a revised version of the requirements for acceptance of music certificates for credits towards the OSSD.

The following changes have been implemented:

- A student who has successfully completed the requirements for one of the following may count a maximum of one non-Grade 12 (AMX3M) university/college preparation credit towards the OSSD in addition to any other non-Grade 12 music credits earned in the School:
  - Grade 7 Practical and Grade 1 Rudiments of the Royal Conservatory of Music, Toronto
  - Grade 7 Practical and Grade 3 Theory of Conservatory Canada, London
  
- A student who has successfully completed the requirements for one of the following may count a maximum of one Grade 12 credit (AMX4M) university/college preparation credit towards the OSSD in addition to any other Grade 12 music credit earned in the school:
  - Grade 8 Practical and Grade 2 Rudiments of the Royal Conservatory of Music, Toronto
  - Grade 8 Practical and Grade 6 Theory of Conservatory Canada, London



**Students are required to submit the relevant documents to the LINCWell Office in order to be granted a maximum of 2.0 External Music Credits.**

**CREDIT COURSES TAKEN OUTSIDE OF SCS**

Credit for any course taken at another institution requires permission from the Principal of St. Clement's School.

Compulsory credit courses such as English and prerequisites for higher-level courses such as Math or Science **must be taken as full-year courses at SCS.**

***Students taking senior compulsory or pre-requisite courses outside of St. Clement's, without the permission of the Principal, may not be granted the St. Clement's Diploma.***

***Students who complete ENG4U outside of the St. Clement's program without the permission of the Principal will be required to repeat the credit during their Grade 12 year at SCS, and both final marks will appear on the Ontario Student Transcript.***

A student wishing to take summer school or online courses at a credit granting institution other than St. Clement's School must discuss this with her LINCWell Counsellor before registration as some credits may not be appropriate depending upon the student's program.



**COMMUNITY INVOLVEMENT**

St. Clement's School requires community service participation (referred to by the Ministry of Education as Community Involvement Activities) for all students in the Upper School in Grades 9-12. Through voluntary involvement in the community, students develop an understanding of people and places around them, and their role in building capacity in their communities.

In addition to the 30 academic credits required for the St. Clement's School Diploma and the Ontario Secondary School Diploma, students are required to complete a minimum of **50 hours** of community service prior to graduation. (Note: The Ministry of Education requires 40 hours.)

Each student selects her own community service activities within the guidelines provided by the School, and those outlined by the Ministry of Education. Guidelines are available from the Community Service Program Coordinator or LINCWell. Each student is responsible for fulfilling the service requirement on her own time, and for keeping a record of her activities on the community service forms provided by the School. Upon completion, forms must be submitted to the Community Service Program Coordinator for recording.

Grade as of September 2015	Minimum Hours Required
9	10
10	10
11	15
12	15

**UNIVERSITY COUNSELLING**

A Secondary School diploma does not guarantee admission to a program of further education.

Certain prerequisites and standards are necessary for entrance to courses and educational institutions beyond graduation.



LINCWell provides individualized university counselling to ensure that each student and her family are supported through the post-secondary selection process.

Every student is encouraged to keep her program broad throughout her secondary school years so that she will have the maximum number of university options available to her. It is the responsibility of each student to make sure that she is earning credits that will meet diploma requirements and fulfill post-secondary ambitions.

Parents are scheduled to meet with their daughter's LINCWell Counsellor in her Grade 12 year and invited to contact LINCWell to discuss any matter pertaining to their daughter.

## LINCWell

### THE LINCWELL PHILOSOPHY

- LINCWell provides guidance, enrichment and support for the SCS community in order to enhance learning.
- LINCWell programs and strategies are embedded at all levels within the School in order to build capacity and foster collaboration.
- The personal development of each learner is dependent upon an environment that promotes a growth mindset emphasizing reflection, self-assessment and goal setting.
- LINCWell encourages and supports students to take risks, ask questions and seek help to facilitate growth as learners.
- Discomfort, disappointment and even failure must be accepted as a part of learning and fundamental to the development of resilience and self-confidence.
- Teachers and staff must be enabled and encouraged to model balance, health and wellness in their professional and personal endeavours in order to support students in their effort to attain the same.



LINCWell Counsellors work closely with students to plan an individualized academic program that supports strong academic success and focuses on the following areas:

### LEARNING SKILLS

Workshop instruction and LINCWell Counsellor support provide students with a variety of effective study skills. An emphasis is placed on understanding the science behind learning, and utilizing research-based strategies to develop individualized approaches to learning.

### HEALTH AND WELLNESS

Health and wellness, both physical and emotional, are addressed through courses, workshops, and counselling support. A variety of after-school programs, such as yoga and Pilates, and workshops addressing nutrition, goal setting, stress management, and other relevant topics encourage overall wellness.

**ACADEMIC COURSE PLANNING**

The following charts help students plan ahead to determine an academic course of study that meets their interests while fulfilling the requirements of the OSSD. LINCWell works with students to ensure that requirements for post-secondary programs of interest are met.

**ACADEMIC COURSE PLANNING CHARTS**

<b>GRADE 9 - All subjects are required</b>		
<b>SUBJECT</b>	<b>CODE</b>	<b>CREDIT</b>
ENGLISH	ENG1DR	1.0
MATH	MPM1DR or MPM2DA	1.0
SCIENCE	SNC1DR or SNC2DA	1.0
GEOGRAPHY	CGC1DR	1.0
FRENCH	FSF1DR or FSF2DA	1.0
PHYSICAL EDUCATION	PPL1OR	1.0
COMPUTERS	ICS2OR	1.0
ARTS	AVI2OR, AMU2OR or ADA2OR	1.0
CIVICS	CHV2OR	0.5
CAREERS	GLC2OR	0.5
<b>TOTAL CREDITS:</b> 9 required		

<b>GRADE 10</b>			<b>GRADE 11</b>			<b>GRADE 12</b>		
<b>SUBJECT</b>	<b>CODE</b>	<b>CREDIT</b>	<b>SUBJECT</b>	<b>CODE</b>	<b>CREDIT</b>	<b>SUBJECT</b>	<b>CODE</b>	<b>CREDIT</b>
ENGLISH	ENG2DR	1.0	ENGLISH	ENG3UA	1.0	ENGLISH	ENG4UR	1.0
HISTORY	CHC2DR	1.0	MATH		1.0	MATH		1.0
MATH		1.0			1.0			1.0
FRENCH		1.0			1.0			1.0
SCIENCE		1.0			1.0			1.0
		1.0			1.0			1.0
		1.0			1.0			
		1.0			(1.0)			
		(1.0)						
<b>Total Credits:</b> Minimum 8			<b>Total Credits:</b> Minimum 7			<b>Total Credits:</b> Minimum 6		

Grade 10	
<b>Compulsory</b>	ENGLISH (ENG2DR) FRENCH (FSF2DR or FSF3UR) HISTORY (CHC2DR) MATH (MPM2DR or MCR3UR) SCIENCE (SBI3UR or SVN3Me)
<b>Options</b>  <i>Note: Students registering for 3M and 3U courses must have the necessary pre-requisite or permission granted. Students should speak to their LINCWell Counsellor for further information.</i>  <i>Note: Students may show only one Interdisciplinary Studies Course at the Grade 11 level (IDC3O or IDC3Oe) on the Ontario Student Transcript.</i>  Please consult your LINCWell Counsellor to discuss IDC options.	AMERICAN HISTORY (CHA3UR – Permission Required) ART (AVI2OR or AVI3MR) ART INFORMATION / CONSUMER DESIGN (AWE3MR) CHEMISTRY (SCH3UR – Permission Required) COMPUTER SCIENCE (ICS3UR) CURRENT ABORIGINAL ISSUES IN CANADA (NDA3MR – Permission Required) DRAMA (ADA2OR or ADA3MR) THE AMERICAS: GEOGRAPHIC PATTERNS AND ISSUES (CGD3MR – Permission Required) HEALTHY ACTIVE LIVING EDUCATION (PPL3OR) LATIN (LVLBDR) LEARNING FOR LIFE (IDC3OR) MANDARIN (LKBBDR / LKBCUR) MUSIC (AMU2OR or AMU3MR) PRESENTATION AND SPEAKING SKILLS (EPS3OR – Permission Required) SPANISH (LWSBDR / LWSCUR) TECHNOLOGICAL DESIGN (TDJ3MR) WORLD HISTORY TO THE 16 <sup>th</sup> CENTURY (CHW3MR – Permission Required)
	<b>Course Load:</b> 8 Credits (9 Credits in consultation with LINCWell)

**Note:** Every student who is entering Grade 10 will work with her LINCWell Counsellor to determine the appropriate course load. A student selecting 9 courses should make this decision in consultation with her family, and work carefully with her Counsellor to ensure that the courses selected comprise a manageable load, taking her other activities and commitments outside the classroom into consideration.

**A student is asked not to select 9 courses if her intent is to drop a course in September, as this creates significant difficulties in timetabling and setting optimal class sizes for all students.**

Grade 11	
<p><b>Compulsory</b></p> <p>At least <u>one</u> of these math courses.</p>	<p>ENGLISH (ENG3UA)</p> <p>MATH (MCR3UR, MHF4UR or MDM4UR or MDM4UA)</p>
<p><b>Options</b></p> <p><i>Note: Students registering for 4M and 4U courses must have the necessary pre-requisite.</i></p> <p><i>Note: Only one Interdisciplinary Studies Course at the 3O level (IDC3O or IDC3Oe) and one at the 4 level (IDC4U or IDC4Ue) may appear on the Ontario Student Transcript.</i></p> <p><i>Please consult your LINCWell Counsellor to discuss IDC options.</i></p> <p><i>Note: Students enrolling in the AP Capstone Seminar Course should see their LINCWell Counsellor for the supplemental Statement of Interest form.</i></p>	<p>ACCOUNTING (BAT4MR)</p> <p>ADVANCED FUNCTIONS (MHF4UR)</p> <p>AMERICAN HISTORY (CHA3UR)</p> <p>ANALYSING CURRENT ECONOMIC ISSUES (CIA4UA)</p> <p>AP CAPSTONE SEMINAR (HSE4MA)</p> <p>ART (AVI3MR or AVI4MR)</p> <p>ART HISTORY (AWU4MA)</p> <p>ART INFORMATION / CONSUMER DESIGN (AWE3MR or AWE4MR)</p> <p>BIOLOGY (SBI4UR or SBI4UA)</p> <p>BUSINESS LEADERSHIP (BOH4MR)</p> <p>CANADIAN AND INTERNATIONAL LAW (CLN4Ue)</p> <p>CANADIAN AND WORLD ISSUES (CGW4UA)</p> <p>CHALLENGE AND CHANGE IN SOCIETY (HSB4Ue)</p> <p>CHEMISTRY (SCH3UR)</p> <p>CLASSICAL CIVILIZATION (LVV4UR)</p> <p>CLASSICAL AND FRENCH CULTURE (IDC4UR)</p> <p>COMPUTER SCIENCE (ICS3UR or ICS4UA)</p> <p>COMPUTER ENGINEERING TECHNOLOGY (TEJ4MR)</p> <p>CURRENT ABORIGINAL ISSUES IN CANADA (NDA3MR)</p> <p>DRAMA (ADA3MR or ADA4MR)</p> <p>EARTH AND SPACE SCIENCE (SES4Ue)</p> <p>EXERCISE SCIENCE (PSK4UR)</p> <p>FINANCIAL SECURITIES INTERDISCIPLINARY STUDIES (IDC4Ue-Fin Sec)</p> <p>FRENCH (FSF3UR or FSF4UR or FSF4UA)</p> <p>THE AMERICAS: GEOGRAPHIC PATTERNS AND ISSUES (CGD3MR)</p> <p>HEALTHY ACTIVE LIVING EDUCATION (PPL3OR or PPL4OR)</p> <p>INTERNATIONAL BUSINESS FUNDAMENTALS (BBB4Ue)</p> <p>LATIN (LVLBDR / LVLCUR)</p> <p>LEARNING FOR LIFE (IDC3OR)</p> <p>MANDARIN (LKBBDR / LKBCUR)</p> <p>MATHEMATICS OF DATA MANAGEMENT (MDM4UA)</p> <p>MUSIC (AMU3MR or AMU4MR)</p> <p>MUSICAL THEATRE (ADB4MR)</p> <p>PHILOSOPHY (HJT4UR)</p> <p>PHOTOGRAPHY (AWQ4MR)</p> <p>PHYSICS (SPH3UR)</p> <p>PRESENTATION AND SPEAKING SKILLS (EPS3OR)</p> <p>RECREATION AND HEALTHY ACTIVE LIVING LEADERSHIP (PLF4MR - Permission Required)</p> <p>SPANISH (LWSCUR)</p> <p>TECHNOLOGICAL DESIGN (TDJ3MR)</p> <p>WORLD HISTORY TO THE 16<sup>th</sup> CENTURY (CHW3MR)</p> <p>WORLD HISTORY: THE WEST AND THE WORLD (CHY4UA)</p>
	<p><b>Course Load:</b> 7 credits (8 Credits in consultation with LINCWell)</p>

<b>Grade 12</b>	
<p><b>Compulsory</b></p> <p>At least <u>one</u> of the following math courses</p>	<p>ENGLISH (ENG4UR)</p> <p>ADVANCED FUNCTIONS (MHF4UR)                      MATHEMATICS OF DATA MANAGEMENT (MDM4UR or MDM4UA)                      CALCULUS AND VECTORS (MCV4UR or MCV4UA) (prerequisite or co-requisite MHF4UR)</p>
<p><b>Options</b></p> <p><i>Note: Students registering for 4M and 4U courses must have the necessary pre-requisite.</i></p> <p><i>Note: Only one Interdisciplinary Studies Course at the 4U level (IDC4U or IDC4Ue) may appear on the Ontario Student Transcript.</i></p> <p><i>Please consult your LINCWell Counsellor to discuss IDC options.</i></p>	<p>ACCOUNTING (BAT4MR)                      ANALYSING CURRENT ECONOMIC ISSUES (CIA4UA)                      AP ART (AWM4MA)                      AP ART HISTORY (AWU4MA)                      AP CAPSTONE RESEARCH COURSE (IDC4UA)                      ART INFORMATION / CONSUMER DESIGN (AWE4MR)                      BIOLOGY (SBI4UR or SBI4UA)                      BUSINESS LEADERSHIP (BOH4MR)                      CANADIAN AND INTERNATIONAL LAW (CLN4Ue)                      CANADIAN AND WORLD ISSUES (CGW4UA)                      CHALLENGE AND CHANGE IN SOCIETY (HSB4Ue)                      CHEMISTRY (SCH4UR or SCH4UA)                      CLASSICAL CIVILIZATION (LVV4UR)                      CLASSICAL AND FRENCH CULTURE INTERDISCIPLINARY STUDIES (IDC4UF)                      COMPUTER SCIENCE (ICS4UA)                      COMPUTER ENGINEERING (TEJ4MR)                      DRAMA (ADA4MR)                      EARTH AND SPACE SCIENCE (SES4Ue)                      EXERCISE SCIENCE (PSK4UR)                      FINANCIAL SECURITIES INTERDISCIPLINARY STUDIES (IDC4Ue)                      FRENCH (FSF4UR or FSF4UA)                      HEALTHY ACTIVE LIVING EDUCATION (PPL4OR)                      INTERNATIONAL BUSINESS FUNDAMENTALS (BBB4Ue)                      LATIN (LVLDUR)                      MANDARIN (LKBDUR)                      MUSIC (AMU4MR)                      MUSICAL THEATRE (ADB4MR)                      PHILOSOPHY (HJT4UR)                      PHOTOGRAPHY (AWQ4MR)                      PHYSICS (SPH4UR or SPH4UA)                      RECREATION AND HEALTHY ACTIVE LIVING LEADERSHIP (PLF4MR)                      SPANISH (LWSDUR)                      AP SPANISH LANGUAGE AND CULTURE (SPANISH AND WESTERN CULTURE INTER-DISCIPLINARY STUDIES) (IDC4UA)                      STUDIES IN LITERATURE (ETS4UA)                      THE WRITER'S CRAFT (EWC4UR)                      WORLD HISTORY: THE WEST AND THE WORLD (CHY4UA)</p>
	<p><b>Course Load:</b> 6 credits or 5 credits including AP Calculus or AP Economics</p>

## COURSE DESCRIPTIONS

### AP CAPSTONE DIPLOMA

AP Capstone is an innovative AP diploma program for students entering Grade 11 that provides an opportunity to apply critical thinking, collaborative problem solving, and research skills in a cross-curricular context. In the first year of the program, students undertake the AP Capstone Seminar Course. In Year 2 of the program, the AP Research Course is completed. For more information on AP Capstone, please see the academic information section at the beginning of the course calendar or contact LINCWell.

**Note:** *Students enrolling in AP Capstone (Grade 11) must submit a supplemental Statement of Interest form (available from LINCWell) along with the course enrolment form. Admission to the Capstone Diploma is granted following review of the completed statement, and is also contingent upon course enrolment numbers.*

**HSE4MA** – AP Capstone Seminar Course (Equity, Diversity and Social Justice) – Grade 11  
*Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.*

This foundational course provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate and communicate using various media. Students explore real-world issues through a cross-curricular lens and consider multiple points of view to develop deep understanding of complex issues as they make connections between these issues and their own lives. For more information about the application process for AP Capstone, please see LINCWell.

**IDC4UA** – AP Capstone Research Course – Grade 12

*Prerequisite: AP Capstone Seminar Course. **Note: Only one IDC course may be taken at the 4U level.***

This course combines the expectations of Interdisciplinary Studies, Grade 12, with selected expectations from Data Management and World Issues. It develops students' understanding of the principles of qualitative and quantitative research methods through the lens of world issues, and develops students' abilities to work with an inquiry process. During the course, students learn to employ appropriate disciplinary research methods while exploring a variety of topics, leading them to develop, manage, and conduct an in-depth investigation on a subject of their choice, culminating in a major academic paper and presentation.

### ARTS

#### DRAMATIC ARTS

**ADA2OR** - Dramatic Arts – Grade 9 or 10

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

**ADA3MR** - Dramatic Arts

*Prerequisite: ADA1OR or ADA2OR*

This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their

presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences.

#### **ADA4MR - Dramatic Arts**

*Prerequisite: ADA3MR*

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

#### **ADB4MR - Music / Theatre**

*Prerequisite: ADB3MR or ADA3M*

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

### **MUSIC**

#### **AMU2OR - Music – Grade 9 or 10**

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

#### **AMU3MR - Band Music**

*Prerequisite: AMU1O or AMU2O*

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

#### **AMU4MR - Music – Grade 12**

*Prerequisite: AMU3M*

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

### **VISUAL ARTS**

**AVI2OR** - Visual Arts – Grade 9 or 10

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.

**AVI3MR** - Visual Arts

*Prerequisite:* AVI1O or AVI2O

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using 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).

**AVI4MR** - Visual Arts

*Prerequisite:* AVI3M

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

**AWE3MR** - Information / Consumer Design

*Prerequisite:* AVI1O or AVI2O

This visual arts course focuses on the study of information/consumer design. Students will explore a range of subject matter through studio activities and the preparation of the 2016-2017 Yearbook.

**AWE4MR** - Information / Consumer Design

*Prerequisite:* AVI3M or AWE3M

This visual arts course focuses on the study of information/consumer design. Students will explore a range of subject matter through studio activities and the preparation of the 2016-2017 Yearbook.

**AWM4MA** – AP Art

*Prerequisite:* AVI4M or AWE4M or AWQ4M

This visual arts course focuses on drawing and painting. Students may choose to produce a Drawing Portfolio, a 2D portfolio, or a 3D portfolio. Each will deal with a wide variety of concepts and techniques. The portfolio will be submitted for assessment in May.

**AWQ4MR** – Photography

*Prerequisite:* AVI3M or AWQ3M

This course provides students with opportunities to further develop their skills and knowledge in visual arts. Students will explore a range of subject matter through studio activities, and will consolidate their practical skills. Students will also analyze photographs and study aspects of photographic art history, including photographers worldwide.

**AWU4MA** – AP Art History

*Prerequisite:* Any Academic English or History course.

This visual arts course focuses on the study of art history. It is designed to provide students with an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. Students examine major forms of artistic expression from the past and the present, from a variety of cultures. They learn to look at works of art critically, with intelligence and sensitivity, and to analyse what they see.

## BUSINESS STUDIES

### **BAT4MR – Accounting**

*Recommended Prerequisite or Co-Requisite: MCR3U*

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.

### **BOH4MR – Business Leadership: Management Fundamentals**

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

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

### **BBB4Me – International Business Fundamentals Online Course**

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

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

### **IDC4Ue – Financial Securities Interdisciplinary Studies Online Course**

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

**Note: Only one IDC4U course may appear on the Ontario Student Transcript.**

This online course investigates financial management, capital markets, and ways in which capital is acquired. In addition to providing an opportunity to learn about investing and financial management for both individuals and corporations, students will investigate the clear linkage between products developed for corporations and the personal usage of these products. The course will utilize both qualitative and quantitative analysis to examine problems and come to intelligent decisions.

## CLASSICAL AND MODERN LANGUAGES

### FRENCH

**Note: St. Clement's students are required to take French in their Grade 10 year.**

#### FSF1DR - French

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.

#### **FSF2DR - French**

*Prerequisite: FSF1D*

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.

#### **FSF3UR - French**

*Prerequisite: FSF2D*

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.

#### **FSF4UR - French**

*Prerequisite: FSF3U*

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.

#### **FSF4UA – AP French**

*Prerequisite: FSF3U*

This course draws on the same expectations as the FSF4U course. In addition, students will become familiar with the format of the AP French Language examination. At least three literary works from a variety of eras will be read; much of the reading will be done independently. Discussions will be held on literary texts, newspaper and magazine articles, and cultural aspects of songs and movies. Students will be expected to lead group discussions and report to the class, in addition to giving short, individual presentations and dramatizations. Improvement of written style will also be emphasized. Major projects include a formal book report and a presentation related to French cinema.

#### **IDC4UF – Classical and French Culture Interdisciplinary Studies**

*Prerequisite or Co-requisite: FSF4U*

**Note: Only one IDC4U course may appear on the Ontario Student Transcript.**

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. Students will combine all of the expectations of IDC4U with a relevant selection of the expectations of French (FSF4U), Classical Civilization (LVV4U) and World History (CHY4U).

## MANDARIN

### **LKBDR** - Mandarin

This course provides students with the language experiences that will enable them to communicate in Mandarin. Students will develop and apply their speaking skills in a variety of contexts, and will participate in activities that will improve their reading comprehension and writing skills. They will also explore aspects of the culture of countries where Mandarin is spoken by taking part in community-sponsored events and activities involving both print and technological resources. Although students will build a strong base of vocabulary and repertoire of language structures, the language they will use at this level will still be simple.

### **LKBCUR** - Mandarin

*Prerequisite: LKMBD*

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

### **LKBDUR** - Mandarin

*Prerequisite: LKMCU*

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

### **APMANe** - Mandarin AP Preparation Online Course (non-credit)

Students enrolled in Mandarin (LKBDU) may take this half-year online course concurrently in preparation for the AP Mandarin exam. The AP online course is a non-credit course that prepares students to demonstrate their level of Chinese proficiency across the three communicative modes (Interpersonal, Interpretive, and Presentational) and the five goal areas (Communication, Cultures, Connections, Comparisons, and Communities) as outlined in the *Standards for Foreign Language Learning in the 21st Century*. Its aim is to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills within a cultural frame of reference reflective of the richness of Chinese language and culture.

## SPANISH

### **LWSBDR** - Spanish

This course provides students with the language experiences that will enable them to communicate in Spanish. Students will develop and apply their speaking skills in a variety of contexts, and will participate in activities that will improve their reading comprehension

and writing skills. They will also explore aspects of the culture of countries where Spanish is spoken by taking part in community-sponsored events and activities involving both print and technological resources. Although students will build a strong base of vocabulary and repertoire of language structures, the language they will use at this level will still be simple.

### **LWSCUR - Spanish**

*Prerequisite: LWSBD*

This course offers students opportunities to further develop their knowledge of Spanish and to enhance their communication skills. Students will use increasingly sophisticated language in a variety of activities that will enable them to speak and write with clarity and accuracy. Students will also enhance their thinking skills through the critical study of literature, and continue to explore aspects of the culture of countries where Spanish is spoken, through a variety of print and technological resources. Upon completing the year, students will be able to use all the structures of basic Spanish grammar in combination with an extensive vocabulary. They will be introduced to some literary texts followed by questions of analysis. They will have the opportunity to learn about the development of Latin America through the study of Mexican history. A research project on the ancient civilizations of Latin America will be completed. Emphasis continues to be on class discussions and oral presentations.

### **LWSDUR - Spanish**

*Prerequisite: LWSCU*

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

### **IDC4US – AP Spanish Language and Culture (Spanish and Western Culture Interdisciplinary Studies)**

*Pre-requisite: LWSDU*

**Note: Only one IDC4U course may appear on the Ontario Student Transcript.**

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. Students will combine all of the expectations of this IDC4U Interdisciplinary Studies course with a relevant selection of the expectations of Spanish (LWSDU) and The West and the World (CHY4U.)

As a component of the above IDC4U, students review, at a more advanced level, the grammar they have learned over the previous two years using a more complex vocabulary. They read two major literary works as well as a collection of short stories. They have the opportunity to discuss and come to appreciate the historical and cultural setting within which Spain developed as a nation from pre-history to the modern day. Students will prepare a written project, followed by an oral presentation on an aspect of Hispanic culture. Students will become familiar with the format of the AP Spanish Language examination.

**LATIN****LVLBDR - Latin**

This course introduces students to the achievements of the classical world through the study of Latin. Students will learn vocabulary and grammar essential for reading and translating classical texts. English is the language of instruction. Through a variety of enrichment activities, such as presentations, debates, and dialogues, students will explore such aspects of life in the ancient world as trade, commerce, education, entertainment, and social customs, while improving their language skills.

**LVLCUR - Latin**

*Prerequisite: LVLBD*

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

**LVLDIR - Latin**

*Prerequisite: LVLBU*

This course provides students with opportunities to further develop their knowledge of the achievements of the ancient world through the study of Latin. Students will read and translate a broad selection of Classical prose and poetry and will learn the vocabulary and grammar essential for these activities. English is the language of instruction. Through a variety of enrichment activities, such as contests, seminars, and re-enactments, students will explore elements of the civilization of the ancient world, such as engineering, architecture, politics, and literature.

**CLASSICAL STUDIES****LVV4UR - Classical Civilization**

*Prerequisite: ENG2D*

This course allows students to explore the beliefs and achievements of the classical world, which have shaped Western thought and civilization. Students will investigate such aspects of classical culture as its mythology, art, literature, and philosophy, as well as elements of ancient Greek and Latin, through a variety of activities such as dramatizations, audio-visual presentations, and discussions. By reading classical authors in English and examining archaeological evidence, students will enhance both their communication skills and their ability to think critically and creatively.

**COMPUTER SCIENCE****ICS2OR - Introduction to Computer Studies**

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.

**ICS3UR – Introduction to Computer Science**

*Recommended Prerequisite: ICS2O*

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 write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of computing grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

**ICS4UA – AP Computer Science**

*Prerequisite: ICS3U*

This online course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also 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. Students enrolled in ICS4U are prepared for the AP Computer Science exam.

**TDJ3MR – Technological Design**

*Recommended Prerequisite: ICS2O*

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

**TEJ4MR – Computer Engineering Technology**

*Prerequisite: TEJ3M or TDJ3M or ICS3U*

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

**eLEARNING**

Enrolment in eLearning online courses is limited, and **priority is given to students entering Grade 12**. Students will be informed after the course submission deadline whether their chosen eLearning course is available.

Online courses require students to be independent learners, and have strong skills in time management and organization. Students interested in online learning are encouraged to speak with their LINCWell Counsellor.

**BBB4Me – International Business Fundamentals Online Course**

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

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

**CLN4Ue** - Canadian and International Law Online Course

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

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

**HSB4Ue** – Challenge and Change in Society Online Course

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

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

**IDC4Ue – FinSecce** – Financial Securities Interdisciplinary Studies Online Course

*Prerequisite for IDC4U: Any level 3 or 4 university or university/college preparation course*

**Note: Only one IDC4U course may appear on the Ontario Student Transcript.**

This course investigates financial management, capital markets, and ways in which capital is acquired. In addition to providing an opportunity to learn about investing and financial management for both individuals and corporations, students will investigate the clear linkage between products developed for corporations and the personal usage of these products. They will discover via capital markets - with a focus on Canadian & International markets and other financial securities (fixed income, derivatives and mutual funds) - how they affect both the individual investor and corporations. Events in business (and world) news and the effects on corporations will be discussed and interpreted daily. Students will interconnect knowledge of Accounting, Economics, Data Management, Law, and Media.

**SES4Ue** – Earth and Space Science Online Course

*Prerequisite: Science, Grade 10*

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

### **APMANe – Mandarin AP Preparation Online Course (non-credit)**

Students enrolled in Mandarin (LKMDUAP) may take this half-year online course concurrently in preparation for the AP Mandarin exam. The AP online course is a non-credit course that prepares students to demonstrate their level of Chinese proficiency across the three communicative modes (Interpersonal, Interpretive, and Presentational) and the five goal areas (Communication, Cultures, Connections, Comparisons, and Communities) as outlined in the *Standards for Foreign Language Learning in the 21st Century*. Its aim is to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills within a cultural frame of reference reflective of the richness of Chinese language and culture.

## **Frequently asked questions about online learning**

### **Where and when do I take my online course?**

You are expected to complete the course in your prep periods during the school day or at home. Please note that some courses require participation in a regularly scheduled weekday evening online session.

### **How many online courses can I take?**

Students may take only ONE online course per year, and must receive permission from the school's Site Administrator and LINCWell to take an online course. Enrolment is limited and priority is given to students entering Grade 12.

### **Do I get an Ontario credit for my online course?**

Yes, all the online courses adhere to the Ontario Ministry of Education guidelines.

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

A separate report card for the eLearning course will be included in your SCS report card package. Your eLearning marks are entered onto your St. Clement's transcript and used for any school documentation such as report cards, OUAC, and University letters of reference.

### **Am I provided with a school laptop to complete my online course?**

While at school, students may use SCS computers available in LINCWell, the Library, and the computer labs. At home, students are required to have access to a personal computer.

### **Do I need any special software for my computer?**

No. Online access to the eLearning site provides students with all required software.

### **Who do I contact if I have problems with my course?**

The school has established a Site Administrator to assist students with any problems with their course or the technology. They are in ongoing contact with the online teacher, their LINCWell Counsellor and the eLearning Consortium. Students should contact the Site Administrator as soon as possible if they have any problems with the course, the teacher or online access.

## **ENGLISH**

### **ENG1DR – English**

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs

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

**ENG2DR – English**

*Prerequisite: ENG1D*

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.

**ENG3UA – AP English**

*Prerequisite: ENG2D*

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will 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 to write the AP English Language and Composition exam in May, and for the compulsory Grade 12 university or college preparation course.

**ENG4UR - English**

*Prerequisite: ENG3U*

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

**EPS3OR – Presentation and Speaking Skills**

*Prerequisite: ENG2D (Open to students entering Grade 10 with permission)*

This course emphasizes the knowledge and skills required to plan and make effective presentations and to speak effectively in both formal and informal contexts, using such forms as reports, speeches, debates, panel discussions, storytelling, recitations, interviews, and multimedia presentations. Students will research and analyse the content and characteristics of convincing speeches and the techniques of effective speakers; design and rehearse presentations for a variety of purposes and audiences; select and use visual and technological aids to enhance their message; and assess the effectiveness of their own and others' presentations.

**ETS4UA - Studies in Literature (AP English Literature)**

*Prerequisite: ENG3U*

*Co-requisite: ENG4U*

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. The course is intended to prepare students to write the AP English Literature and Composition exam in May.

#### **EWC4UR - The Writer's Craft**

Prerequisite: ENG3U

Co-requisite: ENG4U

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.

### GUIDANCE

#### **GLC2OR - Career Studies (0.5 credit half course) – Grade 9**

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

#### **IDC3OR – Learning for Life**

Prerequisite: none

**Note: Only one IDC3O course may appear on the Ontario Student Transcript.**

This course combines the expectations of Interdisciplinary Studies, Grade 11, with selected expectations from Advanced Learning Strategies and Healthy Active Living. Students develop effective learning strategies, improve goal setting and strengthen personal-management skills, while gaining the knowledge and skillset to enhance mental and physical health and wellness in preparation for the transition to post-secondary studies. This course combines theory and applied practice, with some courses taking place in the gym and fitness centre.

### MATHEMATICS

**Note: As part of the St. Clement's School Diploma requirements, all students are required to achieve a Grade 12 level course in Mathematics.**

**Note: A TI83 or TI84 graphing calculator is required for all mathematics courses.**

#### **MPM1DR - Principles of Mathematics**

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

#### **MPM2DR - Principles of Mathematics**

Prerequisite: MPM1D

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

**MCR3UR** - Mathematics: Functions

*Prerequisite:* MPM2D

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

**MCV4UR** - Calculus and Vectors

*Prerequisite or Co-requisite:* MHF4U

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

**MCV4UA** - AP Calculus

*Prerequisite:* MHF4U (Suggested Minimum 90%)

AP Calculus contains the same material as Calculus MCV4U as well as several additional topics. There is an emphasis on concepts, an embracing of technology, and an attention to calculus applications, as well as the multiple representations of functions, using graphical and numerical contexts in addition to the standard algebraic one.

**MDM4UR** - Mathematics of Data Management

*Prerequisite:* MCR3U

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

**MDM4UA** - Mathematics of Data Management (AP Statistics)

*Prerequisite:* MCR3U

This course covers the same content as MDM4UR. The additional purpose of this AP course in statistics is to introduce students to the major concepts and tools for collecting, analysing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference.

**MHF4UR – Advanced Functions**

*Prerequisite: MCR3U*

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric 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.

**PHYSICAL AND HEALTH EDUCATION****PPL1OR - Healthy Active Living Education – Grade 9**

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

**PPL3OR - Healthy Active Living Education**

*Prerequisite: None*

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

**IDC3OR – Learning for Life**

*Prerequisite: none*

**Note: Only one IDC3O course may appear on the Ontario Student Transcript.**

This course combines the expectations of Interdisciplinary Studies, Grade 11, with selected expectations from Advanced Learning Strategies and Healthy Active Living. Students develop effective learning strategies, improve goal setting and strengthen personal-management skills, while gaining the knowledge and skillset to enhance mental and physical health and wellness in preparation for the transition to post-secondary studies. This course combines theory and applied practice, with some courses taking place in the gym and fitness centre.

**PPL4OR – Healthy Active Living Education**

*Prerequisite: None*

*Recommended Prerequisite: PPL3O*

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of

settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

*Note: Students who pursue an athletic activity at a high level outside school and are interested in taking this course should speak to their LINCWell Counsellor.*

#### **PSK4UR – Introductory Kinesiology**

*Prerequisite: 1 3U Science or PPL3O or PPL4O*

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

#### **PLF4MR – Recreation and Healthy Active Living Leadership**

*Prerequisite: Any health and physical education course*

This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology, and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.

### SCIENCES

#### **SNC2DR - Science**

*Prerequisite: SNC1D*

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

#### **SES4Ue – Earth and Space Science Online Course**

*Prerequisite: SNC2D*

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

**BIOLOGY****SBI3UR - Biology**

*Prerequisite: SNC2D*

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.

**SBI4UR – Biology**

*Prerequisite: Biology SBI3U*

*Strongly Recommended: Chemistry SCH3U*

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.

**SBI4UA – AP Biology**

*Prerequisite: Biology SBI3U*

*Strongly Recommended: Chemistry SCH3U*

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. The supplemental AP course material will be covered through tutorials and independent work. The labs for the AP component will be covered in SBI3UR and SBI4UA.

**CHEMISTRY****SCH3UR - Chemistry – Grade 11**

*Prerequisite: SNC2D (Recommended minimum to take this course in Grade 10: 90%)*

*Recommended Co-Requisite: MCR3U*

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.

**SCH4UR - Chemistry**

*Prerequisite: Chemistry SCH3U*

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.

### **SCH4UA – AP Chemistry**

*Prerequisite: Chemistry SCH3U (Recommended Minimum: 90%)*

This is an all-inclusive chemistry course covering, in much greater detail, each of the topics from Grades 9 to 12, including all of the content from SCH4U. The laboratory component is a major aspect of this course, with labs covering each topic studied. Students must be able to analyse questions dealing with theory, calculation, and experience and skills in the laboratory. Students will learn about atomic theory and structure, chemical bonding, nuclear chemistry, gases, liquids and solids, solutions, reaction types, stoichiometry, equilibrium, kinetics and thermodynamics.

## **PHYSICS**

### **SPH3UR - Physics – Grade 11**

*Prerequisite: Science SNC2D and Mathematics MPM2D (Recommended minimum: 70%)*

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.

### **SPH4UR - Physics – Grade 12**

*Prerequisite: Physics SPH3U*

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.

### **SPH4UA – AP Physics – Grade 12**

*Prerequisite: Physics SPH3U (Recommended minimum: 90%)*

Similar to SPH4UR, the AP Physics course enables students to deepen their understanding of the concepts and theories of physics and emphasizes the development of students' problem-solving abilities. Students will require a solid background in algebraic manipulation and trigonometry. Topics covered include kinematics, dynamics, momentum and energy, rotational statics and circular motion, oscillations and gravitation, fluid mechanics, thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. This course prepares students to write the AP Physics 1 exam and AP Physics 2 exam in May.

## **CANADA AND WORLD STUDIES**

## **ECONOMICS**

### **CIA4UA - Analysing Current Economic Issues**

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

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.

This course prepares students to write both the AP Macroeconomics and AP Microeconomics exams. This gives students an understanding of the principles of economics that apply to an economic system as a whole and an understanding of the principles of economics that apply to the function of individual decision-makers, both consumers and producers, within the larger economic system.

## GEOGRAPHY

### **CGC1DR** – Issues in Canadian Geography

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

### **CGD3MR** – The Americas, Geographic Patterns and Issues

*Prerequisite: CGC1D*

This course explores interrelationships between the land and people in a selected region as well as interconnections between this region and the rest of the world. Students will explore the region's environmental, socio-economic, and cultural characteristics and will investigate issues related to natural resources, economic development and sustainability, population change, globalization, and quality of life. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate a range of geographic issues in the region.

### **CGW4UA** - World Issues: A Geographic Analysis (AP Human Geography)

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

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.

## HISTORY

### **CHV2OR** - Civics (0.5 credit half course)

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

### **CHC2DR** - Canadian History in the Twentieth Century

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 investigating key issues and events in Canadian history since 1914.

### **CHA3UR - American History**

*Prerequisite: CHC2D*

This course explores key aspects of the social, economic, and political development of the United States from pre-contact 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.

### **CHW3MR - World History to the End of the Fifteenth Century**

*Prerequisite: CHC2D*

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.

### **CHY4UA - World History: The West and the World (AP European History)**

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

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

## **HUMANITIES**

### **HSB4Ue – Challenge and Change in Society Online Course**

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

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

## **LAW**

**CLN4Ue** - Canadian and International Law Online Course

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

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop 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.

**NATIVE STUDIES****NDA3MR** - Current Aboriginal Issues in Canada

*Prerequisite: CHC2D*

This course focuses on existing and emerging issues of importance to Aboriginal peoples in Canada. Students will investigate issues related to identity, relationships among Aboriginal peoples and between Aboriginal peoples and other Canadians, sovereignty principles as presented by Aboriginal peoples, and the contemporary challenges posed by these issues. Students will also examine such topics as language preservation, the responsibilities of Aboriginal women and men, and the need for dialogue between Aboriginal and non-Aboriginal peoples.

*Students taking this course will participate in the peer tutoring Horizons program at First Nations Public School. Through this program they will engage in cultural events, such as Big Circle meetings, Ojibway/Anishnabee language classes, traditional drumming and/or traditional dancing.*

**PHILOSOPHY – QUESTIONS & THEORIES****HZT4UR** - Philosophy: Questions and Theories

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

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