



# ST. MICHAEL'S COLLEGE SCHOOL

Under the direction of the Basilian Fathers

*The Leader in Catholic Boys' Education*

# COURSE CALENDAR 2018-2019

## OUR MISSION



In the tradition of the Basilian Fathers,  
we educate young men in  
Goodness, Discipline, and Knowledge  
for a life of leadership and service  
in faithfulness to Jesus Christ



## OUR VISION

We graduate young men  
who will change the world  
through lives of faith, character, and service

## TABLE OF CONTENTS

A BRIEF HISTORY OF THE SCHOOL	4
THE PHILOSOPHY OF THE SCHOOL	5
A LIFE OF FAITH	5
A CODE FOR STUDENT BEHAVIOUR	6
SCHOOL POLICIES AND EXPECTATIONS	6
SCHOOL SERVICES	8
FINANCIAL	10
CO-CURRICULAR ACTIVITIES	11
ACADEMIC INFORMATION	12
COURSE CODING SYSTEM	17
GRADES 7 AND 8 COURSE DESCRIPTIONS	17
EDUCATIONAL PLANNER	20
SUMMARY OF COURSES	21
GRADES 9-12 COURSE DESCRIPTIONS	22
CONTACT INFORMATION	39

## A BRIEF HISTORY OF THE SCHOOL

The Congregation of St. Basil (Basilian Fathers) was established as a religious congregation in France in 1822. As a result of the closing of seminaries in France during the French Revolution, two diocesan priests opened a secret school in the mountains of Central France. After several years of operation and a change in the French laws, ten priests serving there openly bound themselves into a religious community. They reasoned that the school, by then located in the nearby city of Annonay, would have a better chance of continuing if it were conducted by a religious congregation that could accept and train new members to continue its operation after the founding Fathers' retirement. The original members chose St. Basil the Great, a fourth century teacher, bishop, and doctor of the Church, to be the namesake of the new community.

In the middle of the nineteenth century, the French Basilians came to Canada on an invitation from Bishop de Charbonnel of Toronto. The Bishop clearly saw the need for Catholic schools for the young people of his parishes, especially at the high school level. In his plans to bring Catholic education to more of his people, the Bishop immediately thought of his own education in France. He had been educated at the College of Annonay near Lyon, a school established by the Basilian Fathers. In September 1852, the Basilians opened St. Michael's College in Toronto, offering in the French style a combination of what we would call high school and university education.

St. Michael's College School quickly outgrew its original facilities in the basement of the Bishop's Palace on Church Street, and in 1856 it was moved to Clover Hill, a property donated to the Basilian Fathers by the Honourable John Elmsley. Clover Hill was outside the city at that time, in an area now bounded by Bay, St. Joseph, and St. Mary Streets. In 1881, St. Michael's College School was affiliated with St. Michael's College at the University of Toronto for post-secondary education. The high school section expanded much more rapidly than the College section, so in 1902, a new wing was added to the original building. The school continued growing, but expansion plans into the east and west ends of Toronto were thwarted by the Great Depression.

After WWII the inadequacies of the Bay Street facilities were even more apparent and a damaging fire there in 1947 further hastened the need for a new building. At this point the high school section was separated from the College, and in September 1950, St. Michael's College School opened its doors in a new building at Bathurst Street and St. Clair Avenue West, where it is situated today.

In 1967, St. Michael's College School began an important new phase in its history. A decision was made to enter into partnership with the Metropolitan Separate School Board of Toronto and to educate the Board's students in grades 9 and 10. This decision made St. Michael's both a public and private school, which lasted for approximately 20 years. In September 1985, the Basilian Fathers decided to refuse provincial aid and return St. Michael's to its Catholic roots as a fully independent Catholic high school.

In 1995, a major capital expansion programme upgraded the school to include a new east wing complete with modern classrooms, a new library, guidance, music and visual arts facilities, a design and technology facility, a new 250-seat lecture hall, and an expanded gymnasium. In September 1998, St. Michael's College School expanded its academic programme to include Grades 7-8. This programme was previously active during the early 1900s. The school's athletic stadium was retrofitted in September 2004 to include a new, state-of-the-art athletic field (artificial grass), an electronic scoreboard, stadium lighting, and an air supported structure that covers a third of the field for use during the winter months. The field was upgraded in 2012. The Centre for the Arts is the fourth and final phase of this revitalization project and it opened in the spring of 2010.

## THE PHILOSOPHY OF ST. MICHAEL'S COLLEGE SCHOOL

The philosophy of St. Michael's College School is based on the teachings of Jesus Christ, of his Church, and on the lived experience of the Congregation of St. Basil which founded the school in 1852. It reflects our belief in God's love for us and in our call to live balanced and happy lives.

The balanced Christian life is evident in the motto of the Basilian Fathers and of St. Michael's College School, "Teach me goodness, discipline, and knowledge." It means that being a good and disciplined person is as important as what we know and do.

The educational programme at St. Michael's College School gives students an opportunity to explore many different fields of learning and human activity, while at the same time providing the beginnings of focus and specialization. This is the purpose of a Christian liberal arts education which encompasses the broad categories of the Humanities, the Fine Arts, and the Sciences.

As a Catholic school for boys, St. Michael's College School believes that there are unique educational opportunities available to young men through single-sex education, including the opportunities for good role modeling, fraternal relationships, and the development of a positive sense of self-worth.

St. Michael's College School also believes in a balance between the development of the individual and the nurturing of that individual within a Christian community. Personal achievement and cooperative and supportive efforts are equally valued. Through cooperative learning techniques in the classroom and the values of teamwork in athletic and co-curricular activities, students learn that none of us is an island unto ourselves and that our growth as individuals can only take place in the context of community. Because of the importance St. Michael's College School places on personal responsibility to the larger community, each student is expected to be involved in Christian service which encourages the student to put into action the Gospel we profess.

Finally, we believe in encouraging students to balance their academic lives with sound emotional development, physical fitness, and spiritual maturity. Emotional development is encouraged by the positive role-modeling of staff and the opportunity for personal interactions and counselling. Physical fitness is promoted both through formal physical education classes and through frequent opportunities within our co-curricular programme. Spiritual maturity includes the development of personal meditation and prayer, as well as a strong commitment to community prayer, especially the Eucharist.

## SPIRITUAL LIFE

Faith and spirituality are an integral part of daily school life. The Basilian Fathers invite the entire school community to make prayer and spirituality a central priority. Through the Office of Spiritual Life, they ensure the coordination of all activities in this regard. The school's spiritual life consists of daily all-school morning prayer, daily classroom prayers, all-school end-of-week prayer, a regular routine of liturgical celebrations (daily Mass, homeroom Masses, grade-level Masses, all-school Masses, penitential services, and community service celebrations), days of retreat and recollection for staff and students, volunteer community service activity days for staff and students, and ministry to the city's needy through food drives and other fundraising initiatives. The Basilian Fathers are always available to staff and students for pastoral care, personal and spiritual counselling, and the Sacrament of Reconciliation. The Office of Spiritual Life offers a safe and welcoming environment where students may receive assistance and counselling with personal challenges and difficulties. When necessary, it works with families and makes referrals to outside agencies and professionals.

The spiritual life of our community nourishes the faith development of our students. Our Catholic, liberal arts education and formation of mind, body, and soul help our students to discover and accept that human excellence is never separated from good and right relationships with God, self, and neighbour.

Each student at St. Michael's takes a Theology course every year. Theology assists the student to grow more familiar with the teachings of Jesus Christ and the Church, to live a fuller Christian life, and to formulate answers to many of the challenging questions posed by our modern world.

The faith and spiritual life of our school inspire us all to grow in goodness, discipline, and knowledge.

For Chaplaincy to be effective in a school community, it is necessary that many people become involved in the ministry and outreach. The Chaplain co-operates with administration, staff and students in serving the school and the community at large. From prayer to counselling, from hospitality to social outreach, from attentiveness, to the challenges of youth in today's world, to the celebration of their achievements, all of these form part of the Chaplain's work. He is an integral part of the school, contributing to the Catholic character of St. Michael's College School and to the opportunities for students and staff to grow and mature as Disciples of Christ.

## A CODE FOR STUDENT BEHAVIOUR

### RATIONALE

St. Michael's College School's code for student behaviour is summed up in its motto: "Teach me goodness, discipline and knowledge." This motto, places goodness and discipline ahead of knowledge, a ranking that is not always understood. A wisdom higher than our own, however, is saying that goodness and discipline are indispensable prerequisites if the search for knowledge is worthwhile.

It is important that goodness and discipline become a way of life for our boys. Student behaviour at St. Michael's College School is expected to be courteous and respectful at all times. Our aim is to create in the school a mature and orderly environment of mutual respect in which each student may realize his full potential.

The school's regulations and rules are ways of working towards this aim. The administration of the school will implement the rules and regulations fairly. At all times our approach will be oriented towards the physical, intellectual and spiritual growth of the students.

The following have been deemed as serious offences for the purposes of this particular code of behaviour: truancy, opposition to authority, persistent neglect of duty, the use of improper and profane language, the use or sale of alcohol or other illegal substances, wilful destruction of school property and conduct injurious to the moral tone of the school or to the physical and mental well-being of others in the school. Should a student persist in these forms of behaviour, a suspension or expulsion from St. Michael's College School may result. The school will inform parents of these offences and consequences.

## SCHOOL POLICIES AND EXPECTATIONS

The value of a good education is immeasurable in our society. Completion of secondary school is a vital step in becoming a productive member of society. St. Michael's College School will endeavor to ensure that all students find success here and have a positive outcome to their secondary school experience.

The Government of Ontario requires that students remain in secondary school until they have obtained an Ontario Secondary School Diploma or reached the age of 18.

The following policies will assist students in fulfilling their educational responsibilities and ensuring a positive experience at St. Michael's College School. More detailed information can be found in the student handbook.

### TIMETABLE ORGANIZATION

During a typical day at St. Michael's, classes begin at 8:30 a.m. and conclude at 2:49 p.m. Standard classes are 51 minutes in length. Students will be assigned to one of two lunch periods.

### ATTENDANCE

In case of absence, a student's parent or guardian is expected to call the school at 416-653-3180 Ext. 370 between 8:00 a.m. and 9:30 a.m. to inform the office. When returning to school after having been absent, the student must report to the Attendance Office before 8:15 a.m. to obtain an admit-to-class slip. At this time the student must present a note from a parent or guardian indicating the reason for and length of his absence. Students must allow at least 15 minutes to receive an admit-to-class note. Getting a note from the Attendance Office will not be an acceptable reason for being late for class at any time.

Students who wish to leave school before normal dismissal time must report to the Attendance Office to seek permission to do so before 8:15 a.m. Medical or personal appointments should not be made during school hours. Students who leave school without signing out are considered to have skipped and appropriate disciplinary measures will be taken.

Regular attendance is essential for academic success. Parents will be informed by letter and/or telephone regarding unacceptable accumulation of absences and lates. Furthermore, skipping classes is seen as a very serious offence that will jeopardize the student's position at St. Michael's College School.

The Attendance Assistant MUST be informed when a student is left in the care of the legal guardian as indicated in the student's personal information file.

### HOLIDAYS

Our holiday schedule is generous. St. Michael's does not welcome requests for extensions of holidays. These types of absences seriously undermine the academic progress of a class as well as the sense of priorities and discipline. Parents are advised of the year's calendar dates and are asked to plan family travel within this framework.

### LATE POLICY

Classes commence daily at 8:30 a.m. Students should be in their homerooms by 8:20 a.m. Chronic inability or unwillingness to arrive at school or class on time will be viewed as a serious offence. Students who arrive at school after period one must report to the Attendance Office before attending any class. All other lates will be dealt with by the classroom teachers.

All schools endeavour to teach the importance of punctuality to their students. St. Michael's College School is no different. In fact, we are obliged to be even more diligent in this area because of the distances our students must travel and the possible problems that ensue. Therefore, it is important that students arrive at school on time.

The following policy will be enforced.

5 LATES PER TERM:

- detention for every late thereafter
- parents notified

10-12 LATES IN THE YEAR:

- Saturday detention
- parents notified

13 LATES IN THE YEAR:

- suspension and parents called in for an interview to explore remedies in detail.

Students should also be made to realize that "notes from home" do not and cannot explain attendance situations that are clearly out of control.

### DRESS AND GROOMING CODE

The overall appearance of the students is an important contributing factor to good order and appropriate atmosphere at St. Michael's. School dress consists of a traditional navy blue blazer with school crest, plain grey dress trousers, white dress shirt with school tie, a black belt, black dress socks and black dress shoes. Except for the blazer and shoes, this standard is to be observed to and from school. Students are advised to have two pairs of plain grey dress trousers so that the uniform worn to school will always be clean and properly maintained.

In designated warm weather periods, early fall and late spring, the blazer, dress shirt and tie may be replaced with a white or blue crested St. Michael's College School golf shirt. The rest of the uniform remains the same.

Students are expected to be clean and neat in general appearance. This includes hair that is clean and neatly combed or brushed. As a sign of respect, headwear is not to be worn in St. Michael's College School. Students must be clean shaven. Ear, facial or oral piercing is also not appropriate for the St. Michael's College School uniform and is deemed to be unacceptable. Moderation should be shown in hair length. Any form of dyed hair will be considered inappropriate in view of the overall intentions of these regulations and the expressed goals of the school with regards to nurturing mature, responsible and socially acceptable behaviour in all students attending St. Michael's College School. Shaved heads or ponytails are not acceptable at any time. The school reserves the right to determine what is acceptable in this area and may send students home to address the issue if they do not comply with uniform code.



## SCHOOL SERVICES

### PLAGIARISM AND CHEATING

Plagiarism and cheating are serious academic offences and will be treated as such by the school. Plagiarism is defined as submitting another person's work as your own and/or using the work of others without proper acknowledgement. It is the responsibility of the faculty to ensure that students are taught the proper use of original and secondary sources. However, students must realize that using another person's work without proper citation constitutes academic dishonesty. Cheating is defined as giving and/or receiving answers during a test or exam. Cheating also includes accessing or bringing materials or information into a test or examination in any format (written, print, digital, etc).

Students caught cheating or plagiarizing will be assigned a mark of zero on the assessment. Other disciplinary measures may be put in place.

### LATE ASSIGNMENT POLICY

St. Michael's College School strives to convey to students the importance of completing assignments on time. Developing efficient work habits and time management skills are important for future success. These expectations will be reviewed at the beginning of each course.

To respect the requirements of *Growing Success*, the following will be implemented:

- Major assignments will be completed in stages so as to encourage appropriate time management skills.
- Teachers will clearly communicate due dates for assignments and expect these to be met.
- Should a student fail to turn in an assignment by the due date, one or more of the following will take place:
  - a meeting between student and teacher to clarify the reason for a late submission which will include an agreement regarding the timely submission of the assignment;
  - a conversation between the teacher and parent(s) to ensure they are aware of the issue;
  - if the assignment has not been submitted by the agreed upon dates after these measures, then a deduction of marks will follow as a last resort.
- Once an assignment has been marked and returned to the class, the teacher may use his/her professional judgment and allocate a mark of zero.
- Teachers will strive to ensure that a mark deduction does not unfairly misrepresent the student's achievement when calculating a final grade.

### ACADEMIC ASSISTANCE

Teachers are available before and after school for extra help. Any student can arrange to see his teacher whenever he is experiencing difficulty. Peer tutoring and professional tutoring can also be arranged through the Guidance Department.

### RETURN TO LEARN CONCUSSION MANAGEMENT

In September 2011, the Learning Enrichment Centre developed a protocol to support students that experience concussion. Return to Learn ensures students benefit from a well-managed recovery. The Learning Centre connects parents, teachers, administration and medical direction through a coordinated communication that monitors an appropriate progression to activity.

### STUDENTS

Students who have been professionally assessed are encouraged to access support and services of the Learning Enrichment Centre. A Learning Profile will be developed in consultation with parents and this information will be shared confidentially with each teacher. Students can benefit from coaching, workshops and counseling to support skill development or compensatory strategies in relevant areas.

### PARENTS

Communication with parents of identified students is essential to sharing important information that can maximize students success and create a better understanding of individual student learning. Consistent, mutually understood and supported planning provides the most successful pathway to students facing challenges.

### STAFF

Individual student profiles outlining student strengths, needs and strategies for success will be available to each staff member to allow proactive and informed planning in the classroom. Additional information and service can be tailored to specific professional development needs and classroom realities through one-on-one and team meetings and larger workshops.

### COMPUTER LABS

St. Michael's College School has numerous computer labs available to its students. There are two PC labs, and three Mac labs. The Mac labs are used by the

Art, Music and Media Arts classes while the PC labs are used by classroom teachers through a booking system. The PC lab beside the library is available for student use before and after school and during the lunch periods. This lab has a printer available.

### PARENT-TEACHER CONFERENCES

Parent-teacher conferences take place twice during the school year. Early in the school year, usually before mid-November, parents of students who are experiencing difficulties are invited to the school for a scheduled conference with those teachers who request to see them. Parents who are not invited may be accommodated if they request conferences with their son's teachers.

Parent-teacher conferences also take place after the Christmas reports arrive home, usually in late January. On this particular date the parents of students from all grades who are experiencing difficulties are invited for a conference with the teachers. Parents who are not invited at this time may be accommodated by requesting conferences with their son's teachers.

Moreover, parents may phone the school at any time during the year to request a report on their son's progress. Parents are welcome to set up appointments at any time during the school year with guidance counsellors or teachers.

## STUDENT AFFAIRS

### GUIDANCE CENTRE

The Guidance programme is a vital and integral part of the total school curriculum. Members of the Guidance Department are always willing to assist students and parents in the proper selection of courses and realistic planning for post-secondary education. An abundance of up-to-date university, college and career information is available. Students are urged to discuss their progress and plans with their Guidance Counsellor prior to submitting their course selection requests. Parents are welcome to phone the Guidance Office for information before signing requests for dropping or changing courses.

In addition, Counsellors are available to help whenever there are difficulties in areas such as testing, study habits and interpersonal relationships. Please refer to the Guidance resources and news portal on Edsby.

### LEARNING ENRICHMENT CENTRE STRATEGIC PLAN

The Learning Enrichment Centre was initiated in 2007 as part of the school's strategic plan to refine communication and organization of support for students who have exceptional learning profiles. An exceptional student is an individual who has had a medical or psycho educational assessment that has identified one or more of the following; Attention Deficit Disorder, Learning Disabilities, Intellectual Giftedness, Anxiety, Depression, Hearing, Vision or medical syndromes that affect academic success.

### LIBRARY SERVICES

The Odette Library plays a key role in the academic life of the students. This vibrant teaching and learning environment, open from 7:30 a.m. - 4:30 p.m., Monday to Friday, has wireless Internet, computers available for research, as well as a large collection consisting of both physical and virtual (online) resources. Further computer support can be found in the lab adjacent to the Library. Students use the library and these resources for independent research, group work and reading, and library staff provide instruction on navigating relevant resources via custom-designed LibGuides as well as book recommendations for the Accelerated Reader Programme and support for the creation of bibliographic citations and papers that honour academic integrity. Helping students to develop the information literacy skills needed for post-secondary academic success is the foundation of all library services.

## FINANCIAL

### TUITION

Tuition fees at St. Michael's College School are adjusted each year to help meet the cost of operation. Fees are collected from February to September (November if "Plan C" option). Students cannot enrol in September if tuition is in arrears or an alternate payment plan has not been approved by the Basilian Fathers through the Controller's office.

#### WITHDRAWAL POLICY

In the event that a new or returning student withdraws from St. Michael's College School or is asked to leave for disciplinary reasons, the following monies will be refunded:

#### WITHDRAW:

Students withdrawn prior to **June 15** will be charged a fee equal to 20% of tuition (3,900).

Students withdrawn between **June 16 and July 15** will be charged a fee equal to 40% of tuition (\$7,800).

Student withdrawn after **July 15** will be charged the equivalent of total student fees.

### FINANCIAL ASSISTANCE

#### BURSARIES

The Basilian Fathers, and many individual and family donors, sponsor a generous bursary programme at St. Michael's College School for students in need. Bursaries are awarded based on financial need and Academic studies.

Applications are available online in the Admissions section of the school website.

#### SCHOLARSHIPS

St. Michael's College School offers a variety of scholarships to new and returning students. Information regarding all scholarships and the application process are available online in the Admissions section of the school website.

## CO-CURRICULAR PROGRAMME

St. Michael's College School prides itself in offering a wide range of co-curricular activities to the students. The main reason the school day ends early is so that more students can participate in the co-curricular activities. The school understands that what the student gets out of participation in these activities is important to his overall development. Thus, there are a number of sports, both at the varsity (U14, junior and varsity) and intramural levels, as well as clubs and activities, in which the students can become involved.

All students must remember that academic performance is their most important activity at St. Michael's.

Participation in the co-curricular programme is not a valid excuse for missing deadlines, tests or homework. If a conflict arises, students must discuss it with the teacher involved prior to participation. Students are responsible for catching up on work that may be missed.

#### ACTIVITIES & CLUBS

Anime Club  
Archery  
Art Club  
Asian Club  
Bag Beds Unlimited  
Badminton Club  
Bigliardini  
Blue Anglers  
Blue Bridge Builders  
Blue Herald Newspaper  
Briscola Tournament  
Challenge Award Grade (Jr.)  
Chess Club  
Choir  
Debating  
D.E.C.A.  
Destination Imagination  
Drumline (Jr. and Sr.)  
Duke of Edinburgh's Award  
Fall Drama  
Festival Winds  
Financial Literacy  
First Aid  
First Lego League  
Franco-Spanglo Club  
Good Shepherd Refuge  
Grade 8 Honour Band  
Green Initiative  
Improv Team  
Irish Club  
Italian Club

Jazz Ensemble - Jr./Sr.  
Law Society (Grade 12)  
Leadership  
Media Arts Club  
Model U.N.  
Peer Tutoring  
Prefects  
Pro-Life Club  
Reach For The Top  
Reading Olympics  
Rumba Squad  
Science Club  
Scorekeeping Club  
Service Trip  
Set Design  
Scholars Kitchen  
SMCSTV  
Society for Social Justice  
Spring Musical  
Sr. Math Club  
Stage Crew  
Stock Market Club  
Student Government  
Table Tennis  
Tech Squad  
Tower Media  
VEX Robotics Club  
Video Announcements  
Wind Ensemble (Sr.)  
Yearbook

#### ATHLETICS

Archery  
Badminton  
Baseball  
Basketball  
Cross Country  
Football  
Golf  
Hockey  
Lacrosse  
Rugby  
Skiing  
Snowboarding  
Soccer  
Softball  
Swimming  
Tennis  
Track & Field  
Ultimate Frisbee  
Volleyball

#### INTRAMURAL

Basketball  
Soccer  
Table Tennis

# ACADEMIC INFORMATION

## ACCESS TO THE ONTARIO CURRICULUM AND POLICY DOCUMENTS

All curriculum and policy documents can be accessed through the Ministry of Education website:

- Grades 9-12: visit [www.edu.gov.on.ca/eng/curriculum/secondary/index.html](http://www.edu.gov.on.ca/eng/curriculum/secondary/index.html)
- Grades 7-8: visit [www.edu.gov.on.ca/eng/curriculum/elementary/index.html](http://www.edu.gov.on.ca/eng/curriculum/elementary/index.html)

## COURSES OFFERED

The course offering has been developed according to the requirements of the Ontario Ministry of Education and Training. These courses also reflect the Catholic academic traditions of education. The Ontario Ministry of Education and Training inspects the school to assure that provincial standards are being met and to allow the school to grant the Ontario Secondary School Diploma.

## INTERMEDIATE PROGRAMME

The Programme is an extension of the overall educational philosophy of St. Michael's College School. The goal is to prepare students for success in their high school education. A combination of a core classroom and a specialty rotary system is employed to deliver the curriculum. Learning strategies such as time management and note-taking are incorporated into lessons. Moreover, students are eligible to participate in a variety of co-curricular activities. There is an overnight camp in September for the Grade 7 class. The Grade 8 class participates in an outdoor education trip in January and is required to complete twenty hours of community service.

## DEFINITION OF A CREDIT

A credit is granted in recognition of the successful completion of a high school course that has been scheduled for a minimum of 110 hours. This definition of a credit implies that the student may not earn his credit if his final mark in the course is below 50%.

Although the provincial passing mark is 50%, it is expected that students at St. Michael's would not accept such a low standard.

## COURSE OF STUDY

A course of study contains the expectations for the course, the course content and the sequence in which it is taught, the evaluation practices, and the textbooks and reference materials to be used. Detailed courses of study are available at the school for perusal by parents. A request to view these may be made to the

principal.

## COURSE TRANSFERS AND WITHDRAWAL FROM COURSES

Serious consideration is to be given to course selection. Teachers and counsellors are available to meet with students and parents to plan a course of study appropriate for each individual. Students who want to drop a course once the school year has begun must have the written approval of a parent, the teacher of the course and a guidance counsellor. Courses may not be dropped after November 15 or March 31 of the respective terms.

**No course or section changes will be considered based on teacher preference.**

# DIPLOMA REQUIREMENTS FOR OSSD

## COMPULSORY CREDITS (TOTAL OF 18)

### 4 credits in English (1 credit per grade)

- The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement.
- The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement.
- For English language learners the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.

### 3 credits in mathematics (at least 1 credit in Grade 11 or 12)

### 2 credits in science

### 1 credit in the arts

- The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in the arts.

### 1 credit in Canadian geography (Grade 9)

### 1 credit in Canadian history (Grade 10)

### 1 credit in French as a second language

- Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native language course to meet the compulsory credit requirement for French as a second language.

### 1 credit in health and physical education

### 0.5 credit in career studies

### 0.5 credit in civics

### 3 additional credits, consisting of 1 credit from each of the following groups:

- **Group 1:** English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education
- **Group 2:** French as a second language, the arts, business studies, health and physical education, cooperative education
- **Group 3:** French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education

Note: The following conditions apply to selections from the above three groups:

- A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.
- A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.

## ELECTIVE CREDITS (TOTAL OF 12)

Students must take an additional 12 elective credits to complete their OSSD.

## THE ONTARIO SECONDARY SCHOOL LITERACY TEST REQUIREMENT

All students must successfully complete the Ontario Secondary School Literacy Test in order to earn a secondary school diploma. Students take this test in Grade 10 in early spring. Students unsuccessful in their first attempt will write the test again in Grade 11. 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 serves both to determine whether students have acquired the reading and writing skills considered essential for literacy, and to provide confirmation that those students who have completed the test successfully attained the provincial expectations for literacy. The test will identify those students who have not demonstrated the required skills and will identify areas in which these students need remediation. Students who are unsuccessful in this test may choose to pursue the Ontario Secondary School Literacy Course.

In the case of a student who is unsuccessful on the second attempt, the school will arrange to have the student enrolled in the Ontario Secondary School Literacy Course (OSSLC).

## ACCOMMODATIONS, DEFERRALS AND EXEMPTIONS

Students will have a fair and equal opportunity to successfully complete the Ontario Secondary School Literacy Test. Any accommodations made will be the same as those that are available to the student in the course of his regular school work, including examinations and other forms of evaluation.

While accommodations such as alternative forms of print and extra time are acceptable, the actual content of this test must not be altered.

The principal will determine whether or not a deferral should be granted. The principal will make this decision in consultation with the parent and appropriate school staff.

## COMMUNITY INVOLVEMENT REQUIREMENT

Every secondary school student in Ontario must complete a minimum of 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma (OSSD). The purpose of the community involvement requirement is to encourage students to develop awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities. At St. Michael's, these should be completed by the end of a student's grade 10 year.



## ST. MICHAEL'S DIPLOMA REQUIREMENTS

Graduation Exercises and the St. Michael's College School Diploma are privileges that students earn through the successful completion of the St. Michael's College School Diploma Requirements.

Because of our belief in the integrity and reputation of the St. Michael's College School Diploma, those who attempt to circumvent school graduation and diploma policies will forfeit these privileges.

Any student who chooses to circumvent these policies is welcome to register at another school for grade 12.

1. **Students must take the appropriate Religious Studies course in each year of their tenure at SMCS.**
2. **Students must complete 30 SMCS credits.**
3. **Students are reminded that they may take any Grade 9, 10 or 11 summer school course. Students may only take Grade 12 courses at summer school which are NOT offered at St. Michael's College School. Students not adhering to this policy will not be eligible for said diploma and will not be permitted to attend SMCS Graduation Ceremonies in June.**
4. **Successful completion of the Christian Service Projects. Students in Grade 11 must participate in the St. Michael's Day of Service. Students in Grade 12 must complete a Christian Service Project of 20 hours. These activities specifically challenge students to incorporate the Spiritual and Corporal Works of Mercy such as to feed the hungry, give drink to the thirsty, clothe the naked, instruct the ignorant, and visit the sick. Students make a conscientious effort to help the less fortunate and contribute to the betterment of society at large. This is in addition to the 40 hours of community service required by the Ministry of Education.**
5. **There are also additional course requirements in the Languages. This includes either a second year of French or a third language.**

## EVALUATION & ASSESSMENT PROCEDURES

During the first week of school, students will be given information regarding the evaluation procedure for each course. Student work is assessed using a variety of methods including teacher observations, conversations with students and student products such as classroom work, tests, essays, projects, etc. Student assessment will be comprised of assessment for, as

and of learning. Assessments for and as learning are intended to provide feedback to students to help them assess their own work and improve. Assessment of learning will be used in determining a mark in a course.

Four report cards are issued - one each in November, January, March and June. The final mark in all courses is a combination of 70% from evaluations throughout the year including the Christmas mid-term assessment and 30% from a final evaluation, usually in the form of a final exam. A minimum mark of 50% is necessary to pass a course.

## ACHIEVEMENT LEVELS

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

- **80% - 100% - Level 4:** A very high to outstanding level of achievement. Achievement is above the provincial standard.
- **70% - 79% - Level 3:** A high level of achievement. Achievement is at the provincial standard.
- **60% - 69% - Level 2:** A moderate level of achievement. Achievement is below, but approaching, the provincial standard.
- **50% - 59% - Level 1:** A passable level of achievement. Achievement is below the provincial standard.
- **Below 50%:** Insufficient achievement of the curriculum expectations. The student will not receive a credit for the course.

## EXAMINATION POLICY

There is one set of mid-term assessments prior to Christmas and one set of final examinations at the end of the school year. All students are expected to write these and are asked not to schedule anything that would interfere with their completion. Avoid scheduling elective medical appointments or family matters such as holidays.

If a student misses a mid-term assessment or an examination due to illness, a parent or guardian must contact the school and provide a doctor's note. A student who cheats will receive a mark of "0" on the exam, may lose his credit, and jeopardizes his future position in the school.

## ONTARIO STUDENT RECORD (OSR) AND ONTARIO STUDENT TRANSCRIPT (OST)

The OSR is the ongoing, confidential record of a student's educational progress through schools in Ontario. The collection of this information is authorized by the Education Act. Among the contents of the OSR

are biographic and demographic data, report cards, the OST, a documentation file, and cards for accumulated instruction in French as a second language and/or Native as a second language. A summary of successful credits earned by a student in Grades 9 and 10 and of all courses taken in Grades 11 and 12 is recorded on his OST. Note that courses from Grade 11 through Grade 12 are recorded on the OST if they have not been dropped by the 5th instructional day after the receipt of the Christmas report card. If a course is repeated, both results, the initial mark and the repeated course mark, are recorded on the OST. The student or his parent or guardian may access the OSR file by appointment with the principal.

## TYPES OF COURSES

Since most students at St. Michael's are university bound, the courses that are offered are University and University/College courses along with limited Open courses.

In Grades 11 and 12, University (U), University/College (M), or Open (O) focus on the essential concepts of the discipline and also explore related concepts. In Grades 9 and 10, Academic (D) or Open (O) courses develop students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts and incorporating practical applications as appropriate.

Open courses in Grades 9 and 10 are offered in all subjects other than those offered as Academic. Open courses are offered in Visual Arts, Music, and Health and Physical Education, but not in English, Mathematics, Science, French as a second language, History, or Geography. These open courses are designed to provide students with a broad educational base that will prepare them for their studies in Grades 11 and 12. Open courses are credit based and are counted towards the 30 credits required to meet diploma requirements.

In Grades 11 and 12, students will focus more on their individual interests and identify and prepare for initial post-secondary goals. St. Michael's will offer university preparation courses that are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programmes. All university preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Open courses are

limited in Grade 11 and are not linked to any specific post-secondary destination.

## ADVANCED PLACEMENT COURSES

The Advanced Placement (AP) programme gives students the opportunity to study university level courses and write AP exams while still in high school. Success on an AP exam permits students to earn a credit, advanced placement or both, at university. In addition, preparation for an AP exam helps students further develop the work and study habits necessary for university success.

St. Michael's College School offers the AP Calculus, English and European History courses. Students wishing to write AP exams in other subject areas may study independently for them and write the exams at St. Michael's College School. The academic programme at St. Michael's College School provides excellent preparation for many of the AP exams and students typically score very well on them.

## INTERNATIONAL SUMMER ACADEMY

The Summer Programme at SMCS is intended to give the students of St. Michael's College School an opportunity to study in one of several international settings. As a response to the ever increasing pace of globalization and mobility, and in order to pay greater attention to the inherent advantages of an international setting, St. Michael's will be offering summer courses as an extension, and as a complement to the regular day school programme. In keeping with current school regulations, students may register for a summer course if they are in good standing, achieving an acceptable grade in the pre-requisite course(s), and/or have the recommendation of the Director of the International Summer Academy.

For years, school led international study remained the domain of the university. In an effort to expand the university preparation that takes place on campus, St. Michael's may offer summer courses in French, Italian, International Business, World Politics, and Interdisciplinary Studies with a focus on Conservation Biology. Language courses will be offered at the preparatory level, that is Grade 11, and in keeping with school regulations, International Business, and World Politics, courses not offered during the day school programme, will be offered at the Grade 12 level.

Students registered at St. Michael's will be granted permission to take part in the international summer programme if they meet course prerequisites.



Students who participate in the Summer Academy will receive the opportunity to expand their intellectual and cultural horizons by studying in historically significant centres, international in nature, and culturally stimulating. All programming is intended to prepare students, in the traditional St. Michael's College School fashion, for future study in their chosen field.

#### POLICY FOR NEW CREDIT COURSES TAKEN OUTSIDE ST. MICHAEL'S

- Once a student begins his studies at St. Michael's College School in Grade 9, **a minimum of 30 St. Michael's credits must be successfully completed.**
- The main purpose of reaching ahead for additional courses at the end of Grades 9, 10 or 11 is to broaden the scope of a student's education so that a broader liberal arts education may be more accessible to more of our students.
- **Students must take all Grade 12 courses at St. Michael's College School if the school offers such courses. For students interested in taking Grade 12 courses outside of St. Michael's, please see the diploma requirements on page 14.**
- To receive permission to pursue a St. Michael's Grade 12 course while in Grade 11, students will be able to take the prerequisite course, regardless of the subject area, during the summer school term.
- Students will be counselled to enroll in a **"reach ahead"** course only if they have a mark of **80%** or more in the prerequisite course from St. Michael's College School.
- **Students wishing to enroll in summer school courses of any kind (International Summer Academy, public and Catholic board offerings, and private school offerings) must have enrolment forms signed by the appropriate Guidance Counsellor or the Principal.**

#### PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Students may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). PLAR procedures are carried out under the direction of the principal, who grants credits. A maximum of four credits may be granted through the challenge process of prior learning for Grades 10, 11, and 12 courses, with no more than two credits in one subject area.

#### SUBSTITUTIONS FOR COMPULSORY COURSES

Substitutions may be made for a maximum of three compulsory credit courses offered by the school. The decision to make a substitution for a student will be made by the principal if the student's educational interests are best served by such substitution.

The following are limitations on substitutions for compulsory credits:

- English as a second language and English literacy development courses may not be used to substitute for a compulsory credit.
- No more than one learning strategies course, from the guidance and career education curriculum policy document, may be used through substitution to meet a compulsory credit requirement.
- Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements.
- A locally developed compulsory credit (LDCC) course may not be used as a substitute for a compulsory credit; it may be used only to meet the compulsory credit requirement that it has been designed to meet (see section).

Each substitution will be noted on the student's Ontario Student Transcript.

If a student's course needs cannot be met, we will seek to help the student through an organization such as the Independent Learning Centre (ILC), Ontario Virtual High School (OVS), or another approved course provider.

#### PROCEDURES FOR CHANGING COURSE TYPES

Although St. Michael's College School only offers courses at the Academic, Open, University Preparation, and University/College Preparation, students enrolling after grade 9 may find that they have not completed all of the prerequisite courses they need.

In most cases, a student may enroll in a different type of course in a given subject in Grade 10 than the type he completed in Grade 9, although doing so may require additional preparation, as recommended by the principal. In the case of mathematics, however, the sole prerequisite for the Grade 10 academic mathematics course is the Grade 9 academic mathematics course, so a student who is planning to move from the Grade 9 applied mathematics course to the Grade 10 academic mathematics course must take either the designated transfer course or the Grade 9 academic mathematics course.

In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he may take one of the specified prerequisite courses through summer school, night school, e-learning, the Independent Learning Centre, or independent study. Students in this situation should consult their guidance counselor as soon as possible.

## COURSE CODING SYSTEM

The 6 character course codes are interpreted as follows: The first three alphabetic characters identify the subject and may further describe that subject. The first numeric character identifies the Grade level (1 - Grade 9, 2 - Grade 10, 3 - Grade 11, 4 - Grade 12). The fifth character identifies the level of difficulty of the course (D - Academic, P - Applied, O - Open, U - University, M - University/College). The last numeric character is for school use; an "S" denotes summer school.

Examples:

ENG 3U1 - English, Grade 11, University Preparation

MPM 1D1 - Mathematics, Grade 9 Academic

AMI 4M1 - Music, Grade 12, University/College Preparation

BBB 4MS - International Business, Grade 12 University/College Preparation, **Summer School**

## GRADES 7 & 8 COURSE DESCRIPTIONS

#### GRADE 7 ENGLISH

#### ENG 7X1

The course will allow the opportunity to develop reading, writing, and communication skills in the context of activities that are meaningful and creative. Students will be exposed to novels, short stories, and poetry during the course of the school year. Students will also have the opportunity to participate in public speaking.

#### GRADE 7 FRENCH

#### FSF 7X1

The aim of The Ontario Curriculum is that students in Grades 4-8 learn French as a second language. In this course, students will continue to build basic communication skills in French and foster an understanding of the nature of language, as well as an appreciation of French culture in Canada and in other parts of the world. The Grade 7 Core French Programme offers students a valuable educational experience which should give them a solid foundation of language knowledge in preparation for the mandatory Ontario Secondary School Grade 9 French Programme. The curriculum is designed to develop a range of essential skills in reading, writing, listening, and speaking, including a foundation in spelling and grammar.

#### GRADE 7 GEOGRAPHY

#### GCA 7X1

The Grade 7 Geography course will introduce the essential themes of geographic inquiry. A healthy mix of classroom activities and lessons will provide the students with an excellent understanding of concepts such as location/place, environment, region, interaction and movement. An emphasis will be placed on process as well as product. Students will become adept at finding, recording and presenting information.

#### GRADE 7 MATHEMATICS

#### MAT 7X1

This programme of study consists of a review of basic arithmetic operations and their practical application. Students will further their understanding of measurement, fractions, percent, interest, integers, algebra and the research and recording of data. Critical thinking is a major focus of the course, as students will be asked to apply concepts learned in challenging investigations.

#### GRADE 7 PHYSICAL & HEALTH EDUCATION

PHM 7X1

Exposure to a variety of activities with the intent of developing a lifelong interest in fitness and activity is the goal of the course. Students will be expected to participate to the best of their abilities. Rules of play, skill development and strategies of play will be presented for each unit. Working together with squad members to achieve a common goal is another positive outcome of the course. The theories and concepts discussed in Health class will also assist in the development of students of sound mind and body.

#### GRADE 7 RELIGIOUS EDUCATION

NRE 7X1

The course will focus on the way we are nurtured through the sacraments. Study will begin with natural and supernatural revelation and will lead up to the mission of Christ in his Church. Students will be guided in developing an understanding of their faith and their relationship with God. In our study of the faith the students will see how the sacraments are very important for their lives in Christ and the Church.

#### GRADE 7 SCIENCE

SNC 7X1

The Grade 7 programme is organized into four major areas of study, namely, Life Systems, Structures and Mechanisms, Matter and Energy, and Earth and Space Systems. In their study of ecology students will analyze some of the impacts humans have on our environment and the consequences of our actions. By acquiring a working understanding of the nature of heat and heat technology, investigations will help students gain new insights into how heat affects our world. During the course of study, investigations in chemistry will give students an opportunity to explore the distinction between pure substances and mechanical mixtures. They will also determine how different structural forms support or withstand loads by designing, building, and testing structures, using increasingly sophisticated techniques.

This course is a blend of theory, application and hands-on experience that will provide the students with an opportunity to understand how and why our universe functions the way it does.

#### GRADE 7 VISUAL ART

In Grades 7 and 8, students' own art making becomes infused with a variety of images and approaches. They are very aware of elements from popular culture and eager to incorporate them into their art. Students continue to make compositional decisions and to use a variety of materials and techniques to generate and produce two and three dimensional works of art, as well as multimedia forms. Through creative activities, students continue their process of exploration, discovery, and learning in the visual arts and broaden their knowledge and appreciation of the field. The transition to Grade 8 brings an increased emphasis on students' development of technical competence and a distinctive personal style.

The study of art in its historical and cultural contexts gives students insight into the visual arts both as a record of human achievement and as inspiration for their own creation of art. It is important to encourage students to view and respond to works from both the past and present and to support their growing understanding that artists are concerned with issues that are relevant to their own lives and societies. Students in both grades should have opportunities to investigate art works that represent a variety of historical periods, cultures, and styles. As they consider a variety of art works in historical perspective, students ask more refined and probing questions and gain a clearer understanding of what they themselves value. Recognizing artistic practices that resonate with their own personal and creative concerns can motivate students to think more deeply about their own art-making process. As students examine, analyze, and discuss art works, they become more confident and skilled in expressing informed opinions about and preferences for specific works. They also become aware that others' preferences may differ from their own and that multiple artistic solutions and interpretations are possible and acceptable.

#### GRADE 8 ENGLISH

ENG 8X1

The Grade 8 English course is organized into three learning strands, Reading, Writing and Oral and Visual Communication. Students will read and analyze novels, short stories, poems, essays and plays. Key grammatical structures will be taught and practiced within the context of the student writing experience. Course assignments and activities are designed to help develop the adolescent mind and teach students how to interpret, analyze and express their opinions on a variety of issues.

#### GRADE 8 FRENCH

FSF 8X1

The aim of The Ontario Curriculum: French as a Second Language, Grades 4-8, is to continue to build basic communication skills in French and to foster an understanding of the nature of language, as well as an appreciation of French culture in Canada and in other parts of the world. The Grade 8 Core French Programme offers students a valuable educational experience which should give them a solid foundation of language knowledge in preparation for the mandatory Ontario Secondary School Grade 9 French Programme. The curriculum is designed to build on the Grade 7 curriculum and further develop a range of essential reading, writing, listening, and speaking skills.

#### GRADE 8 HISTORY

HCT 8X1

This course will give students a broad overview of how Canada was formed and the structure and function of our parliamentary system. Beginning with a review of colonization and onward to Confederation, Western expansion and World War I, students will become familiar with the struggles inherent in nation building. By the end of the course, students will have a strong foundation in the establishment of the Canadian nation, workings of parliament, the relationship between the three branches of government and the role of provincial and federal levels of government.

#### GRADE 8 MATHEMATICS

MAT 8X1

This programme extends the study of statistics and probability, number sense and numeracy, geometry and spatial sense, measurement, and algebra from the Grade 7 curriculum. Students will apply the lessons taught from these strands to solve challenging problems on a daily basis aimed at better preparing students for a high school curriculum. A variety of math contests will be introduced to enrich the classroom experience.

#### GRADE 8 MUSIC

MUS 8X1

The primary focus of the Grade 8 Music Course is to develop an appreciation and understanding of music through performance. Each student will learn to play an instrument that is part of a traditional concert band - a brass, woodwind or percussion instrument. Through performance, each student will develop the ability to read and interpret the basic music symbols, which will be explored further

with preliminary study in theory. The students will understand note names and values, treble and bass clef, time signatures and rhythmic analysis. These concepts are reinforced with the use of our state-of-the-art MIDI lab. The students will collectively form the Grade 8 Concert Band and participate in the annual Christmas and Spring Concerts.

#### GRADE 8 PHYSICAL & HEALTH EDUCATION

PHM 8X1

This course is designed to introduce and extend skills that will enable students to pursue lifelong physical activity. Emphasis will be placed on participation and sportsmanship. Students will participate in several team and individual sports. There will also be a health component focusing on a variety of topics important to the developing adolescent.

#### GRADE 8 RELIGIOUS STUDIES

NRE 8X1

The Grade 8 Religious Education programme informs students about their responsibilities as members of a faith community and builds an appreciation of virtue's role in becoming a true Christian man. Students will come to understand the centrality of the sacraments in the life of a Catholic person and examine many key events in Church history. In addition, we will examine issues that challenge adolescents as they grow to adulthood including peer pressure, identity, decision-making and friendship. Students will be introduced to the importance of community service and will complete an individual community service project.

#### GRADE 8 SCIENCE

SNC 8X1

The Grade 8 Science Course is organized into four major areas of study, namely, Life Systems, Matter and Energy, Earth and Space Systems, and Structures and Mechanisms. Students will be introduced to the use of microscopes while they broaden their knowledge of cells and systems in living things. They will examine the properties of fluids and have the opportunity to develop an understanding of the role that water systems play in global ecosystems. Also during the course of study they will investigate the properties of visible light and optics with an opportunity to examine the structure of the eye, and develop their understanding of the efficient operation of mechanical systems. This course is a blend of theory, application and hands-on experience that will provide the students with an opportunity to conduct various experiments and investigations using a variety of lab equipment while following proper lab safety procedures.

# EDUCATIONAL PLANNER

GRADE 9	GRADE 10	GRADE 11	GRADE 12
**Religious Studies	**Religious Studies	**Religious Studies	**Religious Studies
English	English	English	English
Mathematics	Mathematics	Mathematics	Elective
Science	Science	Science (Grade 11/12) or Technology (If not already completed)	Elective
Canadian Geography	Canadian History	Elective	Elective
French	**1 of French, Spanish Italian or Latin	Elective	Elective
Physical Education	1/2 Civics 1/2 Career Studies	Elective	Elective
Art or Music	1 of Art or Music or Physical Education or Technological Design	Elective	Elective
(8 courses required)	(8 courses required)	Electives: Accounting, Art, Biology, Chemistry, Classical Civilization, French, Geography, History, Italian, Latin, Leadership, Media Arts, Music, Spanish, Physics Physical Education, Robotics, Technological Design Computer Science, Musical Theatre (min. of 7 courses required)	Electives: Accounting, Advanced Functions, Art, Biology, Calculus and Vectors, Chemistry, Classical Civilization, Economics, French, Geography, History, Italian, Latin, Law, Mathematics of Data Management, Media Arts, Music, Philosophy, Physical Education, Physics, Studies in Catholic Literature, Robotics, Technological Design, Writer's Craft, Interdisciplinary Studies, Musical Theatre (min. of 6 courses required)

NOTE: All courses are at the university/college, open levels. A minimum of 6 "U or M" coded courses at the Grade 12 level is required for admission to an Ontario university.

\*\*Required by St. Michael's College School

# SUMMARY OF COURSES

GRADE 9      GRADE 10      GRADE 11      GRADE 12

<b>ARTS</b>				
Music	AMI 101	AMB 201	AMI 3M1	AMI 4M1
	AMI 10E	AMW 201		
Visual Arts	AVI 101	AVI 201	AVI 3M1	AVI 4M1
Media Arts			ASM 3M1	ASM 4M1
Musical Theatre			AMT 3M2	AMT 4M2
<b>BUSINESS STUDIES</b>			BAF 3M1	BAT 4M1
				BBB 4MS
<b>COMPUTER STUDIES</b>				
Computer Science			ICS3U	
<b>CONTEMPORARY STUDIES</b>				
Religion	HRE 131	HRE 231	HRT 3M1	HRE 4M1
Philosophy				HZT 4U1
Studies in Catholic Literature				ETS 4U1
<b>ENGLISH</b>		ENG 1D1	ENG 2D1	ENG 3U1
Advanced Placement				ENG 4UP
Writer's Craft				EWC 4U1
<b>FRENCH</b>		FSF 1D1	FSF 2D1	FSF 3U1
				FSF 4U1
<b>GUIDANCE AND CAREER EDUCATION</b>			GLC 2O1/S	GPP 301
<b>CANADIAN AND WORLD STUDIES</b>				
Geography	CGC 1D1		CGF 3M1	CGW 4U1
History		CHC 2D1	CHW 3M1	CHI 4U1
		CHC 2D1	CHA 3U1	CHY 4U1
Advanced Placement				CHY 4UP
Politics				CPW 4US
Economics				CIA 4U1
Civics		CHV 2O1/S		
Law				CLN 4U1
<b>INTERNATIONAL LANGUAGES &amp; CLASSICAL STUDIES</b>				
Italian		LWI BD1	LWI CU1/S	LWI DU1
Spanish		LWS BD1	LWS CU1	LWS DU1
Latin		LVL BD1	LVL CD1	LVL DU1
Classical Civilization				LVV 4U1
<b>INTERDISCIPLINARY STUDIES</b>				
Conservation Biology				IDC 4U
<b>MATHEMATICS</b>		MPM 1D1	MPM 2D1	MCR 3U1
				MDM 4U1
				MCF 3M1
				MCV 4U1
				MHF 4U1/2
Advanced Placement				MCV 4UP
<b>PHYSICAL HEALTH EDUCATION</b>		PPL 101	PPL 201	PPL 301
				PSK 4U1
			PAF 301	
<b>SCIENCE</b>		SNC 1D1	SNC 2D1	
Biology			SBI 3U1	SBI 4U1
Chemistry			SCH 3U1	SCH 4U1
Physics			SPH 3U1	SPH 4U1
<b>DESIGN TECHNOLOGY</b>			TDJ 201	TDJ 3M1
Robotics				TDJ 4M1
			TDR 3M1	TDR 4M1



# GRADES 9 - 12 COURSE DESCRIPTIONS

\* Denotes a Ministry of Education and Training requirement

\*\* Denotes a St. Michael's College School requirement

## RELIGIOUS STUDIES

### RELIGIOUS EDUCATION \*\*HRE 131 GRADE 9

(Locally developed Course - See OSS Section 7.1.3.2)

The study of the Old and New Testaments provides knowledge of revelation, inspiration, interpretation and prayer through the examination of Biblical themes such as Election, Passover-Covenant-Exodus, Community and Freedom. This course studies Jesus as the culmination of God's revelation of Himself and as the fulfillment of the promise made to Abraham, Isaac and Jacob. To know Jesus better requires a knowledge of His roots and a serious look at Him, His message and His actions.

**Prerequisite:** None

### RELIGIOUS EDUCATION \*\*HRE 231 GRADE 10

(Locally developed Course - See OSS Section 7.1.3.2) *The Historical Development of the Church and the Sacraments*

The Historical Development of the Church and the Sacraments is explored in this course. The students are exposed to the Church as a living reality existing within the human community, witnessing to and continuing the work of Jesus throughout history. The aim of the course attempts to have the students appreciate the Church as a God-given instrument through which Christ leads his people to the Kingdom. It reveals to all the loving presence of God in all phases of human history. Within this dynamic, the students come to realize that, although the Church has its own particular contribution to make to the culture within which it exists, it too is shaped by that particular culture. Because the chief acts of the Church are the Sacraments, the study of this aspect of the Church's ministry reveals the Sacraments as dynamic rather than merely static realities.

**Prerequisite:** None

### WORLD RELIGIONS: BELIEFS, \*\*HRT 3M1 ISSUES, & RELIGIOUS TRADITIONS GRADE 11, UNIVERSITY/COLLEGE PREP.

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

**Prerequisite:** None

### CHURCH AND CULTURE HRE 4M1 GRADE 12, UNIVERSITY/COLLEGE PREP.

This course is directed toward the clear identification of Catholic moral principles and the concrete application of these principles in the lives of students. The course proceeds from foundational beliefs rooted in Sacred Scripture concerning justice and peace to an exploration of the principles that shape Christian life. In the Family Life Education strand, students explore a variety of topics related to the themes of personhood, interpersonal relationships, and sexuality. Special attention is given to the interaction between the Church and culture. The modern world is characterized by a multiplicity of values, philosophies, and ideologies. In a democratic, pluralistic society, these concepts may creatively reinforce one another or they may compete with and contradict one another. The Christian moral life is a call to follow Jesus Christ, to believe in the redemptive love of God for humankind and to proclaim and incarnate the reign of God as inaugurated by Jesus Christ. This course is intended to prepare the senior student for this lifelong task.

This course is mandatory unless HZT 4U1 or ETS 4U1 is pursued.

**Prerequisite:** None

### PHILOSOPHY: QUESTIONS AND HZT 4U1 THEORIES

#### GRADE 12, UNIVERSITY PREPARATION

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

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

### STUDIES IN LITERATURE: ETS 4U1 CATHOLIC LITERATURE IN THE ENGLISH LANGUAGE

#### GRADE 12, UNIVERSITY PREPARATION

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

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

## ARTS

### MEDIA ARTS ASM 3M1 GRADE 11, UNIVERSITY/COLLEGE PREP.

The grade 11 Media Arts course is a rigorous academic course that uses Photography and Filmmaking as a means to critically explore concepts of communication in mass and social media as well as in advertising and current political and social affairs.

Students will be required to use creativity and insight to produce a series of photographic and video projects that reflect a solid understanding of

technical concepts and their creative application. They will also apply critical thinking skills to write assignments that reflect an understanding of the work of contemporary media artists and filmmakers.

A desire to work hard, come up with creative solutions, and to collaborate creatively with his peers are essential for the successful student.

**Prerequisite:** None

### MEDIA ARTS ASM 4M1 GRADE 12, UNIVERSITY/ COLLEGE PREP.

The grade 12 Media Arts course is a rigorous academic course that uses Photography and Filmmaking to further the exploration of concepts of communication in mass and social media as examined in the grade 11 course. Students will also delve deeper and with greater independence into concepts relating to advertising and current political and social affairs.

Having acquired solid technical skills in Photography and Filmmaking in grade 11 Media Arts, students will be required to use creativity and insight to produce a series of photographic and video projects that reflect a more comprehensive understanding of technical concepts and their creative application. They will also apply critical thinking skills to write assignments that reflect a nuanced understanding of the work of contemporary media artists and filmmakers.

A desire to work hard, think critically and creatively, and to collaborate creatively with his peers are essential for the successful student.

**Prerequisite:** Media Arts, Grade 11, University/College Preparation

### MUSICAL THEATRE AMT 3M2 GRADE 11, UNIVERSITY/COLLEGE PREP

This course focuses on the acquisition and application of knowledge and skills related to the creation, interpretation, and production of Musical Theatre involving drama, music, dance, visual art as well as acquiring a general knowledge of lighting, sound and set design. Students will study, evaluate, create, produce and promote a pre-selected musical to be mounted in April/May. All students will have a performing role and participate on one of the production teams. Various styles of music theatre will be studied, enhanced by trips to professional performances.

Note: This is being offered as a sunset course. The majority of work will be done in the early evenings 6-9 p.m. on Monday's and Thursdays. The time commitment will increase closer to the date of the production. A \$25 script fee will be required - to be refunded on the return of the script. Students must maintain a minimum of seven courses in Grade 11 during the regular school day in order to remain enrolled in this course.

**Prerequisite:** Any Musical or Visual Arts course in Grade 9 or 10.

**MUSICAL THEATRE** AMT 4M2  
**GRADE 12**

The musical theatre course is designed to run concurrently with the Broadway musical. It is an extension of the rehearsal and performance activities of the cast and stage crew. Students will come to understand the historical significance and development of the Broadway musical idiom. Participants will experience a current musical theatre presentation and through the critical analysis process will demonstrate an understanding of the elements of a successful professional production. Through workshops in areas such as: stage craft, scene direction, set design, lighting and sound design, choreography, theatrical make-up techniques, fight choreography, props creation, marketing and costume design. Students will gain a foundation of theoretical knowledge essential to musical theatre productions. Students will choose an area of focus from the above list and research professional practices from that discipline. Students must maintain a minimum of six courses in Grade 12 during the regular school day in order to remain enrolled in this course.

**Prerequisite:** Musical Theatre, Grade 11 University/ College Preparation

**VISUAL ARTS** AVI 1O1  
**GRADE 9, OPEN**

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

contemporary, and historical context.

**Prerequisite:** None  
**VISUAL ARTS** AVI 2O1  
**GRADE 10, OPEN**

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

**Prerequisite:** None  
**VISUAL ARTS** AVI 3M1  
**GRADE 11, UNIVERSITY/COLLEGE**

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 print making, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, information design).

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

**VISUAL ARTS** AVI 4M1  
**GRADE 12, UNIVERSITY/COLLEGE**

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

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

**INSTRUMENTAL MUSIC - BAND** AMI 1O1  
**GRADE 9, OPEN**

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

**Prerequisite:** None

This course is for students with no previous instrument experience.

**INSTRUMENTAL MUSIC - BAND** AMI 1OE  
**GRADE 9, OPEN**

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

**Prerequisite:** None

This course is for students with previous instrument experience.

**INSTRUMENTAL MUSIC - BRASS** AMB 2O1  
**GRADE 10, OPEN**

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

**Prerequisite:** None

**INSTRUMENTAL MUSIC** AMW 2O1  
**WOODWINDS**  
**GRADE 10, OPEN**

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

**Prerequisite:** None

**INSTRUMENTAL MUSIC - BAND** AMI 3M1  
**GRADE 11, UNIVERSITY/COLLEGE PREP.**

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

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

**INSTRUMENTAL MUSIC - BAND** AMI 4M1  
**GRADE 12, UNIVERSITY/COLLEGE PREP.**

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

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



## BUSINESS STUDIES

**ACCOUNTING** BAF 3M1  
GRADE 11, UNIVERSITY/COLLEGE  
PREPARATION

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

**Prerequisite:** None

**FINANCIAL** BAT 4M1  
**ACCOUNTING PRINCIPLES**  
GRADE 12 UNIVERSITY/COLLEGE  
PREPARATION

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

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

**INTERNATIONAL BUSINESS** BBB 4MS  
**FUNDAMENTALS**  
GRADE 12, UNIVERSITY/COLLEGE  
(FRANCE OR ITALY)

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

**Prerequisite:** None

## CANADIAN AND WORLD STUDIES

**GEOGRAPHY OF CANADA** \*CGC 1D1  
GRADE 9, ACADEMIC

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

**Prerequisite:** None

**FORCES OF NATURE:** CGF 3M1  
**PHYSICAL PROCESSES AND DISASTERS**  
GRADE 11, UNIVERSITY PREPARATION

In this course, students will explore physical processes related to the earth's water, land, and air. They will investigate how these processes shape the planet's natural characteristics and affect human systems, how they are involved in the creation of natural disasters, and how they influence the impacts of human disasters. Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process and use spatial technologies to analyse these processes, make predictions related to natural disasters, and assess ways of responding to them.

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

**ANALYZING CURRENT ECONOMIC** CIA 4U1  
**ISSUES**  
GRADE 12, UNIVERSITY PREPARATION

This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization,

trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.

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

**WORLD ISSUES:** CGW 4U1  
**A GEOGRAPHIC ANALYSIS**  
GRADE 12, UNIVERSITY PREPARATION

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

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

**CANADIAN HISTORY** \*CHC 2D1  
**SINCE WORLD WAR 1**  
GRADE 10, ACADEMIC

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

**Prerequisite:** None

**CIVICS** \*CHV 2O3

**GRADE 10, OPEN (.5 CREDIT)**

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

**Prerequisite:** None

**CIVICS** CHV 2OS  
**GRADE 10, OPEN (ONLINE)**

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

**Prerequisite:** None

**WORLD HISTORY TO THE** CHW 3M1  
**END OF THE 15TH CENTURY**  
GRADE 11, UNIVERSITY/COLLEGE PREP.

This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.



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

AMERICAN HISTORY CHA 3U1  
GRADE 11 UNIVERSITY PREPARATION

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.

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

CANADA: HISTORY, IDENTITY, AND CULTURE CHI 4U1  
GRADE 12, UNIVERSITY PREPARATION

This course traces the history of Canada, with a focus on the evolution of our national identity and culture as well as the identity and culture of various groups that make up Canada. Students will explore various developments and events, both national and international, from pre-contact to the present, and will examine various communities in Canada and how they have contributed to identity and heritage in Canada. Students will investigate the development of culture and identity, including national identity, in Canada and how and why they have changed throughout the country's history. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate the people, events, and forces that have shaped Canada.

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

WORLD HISTORY SINCE THE 15TH CENTURY CHY 4U1

GRADE 12, UNIVERSITY PREPARATION

This course investigates the major trends in Western civilization and world history from the sixteenth century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political, and economic systems. They will use critical-thinking and communication skills to investigate the historical roots of contemporary issues and present their conclusions.

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

WORLD HISTORY: THE WEST AND THE WORLD CHY 4UP  
GRADE 12, UNIVERSITY PREPARATION  
ADVANCED PLACEMENT

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principal themes in modern European History and (b) an ability to analyze historical evidence and historical interpretation and (c) an ability to express historical understanding in writing.

**Prerequisite:** A Grade 11 History - CHA3U1 or CHW3M1 - with a minimum final mark of at least 80%

CANADIAN AND INTERNATIONAL POLITICS CPW 4US  
GRADE 12, UNIVERSITY (FRANCE OR ITALY)

This course explores various perspectives on issues in Canadian and world politics. Students will explore political decision making and ways in which individuals, stakeholder groups, and various institutions, including governments, multinational corporations, and non-governmental organizations, respond to and work to address domestic and

international issues. Students will apply the concepts of political thinking and the political inquiry process to investigate issues, events, and developments of national and international political importance, and to develop and communicate informed opinions about them.

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

CANADIAN AND INTERNATIONAL LAW CLN 4U1  
GRADE 12, UNIVERSITY PREPARATION

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

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

## COMPUTER STUDIES

COMPUTER SCIENCE ICS3U  
GRADE 11, UNIVERSITY PREPARATION

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

**Prerequisite:** None

## ENGLISH

ENGLISH \*ENG 1D1  
GRADE 9, ACADEMIC

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

**Prerequisite:** None

ENGLISH \*ENG 2D1  
GRADE 10, ACADEMIC

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

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

ENGLISH \*ENG 3U1  
GRADE 11, UNIVERSITY PREPARATION

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

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

**ENGLISH** \*ENG 4U1  
**GRADE 12, UNIVERSITY PREPARATION**

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

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

**THE WRITER'S CRAFT** EWC 4U1  
**GRADE 12, UNIVERSITY PREPARATION**

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

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

**ENGLISH LITERATURE** ENG 4UP  
**GRADE 12, UNIVERSITY PREPARATION**  
**ADVANCED PLACEMENT**

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

workplace.

**Prerequisite:** Grade 11 English, University

Preparation

## FRENCH

**CORE FRENCH** \*FSF 1D1  
**GRADE 9, ACADEMIC**

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

**Prerequisite:** Minimum of 600 hours of French instruction, or equivalent

**CORE FRENCH** FSF 2D1  
**GRADE 10, ACADEMIC**

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

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

**ENRICHED CORE FRENCH** FSF 2DE  
**GRADE 10, ACADEMIC**

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their

skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

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

**CORE FRENCH** FSF 3U1  
**GRADE 11, UNIVERSITY PREPARATION**

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

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

**CORE FRENCH** FSF 3US  
**GRADE 11, UNIVERSITY (FRANCE)**

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

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

**CORE FRENCH** FSF 4U1  
**GRADE 12, UNIVERSITY PREPARATION**

This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities, and

will develop skills necessary for lifelong language learning.

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

## GUIDANCE AND CAREER EDUCATION

**CAREER STUDIES** \*GLC 203  
**GRADE 10, OPEN**

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

**Prerequisite:** None

**CAREER STUDIES** GLC 20S  
**GRADE 10, OPEN (ONLNE)**

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

**Prerequisite:** None

**LEADERSHIP AND PEER SUPPORT** GPP 301  
**GRADE 11, OPEN**

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



diversity within groups and communities.

**Prerequisite:** None

## INTERDISCIPLINARY STUDIES

### CONSERVATION BIOLOGY IDC4U GRADE 12, UNIVERSITY PREPARATION

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

**Prerequisite:** Any university or university/ studies college preparation course

## INTERNATIONAL LANGUAGES AND CLASSICAL STUDIES

### INTERNATIONAL LANGUAGES LWI BD1 (ITALIAN) LEVEL 2, ACADEMIC

This course provides students with the language learning experiences that will enable them to communicate in Italian. Students will continue to 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 continue to explore aspects of the culture of countries where Italian is spoken by taking part in community sponsored events and activities involving both print and technological

resources. Although students will continue to expand their vocabulary and repertoire of language structures, the language they will use at this level will still be simple.

### **Prerequisite:** None INTERNATIONAL LANGUAGES LWI CU1 (ITALIAN) LEVEL 3, UNIVERSITY PREPARATION

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

**Prerequisite:** Italian Level 2, Academic (LWI BD1)

### INTERNATIONAL LANGUAGES LWI CUS (ITALIAN) (ITALY) LEVEL 3, UNIVERSITY PREPARATION

This course provides students with opportunities to further develop their communication skills in the international language and increase their confidence in applying them in a variety of practical situations, including contexts related to future employment. Students will engage in a variety of activities and use resources that will allow them to use the language in various real-life situations. They will also continue to explore aspects of the culture of countries where the language is spoken, and investigate careers that require facility in the language.

**Prerequisite:** Italian Level 2, Academic (LWI BD1) or Open (LWI BO1) or permission of Director of ISA.

### INTERNATIONAL LANGUAGES LWI DU1 (ITALIAN) LEVEL 4, UNIVERSITY PREPARATION

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

culture of countries where the language is spoken through the use of community resources and computer technology.

**Prerequisite:** Italian Level 3, University preparation (LWI CU1)

### INTERNATIONAL LANGUAGES LWS BD1 (SPANISH) LEVEL 2, ACADEMIC

This course provides students with the language learning experiences that will enable them to communicate in Spanish. Students will continue to 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 continue to explore aspects of the culture of countries Spanish is spoken by taking part in community sponsored events and activities involving both print and technological resources. Although students will continue to expand their vocabulary and repertoire of language structures, the language they will use at this level will still be simple.

**Prerequisite:** None

### INTERNATIONAL LANGUAGES LWS CU1 (SPANISH) GRADE 11, UNIVERSITY PREPARATION

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

**Prerequisite:** Spanish Level 2, Academic (LWS BD1)

### INTERNATIONAL LANGUAGES LWS DU1 (SPANISH) LEVEL 4, UNIVERSITY PREPARATION

This course prepares students for university studies in the international language. Students will enhance their ability to use the language with clarity and precision, and will develop the language skills

needed to engage in sustained conversations and discussions, understand and evaluate information, read diverse materials for both study and pleasure, and write clearly and effectively. Students will also have opportunities to add to their knowledge of the culture of countries where the language is spoken through the use of community resources and computer technology.

**Prerequisite:** Spanish Level 3, University preparation (LWS CU1)

### CLASSICAL LANGUAGES (LATIN) LVL BD1 LEVEL 1, ACADEMIC

This course introduces students to the achievements of the classical world through the study of Latin or ancient Greek. Students will learn vocabulary and grammatical concepts essential for reading and translating adapted classical texts. English is the language of instruction, and students will develop their oral communication, reading, and writing skills in both English and the classical language. Through a variety of enrichment activities, students will explore aspects of life in the ancient world, including trade, commerce, education, arts, sports, ecology, daily life, and social practices, and will make connections across the curriculum between the classical world and the world around them.

**Prerequisite:** None

### CLASSICAL LANGUAGES (LATIN) LVL CU1 LEVEL 2, UNIVERSITY PREPARATION

This course provides students with opportunities to continue their exploration of the achievements of the classical world through the study of Latin or ancient Greek. Students will expand their vocabulary and consolidate their knowledge of grammatical concepts by reading and translating moderately complex adapted selections in the classical language. English is the language of instruction, and students will further improve their ability to use their oral communication, reading, and writing skills in both English and the classical language. Students will also explore diverse aspects of classical culture, including science and technology, architecture, politics and military campaigns, geography and the environment, and religion, while developing their ability to think critically and to make connections across the curriculum between the classical world and the world around them.

**Prerequisite:** Latin Level 1 (LVL BD1)

### CLASSICAL LANGUAGES (LATIN) LVL DU1



### LEVEL 3, UNIVERSITY PREPARATION

This course provides students with opportunities to further develop their knowledge of the achievements and rich cultural legacy of the classical world through the study of Latin or ancient Greek. Students will increase their vocabulary and refine their use of grammatical concepts by reading and translating a broad selection of adapted and original classical texts, including prose and poetry. English is the language of instruction, and students will further refine their ability to use oral communication, reading, and writing skills in both English and the classical language. Students will apply research and critical thinking skills to investigate diverse aspects of classical culture, and make increasingly insightful connections between the classical world and other societies.

**Prerequisite:** Latin Level 2 (LVL CU1)

### CLASSICAL CIVILIZATION LVV 4U1 GRADE 12, UNIVERSITY PREPARATION

This course introduces students to the rich cultural legacy of the classical world. Students will investigate aspects of classical culture, including mythology, literature, art, architecture, philosophy, science, and technology, as well as elements of the ancient Greek and Latin languages. Students will develop creative and critical thinking skills through exploring and responding to works by classical authors in English translation and examining material culture brought to light through archaeology. They will also increase their communication and research skills by working both collaboratively and independently, and will acquire an understanding and appreciation of the interconnectedness of ancient and modern societies

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

## MATHEMATICS

### PRINCIPLES OF MATHEMATICS \*MPM 1D1 GRADE 9, ACADEMIC

This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine

the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

**Prerequisite:** None

### PRINCIPLES OF MATHEMATICS \*MPM 2D1 GRADE 10, ACADEMIC

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

**Prerequisite:** Principles of Mathematics (MPM 1D1), Grade 9, Academic

### FUNCTIONS MCR 3U1 GRADE 11, UNIVERSITY PREPARATION

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

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

### FUNCTIONS AND APPLICATIONS MCF 3M1 GRADE 11, UNIVERSITY/COLLEGE PREP.

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

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

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

### ADVANCED FUNCTIONS MHF 4U1/2 GRADE 12, UNIVERSITY PREPARATION

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

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

### CALCULUS AND VECTORS MCV 4U1 GRADE 12, UNIVERSITY PREPARATION

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

**Note:** The Advanced Functions course (MHF 4U1) must be taken prior to or concurrently with Calculus and Vectors (MCV 4U1)

### MATHEMATICS OF DATA MANAGEMENT MDM 4U1

#### GRADE 12, UNIVERSITY PREPARATION

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

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

### CALCULUS AB MCV 4UP GRADE 12, UNIVERSITY PREPARATION ADVANCED PLACEMENT

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

**Note:** The Advanced Functions course (MHF 4U1) must be taken prior to or concurrently with Calculus and Vectors (MCV 4U1)

## PHYSICAL AND HEALTH EDUCATION

### HEALTHY ACTIVE LIVING PPL101 EDUCATION GRADE 9, OPEN

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.

**Prerequisite:** None

HEALTHY ACTIVE LIVING EDUCATION PPL201  
GRADE 10, OPEN

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, 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.

**Prerequisite:** None

HEALTHY LIVING AND PERSONAL FITNESS, GRADE 11, OPEN PAF301

This course enables students to further develop the knowledge and skills they need to make healthy life 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.

**Prerequisite:** None

HEALTHY ACTIVE LIVING EDUCATION PPL301  
GRADE 11, OPEN

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

**Prerequisite:** None

INTRODUCTORY KINESIOLOGY PSK4U1  
GRADE 12, UNIVERSITY PREPARATION

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

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

## SCIENCES

SCIENCE \*SNC 1D1  
GRADE 9, ACADEMIC

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

**Prerequisite:** None

SCIENCE \*SNC 2D1  
GRADE 10, ACADEMIC

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

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

BIOLOGY SBI 3U1  
GRADE 11, UNIVERSITY PREPARATION

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

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

CHEMISTRY SCH 3U1  
GRADE 11, UNIVERSITY PREPARATION

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

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

PHYSICS SPH 3U1

GRADE 11, UNIVERSITY PREPARATION

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

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

BIOLOGY SBI 4U1  
GRADE 12, UNIVERSITY PREPARATION

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

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

CHEMISTRY SCH 4U1  
GRADE 12, UNIVERSITY PREPARATION

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

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

PHYSICS SPH 4U1  
GRADE 12, UNIVERSITY PREPARATION

This course enables students to deepen their understanding of physics concepts and theories.



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

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

## TECHNOLOGY

### EXPLORING TECHNOLOGICAL DESIGN GRADE 10, OPEN

TDJ 201

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

**Prerequisite:** None

### TECHNOLOGICAL DESIGN GRADE 11, UNIVERSITY/COLLEGE PREP.

TDJ 3M1

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

**Prerequisite:** None

### TECHNOLOGICAL DESIGN

TDR3M

### ROBOTICS GRADE 11, UNIVERSITY/COLLEGE PREP.

This course examines how technological design is influenced by human, environmental, financial, and material requirements and resources. Students will research, design, build, and assess solutions that meet specific human needs, using working drawings and other communication methods to present their design ideas. They will develop an awareness of environmental, societal, and cultural issues related to technological design, and will explore career opportunities in the field, as well as the college and/or university program requirements for them. This is an emphasis course in Technological Design focusing on robotics and computer controlled systems. This course may be of interest to students interested in post-secondary education in engineering technology or manufacturing. Students entering Grade 10 may select this course.

**Prerequisite:** None

### TECHNOLOGICAL DESIGN GRADE 12, UNIVERSITY/COLLEGE PREP.

TDJ 4M1

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

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

### TECHNOLOGICAL DESIGN ROBOTICS AND CONTROL SYSTEMS GRADE 12, UNIVERSITY/COLLEGE PREP.

TDR4M

This course introduces students to the fundamentals of design advocacy and marketing, while building their design skills and knowledge of professional design practices. Students will apply a systematic design process to research, design, build, and assess solutions that meet specific human needs, using illustrations, presentation drawings, and other methods. Students will enhance problem-solving and communication skills, and explore career opportunities. Students interested in post-secondary education in engineering technology or manufacturing will have the opportunity to further develop design skills (including the use of CAD and 3D Modeling

### 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 in section 6.2 also apply to the Ontario Secondary School Certificate.

### THE 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 may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript. For students who have an Individual Education Plan (IEP), a copy of the IEP may be included.

Students who return to school to complete additional credits and non-credit courses (including courses with modified or alternative expectations in a special education programs) will have their transcript updated accordingly but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when the returning student has fulfilled the appropriate requirements.

## CONTACT INFORMATION

Staff Member	Position	Email	Ext.
Mr. Carcasole	Guidance Counsellor	carcasole@smcsmail.com	193
Mr. Connelly	Guidance Counsellor	connelly@smcsmail.com	114
Mrs. Fernandes	Guidance Assistant	fernandes@smcsmail.com	241
Mrs. Higgins-Burnham	Guidance Counsellor	higgins@smcsmail.com	135
Ms. Hogan	Guidance Counsellor	hogan@smcsmail.com	149
Ms. O'Grady	Guidance Counsellor	ogrady@smcsmail.com	123
Mr. Trentadue '84	Director, Student Affairs	trentadue@smcsmail.com	147





# ST. MICHAEL'S COLLEGE SCHOOL

Under the direction of the Basilian Fathers

T 416-653-3180

F 416-653-5901

W [stmichaelscollegeschool.com](http://stmichaelscollegeschool.com)

1515 Bathurst Street, Toronto, Ontario M5P 3H4

*“Teach me Goodness, Discipline, and Knowledge”*

Founded 1852

*The Leader in Catholic Boys' Education*

