

# Hawthorn School

## Upper School Course Calendar





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## Introduction

### **Mission Statement**

Work closely with parents in shaping the leaders of tomorrow. Provide a unique well-rounded education that develops both character and intelligence, so that our students become confident women of integrity and faith committed to the betterment of society.

Hawthorn educates its students in academic excellence and character formation by providing the necessary means to grow in knowledge, virtue and responsibility. Freedom and responsibility require an informed intellect, a strong will, and emotional tranquility. The school integrates all aspects of formation - intellectual, spiritual, human, and social - within a classical liberal education. Our formal educational goal describes this as an integral education, and places special emphasis on the development of natural virtues such as sincerity, joy, generosity, friendship, steadfastness, justice, simplicity, diligence, constancy, sobriety, and order. The human virtues and a strong academic formation, acting in conformity with God's grace, provide true personal freedom from internal and external compulsion.

The school is committed to offering an academic program of the highest caliber and a moral atmosphere complementary to that of the home. It achieves this through personalized character formation designed to implant life-long values in each student. In the pursuit of learning there must be a dedication to the truth, that is, an agreement of the mind with reality. As reality is objective, so is truth. To seek the truth about oneself, one's society, and the world requires courage. Students are encouraged to seek, to know, and to love the truth and are thus prepared to accept the freedom and responsibility that necessarily accompany it.

Spiritual formation at the school is aimed at developing a profound awareness in the students that they are children of God. They are taught that every person has received a call to sanctity from God. Work well done is the common and ordinary way to attain one's own human and supernatural perfection and to contribute to the good of society.

## Roles and Responsibilities of Students

Hawthorn School for Girls has a two-fold goal: academic excellence and character education. In order to help the students develop strength of character, it is important that they be well informed of their responsibilities, both academic and personal, within the school community. For this reason, detailed information about students' attendance and responsibilities as well as the Code of Conduct is contained in the Student Handbook, which is readily accessible to all students on a daily basis. The individual items in the Code of Conduct are summarized as follows: respect for teachers, respect for peers, respect for self, and respect for the environment.

As stated by the Ministry of Education, all Ontario students are required to remain in secondary school until they have reached the age of eighteen or obtained an Ontario Secondary School Diploma.

## Attendance Policies

A student is expected to be present for the entire school day and on time for all classes. Only a student in her final year of secondary school is permitted to come and go within the school day while still maintaining regular and punctual attendance in class. An unexcused absence from any required activity or the absence of a student from school for a whole day or for any part of the day without the parents' permission will be considered a major offence and sanctions will be determined accordingly.

When, in the Director of Academics' judgement, a student's frequent absences from school are jeopardising her successful completion of a course, school staff will meet with the student and the parents to explain the potential consequences of the absences, including failure to gain credits, and discuss steps that will be taken to improve attendance.

If a student arrives late at the beginning of the day or for a class, she must first sign in at the front office and then proceed to class. Students who are continually late without valid reasons will be required to develop strategies for improvement.

It is the responsibility of the student to obtain all assignments missed due to an absence and to make arrangements to complete tests and assignments within the required time. The holiday schedule is generous, and the school strongly discourages students from taking additional time for vacations beyond what the school calendar permits. Such absences impede academic progress and undermine the priority placed on school work, structure and self-discipline in the school. This recommendation notwithstanding, if a student will be away from school for a planned absence, written notice from the parents must be provided at least two weeks in advance of the absence. It is the responsibility of the student to complete all work missed during such an absence. Any missed exams due to vacations will not be rescheduled.

## Evaluation and Examinations

### **Report Cards**

There are three formal reporting periods. Students receive progress report cards in November and February, and a final report card in June.

### **Evaluation**

A detailed breakdown of the methods of evaluation for each subject is distributed to students at the beginning of the course. The evaluation procedure for Upper School subjects follows the suggested scheme found in the Ministry of Education Course Guidelines. Exams, tests, special projects and assignments are all factors reflected in the marks. In accordance with the provincial curriculum guidelines, final marks are based on a weighting of 70% for evaluations made throughout the course and 30% for final evaluation in a form suitable to the course.

### **Examinations**

For grades 9 - 12, formal examinations are written once a year at the end of the second term in June. If a student is absent from an exam due to bereavement or serious illness, the exam will not be rescheduled. The mark for that particular course will be calculated without the exam.

## The Ontario Student Record (OSR)

The Ontario Student Record is the record of a student's educational progress through schools in Ontario. The *Ontario Student Record Guideline (OSR) 2000* further details the policies of the Ministry of Education regarding the OSR. Access to a student's OSR is permitted to parents and to the student upon request.

### **The Ontario Student Transcript (OST)**

The Ontario Student Transcript (OST) is a component of the Ontario Student Record (OSR), and includes academic information as described in the document *Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, 2011*. The OST provides a comprehensive record of a student's overall achievement in secondary school. Credits that an Upper School student has earned towards fulfilment of the requirements for the graduation diploma are entered on the student's transcript through the use of a common course code designation issued by the Ministry of Education. The transcript includes the following:

- the student's achievement in Grade 9 and 10 courses, with percentage grades obtained and credits earned for successfully completed credit courses;
- a list of all Grade 11 and 12 courses taken or attempted by the student, with percentage marks earned and the credits gained;
- identification of any course that has been substituted for one that is a diploma requirement;
- all Grade 10 courses for which the student successfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned;
- All Grade 11 and 12 courses for which the student successfully or unsuccessfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned;
- identification of compulsory credits, including credits that are substitutions for compulsory credits identified by the ministry as diploma requirements;
- confirmation that the student has completed the community involvement requirement
- confirmation that the student has completed the provincial secondary school literacy requirement;
- an indication of any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12 course.
- course withdrawals after the deadline

The transcript may also contain special indicators such as identification of any course that has been substituted for one that is a diploma requirement and an indication of any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12 course.

## Requirements for the Ontario Secondary School Diploma (OSSD)

The academic program for students in grades 8-12 is governed by the document *Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, 2011*. The requirements for the OSSD, listed in section 6.1, are given below:

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

- \* 4 credits in English (1 credit per grade)
- \* 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- \* 2 credits in science
- \* 1 credit in the arts
- \* 1 credit in Canadian geography
- \* 1 credit in Canadian history
- \* 1 credit in French as a second language
- \* 1 credit in health and physical education
- \* 0.5 credit in career studies (grade 10 level but can be taken at other times)
- \* 0.5 credit in civics (grade 10 level but can be taken at other times)

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.

In addition to the 18 compulsory credits, students must earn 12 optional credits. Students may earn these credits by successfully completing courses that they have selected from the courses listed as available in the school course calendar.

### **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 above 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.

## Community Involvement

The OSSD requirement is that students complete a minimum of 40 hours of community involvement activities, at any time during their years in the secondary school program (grades 9-12). Furthermore, students in Grade 8 may begin the accumulation of community involvement hours in the summer before they enter Grade 9. Hawthorn requires that students complete a minimum of 20 hours of community involvement activities in each year from grade 8 to grade 12. At most, 10 of the 20 hours for each year may be completed in the summer. The school's goal is to foster generosity as a virtue, practiced over time. Detailed information about the procedures regarding community involvement is contained in the Service Hour Package.

## Literacy Test

All students must successfully complete the provincial secondary school literacy test in order to earn a secondary school diploma. The Ministry of Education states that students who have had two opportunities to take the test and failed at least once are eligible to take the Ontario Secondary School Literacy Course. Students who pass the course are considered to have met the literacy graduation requirement. At present, the secondary school literacy course is not offered at Hawthorn because the academic program in the school has enabled students to be successful at the literacy test. Should our students require the Literacy Course, they will be given the opportunity to do so. For the literacy test, accommodations, special provisions, deferrals and exemptions are provided as appropriate and allowed by course administrators.

## Academic Information

### Additional Hawthorn Course Requirements

Students are required to take the following courses as part of their academic program at Hawthorn School for Girls:

- \* One year of Latin (usually taken in grade 8)
- \* Physical education courses (in grades 8 – 11)
- \* Religious studies courses (required for students in grades 8 and 9)
- \* HZB 3M Philosophy: The Big Questions
- \* HRE 33 Moral Theology (locally developed credit)
- \* CHY 4U World History: The West and the World
- \* HZT 4U Philosophy: Questions and Theories

### Course Types

Since Hawthorn is a small school and most of the students are university bound, courses are offered at the highest level provided by the Ministry of Education. In most cases, only academic, university and university/college type courses are offered. These course types are indicated by the codes: (D) academic, (U) university preparation and (M) university/college preparation.

**(D) academic** courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical application as appropriate.

**(U) university preparation** courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

**(M) university/college preparation** courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.

### Course Outline

A course outline contains the objectives for the course, the course content and the sequence in which it is taught, evaluation practices, and textbooks and reference materials to be used. Detailed course outlines are available at the school for perusal by parents.



## **Definition of a Credit**

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. This definition of a credit implies that the student may not earn her credit if her final mark in a course is below 50% or if the student, in the opinion of the director of academics, has been absent for whatever reason from the course for an excessive number of class hours and cannot fulfill the expectations of the course.

## **Course Load and Course Changes**

The last day to add a course is the first Monday of October. The last day to drop a course, for grades 9 - 12, is five school days after the second report card has been issued. Students in grade 8 must take a minimum of 8 courses. In grades 9 and 10, students must take a minimum of 8 credits. Students in grade 11 must take a minimum of 7 credits and in grade 12, a minimum of 6 credits. Course changes must have the recommendation of the teacher and be approved by the student's parents and by the Director of Academics.

## **Transfer Courses**

Because Hawthorn School for Girls offers only Academic, University/College and University Preparation courses transfer courses are not currently offered at the school.

## **Substitution of Compulsory Credits**

On occasion, it may be in the best interest of a particular student to substitute another course for a compulsory credit. In such a case, the parents request the substitution of a compulsory credit in writing, or the Principal of the Upper School stipulates which course is to be substituted and notifies the student's parents in writing. The appropriate indication is then recorded on the student's Ontario Student Transcript.

## **Waived Prerequisites**

In some circumstances it may be in the best interest of a particular student to have a course prerequisite waived. After consultation with the parents, the Director of Studies and the appropriate teacher, the Upper School Principal may waive a course prerequisite. This process may be initiated by the parent or the principal.

## **Prior Learning Assessment and Recognition**

In accordance with the policy of the Ministry of Education, students may challenge for credit in Grade 10, 11, or 12 courses through the PLAR process. The PLAR process involves two components: "challenge" and "equivalency". The "challenge" process is the process whereby students' prior learning is assessed for the purpose of granting credits for a Grade 10, 11, or 12 course. Students with advanced knowledge and understanding in a subject area may receive a credit for a course following a formal assessment of the student's achievement and mastery of the subject matter. This assessment involves an assigned written component worth 70% and a 30% final evaluation. The "equivalency" process is the process of assessing credentials from other jurisdictions to grant equivalency credits for placement purposes. The student's passing percentage grade, failing percentage grade, or withdrawal from the challenge process will be recorded on a cumulative tracking record and filed in the student's OSR. In addition, the OST will record all Grade 10 courses for which the student successfully challenged for credit through the PLAR challenge process and all Grade 11 and 12 courses for which the student successfully or unsuccessfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned.

## **Modified Studies for Exceptional Pupils**

In order to meet the special needs of exceptional pupils, students may have their program modified or enriched to address individual learning abilities. Each student is assigned a mentor. The student's teachers, in conjunction with the mentor and the appropriate administrative staff, may make recommendations regarding a student's program needs. Students may be put on a "monitored student list" to ensure that their academic performance is maximised. Mentors and teachers may recommend individual tutoring for a student. Hawthorn uses a "Monitored Student Sheet" to give guidance to those students who may require more intense assistance for academic achievement and personal growth. Students on the monitored student list are encouraged, and in some cases, may be required to attend a weekly study skills session. In some cases, a student may have an Individual Education Plan, which is filed in her OSR and documents the appropriate modifications to her academic program.

## **Ontario Curriculum Policy Documents**

These are available online at: [www.edu.gov.on.ca/eng](http://www.edu.gov.on.ca/eng)

## **Reach Ahead Courses**

Students entering grade 8 with a mark of 75% or higher in grade 7 courses for which there are reach ahead credits at the grade 9 level offered in grade 8, may be permitted to register in the reach ahead courses upon the invitation of the principal. Students with marks below 75% will be allowed to attempt the reach ahead courses only with the recommendation of their teacher and the consideration and approval of the Upper School Principal and the Executive Council.

Reach ahead credits will be granted to students who successfully cover the course content for the reach ahead course.

## **School Support Services and Resources**

Hawthorn School for Girls maintains a library suitable as a resource for students from Preschool to grade 12. The Upper School also houses a computer lab with access to the internet for student use for additional research and resources. Students may use both these facilities during their study periods.

## **Guidance**

The Ontario Ministry of Education's *Choices Into Action Guidance and Career Education Policy for Grades 1 to 12* mandated that by the year 2000-2001, all Ontario schools had to have a teacher-advisor program for grades 7 to 10. We are proud to have implemented this program for all our grades since the inception of the school in 1989. The mentor, along with the regular classroom teacher, is the primary agent for delivering the guidance program. In addition, guidance counsellors provide special workshops and seminars. These include a Career Day for all Upper School students, a study skills unit for grades 8 and 9, a workshop on résumé writing for grade 12, and assistance with post-secondary choices and applications in grade 12. A guidance counsellor is also available for individual consultations as needed.

## **Co-operative Education**

Due to the small size of Hawthorn School for Girls, there is presently no co-operative education program. Hawthorn hosts a Career Day each year where students are introduced to professionals from a variety of careers. This serves to stimulate the students' interests in the many career possibilities open to them. Hawthorn also participates in the annual "Take your Kid to Work Day" for grade 9 students.

## **Alternative Ways of Earning Credits**

In some circumstances, it may be in the best interest of the student to earn a credit for a course by correspondence or through independent study. After consultation with the parents, the Director of Academics may give approval for either a correspondence or an independent study course.

## **Night School, Summer School and Correspondence Courses**

Students are strongly discouraged from taking credits at schools other than Hawthorn School for Girls in order to ensure the integrity of their academic program, in preparation for post-secondary studies and later professional success. It is the policy of Hawthorn School for Girls that students generally are not allowed to take mathematics or English courses at night school, summer school, or by correspondence from the Independent Learning Centre, unless by special permission of the Upper School Principal.

## **Advanced Placement Examinations**

Through the Advanced Placement program, secondary school students may pursue university-level work while still completing courses towards their Ontario diploma. Successful completion of an Advanced Placement examination in a given subject can lead to placement in a more advanced course level when the student moves on to university, and sometimes can result in a university credit being awarded as well. Hawthorn provides the opportunity for qualified students in grade 11 or 12 to write AP examinations in selected subjects through the school. These students work largely independently on the course material and are assigned a staff mentor in the field of study who assists them in their preparation for the AP examination.

## **Post-Secondary Studies**

In order to be considered for acceptance into an Ontario university, students must take six courses at either the 4U, 4M or DU levels. Only full credit courses are accepted for university entrance.

## Course Coding System

The six character course codes are interpreted as follows: the first three alphabetic characters identify the subject and may further describe the subject. The first numeric character identifies the usual grade level (1 - Grade 9, 2 - Grade 10, 3 - Grade 11, 4 - Grade 12). The second alphabetic character identifies the course type (D - Academic, O - Open, U - University Preparation). The last numeric or alphabetic character, if there is one, is for school use.

Example: ENG 2D - English, Grade 10, Academic Course Type

## Course Descriptions

**Note:** Not all courses listed are offered in a given calendar year  
Courses that are 1/2 credit are indicated as such  
Non-credit courses are marked as non-credit  
Prerequisite courses are listed where applicable  
Curriculum policy documents are available by request

### **ADA 1O DRAMATIC ARTS, GRADE 9, Open (1/2 credit)**

**Prerequisite:** None

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

### **ADA 2O DRAMATIC ARTS, GRADE 10, Open (may be 1/2 credit or 1 credit)**

**Prerequisite:** None

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

### **ADA 3M DRAMATIC ARTS, GRADE 11, University/College Preparation**

**Prerequisite:** ADA 1O or 2O (Drama, Grade 9 or 10, Open)

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

### **ADA 4M DRAMATIC ARTS, GRADE 12, University/College Preparation**

**Prerequisite:** ADA 3M (Drama, Grade 11, University/College Preparation)

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

### **AEA4O EXPLORING THE ARTS, GRADE 12, Open**

**Prerequisite:** Any Grade 9 or 10 arts course

This course offers students the opportunity to explore connections between dance, drama, media arts, music, and/or visual arts. Students will use the creative process individually and/or collaboratively to produce integrated art works that draw on various disciplines, and they will critically analyse art works and determine how interpreting these works affects their own development. Students will develop responsible practices that are transferable beyond the classroom. They will explore solutions to integrated arts challenges and discover that art is everywhere, influencing and reflecting society.

**AMU 1O MUSIC, GRADE 9, Open (may be ½ credit or 1 credit)****Prerequisite:** None

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

Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.

**AMU 2O MUSIC, GRADE 10, Open****Prerequisite:** None

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.

**AMU 3M MUSIC, GRADE 11, University/College Preparation****Prerequisite:** Music, Grade 9 or 10, Open

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

**AMU 4M MUSIC, GRADE 12, University/College Preparation****Prerequisite:** Music, Grade 11, University/College Preparation

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

**AVI 1O VISUAL ARTS, Grade 9, Open (may be ½ credit or 1 credit)****Prerequisite:** None

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

**AVI 2O VISUAL ARTS, GRADE 10, Open****Prerequisite:** None

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

**AVI 3M VISUAL ARTS, GRADE 11, University/College Preparation****Prerequisite:** AVI 1O or 2O (Visual Arts, Grade 9 or 10, Open)

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

**AVI 4M VISUAL ARTS, GRADE 12, University/College Preparation**

**Prerequisite:** AVI 3M (Visual Arts, Grade 11, University/ College Preparation)

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.

**BTT 2O INFORMATION AND COMMUNICATION TECHNOLOGY IN BUSINESS, GRADE 10, Open**

**Prerequisite:** None

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

**CGC 1D ISSUES IN CANADIAN GEOGRAPHY, GRADE 9, Academic**

**Prerequisite:** None

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

**CHC 2D CANADIAN HISTORY SINCE WORLD WAR I, GRADE 10, Academic**

**Prerequisite:** None

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

**CHV 2O CIVICS AND CITIZENSHIP, GRADE 10, Open (1/2 credit)**

**Prerequisite:** None

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

**CHA 3U AMERICAN HISTORY, GRADE 11, University Preparation**

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

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

**CHW 3M WORLD HISTORY TO THE SIXTEENTH CENTURY, GRADE 11, University/College Preparation**

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

**CHY 4U WORLD HISTORY: THE WEST AND THE WORLD, GRADE 12, University Preparation**

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

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

**CIA 4U ANALYSING CURRENT ECONOMIC ISSUES, GRADE 12, University Preparation**

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

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

**CLN 4U CANADIAN AND INTERNATIONAL LAW, GRADE 12, University Preparation**

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

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

**ENG 1D ENGLISH, GRADE 9, Academic**

**Prerequisite:** None

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.

**ENG 2D ENGLISH, GRADE 10, Academic**

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

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.

**ENG 3U ENGLISH, GRADE 11, University Preparation**

**Prerequisite:** ENG 2D (English, Grade 10, Academic)

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.

**ENG 4U ENGLISH, GRADE 12, University Preparation**

**Prerequisite:** ENG 3U (English, Grade 11, 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.

**ETH 9 ETHICS, GRADE 9 (non-credit)**

**Prerequisite:** None

This course introduces the importance of philosophy in order to have a deeper understanding of reality. It focuses particularly on the study of free actions and virtues as powers to develop the personality and acquire maturity. As well, the course will explore areas of current events such as war, human rights, and the media. The student will learn how to debate, to think critically, and to learn how to make responsible decisions and commitments.

**EWC 4U THE WRITER'S CRAFT, GRADE 12, University Preparation**

**Prerequisite:** English, Grade 11, 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.

**FSF 1D CORE FRENCH, GRADE 9, Academic**

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

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.

**FSF 2D CORE FRENCH, GRADE 10, Academic**

**Prerequisite:** FSF 1D or 1P (Core French, Grade 9, Academic or Applied)

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.

**FSF 3U CORE FRENCH, GRADE 11, University Preparation**

**Prerequisite:** FSF 2D (Core French, Grade 10, Academic)

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.

**FSF 4U CORE FRENCH, GRADE 12, University Preparation**

**Prerequisite:** FSF 3U (Core French, Grade 11, University Preparation)

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

**GLC 20 CAREER STUDIES, GRADE 10, Open (1/2 credit)****Prerequisite:** None

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.

**GPP 30 Leadership and Peer Support, Grade 11, Open****Prerequisite:** None

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.

**HHS 4U FAMILIES IN CANADA, GRADE 12, University Preparation****Prerequisite:** Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

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

**HRE 10 RELIGIOUS EDUCATION, GRADE 9 (non-credit)****Prerequisite:** None

This course is a study of apologetics and the Creed. Students will become familiar with the Creed and will be able to explain and defend the articles of the Creed. Students will learn to distinguish between essential matters of faith and questions of culture and history.

**HRE 33 MORAL THEOLOGY, GRADE 11, Open****Prerequisite:** None

This locally developed course is an introduction to Moral Theology and will enable students to better discern the morality of their acts and facilitate their search for truth. The following topics will be covered: human acts, the moral law, conscience, the concept of sin, the Ten Commandments, and the Church's commandments.

**HSB 4U CHALLENGE AND CHANGE IN SOCIETY, GRADE 12, University Preparation****Prerequisite:** Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

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

**HZB 3M PHILOSOPHY: THE BIG QUESTIONS, GRADE 11, Open****Prerequisite:** None

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



#### **HZT 4U PHILOSOPHY: QUESTIONS AND THEORIES, GRADE 12, University Preparation**

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

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

#### **IDC 4U INTERDISCIPLINARY STUDIES: YEARBOOK, GRADE 12, University Preparation**

**Prerequisite:** for IDC4U, any university or university/college preparation course; for IDP4U, the prerequisite for each of the courses in the package

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.

#### **LVL BD CLASSICAL LANGUAGES, LATIN, LEVEL 1, Academic**

**Prerequisite:** None

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.

#### **LVL CU CLASSICAL LANGUAGES, LATIN, LEVEL 2, University Preparation**

**Prerequisite:** LVL BD (Classical Languages, Latin, Level 1, Academic)

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 make connections across the curriculum between the classical world and the world around them.

#### **LVL DU CLASSICAL LANGUAGES, LATIN, LEVEL 3, University Preparation**

**Prerequisite:** LVL CU (Classical Languages, Latin, Level 2, University Preparation)

This course provides students with opportunities to further develop their knowledge of the 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.

#### **LVV 4U CLASSICAL CIVILIZATION, Grade 12, University Preparation**

**Prerequisite:** ENG 2D (English, Grade 10, Academic), or LVL CU (Classical Languages, Level 2, University Preparation)

This course introduces students to the rich 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 archeology. 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.

**LWS BD INTERNATIONAL LANGUAGES, SPANISH, LEVEL 1, Academic****Prerequisite:** None

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

**LWS CU INTERNATIONAL LANGUAGES, SPANISH, LEVEL 2, University Preparation****Prerequisite:** LWS BD (International Languages, Spanish, Level 1, Academic)

This course provides opportunities for students to increase their competence and confidence in listening, speaking, reading, and writing in the language of study. Students will communicate about academic and personally relevant topics in increasingly spontaneous spoken interactions, and will develop their creative and critical thinking skills through exploring and responding to a variety of oral and written texts. Students will continue to enrich their understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also investigate personal and professional contexts in which knowledge of the language is required, and develop skills necessary for lifelong language learning.

**LWS DU INTERNATIONAL LANGUAGES, SPANISH, LEVEL 3, University Preparation****Prerequisite:** LWS CU (International Languages, Spanish, Level 2, University Preparation)

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

**MPM 1D PRINCIPLES OF MATHEMATICS, GRADE 9, Academic****Prerequisite:** None

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

**MPM 2D PRINCIPLES OF MATHEMATICS, GRADE 10, Academic****Prerequisite:** MPM 1D (Principles of Mathematics, Grade 9, Academic or Applied)

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.

**MCR 3U FUNCTIONS, GRADE 11, University Preparation****Prerequisite:** MPM 2D (Principles of Mathematics, Grade 10, Academic)

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.

**MCV 4U CALCULUS AND VECTORS, Grade 12, University Preparation**

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

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

**MDM 4U MATHEMATICS OF DATA MANAGEMENT, GRADE 12, University Preparation**

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

**MHF 4U ADVANCED FUNCTIONS, Grade 12, University Preparation**

**Prerequisite:** MCR 3U (Functions, Grade 11, University Preparation) or MCT 4C (Mathematics for College Technology, Grade 12, College 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.

**PPL 10 HEALTHY ACTIVE LIVING EDUCATION, GRADE 9, Open**

**Prerequisite:** None

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.

**PPL 20 HEALTHY ACTIVE LIVING EDUCATION, 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.

**PSK 4U INTRODUCTORY KINESIOLOGY, Grade 12, University Preparation**

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

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

**SNC 1D SCIENCE, GRADE 9, Academic****Prerequisite:** None

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

**SNC 2D SCIENCE, GRADE 10, Academic****Prerequisite:** SNC 1D (Science, Grade 9, Academic or Applied)

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.

**SBI 3U BIOLOGY, GRADE 11, University Preparation****Prerequisite:** SNC 2D (Science, Grade 10, Academic)

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.

**SBI 4U BIOLOGY, GRADE 12, University Preparation****Prerequisite:** SBI 3U (Biology, Grade 11, 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.

**SCH 3U CHEMISTRY, GRADE 11, University Preparation****Prerequisite:** SNC 2D (Science, Grade 10, Academic)

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.

**SCH 4U CHEMISTRY, GRADE 12, University Preparation****Prerequisite:** SCH 3U (Chemistry, Grade 11, 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.

**SPH 3U PHYSICS, GRADE 11, University Preparation****Prerequisite:** SNC 2D (Science, Grade 10, Academic)

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.

**SPH 4U PHYSICS, GRADE 12, University Preparation**

**Prerequisite:** SPH 3U (Physics, Grade 11, 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.

## Grade Eight Program

The program for grade 8 students is a combination of credit and non-credit courses. Students take the full program of courses; the only option is the choice of religion or ethics for students who are not Catholic, if their family enrolled in Hawthorn prior to the 2007-2008 academic year.

Grade 8 students may earn up to a total of 3 1/2 reach ahead credits, from the courses listed below. Descriptions of these courses are found on the previous pages of this Course Calendar.

- **One credit in the arts: either AMU 1O – Music or AVI 1O – Visual Arts or some combination of the two**
- **LVL BD – Latin (1 credit)**
- **PPL 1O1 – Healthy Active Living Education Part One (1/2 credit)**
- **SNC 1D – Science, Grade 9 (1 credit)**

Students in grade 8 also take a total of five non-credit courses. These courses with their descriptions are listed below.

### **ENG 8, ENGLISH 8**

Grade 8 English enables students to appreciate different genres of literature and the ways in which the human experience is articulated. Students will learn to analyse critically different texts. They will construct, develop and present a short story. In groups they will explore various media. Through practice pieces and the examination of sample writing they will learn essay-writing skills so as to be able to produce an essay with confidence and within a given time frame. The fundamental elements of grammar, spelling and word study will be examined on a weekly basis. Exercises in these areas will support and strengthen the students' writing abilities and reading comprehension.

### **ETH 8, ETHICS 8 (for non-Catholic students)**

This course introduces the importance of philosophy in order to have a deeper understanding of reality. It focuses particularly on the anthropology of the human person, the study of free actions, and virtues as powers to develop the personality and acquire maturity. The student will be helped to think critically and to learn how to make responsible decisions and commitments.

### **FRE 8, FRENCH 8**

The Grade 8 French course encourages students to communicate only in French beyond everyday life situations. This gives them the confidence to communicate in a second language outside the classroom situation. Building on their prior knowledge, they learn how to express their ideas and opinions by applying new grammatical structures to their conversations and written work. The Reading strand is enhanced by encouraging the global understanding of a text using reading strategies. Students learn to write correct simple and compound sentences in different forms like dialogues, paragraphs and illustrated stories. By the end of this course students are able to understand globally a written or an oral text at the appropriate level, and express their opinion on it.

### **HIS 8, HISTORY 8**

This course introduces the student to important features and historical events, which have contributed to the formation of present-day Europe. Students will learn about Europe's physical environment, political geography (past and present) as well as the general features of its rich culture. In addition the student will study the history of Europe from the Renaissance to the present day.

### **MAT 8, MATHEMATICS 8**

This course develops the student's knowledge of mathematics focusing on number sense and numeration, measurement, geometry, patterning, algebra, data management and probability. Emphasis is placed on the process and skills of mathematics, specifically, problem solving, communicating, reasoning, reflecting, connecting and representing. Finally, good habits of mind are taught which encourage self-discipline and self-knowledge.

### **REL 8, RELIGION 8**

The Grade 8 Religion program is intended to prepare each student for her free and intelligent reception of the sacrament of Confirmation. The centrality of a personal relationship with God through prayer and the sacraments will be emphasized. An adult responsibility for one's faith will provide the context for the review of doctrine and the better understanding of virtue. This review has as its purpose a strengthening of the intellectual assent to the deposit of faith. Students will be given the opportunity to raise questions about the faith and develop their own answers within the framework of true tolerance. Students will also be helped to discover a supernatural perspective towards life and acquire an appreciation of the hierarchy of values which best supports its development.

## UPPER SCHOOL PROGRAM AT HAWTHORN SCHOOL

This chart lists the sequence of all Upper School courses that may be offered. Both compulsory and elective courses are listed.

SUBJECT		GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
<b>ARTS</b>	<b>Drama</b>		ADA 20	ADA 3M	ADA 4M	
	<b>Music</b>	AMU 10 C+	AMU 10	AMU 20	AMU 3M	AMU 4M
	<b>Visual Arts</b>	AVI 10 C+	AV I20	AVI 3M	AVI 4M	AEA 40
<b>Canadian and World Studies</b>	Track A	HIST 8 NC	CHV 20^ C CGC 1D	CHC 2D C	CHW 3M CHA 3U CHY 4U M	CIA 4U
	Track B		CGC 1D C	CHV 20^ C CHC 2D		
<b>English</b>		ENG 8 NC	ENG 1D C	ENG 2D C	ENG 3U C	ENG 4U C EWC 4U
<b>French as a Second Language</b>		FRE 8 NC	FSF 1D C	FSF 2D	FSF 3U	FSF 4U
<b>Guidance and Career Studies</b>	Track A		GLC 20^ C			
	Track B			GLC 20^		
<b>Health and Physical Education</b>		PPL 101^ C+	PPL 102^ C	PPL 201^ C or M	PPL 202^ M	PSE 4U
<b>Interdisciplinary Studies</b>					IDC 4U	IDC 4U
<b>Latin</b>		LVL BD	LVL CU	LVL CU	LVL DU1^ LVV 4U	LVL DU2^ LVV 4U
<b>Mathematics</b>		MAT 8 NC	MPM 1D C	MPM 2D C	MCR 3U C	MCV 4U MHF 4U MDM 4U
<b>Science</b>	Track A	SNC 1D C	SNC 2D C	SBI 3U C	SCH 3U SPH 3U SBI 4U	SCH 4U SPH 4U
	Track B		SNC 1D C	SNC 2D C	SBI 3U C SCH 3U SPH 3U	SBI 4U SCH 4U SPH 4U
<b>Social Sciences, Humanities, and Religion</b>		REL 8 NC+MC	HRE 10 NC+MC	HRE 33 M	HZB 3M HHS 4U	HZT 4U M HHS 4U CIA 4U
<b>Spanish</b>				LWS BD	LWS CU	LWS DU

### HAWTHORN PROGRAM REQUIREMENTS:

Grade 8 8 courses  
Grade 9 8 courses  
Grade 10 8 courses  
Grade 11 7.5 courses  
Grade 12 6 courses

### HAWTHORN PROGRAM REQUIREMENTS:

- One year of Latin  
Physical education courses in Grades 8-11
- Religious studies 8+9 courses
- Philosophy: The Big Questions
- Moran Theology
- Philosophy: Questions and Theories
- World History: Since the Fifteenth Century

### OSSD REQUIREMENTS:

- 4 credits in English (1 credit per grade)
- 1 credit in French as a second language
- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in Canadian history

- 1 credit in Canadian geography
- 1 credit in the arts
- 1 credit in health and physical education
- 0.5 credit in civics (grade 10 level but can be given at other times)
- 0.5 credit in career studies (grade 10 level but can be given at other times)

Plus:

- 1 additional credit in either English, or a third language, or social sciences and the humanities, or Canadian and world studies
- 1 additional credit in either health and physical education, or the arts, or business studies
- 1 additional credit in either science (Grade 11 or 12) or technological education (Grades 9 – 12)

In addition to the 18 compulsory credits and 8 mandatory credits, students must earn 4 optional credits in order to have a minimum of 30 credits required for the OSSD diploma. As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities. These activities may be completed at any time during their years in the secondary school program. All students must successfully complete the provincial secondary school literacy test in order to earn a secondary school diploma.

### -Key-

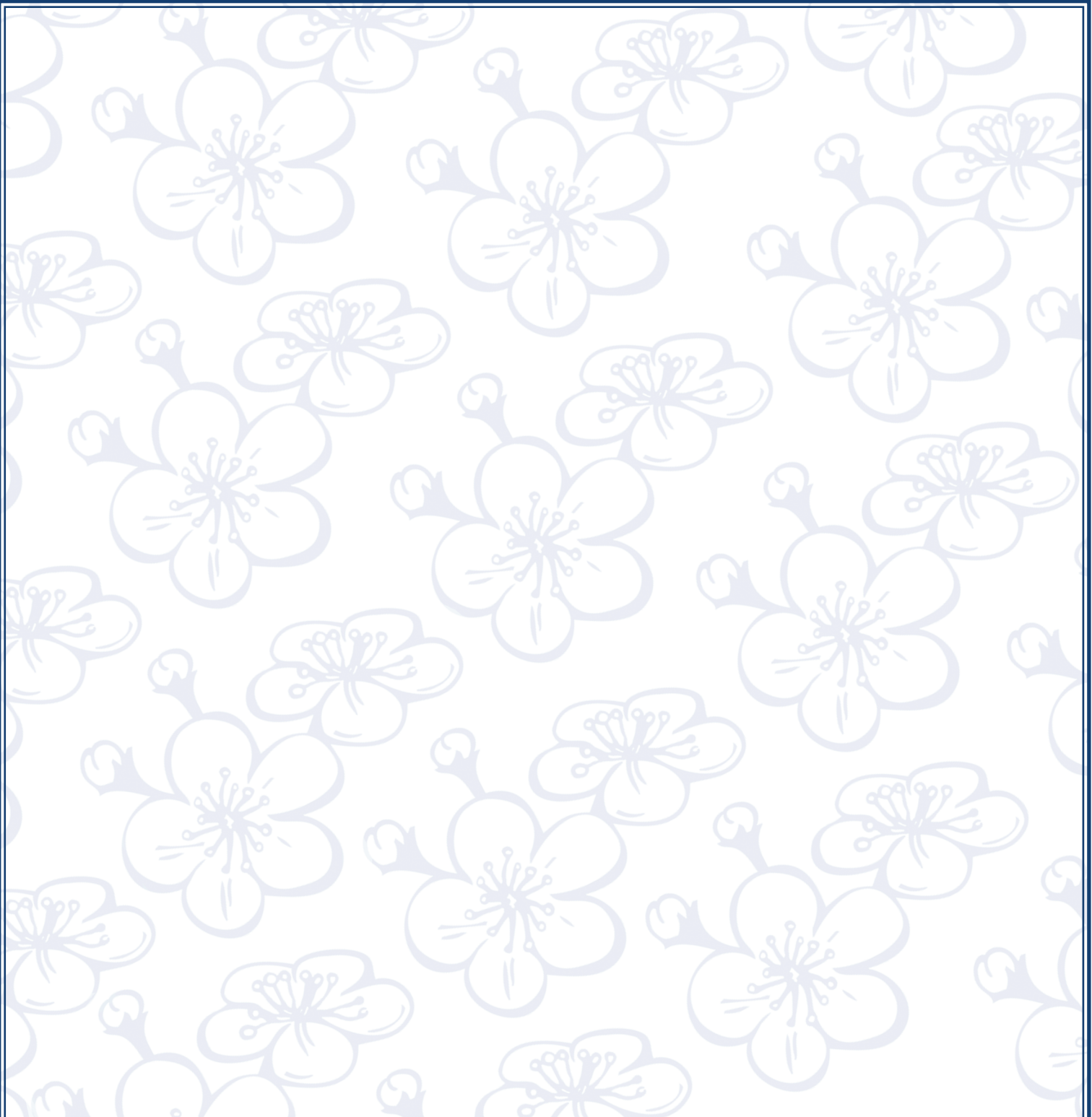
C = Compulsory (OSSD requirement)  
M = Mandatory (Hawthorn requirement)  
MC = Mandatory for Catholic students (Hawthorn requirement)  
NC = No credit, yet mandatory for the grade level  
+ Reach Ahead Course  
^ = Course is worth 0.5 credits

### -NB-

- Elective courses may or may not be offered in any given academic year.
- Course pre-requisites are listed in the course calendar.
- A student is assigned to Track A or B based on year of enrolment.







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