



**BAYVIEW GLEN**

*Whole Child. Whole Life. Whole World.*

# *Upper School*

**COURSE CALENDAR**

**CREDIT COURSES • GRADES 8 TO 12**

**2016-2017 ACADEMIC YEAR**

Since 1962, Bayview Glen has offered boys and girls a unique day school experience.

*The experience starts with our focus on the WHOLE CHILD.*

We nurture each child's full potential, self-esteem and confidence to succeed through enriched academics, arts, athletics, leadership and community service opportunities.

*It influences their WHOLE LIFE.*

From age two through to university entrance, we foster values, abilities and friendships that last a lifetime.

Our programme is designed to build character and a sense of self.

*It encompasses the WHOLE WORLD.*

Co-educational, multicultural, multi-denominational, Bayview Glen embraces the real world beyond our doors, to develop understanding and a global perspective.

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

### CURRICULUM

Bayview Glen offers a full year, non-semestered academic Liberal Arts programme that integrates the Humanities, Natural and Social Sciences, and the Arts. Students are encouraged to maintain diversity in their curriculum choices. Furthermore, they are required to participate in Athletics, the Community Involvement Programme and the Arts. Bayview Glen students learn in a one-to-one digital educational environment, which includes educational technology tools, the Learning Commons, and other community resources, to support student learning.

*The curriculum focusses on:*

- developing critical thinking skills
- achieving resiliency in a challenging environment
- developing intellectual curiosity
- preparing for post-secondary education
- participating in leadership opportunities
- heightening cultural awareness
- acquiring a sense of responsibility for oneself, others and the community.

Building competency in the areas of communication, collaboration, critical and creative thinking, the curriculum provides students with opportunities to acquire knowledge, skills, and values that will prepare them for post-secondary education and to make positive contributions to their local and national communities.

### DIPLOMA REQUIREMENTS

#### Ontario Secondary School Diploma (OSSD)

In order to graduate, a student is expected to successfully complete 30 credits. There are 18 compulsory credits and 12 optional (elective) credits, distributed as follows:

#### COMPULSORY CREDITS (TOTAL OF 18)

4	credits in English (1 credit per grade)*
3	credits in Mathematics (1 credit in Grade 11 or 12)
2	credits in Science
1	credit in Canadian History
1	credit in Canadian Geography
1	credit in the Arts
1	credit in Health and Physical Education
1	credit in French as a second language
1/2	credit in Career Studies
1/2	credit in Civics
1	<i>group 1:</i> additional credit in English, or French as a second language, ** or a Native language, or a classical or an international language, or Social Sciences and the Humanities, or Canadian and World Studies, or Guidance and Career Education, or Co-operative education***
1	<i>group 2:</i> additional credit in Health and Physical Education, or the Arts (Music, Visual Art, Drama or Dance), or Business Studies, or French as a second language,** or Co-operative education***
1	<i>group 3:</i> additional credit in Science (Grade 11 or 12), or Technological Education, or French as a second language, **or Computer Studies, or Co-operative education***

#### IN ADDITION, STUDENTS MUST COMPLETE:

- ✓ 12 optional (elective) credits† (A credit is granted on the successful completion of a course that has been scheduled for a minimum of 110 hours)
- ✓ 40 hours of community involvement activities
- ✓ the Ontario Secondary School Literacy Test (OSSLT)

\*A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.  
 \*\*In groups 1, 2 and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.  
 \*\*\*A maximum of 2 credits in Co-operative education can count as compulsory credits.  
 †Note: Co-operative education is not offered at Bayview Glen.  
 †The 12 optional (elective) credits may include up to 4 credits earned through approved dual credit courses.

## Whole Child

*We don't believe in one-size-fits all education.* The whole child – who they are as a person – is incredibly important to us at Bayview Glen. Our well-rounded programme of academics, arts and athletics is the first step in helping our students become everything they were meant to be.

## COMMUNITY INVOLVEMENT

As part of the OSSD requirements, students must complete a minimum of 40 hours of community involvement activities in addition to academic requirements. These activities may be completed at any time during their years in the secondary school program.

Additionally, all Bayview Glen students in Grades 9 to 12 are required to complete a minimum of 15 hours of community involvement activities from September through June each school year in order to remain eligible for the Bayview Glen Diploma.

The community involvement requirement is designed to encourage students to develop an awareness and understanding of civic responsibility and of the role that they can play in supporting and strengthening their communities. The requirement will benefit communities, but its primary purpose is to contribute to student development by providing opportunities for students to learn about the contributions they can make to the community to further develop their leadership skills.

### Eligible activities for Community Involvement may include, but are not limited to:

- advocating on behalf of a cause, e.g. environmental issues, homelessness, child poverty in a letter writing campaign
- volunteering at a conference or organizing an information evening for students
- teaching, training or mentoring with a social service agency, a community organization, a hospital or club, e.g. Youth Assisting Youth, Art Gallery of Ontario, Holland Bloorview Kids Rehabilitation Hospital, Bloorview MacMillan Centre
- hands on work for a specific cause or institution such as helping out with a fundraising event
- tutoring through the Peer Tutoring Society

- Parent Guild initiatives

Refer to the Student Handbook for a detailed list of pre-approved organizations, or contact Student Services with any questions.

## ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT) OF READING AND WRITING SKILLS

All students must successfully complete this provincial secondary school test in order to earn a secondary school diploma. The test is based on the Ontario curriculum expectations for reading and writing for skills developed to the end of Grade 9. The test will serve 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 successfully completed the test have attained the provincial expectations for literacy. The test is normally written in Grade 10, but can be written at any time before graduation. Students who have been unsuccessful on the Literacy Test once may earn the literacy graduation requirement through the successful completion of the full credit, Grade 12 Ontario Secondary School Literacy Course (OSSLC).

## BAYVIEW GLEN DIPLOMA

This diploma is awarded to graduates at the end of their senior year. To earn a Bayview Glen Diploma, a student must satisfy the requirements for the Ontario Secondary School Diploma and complete the following requirements:

BAYVIEW GLEN DIPLOMA REQUIREMENTS	
<b>1</b>	additional credit in Health and Physical Education
<b>3</b>	Outdoor Adventure and Leadership excursions in Grades 9, 10 and 11 or their equivalent
	participation in a minimum of one co-curricular activity (club, sport, band or drama production) each year
	15 hours of Community Involvement each year

## CREDITS

A full credit is granted by the Head of School on behalf of the Ministry of Education in recognition of the successful completion of a 110-hour course that has been developed or approved by the Ministry. One half credit is granted in recognition of the successful completion of a 55-hour course.

## STUDENT COURSE LOAD

Success beyond the gates of Bayview Glen – both in an institution of higher learning and in the world of work – calls upon a person to balance the many demands placed upon him or her. By expecting students to carry a minimum course load in each of their years at Bayview Glen (as listed below), we aim to prepare the student to meet the challenges of life. Notwithstanding, we recognize that there are situations that may be taken into account for individuals with issues relating to:

- physical and emotional well-being
- personal or family circumstances
- identified learning needs (gifted or learning disabilities)
- a significant leadership role that a student takes within the School

COURSE LOAD	
Grade 9	8
Grade 10	8
Grade 11	7 or 8
Grade 12	6, 7 or 8

A student’s course load in Grade 12 will depend upon the number of credits earned prior to the start of the year. In order to graduate, a student must earn a minimum of 30 credits, and we strongly recommend a minimum of seven Grade 12 credits overall in order to ensure university requirements are met (see below).

## PROMOTION POLICY

A student must achieve at least 50% in the prerequisite for a course in order to be promoted to the next grade level in that subject. If a student does not meet the OSSD requirements, they must remain in a secondary school until the age of 18.

## UNIVERSITY REQUIREMENTS

Ontario universities require that applicants from Ontario present the OSSD, including at least six year-four (Grade 12) courses. The average for Ontario university admission is based on the best six year-four (Grade 12) courses, one of which must be English (ENG4U). Universities outside of Ontario may have other criteria. Specific programmes will have prerequisites that need to be included in the average (e.g. Engineering: Physics, Chemistry, Calculus and Advanced Functions must be included). Our Director of University Counselling guides students throughout their university application process and oversees each application. Students are provided important information, such as the admission cut-off averages (which vary from year-to-year) for various faculties and universities, so that they can make wise choices regarding university and programme selection.

Students who satisfy the requirements for entry to Ontario universities are in a position to make applications to universities in other provinces, the United States and abroad. International universities require the OSSD to be completed. Most universities in the United States require standardized test scores (e.g. SAT/ACT) to make admissions decisions.

For further information on the university application process, please contact the Director of University Counselling at 416.386.6643.

## PRIOR LEARNING ASSESSMENT AND RECOGNITION

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. 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 credit for a Grade 10, 11, or 12 course developed from a provincial curriculum policy document published in 1999 or later.

The “equivalency” process is the process of assessing credentials from other jurisdictions.

## EQUIVALENCY RECOGNITION FOR CREDITS EARNED OUTSIDE ONTARIO

Students who are eligible for equivalency credits are those who transfer to Bayview Glen from a school outside Ontario. Equivalency credits are granted for placement only. The Head of School will determine as equitably as possible the total credit equivalency of the student’s previous learning, and the number of compulsory and optional credits still to be earned, as well as other diploma requirements that the student must satisfy in order to qualify for the Secondary School Diploma.

## INDEPENDENT LEARNING COURSES

Students who would like to enroll in courses not available at Bayview Glen or that do not fit in their timetable, may take courses through an online or correspondence provider such as the Ministry of Education’s Independent Learning Center (ILC), or a Bayview Glen approved provider. Information concerning eligibility, enrollment procedures and course offerings is available from the ILC website ([www.ilc.org](http://www.ilc.org)) or from Student Services. **Students must obtain permission from the Assistant Head, Upper School before enrolling in outside courses.** When a student has successfully completed an approved course, the results will be recorded on the Ontario Student Transcript.

## ADVANCED PLACEMENT

The Advanced Placement (AP) programme provides an ideal opportunity for students to achieve credit or placement in university level courses while enrolled in high school. Students enrolled in AP courses are often highly motivated, goal-oriented self-starters who demonstrate the skills and capabilities to excel.

As part of the AP programme, students engage in academically enriched courses at university level and develop the knowledge and skills for university-level coursework. Students also develop a greater depth of understanding of the subject matter and get a head start on their university careers.

### How do colleges and universities recognize AP courses?

Approximately three thousand North American universities and fifty-one Canadian universities recognize AP examinations. McGill, York and University of Toronto are among the Canadian universities that recognize AP grades. Students presenting qualifying grades on an AP exam may earn one or two semesters of college credit. As universities in the United States and abroad differ regarding the exact nature of their acceptance policies, AP students are advised to inquire directly at the universities concerning their respective policies for specific AP examinations. Information on the AP policies for Canadian universities can also be found on the AP Canada website ([www.ap.ca](http://www.ap.ca)). Please consult Bayview Glen’s Advanced Placement brochure for a more detailed description of the programme, the process students undertake in taking exams and achieving credit, and a list of universities that grant credit or placement.

ADVANCED PLACEMENT COURSES	
Biology	French Language and Culture
Calculus AB	Human Geography
Chemistry	Macroeconomics
Chinese Language and Culture	Microeconomics
Comparative Government and Politics	Physics 1 – Algebra-Based
Computer Science A	Physics 2 – Algebra-Based
English Language and Composition	Spanish Language and Culture
European History	Studio Art

## STUDENT SERVICES

The role of the Learning Strategist is to provide academic support to all students. The Learning Strategist works closely with the Assistant Head, Upper School, the Director of University Counselling, the Career and Academic Counsellor, teachers and mentors, to set short and long-term goals, and address specific needs and problems. The Learning Strategist is available for individual and group meetings to discuss learning needs and styles, academic abilities, study skill strategies, time management methods, conflict resolution and decision-making.

The role of Career & Academic Counsellor is to provide guidance to students in Grades 9 and 10 regarding the development of educational and career plans. The Career & Academic Counsellor helps to implement programs and initiatives – including an online portfolio – that allow students to have opportunities for unique experiences that develop their creativity, an entrepreneurial mindset and capacity for innovation. Career Breakfasts, individual and class meetings, and course selection advising are just some of the opportunities available to students.

The role of the Student Service Advisor is to manage student records, including the Ontario Student Record (OSR) and the Ontario Student Transcript (OST), log Community Involvement hours, make changes to timetables, coordinate peer tutoring and check graduation requirements for each student.

## UNIVERSITY COUNSELLING AND POST-SECONDARY EDUCATIONAL PLANNING

The role of the Director of University Counselling is to assist students in the university selection and application process. This person is also responsible for maintaining a positive rapport with admission offices at post-secondary institutions throughout North America and abroad. The Director of University Counselling will meet regularly with students and parents throughout the year. Group information sessions, as well as individual advising sessions, will be offered on a regular basis to discuss issues such as appropriate programme and university selection, scholarship research, making the transition from high school to university, and career planning. A broad range of information on post-secondary institutions, programmes, and the proper management of the admissions process is available in the Student Services Department. The Director of University Counselling also makes arrangements for representatives from a wide selection of post-secondary institutions to visit Bayview Glen and speak to students. Students in Grades 11 and 12 are expected to attend university visits; students in Grades 9 and 10 are welcome.

Starting early in the fall term, graduating students meet regularly with the Director of University Counselling to explore career interests and to begin the research process of identifying personal interests and academic strengths. Based on that information, students will receive direction on how to investigate post-secondary educational opportunities. This consultation process continues throughout the term, during which students have opportunities to receive advice and support. However,

students must understand that ultimately they are responsible for ensuring that they meet the entrance requirements for their chosen post-secondary institutions.

Parents of graduating students are invited to a fall information evening, at which the post-secondary application process is explained in detail. In addition to this session, parents are welcome to contact the Director of University Counselling for information.

## TIMETABLE AND COURSE SELECTION

During the months of December and January, students at all grade levels make course selections for the following school year. Due to the wide variety of courses offered in the Upper School, and because long-range educational planning is necessary to meet university and college entrance requirements, students entering Grades 11 and 12 are offered additional assistance in selecting their courses.

## COURSE WITHDRAWAL AND TRANSFERS

Once the new school year has begun, students wishing to add, drop or transfer courses must speak with the Student Services to discuss their educational goals and related course choices by the September deadline. Parental permission is required.

## PREREQUISITE COURSES

Courses in Grades 11 and 12 may have prerequisites as requirement for enrollment. If a student would like to take a course and have the prerequisite course waived, the student or parent must initiate the process with Student Services. After completing the application, the Assistant Head and Head of School will determine whether or not the prerequisite should be waived.

Students in Grades 11 and 12 meet with the Director of University Counselling to plan high school course selections in order to meet the prerequisite requirements for the programmes and universities of their choice. Students in Grades 9 and 10 meet with the Career & Academic Counsellor to develop long-term plans for high school course progression.

## SUBSTITUTIONS FOR COMPULSORY COURSES

In order to allow flexibility in designing a student's programme and to ensure that all students can qualify for the Ontario Secondary School Diploma, substitutions may be made for a limited number of compulsory credit courses using courses from the remaining ones offered by the school that meet the requirements for compulsory credits. To meet individual students' needs, the Head of School may replace up to three of these courses with courses from the remainder of those that meet the compulsory credit requirements. If a student wants to substitute a compulsory course with another course offered at Bayview Glen, the student must apply through Student Services. After completing the application, the Head of School will determine whether or not the substitution will be granted.

## ONTARIO STUDENT RECORD

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. It is confidential and only those people authorized under the Education Act have access to the file.

When a student transfers to another school in Ontario, that student's OSR will be sent upon receipt of an official written request. When a student transfers to another school outside Ontario, only a copy of the student's OSR may be sent upon receipt of an official written request from the receiving school.

In accordance with the OSR Guidelines 2000, any personal information placed in an OSR will be retained by the school for at least one year after the student graduates, unless the Head of School receives written consent to its earlier disposal. All student report cards are retained for five years after a student leaves the school. Student transcripts are kept on file for 55 years.

Every student has the right to have access to his or her OSR. By law, the custodial parents of a student also have access to student's OSR until the student becomes an adult (age 18). The OSR may also be accessed by supervisory officers, teachers, the Head of School or a designated representative, for the purposes of maintaining the record or improving the instruction of the student. All others requesting access to information contained in the OSR must seek written permission of the parent of the student in accordance with the Education Act and provincial privacy legislation.

## ONTARIO STUDENT TRANSCRIPT

The school is required to provide a complete record of students' performance in Grade 11 and 12 courses. Under this requirement, both successful and unsuccessful attempts at completing Grade 11 and 12 courses must be recorded on the Ontario Student Transcript (OST).

### The OST will include:

- all Grade 9 and 10 courses successfully completed by the student, with percentage grades obtained and credits earned
- all Grade 11 and 12 courses completed or attempted by the student, with percentage grades obtained and credits earned
- all equivalent credits granted through the Prior Learning Assessment and Recognition (PLAR) equivalency process
- 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 40 hours of community involvement
- confirmation that the student has successfully completed the provincial secondary school literacy requirement.

## WITHDRAWAL FROM A COURSE

### Grades 9 and 10

Withdrawals from Grade 9 and 10 courses are not recorded on the OST. Only successfully completed courses are recorded on the OST.

### Grades 11 and 12

If a student withdraws from a Grade 11 or 12 course within five instructional days following the issue of the January report card, the withdrawal is not recorded on the OST. If a student withdraws from a course after five instructional days following the issue of the first January report card, the withdrawal is recorded on the OST by entering a "W" in the "Credit" column, along with the student's percentage grade at the time of the withdrawal.

## REPETITION OF A COURSE

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

## ASSESSMENT AND EVALUATION

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both "assessment for learning" and "assessment as learning". "Assessment of learning" is the assessment reflective of the attainment of achievement of standards, becomes public and results in a symbol or statement about how well students are learning. (Growing Success 2010)

Assessment and evaluation should be ongoing and congruent with the objectives of the lessons. It is as much a tool for the teacher to determine how the students have learned as it is for the students to monitor his/her progress. It should be broad enough to cover the scope of student learning styles.

Assessment includes a combination of student products, observations, and conversations in which students receive descriptive feedback, anecdotal notes, marks and/or levels. In the Lower, Prep, and Upper Schools, assessment and evaluation is ongoing with varied opportunities to achieve mastery. Students are graded according to the achievement criteria outlined in the Ontario Curriculum by the Ministry of Education and in four broad categories: knowledge, thinking/inquiry, application, and communication. Students are also evaluated on their leaning skills and work habits: responsibility, organization, independent work, collaboration, initiative, and self-regulation. These evaluations appear on the report card in the form of a letter: E (excellent), G (good), S (satisfactory), and N (needs improvement).

Teachers use the Achievement Chart to assess performance of students to the standards within their courses. The achievement chart identifies four categories of knowledge and skills that are

common to both the elementary and secondary panels and to all subject areas and disciplines. The categories of knowledge and skills are as follows:

- **Knowledge & Understanding:** Subject-specific content and the comprehension of its meaning and significance
- **Thinking:** The use of critical and creative thinking skills and/or processes
- **Communication:** The conveying of meaning through various forms
- **Application:** The use of knowledge and skills to make connections within and between various context

These categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories help the teachers focus not only on students’ acquisition of knowledge but also on their development of the skills of thinking about this content and how to apply it, and the different ways that student understanding can be communicated (source: Growing Success 2010)

Teachers will ensure that all four categories are assessed in a balanced manner. All four categories are vital elements to instruction, learning, assessment and evaluation. Teachers will also use the descriptors/criteria within the achievement chart to guide their assessment and evaluation of student learning.

### LEARNING STRATEGIST REPORTS

An additional anecdotal report in December and June is included with the report card for students who see the Learning Strategist. Teachers must get together with the Learning Strategist to ensure that the same message is being expressed in the reports.

### ATTENDANCE

Students are expected to be at school from 8:40 a.m. until 3:40 p.m., except on shortened days and examination days when students attend for specific periods of time only. Students who miss a test, presentation, or other significant assignment due to illness, will be required to produce a doctor’s note in order to receive full credit for that work.

Students who intend to miss a test, presentation, or other significant assignment for a reason other than illness, must complete an Assessment Extension Request Form and submit it to their teacher **no less than 24 hours prior to the due date**. Students who miss examinations due to illness must produce a doctor’s note. Please refer to the Student Handbook for more information.

### ABSENCES

Parents are asked to call Reception at 416.443.1030, Ext. 237, if a student is absent or late. Please do not contact the mentor or subject teachers first. Students are responsible for completing work assigned while away from school. They should check Blackboard to find out what work has been missed. If the absence is likely to be lengthy, parents are to contact the mentor to make appropriate arrangements.

Students are not eligible to participate in co-curricular activities (including dances or sports) on the same day in which they have been absent, unless given permission by the Assistant Head, Upper School or Head of School.

### ACADEMIC AND BEHAVIOURAL EXPECTATIONS

*Every student is expected to:*

- demonstrate respect for themselves and others
- be responsible for their own actions
- be involved with school activities
- complete the Community Involvement requirement (15 hours per year minimum, starting in Grade 9)
- complete the Outdoor Leadership Development Programme (Haliburton Forest)
- arrive to school and class on time
- provide a note from parents explaining all absence or lateness
- come to class prepared
- complete all assignments and submit them on time
- wear the uniform properly during school hours
- remain in class for the entire period, unless involved in a school sponsored activity
- use school computers and tablets appropriately in accordance with the Acceptable Use Policy in the Student Handbook
- lock iPods, MP3s and their clones, cell phones and electronic games in lockers when in school
- eat and drink in the cafeteria and on the back deck only.

### ACADEMIC PROGRAMME SUMMARY

GRADE 8 PROGRAMME COURSES	
Integrated Arts	ALC10
Core French	FSF1D
Principles of Mathematics 9	MPM1D
GRADE 9 PROGRAMME COURSES	
Drama	ADA10
Music	AMU10
Visual Arts	AVI10
Issues in Canadian Geography	CGC1D
English	ENG1D
Core French	FSF1D
Core French	FSF2D
Spanish	LWSBD
Principles of Mathematics 9	MPM1D
Principles of Mathematics 10	MPM2D
Healthy Active Living Education	PPL10
Science	SNC1D
Communications Technology	TGJ20

GRADE 10 PROGRAMME COURSES	
Drama	ADA20
Music	AMU20
Visual Arts	AVI20
Introduction to Business	BBI20
Canadian History since WWI	CHC2D
Civics and Citizenship	CHV20+
English	ENG2D
Core French	FSF2D
Core French	FSF3U
Career Studies	GLC20+
Mandarin, Academic	LKMBD*
Spanish	LWSBD
Functions and Applications	MCF3M
Functions	MCR3U
Principles of Mathematics 10	MPM2D
Healthy Active Living Education	PPL20
Science	SNC2D
Communications Technology	TGJ3M
GRADE 11 PROGRAMME COURSES	
Drama	ADA3M
Music	AMU3M
Visual Arts	AVI3M
World History to the End of the Fifteenth Century	CHW3M
The Individual and the Economy	CIE3M
English	ENG3U
Media Studies	EMS30
Core French	FSF3U
Core French	FSF4U
Introduction to Anthropology, Psychology and Sociology	HSP3U
Philosophy: Questions and Theories	HZT4U
Introduction to Computer Science	ICS3U
Mandarin, Academic	LKMUCU*
Spanish	LWSCU
Functions and Applications	MCF3M
Functions	MCR3U
Mathematics of Data Management	MDM4U
Advanced Functions	MHF4U
Physical Fitness and Activities	PAF30
Healthy Active Living Education	PPL30
Biology	SBI3U
Chemistry	SCH3U
Physics	SPH3U
Environmental Science	SVN3M
Communications Technology	TGJ3M
GRADE 12 PROGRAMME COURSES	
Drama	ADA4M
Music	AMU4M
Visual Arts	AVI4M
World Geography: Urban Patterns and Population Issues	CGU4M
World History since the Fifteenth Century	CHY4U
Analysing Current Economic Issues	CIA4U
Canadian and International Law	CLN4U
Canadian and World Politics	CPW4U
English	ENG4U
The Writer’s Craft	EWC4U
Extended French	FEF4U
Core French	FSF4U
Challenge and Change in Society	HSB4U
Philosophy: Questions and Theories	HZT4U
Computer Science	ICS4U
Mandarin, Academic	LKMUDU*
Spanish	LWSDU
Calculus and Vectors	MCV4U
Mathematics of Data Management	MDM4U
Advanced Functions	MHF4U
Introductory Kinesiology	PSK4U
Biology	SBI4U
Chemistry	SCH4U
Earth and Space Science	SES4U
Physics	SPH4U
Communications Technology	TGJ4M

\* Available as an After School programming option only  
+ Half-credit courses

### COURSES AT A GLANCE

	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Integrated Arts	ALC10				
Visual Arts		AVI10	AVI20	AVI3M	AVI4M
Drama		ADA10	ADA20	ADA3M	ADA4M
Music		AMU10	AMU20	AMU3M	AMU4M
Business			BBI20		
English		ENG1D	ENG2D	ENG3U EMS30	ENG4U EWC4U
Core French	FSF1D	FSF1D FSF2D	FSF2D FSF3U	FSF3U FSF4U	FSF4U FEF4U
Guidance			GLC20+		
Mandarin			LKMBD*	LKMUCU*	LKMUDU*
Mathematics	MPM1D	MPM1D MPM2D	MCR3U MCF3M MPM2D	MCR3U MCF3M MDM4U MHF4U	MCV4U MHF4U MDM4U
Health and Physical Education		PPL10	PPL20	PPL30 PAF30	PSK4U
Sciences		SNC1D	SNC2D	SVN3M SBI3U SCH3U SPH3U	SBI4U SCH4U SES4U SPH4U
Social Sciences and Humanities		CGC1D	CHC2D CHV20+	CHW3M CIE3M HSP3U HZT4U	CLN4U CIA4U CGU4M CHY4U CPW4U HZT4U HSB4U
Spanish		LWSBD	LWSBD	LWSCU	LWSDU
Technological Education and Computer Studies		TGJ20	TGJ3M	TGJ3M TGJ4M ICS3U	TGJ4M ICS4U

\* Available as an After School programming option only  
+ Half-credit courses

### AVAILABILITY OF COURSES

The courses in this document are offered each year, subject to sufficient enrollment, unless otherwise indicated. **Schedule conflicts may preclude certain combinations of subjects.**

### COURSE SELECTION PROCESS

Course Selection Evenings are held in late November and early December for current Grade 8, 9 and 10 students, and early January for Grade 11 students. These evenings provide both parents and students with an opportunity to review OSSD and Bayview Glen Diploma requirements. During these presentations, course selection sheets and course calendars are distributed and explained by the Director of Teaching and Learning and the Department Heads. In addition to consulting with their Mentor, students are encouraged to meet with their teachers, Department Heads, the Director of University Counselling, or the Director of Teaching and Learning to discuss course selections and options. Students are encouraged to look ahead by selecting courses

required for their university programme of choice. After the forms are collected, Student Services verifies that selections have appropriate prerequisites, and that the compulsory requirements for both the OSSD and the Bayview Glen Diploma are met. Once prerequisites and compulsory requirements have been confirmed, course selections are entered into a database. A timetable template is generated, minimizing course conflicts. Potential conflicts are identified and students are counselled on alternate options, before the timetable is finalized.

### COURSE CODES

The Ministry of Education provides each course with a five-character code that uniquely identifies the subject (i.e. SCH3U or LWSBD). The code can be interpreted as follows:

CHARACTER 1	
<b>A</b> The Arts	<b>I</b> Computer Studies
<b>C</b> Canadian & World Studies	<b>L</b> Languages
<b>E</b> English	<b>M</b> Mathematics
<b>F</b> French	<b>P</b> Health and Physical Education
<b>G</b> Guidance and Career Education	<b>S</b> Science
<b>H</b> Social Sciences and Humanities	<b>T</b> Technological Education

CHARACTERS 2 & 3	
<i>Identify the specific course</i>	
i.e. SPH4U, the PH identifies the course as Physics	

CHARACTER 4	
<i>Indicates the grade level</i>	
<b>1</b> Grade 9	<b>3</b> Grade 11
<b>2</b> Grade 10	<b>4</b> Grade 12

CHARACTER 5	
<i>Indicates the level of difficulty of the course</i>	
<b>D Academic</b> – Academic courses emphasize theory and abstract problems.	<b>U University Preparation</b> – University Preparation courses are developed in close collaboration with universities.
<b>P Applied</b> – Applied courses focus on practical applications and concrete examples.**	<b>C College Preparation</b> – College preparation courses are developed in close collaboration with colleges.**
<b>O Open</b> – Open courses are designed to prepare students for further study in certain subjects and to enrich their education generally.	<b>M University or College Preparation</b> – University or College preparation courses are developed in close collaboration with both universities and colleges.

*\*\*Please note that we do not offer Applied (P) or College Preparation (C) courses at Bayview Glen.*

### FINAL CULMINATING ACTIVITIES AND EXAMINATIONS

The Summative Assessment period at the end of the year provides students with opportunities to demonstrate their achievement of the enduring lessons addressed over the course of the year. Such assessments may take the form of Independent Study Projects, presentations, media assignments, lab reports and tests. All of these assessments, combined with the final exam, will make up 30% of your child’s final grade. Any work prior to this period counts for 70% of the final grade.

Final examinations occur after the Summative Assessment Period. Attendance for these days will be taken during the exam. Students are not expected to be at school if they are not writing an exam. Should they wish to come to school to study, they must be in uniform. A doctor’s note must be produced if a student is not in attendance at the exam, and the Assistant Head, Upper School must be notified.

### ACADEMIC INTEGRITY

Students are expected to act with honesty and integrity in all academic work. Students are taught appropriate techniques for crediting sources, and are required to use these at all levels. As academic seniority increases, expectations for academic honesty become more stringent.

Please note:

- submitting the thoughts or writings of others as if they were your own is plagiarism
- work complete with the aid of a tutor may not be substituted as the student’s own work
- while discussion and advice are welcome, tutors, parents and other family members are asked not to revise/re-write student’s assignments
- academic work completed for one course may not be submitted for use in another course, unless specific permission is requested and is granted by the teachers assigning the work
- sharing or copying work of another is not allowed

Students suspected of academic dishonesty may be expected to provide a successful oral defence of the assignment as well as all rough drafts. Plagiarised work will not be considered for evaluation. Students will be expected to complete an assignment in order to meet or surpass the requirements of the original assignment. Plagiarism, or any other form of academic dishonesty, will be viewed as a serious offence.

At Bayview Glen, we believe all students approach their academic work with honesty and integrity. We believe that situations where academic dishonesty arise provide a learning opportunity. That being said, we feel it necessary to have a policy in place to help students learn and understand the importance of academic integrity and proper application of research.

Students must understand that the tests, assignments, projects and exams they complete for evaluation must be their own work and that Academic Dishonesty will not be condoned. The expectation is that students are applying research according to proper academic procedures as instructed by their teachers.

Teachers have at their discretion the use of “Turnitin”, an online submission tool that vets student assignments and helps students learn and understand proper research application and citation in their work. The expectation is that teachers are using this for any research-based assignment of substantial length.

There is a two part process when a student is suspected of Academic Dishonesty:

### 1) Investigation of Behaviour:

When, with reasonable grounds, a teacher recognizes an instance of academic dishonesty the teacher will:

- inform the appropriate Head of Department and the Director of Teaching and Learning
- retain the student assignment and request any rough drafts and research material
- source the original material that was potentially used inappropriately
- meet with the Director of Teaching and Learning to further investigate the potential academic dishonesty and discuss next steps

### 2) Consequences for Academic Dishonesty:

If it was determined through the investigation process that a student did commit a form of Academic Dishonesty, the Director of Teaching and Learning shall, in consultation with the Assistant Head of School, meet with the teacher and student to formulate appropriate consequences, which could include, but is not limited to, one or more of the following:

- contacting the parent(s) of the student
- rewriting the assignment with proper citation and research process skills
- writing a make-up assignment
- attending a seminar on proper citation and research process, and work with the teacher and or librarian to demonstrate proper skills
- a deduction of marks on the assignment
- an designation of a ‘0’ on the assignment
- placement of student on academic probation
- suspension or expulsion from the school

In cases of peer-to-peer academic dishonesty, all students involved will be considered to have committed academic dishonesty regardless of their level of involvement.

### LATE ASSIGNMENT, TEST AND SEMINAR POLICY

At Bayview Glen, every effort is made to ensure a balance between daily homework, tests and larger assignments. Teachers publish test dates and assignment due dates on Blackboard to support students in planning their time accordingly. With this in mind, the following policy outlines the additional support that students receive when they miss a due date or a test.

Students are encouraged and supported to plan ahead accordingly. If a student knows in advance that they cannot be in class to submit an assessment or to sit for a test, or if the student has reasonable grounds, they may use the Extension Request Form.

## Whole Life

To spread their wings fully, children need to feel it’s okay to be smart, to ask questions, to take risks trying new things – *or simply be themselves*. From age two to university entrance, Bayview Glen allows students to achieve their potential in a secure environment, to build confidence and character.

If an assessment is not submitted on the published due date, and without prior acknowledgement of an extension given by the teacher, the teacher will:

- conference with student to establish a new due date and next steps to ensure its submission on that new date
- notify parents via a phone call or Email home of the late assignment and the new due date. The homeroom/mentor teacher will be informed as well
- establish an extra help schedule for the student, if required, for additional support

On the new due date, the teacher will ensure:

- If submitted: Email home and homeroom teacher to inform them of successful submission
- If **not** submitted, the teacher will:
  - Conference with the student and establish a new due date and institute a reasonable and appropriate **mark penalty** on a per day basis
  - The student will attend **mandatory** extra-help until assignment is completed (times to be determined in the student conference)
  - Contact parents via phone or Email, and inform the mentor, the Director of Teaching and Learning and the Assistant Head of School.

### Failed Test - Not Meeting Expectations (i.e. under 60%)

In the case of failed test, the teacher will:

- Conference with student about the mark
  - how did you prepare?
  - any additional info we should know about the writing of this assessment?
  - is this an accurate reflection of your learning - why/why not?
- Determine learning plan moving forward: (NB mentor may need to be consulted here)
  - Teacher and student determine a learning plan
    - could include:
      - mandatory extra-help
      - redoing the assignment
      - completing a new assignment for adjusted marks
      - learning strategist consultation.
  - Inform the homeroom/mentor teacher of result and plans to move forward
  - Teacher phone/Email call home to inform parents of mark
    - follow up with conference and next steps
  - Teacher and student implement plan and 2 weeks later the teacher circles back to parent and mentor.

### COURSE INFORMATION

On the following pages, please find course descriptions for each of the courses offered. More detailed information for each of the courses can be found in the Course Outlines, which are available from the Director, Teaching and Learning upon request.

All Ontario curriculum policy documents are available at [www.edu.gov.on.ca](http://www.edu.gov.on.ca).

# COURSE DESCRIPTIONS

## ENGLISH

The English programme in Grades 9 to 12 includes compulsory courses and one senior level optional course. These courses emphasize strong core competencies in listening, speaking, reading, writing, viewing, and representing. Students must take one compulsory course in English in each grade.

The English curriculum is based on the belief that language learning is critical to responsible and productive citizenship, and that all students can become successful language learners. The curriculum is designed to provide students with the knowledge and skills that they need to achieve this goal. It aims to help students become successful language learners.

**English** ENG1D (1 Credit) • 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 analyze 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.

**English** ENG2D (1 Credit) • Prerequisite: ENG1D

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze 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.

**English** ENG3U (1 Credit) • Prerequisite: ENG2D

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

**Media Studies** EMS3O (1 Credit) • Prerequisite: ENG2D

This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analyzing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading, and writing.

**English** ENG4U (1 Credit) • Prerequisite: ENG3U

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

**The Writer’s Craft** EWC4U (1 Credit) • Prerequisite: ENG3U

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

**Ontario Secondary School Literacy Course** OLC4O (1 Credit)

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test. Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a literacy portfolio containing a record of their reading experiences and samples of their writing.

Eligibility requirement: students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course.

## THE ARTS

The Arts programme provides students with opportunities to develop creative, expressive, and performance potential, and to share their accomplishments with the school and the community. Each of the disciplines involves practical, theoretical, and presentation elements. The individual courses are developed to suit a wide range of student interests and abilities, including those who wish to pursue programmes at the university level. All three Arts programmes endeavour to instill a lifelong enjoyment of the Arts while building self-confidence and developing a connection between commitment and success.

**Integrated Arts** ALC1O (1 Credit) • Prerequisite: None

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

## DRAMA

**Drama** ADA1O (1 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 analyze drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

**Drama** ADA2O (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.

**Drama** ADA3M (1 Credit) • Prerequisite: ADA1O or ADA2O

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

**Drama** ADA4M (1 Credit) • Prerequisite: ADA3M

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

## VISUAL ARTS

**Visual Arts** AVI1O (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.

**Visual Arts** AVI2O (1 Credit) • Prerequisite: None

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

**Visual Arts** AVI3M (1 Credit) • Prerequisite: AVI1O or AVI2O

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

**Visual Arts** AVI4M (1 Credit) • Prerequisite: AVI3M

This course focusses 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.

**MUSIC**

**Music** AMU10 (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.

**Music** AMU20 (1 Credit) • 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.

**Music** AMU3M (1 Credit) • Prerequisite: AMU10 or AMU20

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.

**Music** AMU4M (1 Credit) • Prerequisite: AMU3M

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

**LANGUAGES**

**The Languages programme focusses on developing the language knowledge and communication skills students will need to function effectively in the international community, both as professionals and private citizens. Students will develop the ability to speak, listen, read, and write with precision and confidence. Because language and culture are closely related, students will also learn to understand and appreciate other cultures.**

**FRENCH**

**Core French** FSF1D (1 Credit) • 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 continue to develop language knowledge and skills 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 the skills necessary to become life-long language learners.

**Core French** FSF2D (1 Credit) • Prerequisite: FSF1D

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

**Core French** FSF3U (1 Credit) • Prerequisite: FSF2D

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, adn 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.

**Core French** FSF4U (1 Credit) • Prerequisite: FSF3U

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

**Extended French** FEF4U (1 Credit) • Prerequisite: FEF3U

The course further emphasizes the consolidation of communication skills required to interact in French for various purposes about concrete and abstract topics. Students will independently apply language-learning strategies in a variety of real-life and personally relevant contexts, and will broaden their creative and critical thinking skills through responding to and analyzing oral and written texts. Students will increase their knowledge of the language through the study of understanding and appreciation of diverse French-speaking communities and to develop the skills necessary to become life-long learners.

**MANDARIN**

**Mandarin, Academic** LKMBD (1 Credit) • Prerequisite: LKMAD (Level 1)

This course provides students with the language learning experiences that will enable them to communicate in the language of study. 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 the language under study is spoken by taking part in community-sponsored events and activities involving both print and technological resources.

**Mandarin, Academic** LKMCD (1 Credit) • Prerequisite: LKMBD (Level 2)

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.

**Mandarin, Academic** LKMDD (1 Credit) • Prerequisite: LKMCD (Level 3)

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.

**SPANISH**

**Spanish** LWSBD (1 Credit) • Prerequisite: None

This course provides students with the language learning experiences that will enable them to communicate in the language of study. 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 the language under study 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.

**Spanish** LWSCU (1 Credit) • Prerequisite: LSWBD

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.

**Spanish** LWSDU (1 Credit) • Prerequisite: LWSCD

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.

## GUIDANCE AND CAREER EDUCATION

**The Guidance and Career Education curriculum focusses on skill development that will help students better manage their time, resources, and dealings with other people to improve their opportunities for success both in school and in their future lives.**

### Career Studies

GLC20 (0.5 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 student focus on their goals through the development of a career plan.

This course will feature blended learning activities. It is designed to build the necessary organizational and academic competencies for success in online learning environments.

## MATHEMATICS

**The Mathematics programme prepares students to continue the study of mathematics at the university level. All courses are enriched, exceeding Ministry standards. Students have the opportunity to take mathematics one grade level in advance, culminating with Advanced Placement Calculus being offered in Grade 12. Technology has been integrated into the curriculum to allow students to focus on the underlying concepts. However, the importance of mastering essential algebraic skills is emphasized. Students are encouraged to relate the coursework to real-world applications.**

### Principles of Mathematics

MPM1D (1 Credit) • 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.

### Principles of Mathematics

MPM2D (1 Credit) • Prerequisite: MPM1D

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

### Functions

MCR3U (1 Credit) • Prerequisite: MPM2D

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

### Functions and Applications

MCF3M (1 Credit) • Prerequisite: MPM2D

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focusses 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.

### Mathematics of Data Management

MDM4U (1 Credit) • Prerequisite: MCF3M or MCR3U

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing large amounts of information; solve problems involving probability and statistics; and carry out a culminating project 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.

### Advanced Functions

MHF4U (1 Credit) • Prerequisite: MCR3U

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

### Calculus and Vectors

MCV4U (1 Credit) • Prerequisite/Corequisite: MHF4U

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, 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 (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).*

## HEALTH AND PHYSICAL EDUCATION

**The Health and Physical Education programme is designed to promote regular, enthusiastic participation in physical activity, as well as an overall appreciation for lifelong healthy, active living. The courses will help students understand how their personal actions and decisions affect their health, fitness and well-being. All courses in this curriculum address relevant and practical issues, and allow students to participate in a wide variety of activities that promote fitness and develop healthy living skills and personal competence.**

### Healthy Active Living Education

PPL1O (1 Credit) • 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.

### Healthy Active Living Education

PPL2O (1 Credit) • Prerequisite: None

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, 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.

### Healthy Active Living Education

PPL3O (1 Credit) • Prerequisite: None

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

### Personal and Fitness Activities

PAF3O (1 Credit) • Prerequisite: None

This course focusses on the development of a healthy lifestyle through participation in a programme of conditioning activities (e.g. circuit training, weight training, cardio machines, other resistance exercises, team sports, running, aerobics, yoga, etc.) 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.

### Introductory Kinesiology

PSK4U (1 Credit) • Prerequisite: PAF3O, PPL3O, or any Grade 11 university preparation course in science

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

## SCIENCE

The overall aim of the secondary Science programme is to ensure scientific literacy. The Science programme is founded on the premise that students learn science most effectively when they are active participants in their own learning. Such participation is achieved when science concepts and procedures are introduced through an investigative approach and are connected to students' prior knowledge in meaningful ways.

### Science

SNC1D (1 Credit) • Prerequisite: None

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

### Science

SNC2D (1 Credit) • Prerequisite: SNC1D

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

### Environmental Science

SVN3M (1 Credit) • Prerequisite: SNC2D

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

### Biology

SBI3U (1 Credit) • Prerequisite: SNC2D

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

### Chemistry

SCH3U (1 Credit) • Prerequisite: SNC2D

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.

### Physics

SPH3U (1 Credit) • Prerequisite: SNC2D

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 analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

### Earth and Space Science

SES4U (1 Credit) • Prerequisite: SNC2D

This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence.

### Biology

SBI4U (1 Credit) • Prerequisite: SBI3U

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.

### Chemistry

SCH4U (1 Credit) • Prerequisite: SCH3U

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

### Physics

SPH4U (1 Credit) • Prerequisite: SPH3U

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

## SOCIAL SCIENCES AND HUMANITIES

**The Social Science programme provides students with opportunities to study how people interact with and within their social and physical environments today, and how they did so in the past. Although these subjects differ widely in topic and approach, they all explore some aspect of human society, thought, and culture. These courses teach students a variety of fundamental skills, such as formulating appropriate questions, collecting and analyzing data, differentiating between evidence and opinion, recognizing bias, and organizing and communicating results effectively.**

### Issues in Canadian Geography

CGC1D (1 Credit) • 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.

### Civics and Citizenship

CHV2O (0.5 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.

### Canadian History since WWI

CHC2D (1 Credit) • Prerequisite: None

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

### World History to the End of the Fifteenth Century

CHW3M (1 Credit) • Prerequisite: CHC2D

This course explores the history of various societies 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.

### The Individual and the Economy

CIE3M (1 Credit) • Prerequisite: CHC2D

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

## Introduction to Anthropology, Psychology and Sociology

HSP3U (1 Credit) • Prerequisite: The Grade 10 academic course in English, or the Grade 10 academic History course (Canadian and World Studies)

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

## Challenge and Change in Society

HSB4U (1 Credit) • Prerequisite: Any university or university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

This course focusses 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 analyze how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyze 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.

## Canadian and International Law

CLN4U (1 Credit) • 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 Canada and international contexts.

## Analysing Current Economic Issues

CIA4U (1 Credit) • 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.

## World Geography: Urban Patterns and Population Issues

CGU4M (1 Credit) • Prerequisite: Any university, university/college, or college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

This course explores global population distribution, why people live where they do, and variations in their quality of life. Students will examine current population patterns and trends related to urbanization and their impact on human and natural systems. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate issues related to urban life and will propose courses of action aimed at enhancing the sustainability of cities around the world.

## Philosophy: Questions and Theories

HZT4U (1 Credit) • 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.

## Canadian and World Politics

CPW4U (1 Credit) • Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

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

## World History since the Fifteenth Century

CHY4U (1 Credit) • Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities.

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

## BUSINESS

The Business Studies programme strives to help students develop a deeper understanding of the world of business and to focus their interests in this area. Students will focus on the key skills and concepts of accounting and marketing, and will develop their understanding of the nature of leadership and the ways in which businesses are structured and managed to achieve organizational goals.

### Introduction to Business

BBI2O (1 Credit) • Prerequisite: None

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

### Financial Accounting Fundamentals

BAF3M (1 Credit) • Prerequisite: None  
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 a merchandising business, computerized accounting, financial analysis, and ethics and current issues in accounting.

### Financial Accounting Principles

BAT4M (1 Credit) • Prerequisite: None  
Financial Accounting Fundamentals, Grade 11, 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.

**TECHNOLOGICAL EDUCATION AND COMPUTER STUDIES**  
Computer-related courses begin with a broad-based introduction to technological education. By the end of Grade 10, students will have the option to choose to focus on media communications-related courses or computer programming-related courses; each providing different computer learning opportunities. The two pathways are categorized as Technological Education and Computer Studies.

The Technological Education programme exposes students to a range of subject areas and skills. Students will work on projects that encompass different technological areas, using a range of equipment and resources suited to projects in design and communication. Projects may include video/movie production, radio and audio production, print and graphic communications, photography, and interactive media and animation. Additionally, programming opportunities will provide students with insight into the Computer Studies pathway.

The Computer Studies programme offers a variety of courses to help students develop a deeper understanding of the world of computer science and computer programming, and to help focus their interests in this area. Students will be provided with a foundation in the broad spectrum of computer science concepts and applications. Students will explore the theoretical underpinnings of computer science, design software, working independently and as part of a team using industry-standard programming tools and the software development life-cycle model; and investigate various computer-science related topics.

### Communications Technology

TGJ2O (1 Credit) • Prerequisite: None

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

### Communications Technology

TGJ3M (1 Credit) • Prerequisite: None

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues, and will explore college and university programs and career opportunities in the various communications technology fields.

**Introduction to Computer Science**

ICS3U (1 Credit) • Prerequisite: None

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.

**Communications Technology**

TGJ4M (1 Credit) • Prerequisite: TGJ3M

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

**Computer Science**

ICS4U (1 Credit) • Prerequisite: ICS3U

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

# NOTES

*Whole World*

Bayview Glen students have merely to look at one another to appreciate the rich diversity of our world. We celebrate that everyday, taking every opportunity to learn from each other. Furthermore, our girls and boys embrace the larger world as a classroom filled with unique, hands-on lessons.

**MEMBERSHIPS**

*Bayview Glen is a proud member of:*

**Round Square**

An international association of more than 100 schools worldwide whose purpose is to empower students through experiential learning to become the leaders and guardians of tomorrow’s world.

For more information, visit [www.roundsquare.org](http://www.roundsquare.org)

**Canadian Accredited Independent Schools (CAIS)**

A community of independent schools in Canada, whose mission is to explore and pursue exemplary leadership, training, research and international standards of educational excellence. Formerly CESI and SEAL.

For more information, visit [www.cais.ca](http://www.cais.ca)

**Conference of Independent Schools of Ontario (CIS Ontario)**

A collegial group of 47 member schools working together to advance educational excellence in Ontario Independent schools.

For more information, visit [www.cisontario.ca](http://www.cisontario.ca)

**Advanced Placement (AP)**

Since its inception in 1955, AP has provided motivated high school students with the opportunity to take college-level courses in a high school setting. There are currently more than 110,000 teachers leading AP courses in high schools worldwide.

For more information, visit [www.ap.ca](http://www.ap.ca)

## OUR MISSION

To provide an excellent education, through high expectations of academic achievement and caring individual support, to enable students to learn, to grow and to become responsible, productive and contributing members of the global community.

To develop the whole person by fostering self-worth and love of learning through a diversified curriculum, promoting intellectual, physical and emotional growth.

To maintain a multicultural community among students, parents, faculty, staff, alumni and friends.

To develop in our students respect and concern for themselves and for others, with the confidence and integrity to meet challenges.



**BAYVIEW GLEN**

*Whole Child. Whole Life. Whole World.*

Bayview Glen Moatfield Campus

85 Moatfield Drive, Toronto, Ontario M3B 3L6

T 416.443.1030 F 416.446.0984 [www.bayviewglen.ca](http://www.bayviewglen.ca)

AGE 2 TO UNIVERSITY ENTRANCE • CO-EDUCATIONAL • MULTICULTURAL • MULTI-DENOMINATIONAL