

2026-2027

Upper School

COURSE CALENDAR

Credit Courses | Grades 9 to 12

Bayview Glen

Whole Child. Purposeful Life. Better World.

Bayview Glen

Whole Child. Purposeful Life. Better World.

In the Upper School, students are empowered to think critically and independently to prepare them for life beyond Bayview Glen. Our inquiry-driven, hands-on, and interdisciplinary curriculum challenges them to ask meaningful questions, conduct thorough research, and design real-world solutions.

With a wide range of Advanced Placement courses, students experience the rigour of university-level learning in a supportive, collaborative environment. Our expert teachers help each student understand how they learn best, guiding them to take ownership of their education, think creatively and ethically, and make thoughtful decisions about their unique pathways and purpose.

A broad co-curricular programme – including athletics, arts, service learning, and leadership – encourages students to develop courage, emotional intelligence, creativity, and global awareness. Through Round Square, they are provided with opportunities to connect with peers around the world, take part in international conferences and service projects, and grow as empathetic, culturally adept citizens.

Bayview Glen graduates leave ready to thrive at top universities and lead meaningful, impactful lives.

This Course Calendar is a planning tool designed to help students, parents, 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 a description of all credit courses offered at Bayview Glen. The calendar also offers an explanation of the additional graduation requirements that are unique to the Bayview Glen programme.

CURRICULUM

The completion of secondary school is an essential step towards both post-secondary education and the workplace. Bayview Glen is committed to the success of all its students. The school offers a full-year, balanced academic programme that integrates Humanities, Mathematics, Physical and Social Sciences and the Arts. Students are encouraged to maintain diversity in their curriculum choices and are required to participate in the Arts, Athletics, and the Community Involvement programme. Bayview Glen students learn in a technology-enhanced environment, and are supported by a Learning Commons and numerous other community resources including the Alumni Mentorship programme, Parent Association, parent volunteers, and local community services.

- The Bayview Glen curriculum emphasizes:
- » 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, and 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, national, and international communities.

DIPLOMA REQUIREMENTS
ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)
Students are required to remain enrolled in school until the age of 18, or until they have completed the requirements for graduation, whichever comes first. In order to graduate with the OSSD, a student must successfully complete 30 credits. A 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. If you started Grade 9 in 2023 or in prior years, you must earn the required 18 compulsory credits and 12 additional elective credits as follows:

Compulsory Credits (Total of 18)			
4	credits in English (1 credit per grade) ¹	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 ⁵
1	credit in Health and Physical Education	1	credit in French as a Second Language ⁶
½	credit in Career Studies	½	credit in Civics
1	GROUP 1: additional credit in English, or French as a second language ² , 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 ³		
1	GROUP 2: 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 ² , or Co-operative education ³		
1	GROUP 3: additional credit in Science (Grade 11 or 12), or Technological Education, or French as a second language ² , or Computer Studies, or Co-operative Education ³		
In addition, students must complete:			
Two online learning credits ⁴			
✓	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)		

Students entering Grade 9 in 2024-25 onwards, must earn the required 17 compulsory credits and 13 additional elective credits as follows:

Compulsory Credits (Total of 17)			
4	credits in English (1 credit per grade)*	3	credits in Mathematics (Grade 9, Grade 10 and 1 credit in Grade 11 or 12)
2	credits in Science	1	credit in Technological Education (Grade 9 or Grade 10)
1	credit in Canadian History (Grade 10)	1	credit in Canadian Geography (Grade 9)
1	credit in the Arts ⁵	1	credit in Health and Physical Education
1	credit in French as a Second Language ⁶	½	credit in Career Studies
		½	credit in Civics
1	credit from the STEM-related course group.		
	STEM-RELATED COURSE GROUP: Of the 17 compulsory credits, you must complete 1 from the following group:		
	<ul style="list-style-type: none">• Business Studies• Computer Studies• Cooperative Education• Mathematics (in addition to the 3 compulsory credits currently required)• Science (in addition to the 2 compulsory credits currently required)• Technological Education (in addition to the 1 compulsory credit required)		
In addition, students must complete:			
	Two online learning credits****		
✓	13 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)		
✓	Financial Literacy Requirement (Grade 10, Starting in September 2026)		

¹ The Ontario Secondary School Literacy Course (OSSLC) may be used as either the Grade 11 or the Grade 12 compulsory English credit.

The Ministry of Education Makes Available:
The Ontario Secondary School Certificate (OSSC): The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum 14 credits.

The Certificate of Accomplishment (CoA): Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programmes or other kinds of further training, or who plan to find employment after leaving school.

COMMUNITY INVOLVEMENT

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

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 and to further develop their leadership skills. Refer to the Student Resources for details of the Ministry of Education guidelines with respect to community involvement 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 the OSSD. The test is based on the Ontario curriculum expectations for reading and writing for skills developed to the end of Grade 9. Although it is typically written in Grade 10, the test can be written at any time before graduation. The School is responsible for all accommodations, special provisions, deferrals and exemptions. More information is available on the EQAO website, www.eqao.com. Students who have been unsuccessful on the OSSLT may earn the literacy graduation requirement through the successful completion of the full-credit Grade 12 Ontario Secondary School Literacy Course (OSSLC). This course is not currently offered at Bayview Glen.

The Grade 11 course “Understanding Contemporary First Nations, Métis and Inuit Voices” may be used as the Grade 11 compulsory English credit.
For English language learners, a maximum of three compulsory English credits may be earned from English as a second language (ESL) or English literacy development (ELD) courses. The fourth credit must be a Grade 12 compulsory English course.
² *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.*
³ *A maximum of 2 credits in Co-operative Education can count as compulsory credits.*
⁴ *Bayview Glen has opted out of the online learning graduation requirement (more information can be found on page 4).*
⁵ *The Grade 9 course “Expressions of First Nations, Métis and Inuit Cultures” may be used as the compulsory arts credit.*
⁶ *Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native languages course as the compulsory credit for French as a second language.*
[±] *The 12/13 optional (elective) credits may include up to 4 credits earned through approved dual credit courses. Note that dual-credit courses are not offered at Bayview Glen.*

THE BAYVIEW GLEN DIPLOMA

Students who choose to attend Bayview Glen commit to an enriched programme that emphasizes community involvement, leadership and personal growth, global citizenship, and enhanced academics.

The Bayview Glen diploma is awarded to those students who have demonstrated that commitment by completing the following additional requirements above and beyond those of the OSSD:

Community Involvement
Grades 9-12: Adherence to the School’s Code of Conduct including the policies regarding Academic Integrity and Appropriate Use of Technology; and meaningful participation in, and reflection upon, community service to a total of 15 hours per year.
Leadership and Personal Growth
Grades 9-12: Active involvement in at least one major co-curricular activity (e.g. sports team, musical ensemble, or competitive club) in each year; and
Grades 9-11: Participation in the School’s outdoor challenge and leadership excursions, or a pre-approved alternative each year; and
Grades 9-12: Completion of the Grade 9-12 Signature Programmes.

Enhanced Academics
Grade 9: Maintain a minimum course load of eight courses, including ENL1W, at Bayview Glen;
Grade 10: Maintain a minimum course load of eight courses, including GLC2O, CHV2O, and ENG2D, at Bayview Glen;
Grade 11: Maintain a minimum course load of six courses (seven recommended), including ENG3U or EMS3O, at Bayview Glen; and
Grade 12: Maintain a minimum course load of five courses (six recommended). Including ENG4U at Bayview Glen.
Grade 9-12: Students are expected to maintain a balanced academic portfolio, each year (one humanity; and /or health and physical education; and/or art; and/or modern language).

Students who intend to pursue Mathematics and/or Sciences at the post-secondary level are also strongly encouraged to complete Grade 11 and 12 courses in those disciplines at Bayview Glen and not through outside providers.
Note that, depending on the total number of credits earned and their intended post-secondary destinations, some students may be required to take more than the minimum number of courses in Grades 11 and/or 12.
Students seeking accommodations to the Bayview Glen Diploma requirements for reasons associated with a PLP or EAP, or owing to other exceptional circumstances, should consult with Student Services, **prior to** submitting course selections.

ONLINE LEARNING GRADUATION REQUIREMENT

Students are required to earn two online learning credits to graduate from secondary school, beginning with every student who entered Grade 9 in the 2020-21 school year. The graduation requirement is intended to support students in developing familiarity and comfort with learning and working in a fully online environment, as well as developing digital literacy and other important transferable skills that they will need for success after secondary school, including in post-secondary education and the workplace. Principals of inspected private schools may exempt all students of the school from this graduation requirement. As Bayview Glen’s enriched technological and academic programme fully prepares students for the technological world beyond high school, we have opted out of this graduation requirement.

GLOBAL STUDIES CERTIFICATE

Whole Child. Purposeful Life. Better World.
At Bayview Glen, we envision a world where education transcends borders and fosters generations of empathetic, compassionate, and informed global citizens. Through our Global Education programming, Bayview Glen students will be equipped with the intercultural skills, values, and perspectives necessary to thrive in a globally interconnected world. We are committed to developing bold leaders who will champion sustainable development, advocate for social justice, and uphold respect for diversity.

Our **Global Studies Certificate (GSC)** is a signature programme that empowers students to explore the world through four interconnected themes: *Learn, Experience, Engage*, and *Act*. Through a rigorous and inclusive curriculum, students will refine their intercultural competencies to address complex global issues with humility, compassion, and care, creating a just and environmentally conscious future for generations to come. To earn the Global Studies Certificate (GSC), Upper School students choose internationally focussed courses, participate in global experiences, join a co-curricular club or activity with an international emphasis, and engage in community action on an issue they are passionate about that reflects global awareness.

CRITERIA

- 1. Learn:** Complete FOUR full-credit courses with an internationalized curriculum from the approved list. **Credit Courses with a Specified International Focus**
- World History to the End of the Fifteenth Century CHW3M
 - Analyzing Current Economic Issues CIA4U
 - Core French FSF3U, FSF4U, FEF4U
 - Human Development Throughout the Lifespan HHG4M
 - Challenge and Change in Society HSB4U, HSB4US, HSB4UR
 - Introduction to Anthropology, Psychology and Sociology HSP3U
 - Simplified Chinese LKBCU or LKBDU
 - Spanish LWSCU, LWSDU, IDC4US
 - World Issues: A Geographic Analysis CGW4U
 - World History Since the Fifteenth Century CHY4U
 - Canadian and International Law CLN4U
 - Canadian and International Politics CPW4U
 - Digital Technology and Innovations in the Changing World IDC2O

- International Business Fundamentals BBB4M
- American History CHA3U
- Any International Language as described in the curriculum policy document and International Languages at the C or D level

2. Experience: Participate in ONE of the following global experiences between Grades 9 and 12: Round Square International Service Project; Round Square Conference; Round Square Exchange; Global Learning Experience programme; Model United Nations Conference; Robotics International Competition; Envoys Summit; Round Square Virtual Postcards or Global Education Benchmark Group Dialogues.

3. Engage: Actively participate in an Upper School club or activity or a local community organization with a local, national, or international focus for a minimum of two years.

4. Act: Through a Youth Participatory Action Research (YPAR) framework, students will challenge themselves to develop innovative solutions to issues they are passionate about, aiming to make a measurable, meaningful impact on those most affected. This project will be mentored by the Director of Global Education and Strategic Partnerships.

COURSE LOAD AND CREDITS EARNED OUTSIDE BAYVIEW GLEN

As an inspected independent school, the Head of School is authorized to grant credits towards the OSSD. Bayview Glen strives to provide a high-quality and coherent educational programme that exceeds Ministry standards and prepares its graduates for admission to and success in top-tier post-secondary institutions worldwide. Although the school recognizes that from time to time there may be special circumstances that preclude a student from completing all their credits at the School, in order to set the conditions for continued student success and to preserve the quality, consistency, and integrity of a Bayview Glen education, we strongly discourage students from obtaining credits from outside providers when those courses are also offered and available to students at Bayview Glen.

While Bayview Glen is required by provincial regulations to record on the Ontario Student Transcript (OST), count towards the OSSD, and submit with post-secondary applications all credits properly awarded by a public or inspected private school, the school applies the following internal policies and procedures with respect to credits earned through other providers:

1. The marks for credits earned at outside providers submitted for post-secondary application purposes are annotated with the Board School Identification number (BSID) of the granting school
2. Where a course is not offered by Bayview Glen, with prior permission of the Head of School, a student may include courses taken at the E-Learning Consortium, Independent Learning Centre, or other providers as part of their minimum course load
3. Where a student earns a credit outside Bayview Glen for which the prerequisite credit has not yet been earned, the credit will be recorded on the OST once the prerequisite credit is completed

4. Students must maintain the required minimum course load in order to be eligible to earn the Bayview Glen Diploma or be placed on the Honour Roll or Head’s Honour Roll; marks earned in courses outside Bayview Glen are not counted in the calculation of a student’s average for Honour Roll or awards purposes
5. Save under exceptional circumstances and with prior permission of the Head of School, students will not be permitted to ‘reach ahead’ by more than one year in a subject (e.g. a Grade 9 student may enrol in a Grade 10 course, but not Grade 11).

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 non-inspected private school or 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 Ontario Secondary School Diploma.

INDEPENDENT LEARNING COURSES

Students who would like to enrol 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 Centre (ILC), or a Bayview Glen approved provider. Information concerning eligibility, enrolment procedures and course offerings is available from the ILC website (www.ilc.org) or from Student Services. **Students must consult with the Head of the 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.

AP CAPSTONE

AP Capstone™ is a diploma programme based on two yearlong AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take.

Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work.

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma™. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate™.

For more information on AP Capstone, please visit: <https://apcentral.collegeboard.org/courses/ap-capstone>

PREREQUISITE COURSES

Courses in Grades 11 and 12 may have prerequisites as a requirement for enrolment. If a student would like to take a course for which they lack the prerequisite, the student or parent must request a waiver of the prerequisite through Student Services at course selection time. After completing the application, the Head of Upper School, and Head of School will determine whether or not the prerequisite should be waived.

Students in Grades 9 and 10 will meet with the their University Guidance Counsellor to develop long-term plans for high school progression. Students in Grades 11 and 12 will focus their course selection on satisfying post-secondary prerequisite subjects for the programmes and institutions of their choice.

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. To meet an individual student’s 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 wishes 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. 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 access his or her OSR. By law, the custodial parents of a student also have access to a 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.

ADVANCED PLACEMENT

The Advanced Placement (AP) programme, provides the 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 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.

The following exams can only be written when enrolled in the corresponding the AP courses at Bayview Glen:

<i>Biology</i>	<i>Macroeconomics</i>
<i>Calculus AB</i>	<i>Microeconomics</i>
<i>Chemistry</i>	<i>Physics 1 – Algebra-Based</i>
<i>Comparative Government and Politics</i>	<i>Physics 2 – Algebra-Based</i>
<i>Computer Science A</i>	<i>Psychology</i>
<i>Environmental Science</i>	<i>Spanish Language and Culture</i>
<i>European History</i>	<i>Studio Art</i>
<i>French Language and Culture</i>	<i>Statistics</i>
<i>Human Geography</i>	<i>United States History</i>

The following AP courses are not offered by Bayview Glen but students may choose to challenge the examination:

<i>Art History</i>	<i>Music Theory</i>
<i>Calculus BC</i>	<i>Physics C: Electricity and Magnetism</i>
<i>Chinese Language and Culture</i>	<i>Physics C: Mechanics</i>
<i>Computer Science Principles</i>	<i>United States Government and Politics</i>
<i>English Language and Composition</i>	<i>World History: Modern</i>
<i>English Literature and Composition</i>	

ONTARIO STUDENT TRANSCRIPT

The school is required to provide a complete record of a student’s 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 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.

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, from a *variety of sources*, 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. Evaluation is the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality (Ministry of Education, *Growing Success*, 2010).

Assessment involves the review of a combination of student products, observations, and conversations for which students receive descriptive feedback, anecdotal notes, marks and/or levels. In the Lower, Prep, and Upper Schools, assessment and evaluation are ongoing with varied opportunities to achieve mastery. Students are graded according to the achievement criteria outlined in the Ontario Curriculum in four broad categories: Knowledge, Thinking, Application, and Communication.

Students are also evaluated on their learning 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).

ACHIEVEMENT – REPORTING

Students receive ongoing feedback from subject teachers throughout the course. Report cards are provided in December, March and June. All report cards include grades, subject comments, learning skills, credit values, and lates and absences.

STUDENT SUCCESS

Bayview Glen is committed to the wellbeing and academic success of all students. In addition to the academic support routinely provided in the classroom, teachers are available for pre-arranged extra help sessions and all students are able to meet with an Upper School Learning Strategist for additional assistance with learning skills and work habits. Students with identified learning difference are also provided individual accommodations in accordance with their Personalized Learning Plans and are supported in these by a Learning Strategist, their Mentors, and their classroom teachers.

COURSE SELECTION PROCESS

Course Selection Evenings are held in January. These evenings provide parents and students with information about the course selection process and the opportunity to connect with teachers and students to discuss course options. In addition to consulting with their mentors, students are encouraged to meet with their teachers, Department Heads, their University Counsellors, or the Director of Teaching and Learning Upper School, 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. Potential conflicts are identified and students are counselled on alternate options, before the timetable is finalized.

FINAL CULMINATING ACTIVITIES AND EXAMINATIONS

For all credit courses, term work will comprise 70% of the student’s final grade, while one or more course culminating activities, such as an independent project, presentation, portfolio, test, or formal examination, will comprise the remaining 30%.

Some final culminating activities may take place during the designated exam period at the end of the year. Students are not expected to be at school if they are not writing an exam on these days. 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 Head of Upper School must be notified.

DAILY SCHEDULE

The Bayview Glen Upper School timetable is based on a rotation of the equivalent of eight 80-minute periods over two days and all classes are scheduled to meet or exceed the required 110 hours of instructional time. Students will receive their personal timetables at the start of school in September.

ATTENDANCE

Students may be scheduled to attend classes on campus and/or online depending on the circumstances and are expected to be present, to be prepared, and to participate in all classes as indicated on their individual timetables. Students who miss a test, presentation, or other significant assignment due to illness will be required to produce appropriate documentation justifying the absence in order to receive 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 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 Resources for more information.

ABSENCES

Parents are asked to call reception at 416.443.1030 and/or send notification via Edsby if a student will be 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 Edsby and contact the teacher or classmates 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 Head of the Upper School, or Head of School.

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 Department by the September deadline to discuss their educational goals and related course choices. Parental permission is required for all course changes.

IN 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.

IN GRADES 11 AND 12

If a student withdraws from a Grade 11 or 12 course within five instructional days following the issue of the March report card, the withdrawal is not recorded on the OST. If a student withdraws from a course more than five instructional days following the issue of the first March 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.

In considering withdrawal from a course, please take note of the School’s policies with respect to minimum course loads in each Grade and their implications for the calculation of averages and eligibility for awards.

ELITE ATHLETES AT BAYVIEW GLEN

The Bayview Glen Elite Athlete Programme is designed to accommodate those students who participate in organized competitive sports sponsored by a recognized body at the provincial, national, or international levels and who devote significant time each week, either during or outside the school day, to practice and competition.

Applicants to the programme and/or their parents will meet with their respective Divisional Head of School to develop an Elite Athlete Plan to support both athletics and academics. Typical accommodations include changes to the student’s schedule and course load and, in the Upper School, the opportunity to earn credits in Health and Physical Education through the Prior Learning Assessment and Recognition (PLAR) process.

Parents and students interested in this programme are encouraged to meet with their Divisional Head in the spring to develop a plan for the beginning of the academic year in September. Once enrolled in the programme, follow up meetings will be held each year to review and, if necessary, make amendments to the plan to ensure that the student’s academic and athletic programmes continue to be properly supported.

When in the Upper School, elite athletes who intend to pursue their chosen sport at the post-secondary level should consult with the Director of University Counselling.

LATE ASSIGNMENTS AND MISSED TESTS

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 Edsby and in OneNote to support students in planning their time accordingly. Students who anticipate that they will need to submit an assignment after the published due date or will absent on the day of a test are expected to submit an Extension Request Form to the appropriate teacher at least 24 hours in advance of the due date and make alternate arrangements to submit or complete the work. This privilege will be withdrawn if abused.

If an assessment is not completed on published due date, and no prior extension has been negotiated, barring sickness or extreme circumstances, the teacher will:

- a. apply a 5% late penalty; then:
- b. meet with the student to establish a new timeline for submission (no more than five school days from the date of the meeting) and put in place measures to ensure the submission or completion of the assignment. In consultation with the Head of the Upper School and Director of Teaching and Learning Upper School, these measures may include requiring students to attend extra help or after-school sessions and/or temporarily withdraw from co-curricular activities until the assignment is completed;
- c. notify parents and the student’s Mentor, and any affected coaches or faculty advisors, of the late assignment, the new due date, and the measures imposed.

On the new due date, the teacher will collect from the student and evaluate such work as has been completed at that date. If no work is submitted, the teacher will consult with the Director of Teaching and Learning, with respect to the awarding of a zero for the missed work.



ACADEMIC PROGRAMME SUMMARY

INTERPRETING THE COURSE CODE

The Ministry of Education provides each course with a unique five-character code (i.e. SCH3U or LWSBD), which is read as follows:

CHARACTER 1: Identifies the subject

- A• The Arts

B• Business Studies

C• Canadian & World Studies

E• English

F• French

G• Guidance and Career Education

H• Social Sciences and Humanities
- I• Computer Studies

L• Languages

M• Mathematics

P• Health and Physical Education

S• Science

T• Technological Education

CHARACTERS 2 & 3:

Identify the specific course (i.e. SPH4U: the PH identifies the course as Physics)

CHARACTER 4: Indicates the grade level

- 1• Grade 9

2• Grade 10
- 3• Grade 11

4• Grade 12

Or the level of a language course

- B• Level 1 of a 3-year programme
- C• Level 2 of a 3-year programme
- D• Level 3 of a 3-year programme

CHARACTER 5: Indicates the level of the course

- W• Destreamed courses offered at the Grade 9 level.
- D• Academic courses develop students’ knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.
- P• Applied courses focus on the essential concepts of a subject and develop students’ knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.**
- O• Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students’ knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.
- C• College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programmes or for admission to specific apprenticeship or other training programmes.**
- U• University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programmes.
- M• University/college preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programmes offered at universities and colleges.
- E• Workplace preparation courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programmes.**

** Courses at these levels are not offered at Bayview Glen

Subject	Course Code	Course Name	Available to Grade				Prerequisite
			9	10	11	12	
Drama	ADA1O	Dramatic Arts, Grade 9	x				
	ADA2O	Dramatic Arts, Grade 10		x			
	ADA3M	Dramatic Arts, Grade 11		x	x		ADA1O or ADA2O
	ADA4M	Dramatic Arts, Grade 12			x	x	ADA3M
Music	AMU1O	Music, Grade 9	x				
	AMU2O	Music, Grade 10		x			
	AMU3M	Music, Grade 11			x		AMU1O or AMU2O
	AMU4M	Music, Grade 12				x	AMU3M
Visual Arts	AVI1O	Visual Art, Grade 9	x				
	AVI2O	Visual Art, Grade 10		x			
	AVI3M	Visual Art, Grade 11			x		AVI1O or AVI2O
	AVI4M/AP	Visual Art, Grade 12				x	AVI3M
Business Studies	BEP2O	Launching and Leading a Business	x	x			
	BAF3M	Accounting Fundamentals			x		
	BAT4M	Financial Accounting Principles				x	BAF3M
	BBB4M	International Business			x	x	
Canadian and World Studies	CGC1W	Exploring Canadian Geography	x				
	CHC2D	Canadian History Since WWI	x	x			
	CHV2O+	Civics and Citizenship		x			
	CHA3U/AP	American History		x	x		CHC2D
	CHW3M	World History to the 15th Century		x	x		CHC2D
	CIE3M-AP	Individual and the Economy - AP Microeconomics		x	x		CHC2D
	CGW4U/AP	Geography: World Issues			x	x	Any C, E, or H course at U or M Level
	CHY4U/AP	World History Since the 15th Century			x	x	Any C, E, or H course at U or M Level
	CIA4U/AP	Economics			x	x	Any C, E, or H course at U or M Level
	CLN4U	Canadian and International Law			x	x	Any C, E, or H course at U or M Level
	CPW4U/AP	Canadian and International Politics			x	x	Any C, E, or H course at U or M Level

Subject	Course Code	Course Name	Available to Grade				Prerequisite
			9	10	11	12	
English	ENL1W	English, Grade 9	x				
	ENG2D	English, Grade 10		x			ENL1W
	ENG3U	English, Grade 11			x		ENG2D
	EMS3O	Media Studies			x		ENG2D
	ENG4U	English, Grade 12				x	ENG3U
	EW4U	Writer's Craft				x	ENG3U
French	FSF1D	Core French, Grade 9	x				
	FSF2D	Core French, Grade 10	x	x			FSF1D
	FSF3U	Core French, Grade 11		x	x		FSF2D
	FSF4U/AP	Core French, Grade 12			x	x	FSF3U
	FEF4U-AP	Extended French, Grade 12 - AP French				x	FEF3U (May be waived for students who have completed FSF4U)
Guidance and Careers Education	GLD2O	Discovering the Workplace	x	x			
	GLC2O+	Career Studies		x			
International Languages†	LKBBD*	Simplified Chinese, Level 1	x	x			
	LKBCU*	Simplified Chinese, Level 2		x	x		LKBBD
	LKBDU*	Simplified Chinese, Level 3			x	x	LKBCU
	LWSBD	Spanish, Level 1	x	x			
	LWSCU	Spanish, Level 2		x	x		LWSBD
	LWSDU/AP	Spanish, Level 3			x	x	LWSCU
	IDC4US-AP§	Spanish Language and Culture				x	Open to students who have completed LWSDU
Mathematics	MTH1W	Mathematics, Grade 9	x				
	MPM2D	Mathematics, Grade 10	x	x			MTH1W
	MCF3M	Functions and Applications		x	x		MPM2D
	MCR3U	Functions		x	x		MPM2D
	MHF4U/PAP	Advanced Functions			x	x	MCR3U
	MCV4U/AP	Calculus and Vectors				x	MHF4U (may be taken as co-requisite)
Health and Physical Education	MDM4U/AP	Data Management			x	x	MCF3M or MCR3U
	PPL1O	Healthy Active Living, Grade 9	x				
	PPL2O	Healthy Active Living, Grade 10		x			
	PAF2O	Personal and Fitness Activities, Grade 10		x			
	PPL3O	Healthy Active Living, Grade 11			x		
	PAF3O	Personal and Fitness Activities, Grade 11			x		
	PPL4O	Healthy Active Living, Grade 12				x	
	PAF4O	Personal and Fitness Activities, Grade 12				x	
	PLF4M	Recreation and Healthy Active Living Leadership				x	Any P course
PSK4U	Kinesiology				x	PPL3O, PAF3O, or any S course at U or M level	
Science	SNC1W	Science, Grade 9	x				
	SNC2D	Science, Grade 10		x			SNC1W
	SBI3U	Biology, Grade 11			x		SNC2D
	SCH3U	Chemistry, Grade 11			x		SNC2D
	SPH3U	Physics, Grade 11			x		SNC2D
	SVN3M	Environmental Science, Grade 11			x		SNC2P or SNC2D
	SBI4U	Biology, Grade 12				x	SBI3U
	SCH4U	Chemistry, Grade 12				x	SCH3U
	SPH4U	Physics, Grade 12				x	SPH3U
Social Sciences and Humanities	HSP3U	Intro to Anthropology, Psychology and Sociology		x	x		CHC2D or ENG2D
	HFA4U	Nutrition and Health			x	x	Any C, E, or H course at U or M Level
	HHG4M/AP	Human Development/AP Psychology			x	x	Any C, E, or H course at U or M Level
	HZT4U	Philosophy			x	x	Any C, E, or H course at U or M Level
Technological Education	TDJ2O	Technological Design, Grade 10	x	x			
	TGJ2O	Communications Technology, Grade 10	x	x			
	TGJ3M	Communications Technology, Grade 11		x	x		
	TGJ4M	Communications Technology, Grade 12			x	x	TGJ3M
Computer Studies	ICD2O	Digital Technology & Innovations in the Changing World		x			
	ICS3U/AP	Intro to Computer Science		x	x		
	ICS4U	Computer Science			x	x	ICS3U
AP Capstone	HSB4US-AP	Challenge and Change in Society - AP Seminar			x		Any C, E, or H course at U or M Level
	IDC4UR-AP§	Interdisciplinary Studies - AP Research				x	Offered to students who have completed HSB4US-AP
Co-operative Education‡		Co-operative Education Linked to a Related Course			x	x	Completion of the related course

+ Half-credit course.

* Available as an after-school programme option only.

§ Students may earn only one of IDC4US-AP or IDC4UR-AP during their sceondary school career.

† Spanish and Mandarin are three-year programmes. Students may choose to begin in either Grade 9 or Grade 10.

‡ More information will be provided about Bayview Glen’s summer Co-operative Education programme during our course selection evenings.

AVAILABILITY OF COURSES

The courses in this document are offered each year, subject to sufficient enrolment, unless otherwise indicated. Schedule conflicts may preclude certain combinations of subjects. Please refer to the following section for a grade-by-grade summary of compulsory and elective courses.

GRADE 9 COURSES

Select all of:

English	ENL1W
Mathematics	MTH1W (if not completed in Grade 8) or MPM2D
Science	SNC1W
History	CHC2D
Arts	ADA1O or AMU1O or AVI1O
Physical and Health Education	PPL1O
Technological Education	TDJ2O or TGJ2O

If you have not already completed these credits you must select them as well:

Geography	CGC1W
French	FSF1D

If you still have room in your timetable, choose from the following options to bring your total number of full courses up to eight:

French	FSF2D
Spanish	LWSBD1
Business	BEP2O
Discovering the Workplace	GLD2O
Art	ADA1O or AMU1O or AVI1O

GRADE 10 COURSES

Select all of:

English	ENG2D
Mathematics	MPM2D or MCF3M or MCR3U
Science	SNC2D
Careers	GLC2O (.5)
Civics	CHV2O (.5)

If you have not already completed these credits you must select them as well:

History	CHC2D
Geography	CGC1W
French	FSF1D
Technological Education	TDJ2O or TGJ2O

Now choose from the following options to bring your total number of full courses up to eight:

Arts	ADA2O AMU2O AVI2O
Business	BEP2O
Canadian and World Studies	CHW3M
Technological Education	TGJ2O or TGJ3M TDJ2O
Computer Studies	ICD2O ICS3U (AP option)
French	FSF2D or FSF3U
Physical and Health Education	PPL2O PAF2O
Social Sciences and Humanities	HSP3U
Spanish	LWSBD or LWSCU
Discovering the Workplace	GLD2O

GRADE 11 COURSES

Select:

English	ENG3U
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If you have not already completed these credits you must select them as well:

Mathematics	MCF3M or MCR3U
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Now choose from the following options to bring your total number of full courses up to a minimum of six (seven recommended):

AP Seminar	HSB4US
Arts	ADA3M AMU3M AVI3M
Business	BAF3M BBB4M
Canadian and World Studies	CHA3U (AP option) CHW3M CIE3M (AP Microeconomics only) CGW4U (AP option) CHY4U (AP option) CIA4U CLN4U CPW4U (AP option)
Communications Technology	TGJ3M or TGJ4M
Computer Science	ICS3U (AP option) ICS4U
English	EMS3O
French	FSF3U or FSF4U (AP option)
Mathematics	MDM4U (AP option) MHF4U (Pre-AP option)
Physical and Health Education	PAF3O PPL3O
Science	SBI3U SCH3U SPH3U SVN3M (AP option)
Social Sciences and Humanities	HSP3U HFA4U HHG4M (AP option) HZT4U
Spanish	LWSCU or LWSDU (AP option)

GRADE 12 COURSES

Select:

English	ENG4U
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Now choose from the following options to bring your total number of full courses up to a minimum of five (six recommended):

AP Research	IDC4UR
Arts	ADA4M AMU4M AVI4M (AP option)
Business	BAT4M BBB4M
Canadian and World Studies	CGW4U (AP option) CHY4U (AP option) CIA4U (AP Macroeconomics option) CLN4U CPW4U (AP option)
Communications Technology	TGJ4M
Computer Science	ICS4U
English	EWC4U
French	FSF4U or FEF4U (if FSF4U was completed in Grade 11) (AP options)
Mathematics	MDM4U (AP option) MHF4U (AP option) MCV4U (AP option)
Physical and Health Education	PAF4O PLF4M PSK4U PPL4O
Science	SBI4U (AP option) SCH4U (AP option) SPH4U (AP option)
Social Sciences and Humanities	HFA4U HHG4M (AP option) HZT4U
Spanish	LWSDU or IDC4US (if LWSDU was completed in Grade 11) (AP options)

ACADEMIC AND BEHAVIOURAL EXPECTATIONS

- Every student is expected to:
- » demonstrate respect for themselves and others
 - » be responsible for their own actions
 - » arrive to school and class on time
 - » provide a note from parents explaining all absences 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 Resources
 - » complete the Community Involvement requirement (minimum of 15 hours per year, starting in Grade 9)
 - » complete the Outdoor Adventure and Leadership Programme (or a pre-arranged equivalent)
 - » be involved with school activities

ACADEMIC INTEGRITY

Academic integrity lies at the core of a Bayview Glen education. Breaches of academic integrity demonstrate a lack of respect for intellectual property, fellow students, teachers, and the academic community, and deny students the opportunity for real learning and useful feedback. Students at all levels are expected to act with honesty and integrity in all academic work. Students are taught appropriate techniques for crediting sources and are expected to make use of these throughout their academic careers. As academic seniority increases, expectations for academic integrity become more stringent.

The essence of academic integrity is that students are responsible for their own learning and that credit must be given to the ideas and work product of others. In assigning work, teachers will outline their expectations with respect to collaboration, peer editing, outside help and advice, and the proper crediting of sources. In every case, however, students remain personally accountable for the work they submit.

Breaches of academic integrity include, but are not limited to the following:

- » submitting the thoughts, writings, or work product of others as if they were one’s own, either intentionally or by failing to properly cite one’s sources
- » submitting work completed with the aid of a tutor
- » submitting work revised or rewritten, beyond simple proofreading, by others
- » submitting the same work for assignments in multiple courses, unless specific permission is given by the teachers assigning the work
- » copying the work of other students
- » sharing one’s work with other students.

Use of Generative AI

- It is a breach of academic integrity to:
- » represent AI-generated ideas or content as one’s own ideas or content;
 - » use Generative AI to wholly or substantially complete an assignment; or
 - » use Generative AI to partially complete or to help complete an assignment, unless:
 - » the teacher has given explicit permission, whether written, oral, or otherwise, to use Generative AI to help complete the assignment; and
 - » the student’s use of Generative AI falls within the range of acceptable uses the teacher permitted for the assignment; and
 - » the use of Generative AI is transparently and responsibly disclosed by the student, using appropriate citations, and the student provides a meaningful explanation of why and how the Generative AI was used.

In the Upper School, all major written assignments will be submitted electronically via Turnitin, an online tool that compares the work submitted to a large and growing database of existing assignments and published works. All students are expected to retain rough drafts and notes for their work and may be engaged in conversation by the teacher to demonstrate their ownership and knowledge of the content.

Teachers who believe that a breach of academic integrity has occurred will consult with the Director of Teaching and Learning, who will recommend appropriate action based on a review of the work submitted and any other supporting documents. Teachers will inform a student and their parents of the action taken and the Director of Teaching and Learning will conduct a meeting with the student to discuss expectations at Bayview Glen regarding Academic Integrity.

In case a student breaches the academic integrity policy again the Director of University Counseling will conduct a meeting with a student and their parents to discuss the impact of academic misconduct on the post-secondary application process. Where warranted, a letter reporting the academic misconduct may be shared with all post-secondary institutions to which the student has applied.

Work that is determined to have been submitted in breach of the academic integrity policy will not be considered for evaluation and will receive an interim mark of zero. For work that forms part of the 70% term mark of a secondary school credit course, the student will be required to complete an extension request and submit an alternate assignment in a form and by a deadline determined by the teacher. Late penalties may be applied. For work that forms part of the 30% final evaluation mark, no alternate assignment will be permitted and the student will receive a mark of zero on that portion of the final evaluation.



Post-Secondary Planning

On the following pages, you will find information pertaining to the correlation between course selections and future post-secondary options. More detailed information is available through your University Counsellor.

Students will also find post-secondary planning resources in Appendix 3 of the Upper School Student Resources.

Post-secondary planning is an integral component of the Bayview Glen experience. Students in all grades are encouraged to take advantage of the many opportunities provided to them at the school including, university/college liaison visits, post-secondary fairs, Career Breakfasts, networking events and information sessions.

POST-SECONDARY ROAD MAP

Prep School

- Develop effective study & work habits
- Consider level of achievement in reach-ahead credits; Gr. 9 courses part of GPA for U.S. applications
- Explore! Ask questions and keep options open

Grade 9-10

- Take a breadth of courses
- Consider level of achievement in all courses; impact on U.S. applications
- Explore career interests and aptitudes. Explore skill development pathways.
- Explore post-secondary programmes that support your interests
- Start research on required subjects for admission to highly selective universities
- Establish relationships & allies
- Explore co-curricular options
- Summer enrichment options

Grade 11

- Consider breadth of courses
- Review of university prerequisites; appropriate course selections
- Demonstrate academic rigour – required for U.S. & U.K. applications
- Canadian institutions review Gr. 11 marks for early admission consideration
- Consider taking AP courses
- Consider language courses
- Continue participation in co-curricular and community service: Quality over Quantity
- Maintain relationships & allies
- Create plan for standardized testing required for select US and UK options
- Summer job or experiential learning
- Start draft statement(s) for US & UK Universities

Grade 12

- Choice of courses may become more focussed
- Demonstrate academic rigour
- AP courses for admissions purposes, for learning in-depth and developing academic skills
- Hone study skills, work habits and executive functioning
- Utilize the expertise of network & allies
- Last opportunity to write standardized tests for U.S. universities, if required
- Admissions tests for selective U.K. universities, if required
- Post-secondary applications will vary based upon breadth of courses
- Confirm application and scholarship deadlines, Oct - Dec, to confirm application work schedule

UNIVERSITY COUNSELLING AND POST-SECONDARY PLANNING

The Director of University Counselling and University Guidance Counsellors assist students in the post-secondary exploration, selection, and application process, meeting with them and their parents throughout the four years of Upper School. In Grades 9 and 10 interests and aptitudes are explored to inform planning and preparation for destination selection in Grades 11 and 12. Group and individual sessions are offered on a regular basis to discuss issues such as appropriate programme and destination selection for building career related transferrable skills, university selection, scholarship research, and transitioning from high school to post-secondary studies.

The university counselling team maintains contact with admission professionals from Ontario, Canada, the USA, Europe and around the globe, and arranges for institution representatives to visit Bayview Glen to meet with students and parents. Students in Grades 11 and 12 are expected to participate in these visits, while students in Grades 9 and 10 are strongly encouraged to participate.

University application preparation begins in the spring of Grade 11 and in the fall term of Grade 12 graduating students are required to meet with their University Counsellor to confirm post-secondary plans and their alignment with interests, aptitudes and aspirations. Their university application plan will be finalized and supported for any post-secondary institution, inside of Canada or abroad. The support through the fall application period is followed by support during the spring offer, acceptance, and transition to post-secondary study period.

A broad range of information on post-secondary institutions, programmes, and the proper management the admissions process is available in the University Counselling Centre (306, Upper School).

STUDENT SERVICES

Bayview Glen offers a range of services to support student learning and achievement:

Our Student Services Department, University Guidance Counsellors, Student Services Co-ordinator, and Director of University Counselling, support students from Grade 9 through to Grade 12. Students are assigned a counsellor by Mentor, and receive a continuum of support, moving from discovery of interests and aptitudes, to developing career and academic plans, and culminating with post-secondary preparation. The team implements programmes and initiatives that provide students opportunities for unique experiences that develop their creativity, entrepreneurial mindset, and capacity for innovation. Career Breakfasts, individual and class meetings, and course selection guidance are just some of the opportunities and supports provided.

Our **Learning Strategists** provides academic support to all students. The Learning Strategists works closely with the Head of Upper School, the Director of Teaching and Learning Upper School, the Student Services Department, and teachers and mentors, to set short and long-term goals and to address specific needs, including the provision of supports for English language learners. The Learning Strategists coordinates peer tutoring and 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.

Our **Student Services Co-ordinator** manages student records, including the Ontario Student Record (OSR) and the Ontario Student Transcript (OST), monitors Community Involvement hours, manages timetables, and tracks graduation requirements for each student.

UNIVERSITY REQUIREMENTS

Ontario universities require that applicants from Ontario present the OSSD, including six Grade 12 University or University/College preparation (4U or 4M) courses. The average for Ontario university admission is based on the best six Grade 12 courses, including any prerequisite courses, one of which must be English (ENG4U). Universities outside of Ontario may have other criteria. Students are advised that competitive admission averages vary from year-to-year for different faculties and universities.

Students who satisfy the requirements for entry to Ontario universities and the completion of the OSSD are in a position to make applications to universities in other provinces, the United States and abroad. Universities in the United States may require standardized test scores (e.g. ACT / SAT) to make admissions decisions; however, such tests are not needed by Canadian universities.

HOW DO COLLEGES AND UNIVERSITIES RECOGNIZE AP COURSES?

Advanced Placement is recognized by all universities in Canada and the United States and by most major universitites worldwide. Students presenting qualifying grades on an AP exam may earn one or two semesters of university credit. During the admissions process, many U.S. universities and colleges will also take into consideration a student’s willingness to challenge AP courses. Please consult the Student Services Co-ordinator 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.
<https://apstudents.collegeboard.org/getting-credit-placement/search-policies/college/g>

THE FOLLOWING POINTS ARE STANDARD FOR UNIVERSITY ADMISSIONS IN CANADA:

- Six Grade 12 4U/M courses are often required. Bayview Glen advises students to complete seven, at least.
- Typically, no more than two 4M credits will be calculated as part of the admission average (however, a student may have more than two 4M credits applied to their overall credit summary for graduation).
- It does not matter in which school year the 4U/M courses are completed. All Grade 12 courses are submitted to the universities for admissions purposes (universities will also have access to all completed Grade 11 courses).

AMERICAN UNIVERSITY REQUIREMENTS

- Admission to American universities is not solely dependent upon the high school transcript; selection is based upon a combination of grades earned, the rigour of academics (i.e. did the student take Advanced Placement courses?), standardized test scores

- (ACT or SAT), essays, reference letters and co-curricular activities.
- In place of standardized admissions tests, some universities may place greater emphasis on AP exam scores.
- Some of the more competitive universities will strongly recommend that a student complete three years of a foreign language*.
- The entire high school transcript will be reviewed for admissions purposes. Generally, yet especially for student-athletes wishing to play **NCAA Division I athletics**, these 16 high school core courses will be required for admission (NOTE: repeated courses will NOT be used in the calculation of a GPA):
 - » 4 years of English
 - » 3 years of Math (4 recommended)
 - » 2 years of natural/physical Science (3 recommended)
 - » 1 year of additional English, Mathematics or natural/physical Science
 - » 2 years of Social Science
 - » 4 years of additional courses (from any area above, foreign language*, religion or Philosophy)

U.K. UNIVERSITY REQUIREMENTS

- Admission to universities in the United Kingdom is not solely dependent upon the high school transcript; selection is based upon a combination of grades earned, the rigour and relevance of academics, a personal statement, and recommendation by a teacher of a subject of relevance to the chosen programme.
- Marks from Grades 11 and 12 will be reviewed for admissions purposes. In some select scenarios the marks from Grade 10 may also be used. Offers of admission usually require minimum AP examination scores of 4 or 5, while the most competitive of universities (e.g. University of Cambridge) will require scores of 5 in five or more AP examinations.
- Some professional degree programmes and highly competitive universities will require programme-specific admissions tests to be completed before October 15 in the Grade 12 year. For specific information refer to <https://www.ucas.com/applying/before-you-apply/what-and-where-to-study/entry-requirements/admissions-tests>

GRADUATE & PROFESSIONAL PROGRAMME REQUIREMENTS

- **Dentistry, Law, Medicine, Rehabilitation Sciences and Veterinary Medicine** are not offered in Canada as direct-entry options from high school:
 - » Such programmes can be applied to after the second or third year of an undergraduate programme, although most usually require completion of an undergraduate degree prior to entry.
 - » Students may apply to Medicine from any undergraduate programme, not just Sciences.
- Students may apply to a consecutive **Teacher Education** option after completion of an undergraduate degree (concurrent Teacher Education programmes are offered simultaneously with another undergraduate programme).
- Several universities limit enrolment into professional programmes in **Architecture** and **Journalism** only to those who have completed an undergraduate degree.

- **MBA** (Business) applicants are usually required to provide evidence of two years of work experience upon completion of an undergraduate degree (not specifically in Business/Commerce).

GUIDELINES FOR COURSE SELECTIONS – GRADES 11 & 12

Each university sets their own entrance requirements & Grade 12 course prerequisites – the following are only *guidelines* and are based upon the most competitive admissions requirements for a given programme. To confirm institutional requirements refer to trusted sources, such as OUIINFO.ca , or the institutions website.

Arts/ Humanities/ Social Sciences		
• English		• 5 electives
Arts & Sciences		
• English		• 2 of Biology/ Chemistry/ Physics
• Advanced Functions		• 1 Arts or Social Science
» Calculus & Vectors recommended		• 1 elective
Business/ Commerce/ Management		
• English		• 3 electives
• Calculus & Vectors		» Business-related courses recommended
• one other Math (varies according to university)		
Computer Science		
• English		» Chemistry or Physics may be required or recommended
• Advanced Functions		» Computer Information Science may be required or recommended
• Calculus & Vectors		
• 3 electives		
Education (Concurrent)		
• Offered concurrently with another major; obtain specific entrance prerequisites for the major	• English	• Math highly recommended

Engineering		
• English		• 1 elective
• Advanced Functions		» Computer Information Science strongly recommended
• Calculus & Vectors		
• Chemistry		
• Physics		
Fine Arts		
• English		» Drama, Music or Visual Art highly recommended, depending upon major of preference
• 5 electives		
Health Sciences		
• English		• Chemistry
• Advanced Functions		• Biology
• Calculus & Vectors		• 1 non-STEM elective
Journalism		
• English		» Writer’s Craft Recommended
• 5 electives		
Kinesiology		
• English		• 2 electives
• Biology		» Calculus & Vectors recommended
• Advanced Functions		» Introduction to Kinesiology recommended
	• 1 of Chemistry/ Physics	
Nursing		
• English		• Chemistry
• Advanced Functions		• 2 electives
• Biology		
Sciences/ Integrated Sciences/ Life Sciences		
• English		• 1 elective
• Calculus & Vectors		» Social Science recommended
• one other Math (Advanced Functions recommended)		» Grade 11 Physics may be required/ recommended
• 2 of Biology/ Chemistry/ Physics (one should be in the subject of intended major)		



STUDENTS MUST KEEP FOUR POINTS IN MIND WHEN PREPARING FOR THE GRADE 12 YEAR:

- 1. *Plan for the future* – Consider a variety of academic and career options. Review the entrance requirements for the related university programmes of interest and ensure that all high school prerequisites are part of your course selections (e.g. if SPH4U is a required course, then SPH3U must be taken beforehand).
- 2. *Research specific admissions requirements* – Each university sets their own entrance requirements, prerequisites and application timelines. Refer to www.ontariouniversitiesinfo.ca/programs for the most current admissions requirements for universities in Ontario. For universities outside of Ontario, refer to their respective websites.
- 3. *Keep as many options open as possible* – Exceed the suggested university entrance requirements if your timetable permits; a broad range of courses will allow you to apply to a variety of university programmes.
- 4. *Take courses of interest* – Students who enrol in courses that match their strengths and interests tend to enjoy them more and, as a result, earn higher grades. That said if a programme requires a specific high school prerequisite for admission, yet your interest in the subject is minimal, be prepared to put forth your greatest effort to earn the best grade possible.

PLANNING RESOURCES

For detailed information about admissions requirements, start with these websites:

- » **Universities in Ontario:**
www.ouinfo.ca
- » **Colleges in Ontario:**
www.ontariocolleges.ca
- » **Universities in Canada:**
www.univcan.ca
www.universitystudy.ca
- » **Polytechnics in Canada:**
www.polytechnicscanada.ca
- » **American Universities & Colleges:**
<https://bigfuture.collegeboard.org/college-search>
<http://collegescorecard.ed.gov>
- » **American Student-Athletes:**
www.eligibilitycenter.org
www.naia.org
- » **Universities & Colleges in the United Kingdom:**
wwwucas.com
- » **Medical Schools in the U.K.:**
www.themedicportal.com
- » **Medical, Dentistry & Pharmacy Schools in Ireland:**
www.atlanticbridge.com
- » **Universities in Asia:**
www.topuniversities.com/where-to-study/region/asia/guide
- » **Universities in Australia:**
www.universitiesaustralia.edu.au/our-universities/
- » **Universities in Europe:**
www.topuniversities.com/where-to-study/region/europe/guide
- » **International Guide to Universities:**
www.airr-na.org/resources/

All Ontario curriculum policy documents are available at:
www.edu.gov.on.ca/eng/parents/curriculum.html

Course Descriptions

On the following pages, you will find descriptions for each course. More detailed information is available through the relevant department or the Director of Teaching and Learning of the Upper School.



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. Students enrolling in a Music course will incur a fee of \$300, while those enrolling in a Visual Arts course will incur a fee of \$80.

Drama

DRAMA, GRADE 9, OPEN-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, GRADE 10, OPEN-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 communication through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.

DRAMA, GRADE 11, UNIVERSITY/COLLEGE PREPARATION-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, GRADE 12, UNIVERSITY/COLLEGE PREPARATION-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.

Music

MUSIC, GRADE 9, OPEN-AMU1O (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, GRADE 10, OPEN-AMU2O (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, GRADE 11, UNIVERSITY/COLLEGE PREPARATION-AMU3M (1 credit)

Prerequisite: AMU1O or AMU2O
This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and 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, GRADE 12, UNIVERSITY/COLLEGE PREPARATION-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.

Visual Arts

VISUAL ARTS, GRADE 9, OPEN-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, GRADE 10, OPEN-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, GRADE 11, UNIVERSITY/COLLEGE PREPARATION-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 programme or through a programme focussed on a particular art form (e.g. photography, video, computer graphics, information design).

VISUAL ARTS, GRADE 12, UNIVERSITY/COLLEGE PREPARATION-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 programme 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.

Students wishing to prepare for the AP Studio Art evaluation may choose to enrol in AVI4M-AP.

BUSINESS STUDIES

Engaging in the world of business involves studying individuals, communities, and organizations, assessing their needs and problems, and generating solutions. Business studies draws upon facts, concepts, and processes from many other fields of study. For example, close links exist between marketing and communications, accounting and mathematics, entrepreneurial studies and technology, international business and world studies, and management and studies of society and human nature. Furthermore, knowledge and skills related to information and communication technology are relevant across all disciplines. Students will be able to apply what they learn in other subject areas to their study of business, as well as to transfer the knowledge and skills they acquire in business studies to their work in other areas.

LAUNCHING AND LEADING A BUSINESS, GRADE 10, OPEN BEP2O (1 credit)

Prerequisite: None
This course introduces students to the world of business and what is required to be successful, ethical, and responsible in today's economy. Students will develop the knowledge and skills needed to be an entrepreneur who knows how to respond to local and global market opportunities. Throughout the course, students will explore and understand the responsibility of managing different functions of a business. This includes accounting, marketing, information and communication technology, financial management, human resources, and production.

FINANCIAL ACCOUNTING FUNDAMENTALS, GRADE 11, UNIVERSITY/COLLEGE PREPARATION BAF3M (1 credit)

Prerequisite: None
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, GRADE 12,
UNIVERSITY/COLLEGE PREPARATION**

BAT4M (1 credit)
Prerequisite: BAF3M

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.

**INTERNATIONAL BUSINESS FUNDAMENTALS,
GRADE 12, UNIVERSITY/COLLEGE PREPARATION**

BBB4M (1 credit)
Prerequisite: None

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

**CANADIAN AND WORLD STUDIES
AND SOCIAL SCIENCES AND
HUMANITIES**

This 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.

Geography

**EXPLORING CANADIAN GEOGRAPHY, GRADE 9 -
CGC1W 1 (1 credit)**

Prerequisite: None

This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada’s natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

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

CGW4U (1 credit)
Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities
In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

Students wishing to write the AP Human Geography examination may register with the College Board once classes begin in the fall.

History

**CANADIAN HISTORY SINCE WWI, GRADE 10,
ACADEMIC-CHC2D (1 credit)**

Prerequisite: None

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, 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 identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. 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.

**AMERICAN HISTORY, GRADE 11 UNIVERSITY
PREPARATION-CHA3U (1 credit)**

Prerequisite: CHC2P or CHC2D

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

Students wishing to write the AP United States History examination may register with the College Board once classes begin in the fall.

**WORLD HISTORY TO THE END OF THE
FIFTEENTH CENTURY, GRADE 11, UNIVERSITY/
COLLEGE PREPARATION-CHW3M (1 credit)**

Prerequisite: CHC2P or 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.

**WORLD HISTORY SINCE THE FIFTEENTH
CENTURY, GRADE 12, UNIVERSITY/COLLEGE
PREPARATION-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 co-operation 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.

Students wishing to write the AP European History examination may register with with College Board once classes begin in the fall.

Politics

**CIVICS AND CITIZENSHIP, GRADE 10, OPEN
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 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. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals’ lives and the economy, and ways for students to serve their communities.

**CANADIAN AND INTERNATIONAL POLITICS,
GRADE 12, UNIVERSITY/COLLEGE PREPARATION
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.

Students wishing to write the AP Comparative Politics and Government examination may register with the College Board once classes begin in the fall.



Economics

THE INDIVIDUAL AND THE ECONOMY, GRADE 11, UNIVERSITY/COLLEGE PREPARATION (AP MICROENOMICS)-CIE3M (1 credit)

Prerequisite: CHC2P or 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.

This course is only offered to students in Grades 10 and 11 who plan to take the AP Microeconomics examination.

ANALYSING CURRENT ECONOMIC ISSUES, GRADE 12, UNIVERSITY PREPARATION 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.

Students in Grade 12 wishing to take the AP Macroeconomics examinations should enrol in CIA4U-AP.

Law

CANADIAN AND INTERNATIONAL LAW, GRADE 12, UNIVERSITY PREPARATION 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.

Social Sciences and Humanities

INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY AND SOCIOLOGY, UNIVERSITY PREPARATION-HSP3U (1 credit)

Prerequisite: ENG2D or CHC2D
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.

NUTRITION AND HEALTH, GRADE 12, UNIVERSITY PREPARATION-HFA4U (1 credit)

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

PHILOSOPHY: QUESTIONS AND THEORIES, GRADE 12, UNIVERSITY/COLLEGE PREPARATION 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.

HUMAN DEVELOPMENT THROUGHOUT THE LIFESPAN, GRADE 12 UNIVERSITY/COLLEGE PREPARATION-HHG4M (1 credit)

Prerequisite: Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies
This course offers a multidisciplinary approach to the study of human development throughout the lifespan. Students will learn about a range of theoretical perspectives on human development. They will examine threats to healthy development as well as protective factors that promote resilience. Students will learn about physical, cognitive, and social-emotional development from the prenatal period through old age and will develop their research and inquiry skills by investigating issues related to human development.

Students wishing to write the AP Psychology examination may choose to enrol in HHG4M-AP.



CO-OPERATIVE EDUCATION

Co-operative education involves a partnership between education and business, industry, agriculture, labour, or community organizations that includes students, teachers, parents, employers, and placement supervisors.

These courses include a classroom component, comprising of preplacement and integration activities, and a work placement component. Students will earn a co-operative education credit by integrating classroom theory with planned learning experiences in the community to achieve learning based on the curriculum expectations of a related course. Placements will provide students with challenging opportunities to apply and extend the knowledge, and practise and refine the skills, acquired in the related course and to demonstrate achievement of placement expectations that reflect current workplace practices and standards. More details about the Co-op application process will be provided during course selection evenings.

ENGLISH

The English programme in Grades 9 to 12 includes four compulsory courses and two senior-level optional courses. 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, GRADE 9

ENL1W (1 credit)

Prerequisite: None

This course enables students to continue the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.

ENGLISH, GRADE 10, ACADEMIC

ENG2D (1 credit)

Prerequisite: ENL1W

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 programmes 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, GRADE 11, UNIVERSITY PREPARATION

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 devises appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

MEDIA STUDIES, GRADE 11, OPEN

EMS3O (1 credit)

Prerequisite: ENG2P or 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, GRADE 12, UNIVERSITY PREPARATION

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, GRADE 12, UNIVERSITY PREPARATION

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.

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.

DISCOVERING THE WORKPLACE. GRADE 10, OPEN

GLD2O (1 credit)

Prerequisite: None

This course provides students with opportunities to discover and develop the workplace essential skills and work habits required to be successfully employed. Students will develop an understanding of work through practical hands-on experiences in the school and in the community, using real workplace materials.They investigate occupations of interest through experiential learning opportunities, such as worksite visits, job shadowing, work experience, simulations, and entrepreneurial projects. This course helps students make plans for continued learning and work.

CAREER STUDIES, GRADE 10, OPEN

GLC2O (0.5 credit)

Prerequisite: None

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

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, GRADE 9, OPEN

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, GRADE 10, OPEN

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 LIVING AND PERSONAL AND FITNESS ACTIVITIES, GRADE 10, OPEN

PAF2O (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.

HEALTHY ACTIVE LIVING EDUCATION, GRADE 11, OPEN
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.

HEALTHY LIVING AND PERSONAL AND FITNESS ACTIVITIES, GRADE 11, OPEN
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.

HEALTHY ACTIVE LIVING EDUCATION, GRADE 12, OPEN
PPL4O (1 credit)

Prerequisite: None

PPL4O online enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. In PPL4O online, students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

HEALTHY LIVING AND PERSONAL AND FITNESS ACTIVITIES, GRADE 12, OPEN
PAF4O (1 credit)

Prerequisite: None

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

RECREATION AND HEALTHY, ACTIVE LIVING LEADERSHIP, GRADE 12, UNIVERSITY/COLLEGE PREPARATION
PLF4M (1 credit)

Prerequisite: Any Health and Physical Education Course

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

INTRODUCTORY KINESIOLOGY, GRADE 12, UNIVERSITY PREPARATION
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 programmes in physical education, kinesiology, recreation, and sports administration.

AP CAPSTONE

AP Capstone™ is a diploma programme based on two yearlong AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take. Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work.

CHALLENGE AND CHANGE IN SOCIETY, GRADE 12, UNIVERSITY PREPARATION (ADVANCED PLACEMENT SEMINAR)
HSB4US (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 analyse how and why cultural, social and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

HSB4US is for Grade 11 students who wish to begin the two-year AP Capstone programme. Students who enrol will complete the requirements and be prepared to write the examination for AP Seminar, the first year of the programme.

INTERDISCIPLINARY STUDIES, GRADE 12, UNIVERSITY PREPARATION (ADVANCED PLACEMENT RESEARCH)
IDC4UR (1 credit)

Prerequisite: Any university or university/college preparation course

This course combines the expectations from IDC4U, Interdisciplinary Studies, Grade 12, University Preparation, with selected expectations from HSE4M, Equity and Social Justice, From Theory to Practice Grade 12, University/College Preparation, and HZT4U, Philosophy, Questions and Theories, Grade 12, University Preparation, and will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to engage in original self-directed research, solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyse historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge.

IDC4UR is only open to for Grade 12 students who have completed HSB4US and wish to continue the two-year AP Capstone programme. Students who enrol will complete the requirements and be prepared for the final evaluation for AP Research, the second year of the programme.

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, GRADE 9, ACADEMIC
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 programme, 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, GRADE 10, ACADEMIC
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, GRADE 11, UNIVERSITY PREPARATION
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, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

CORE FRENCH, GRADE 12, UNIVERSITY PREPARATION
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.

Students who wish to write the AP French Language and Culture examination may register with the College Board once classes begin in the fall.

EXTENDED FRENCH, GRADE 12 UNIVERSITY PREPARATION
FEF4U (1 credit)
Prerequisite: FEF3U

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

This course is only available to students who are entering Grade 12 and will already have completed FSF4U. A prerequisite waiver, considered on a case-by-case basis, will be required.

Mandarin

SIMPLIFIED CHINESE, LEVEL 1, ACADEMIC
LKBBBD (1 credit)
Prerequisite: None

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

SIMPLIFIED CHINESE, LEVEL 2, UNIVERSITY PREPARATION
LKBCU (1 credit)
Prerequisite: LKBBBD

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

SIMPLIFIED CHINESE, LEVEL 3, UNIVERSITY PREPARATION
LKBDU (1 credit)
Prerequisite: LKBCU

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

Spanish

SPANISH, LEVEL 1, ACADEMIC
LWSBD (1 credit)
Prerequisite: None

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

SPANISH, LEVEL 2, UNIVERSITY PREPARATION
LWSCU (1 credit)
Prerequisite: LSWBD

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

SPANISH, LEVEL 3, UNIVERSITY PREPARATION
LWSDU (1 credit)
Prerequisite: LWSCU

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

Students wishing to write the AP Spanish Language and Culture examination may register with the College Board once classes begin in the fall.

SPANISH LANGUAGE AND CULTURE, GRADE 12, UNIVERSITY PREPARATION
IDC4US-AP (1 credit)
Prerequisite: Any University or University/College preparation course

This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyse historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge. Students will combine all of the expectations of this IDC4U Interdisciplinary Studies course with relevant selections of the expectations of Spanish (LWSDU) and World Cultures (HSC4M).

This course is recommended for students who have already completed LWSDU and wish to prepare for the AP Spanish Language and Culture examination.

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 course work to real-world applications.

MATHEMATICS, GRADE 9
MTH1W (1 credit)
Prerequisite: None

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

PRINCIPLES OF MATHEMATICS, GRADE 10, ACADEMIC
MPM2D (1 credit)
Prerequisite: MTH1W

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 AND APPLICATIONS, GRADE 11, UNIVERSITY/COLLEGE PREPARATION
MCF3M (1 credit)
Prerequisite: MFM2P or 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.

FUNCTIONS, GRADE 11, UNIVERSITY PREPARATION
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.

MATHEMATICS OF DATA MANAGEMENT, GRADE 12, UNIVERSITY PREPARATION
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 programmes in business, the social sciences, and the humanities will find this course of particular interest. Students wishing to prepare for the AP Statistics examination may choose to enrol in MDM4U-AP.

ADVANCED FUNCTIONS, GRADE 12, UNIVERSITY PREPARATION
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 programme and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programmes.

Students who plan to enrol in MCV4U-AP to prepare for the AP Calculus examination must enrol in MHF4U-PAP as prerequisite.

CALCULUS AND VECTORS, GRADE 12, UNIVERSITY PREPARATION
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.

Students wishing to prepare for the AP Calculus examination may choose to enrol in MCV4U-AP.

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

SCIENCE
The overall aim of the secondary school 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, GRADE 9
SNC1W (1 credit)
Prerequisite: None
This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

SCIENCE, GRADE 10, ACADEMIC
SNC2D (1 credit)
Prerequisite: SNC1W
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.

BIOLOGY, GRADE 11, UNIVERSITY PREPARATION
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, GRADE 11, UNIVERSITY PREPARATION
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, GRADE 11, UNIVERSITY PREPARATION
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.

ENVIRONMENTAL SCIENCE, GRADE 11, UNIVERSITY/COLLEGE PREPARATION
SVN3M (1 credit)
Prerequisite: SNC2P or 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.

Students who enrol in EVN3M will be fully prepared to write the AP Environmental Science examination should they wish to do so.

BIOLOGY, GRADE 12, UNIVERSITY PREPARATION
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.

Students wishing to prepare for the AP Biology examination may choose to enrol in SBI4U-AP.

CHEMISTRY, GRADE 12, UNIVERSITY PREPARATION
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.

Students wishing to prepare for the AP Chemistry examination may choose to enrol in SCH4U-AP.

PHYSICS, GRADE 12, UNIVERSITY PREPARATION
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.

Students wishing to prepare for the AP Physics 1 and 2 examinations may choose to enrol in SPH4U-AP.

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 AND THE SKILLED TRADES, GRADE 10, OPEN
TGJ2O (1 credit)
Prerequisite: None

This hands-on course enables students to apply the engineering design process and other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and resources from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as quality control, and health and safety standards. Students explore opportunities for job skills programmes and education and training pathways, including skilled trades, that can lead to a variety of careers.

This course focuses on 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.

Technological Education

TECHNOLOGICAL DESIGN AND THE SKILLED TRADES, GRADE 10, OPEN
TDJ2O (1 credit)
Prerequisite: None

This hands-on course enables students to apply the engineering design process and other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and resources from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as quality control, and health and safety standards. Students explore opportunities for job skills programmes and education and training pathways, including skilled trades, that can lead to a variety of careers.

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

COMMUNICATIONS TECHNOLOGY, GRADE 11, UNIVERSITY/COLLEGE PREPARATION
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 programmes and career opportunities in the various communications technology fields.

COMMUNICATIONS TECHNOLOGY, GRADE 12, UNIVERSITY/COLLEGE PREPARATION
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

DIGITAL TECHNOLOGY AND INNOVATIONS IN THE CHANGING WORLD, GRADE 10, OPEN ICD2O (1 credit)

Prerequisite: None

This course helps students develop cutting-edge digital technology and computer programming skills that will support them in contributing to and leading the global economic, scientific, and societal innovations of tomorrow. Students will learn and apply coding concepts and skills to build hands-on projects and investigate artificial intelligence cybersecurity, and other emerging digital technologies that connect to a wide range of fields and careers. Using critical thinking skills with a focus on digital citizenship, students will investigate the appropriate use and development of the digital technologies that they encounter every day, as well as the benefits and limitations of these technologies.

INTRODUCTION TO COMPUTER SCIENCE, GRADE 11, UNIVERSITY PREPARATION 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 subprogrammes within computer programmes. 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.

Students who enrol in ICS3U will be fully prepared to write the AP Computer Science A examination should they wish to do so.

COMPUTER SCIENCE, GRADE 12, UNIVERSITY PREPARATION 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 programmes, 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.





Our Mission

Whole Child. Purposeful Life. Better World.

We know and nurture each student, fostering their passions and skills to create a better today and brighter tomorrow.

Core Values

- Compassion:** We are empathetic towards all and committed to the principles of pluralism.
- Curiosity:** We inspire inquisitive mindsets and believe that curiosity is at the heart of life long learning.
- Courage:** We develop problem solvers and fearless leaders who strive for a greater ethical purpose and common good.

Memberships

Bayview Glen is a proud member of:

Conference of Independent Schools of Ontario (CIS Ontario)



Conference of Independent Schools of Ontario is a collegial group of 47 member schools working together to advance educational excellence in Ontario Independent schools. Visit www.cisontario.ca.

Canadian Accredited Independent Schools (CAIS)



Canadian Accredited Independent Schools is a community of 95 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. Visit www.caïs.ca.

Round Square (RS)



Round Square is an international association of more than 230 schools worldwide sharing unique and ambitious goals. Students attending Round Square schools make a strong commitment, beyond academic excellence, to personal development and responsibility. This is achieved by participating in community service, work projects, exchange programmes and adventuring, which can, and often does, take students half way around the world. Visit www.roundsquare.org.

Advanced Placement (AP)



Since its inception in 1955, Advanced Placement (AP) has 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. Visit www.ap.collegeboard.org.

Youth and Philanthropy Initiative (YPI)



Youth and Philanthropy Initiative is a one-of-a-kind educational programme that gives young people hands-on experience in social change and empowers them to participate in the development of their communities. Visit www.goypi.org.

National Association of Independent Schools (NAIS)



The National Association of Independent Schools is a nonprofit membership association that provides services to more than 2,000 schools and associations of schools in the United States and abroad, including more than 1,600 nonprofit, private K-12 schools in the U.S. that are self-determining in mission and programme and are governed by independent boards. As the largest association of independent schools, NAIS co-creates the future of education by uniting and empowering our community. Visit www.nais.org.

North American Reggio Alliance (NAREA)



The North American Reggio Alliance connects Reggio Emilia's practices with educators and advocates in the U.S. and Canada through knowledge-sharing, professional development, and direct collaboration with experts. As a network of educators, parents, and advocates, NAREA strives to elevate both the quality of life and education for young children. Visit www.reggioalliance.org.

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