



# Trafalgar Castle School 2017-2018



# Trafalgar Castle School

## Course Calendar





## **Mission**

To provide world-best curricula led by teachers of distinction in the arts, sciences, and humanities

## **Vision**

At The Castle, girls discover knowledge and work together in a spirit of empathy and sisterhood, preparing them to solve problems in a complex, changing world

## **Principles**

### **Academic Distinction**

Identify and implement world-best curricula as measured by external sources and consistent exemplars of academic distinction. Our programmes exceed the requirements of the Ontario curriculum and have been proven to achieve consistently high results for a wide range of students

### **Commitment to Co-Curricular Activities**

Affirm the importance of experiences beyond the classroom including arts, athletics, health and wellness, leadership and service.

### **Our Faculty**

Our teachers are leaders in curriculum development and pedagogy, who form associations with educators worldwide through a rich environment of professional development and exchange of ideas

### **Our Community**

Since 1874, we have engaged not only our students but our parents/guardians and alumnae in a rich culture that inspires us all to stay connected and support the growth of the School.

### **Accessibility**

Increase our financial aid, including scholarships and bursaries, so we can recruit and retain girls who would contribute to and benefit from what the School has to offer.

## TRAFALGAR CASTLE SCHOOL ACADEMIC PROGRAMME

### Academic Commitment

Each student is expected to:

- be committed to achieving academic success through constant effort.
- keep an open mind and be receptive to new ideas and different methods of education.
- strive to demonstrate the ability to respond to change in a positive manner.
- seek extra help whenever she is having a problem achieving academic success.

### Extra-Curricular Commitment

Each student is expected to:

- endeavour to make an effective contribution to the overall life of the school and its goals at all times.
- participate on at least one school team or to be a member of one or more school organization(s) per school year.
- support all house activities as a participant or spectator.
- make a commitment to at least one community service activity per school year (grade 9 to 12 only).

### Code of Behaviour

Each student is expected to:

- commit to making every effort to integrate into the life and community of the school and to facilitate and encourage the same by others.
- promise to conduct herself in such a way as to be considered a trustworthy, reliable, concerned, caring, and respectful member of the Trafalgar Castle School community.
- promise to exhibit civility and tolerance for others and to make a commitment to protecting human rights and values respecting the multicultural character of our school community.
- abide by the school's rules and regulations as outlined in school literature.
- abide by the school's **Acceptable Use** policy for using electronic/digital devices and media

### Attendance

It is the responsibility of each student to attend class punctually and regularly. The school keeps accurate records and will notify parents in extreme cases. A student who is continually late or misses classes may forfeit credits.

Any day girl who is unable to attend school on any day or who will be late must have her parents advise the school by phone (905-668-3358) before 7:55 a.m. if possible. The school day begins promptly with Period 1 at 8:00 a.m. All students must attend both Chapel and Academic Advisor Period following Period 1. If you are aware that your daughter will be missing time during the day for appointments, please advise our Office Administrator.

A day girl arriving late for school or returning from an appointment must personally sign in at the Reception Office. Students are required to stay at school for lunch unless the school has been contacted by a parent regarding a specific lunch-time appointment. Students in Grades 5 through 10 may not sign-out during the school day to leave the campus unless an authorized note or phone call from a parent has been received by the school.

Skipping Chapel is considered a disciplinary matter and progressive discipline will be applied.



**Guidance Services**

The aims of the Guidance Department at Trafalgar Castle School are to assist students:

- to know and appreciate themselves
- to develop appropriate educational plans
- to explore career alternatives

The Grade 7 and 8 students receive their guidance programme by means of a series of in-class presentations. These presentations and activities focus on self-awareness, career investigation and short\long term educational and career planning. Grade 7 and 8 students will complete and review an Annual Education Plan each year. The students in Grades 9 through 12 receive a guidance programme, which focuses on interest surveys, career education, post-secondary research, educational planning and course selection and post-secondary application guidance. All students will complete and review a plan each year. Speakers, experiential career visits to job sites, and university fairs are presented to students and families throughout the year to help in planning for the future. The Vice- Principal of Academics presents the school's programme and assists students with educational and vocational questions through classroom instruction as well as group and individual counselling.

**Trafalgar Castle recognizes the importance and value of completing a secondary education, and we are committed to reach students to help them achieve a successful outcome from the secondary school experience.**

**Student Support Services**

Completing a secondary education is vital to open doors for a student's future. All students in Ontario must remain in secondary school until the age of eighteen or until they have completed their OSSD. The key for success in achieving these goals is to provide support for students. In order to facilitate student success on various levels, a variety of support is available to all students. Academic/Career Guidance is available through our Vice-Principal of Academics, including additional peer and professional tutoring services. Within the school, our library is available as a daily study and research resource. If you have need of special use of the library, or the Design Technology Classroom, please contact him.

Technical support is available at the Help Desk. Computer issues can be addressed in this area with our IT staff during regular school hours.

Counselling arrangements to support social and emotional needs can be arranged through our Vice-Principal of School Life. Private counselling, peer mediation, health services are all accessible by contacting her. Our Health Centre is available during the day. Information about various community resources are available in our Health and Wellness area of the Health Centre.

**Supports for English Language Learners**

Some students may enter an English-language school without the level of proficiency in English required for success. English as a second language (ESL) courses are intended to help these students develop proficiency in the language of instruction so that they can succeed in all subject areas at school, and later in postsecondary studies, apprenticeship programs, and the workplace. Courses are to be developed, for credit, from the ESL/ELD curriculum policy document, which outlines the program in ESL and ELD. Such classes provide additional language practice while helping students acquire knowledge and skills in the subject area. It should be noted that students may need to successfully complete additional English courses to meet the entrance requirements of some postsecondary education programs and of specific workplaces. With assistance from teachers and as part of the process of developing their annual education plan, students will determine the number of ESL/ELD courses they need in order to participate

fully in courses appropriate to their strengths, interests, and needs, and their intended postsecondary destination, with a level of literacy approaching that of a first-language speaker.

### **Cooperative Education and Work Experience**

Although Trafalgar Castle School does not offer cooperative education credit courses, we do recognize credits earned from previous high school programmes. These are programmes that must be school-arranged experiences that are tied to the curriculum, cooperative education programs and work experience as described in Co-operative Education: Policies and Procedures for Ontario Secondary Schools, 1989, participation in the Ontario Youth Apprenticeship Program (OYAP), or other structured school-work transition programs, such as Bridges. As required by the Ministry of Education, all forms of cooperative education and work experience must include pre-placement instruction, provision of Workplace Safety and Insurance Board coverage, a learning plan (including assessment criteria, assessment of students' progress, opportunities for students to analyse their out-of-school experiences and to integrate them with their in-school learning, evaluation of students' learning.

### **Ontario Secondary School System**

- **Four Year Program and Diploma:** One credit is designated as 110 hours in coursework. The four-year high school program requires students to complete 30 credits, which will include 18 compulsory credits. Upon completion of these minimum credit requirements, the student will be granted an Ontario Secondary School Diploma (O.S.S.D.). **Students in Ontario are required to remain in secondary school until the student has reached the age of eighteen or obtained an OSSD.**
- **Course Categories:** Grade 9 and 10 courses are categorized as either academic or applied. In an academic course, a student will learn the essential concepts of a subject and explore related material as well. Knowledge and skills will be developed through both theory and practical applications. However the emphasis will be on theory and abstract thinking as a basis for learning and problem solving. In an applied course, knowledge and skills will be developed through both theory and practical applications but the focus will be on practical applications. Also at the Grade 9 and 10 levels there are open courses. These courses have one set of expectations, which are appropriate to all students. Grade 11 and 12 courses will be categorized according to the student's destination. The four categories are:
  1. workplace
  2. college
  3. university/college
  4. university

Please note: The academic programme at Trafalgar Castle School offers only academic, university, university/college and open courses. Course outlines for all courses offered are available to parents and students upon request through the Vice-Principal of Academics. Outlines of the Course of Study of these courses can be accessed in our main office or through the VP of Academics. Ontario curriculum policy documents are available online or through our main office.

- **Change of Course Type:** Students entering Trafalgar Castle School will be matched with the level of instruction mentioned above. Students who are changing course type will be counselled on options and requirements. Any necessary changes resulting from entering the school will require permission of the Principal.
- **Course coding system:** Within each secondary school course code is the designation of the overall program to which it belongs, the year of study, and the category as described above (Open - O, Academic - D, University/College - M, University - U.) Programmes include the Arts (A--), Business Studies (B--), Canadian and World Studies (C--), Classical and International Studies (L--), Computer Studies (I--), English (E--), French as a Second Language (F--), Guidance and Career Education (G--),



Health and Physical Education (P—), Mathematics (M--), Science (S--), Social Studies and Humanities (H--), and Technological Education (T--). For example, CHC 2D represents a course in Canadian and World Studies which is in the Second Year of high school at the Academic Level.

- **Community Involvement:** All students are required to complete a minimum of 40 hours of unpaid community involvement activities before they graduate from high school. This is a diploma requirement. Students will plan and select their community involvement activities, from an approved list, in consultation with their parents. At the beginning of the academic year, each student will submit a completed plan (signed by their parents) to her Academic Advisor or Community Service Co-ordinator. When community service activities are completed, the student will submit a form, signed by the sponsoring organization or person, to verify the hours of service. Students are encouraged to complete an average of 10 hours of service for each year of their high school programme.
- **Ontario Secondary School Literacy Test:** Each student will take a literacy test in Grade 10. The student's result will be recorded on her student transcript. Attaining an acceptable level of achievement on this test is a diploma requirement. Students who had two opportunities to take the OSSLT and had failed it at least once were eligible to enrol in the Ontario Secondary School Literacy Course. The credit earned for successfully completing the OSSLC may be used to meet the Grade 12 (OLC40) compulsory credit requirement in English. Students may require accommodations, special provisions, deferrals or exemptions based upon individual needs. The Vice-Principal of Academics will review the student's needs concerning any requirements as such.
- **Annual Education Plan:** Every student in Grades 9 - 12 will prepare an annual education plan (Individual Pathways Plan) each year. Completion of this plan will help students set goals and review and assess their achievements and progress along the way through high school. Students in all grades at Trafalgar Castle School complete an Annual Educational Plan.
- **Teacher-Advisor System:** Students will have a teacher-advisor system for students in Grades 5 - 12. The Academic Advisor maintains regular contact with students throughout the school year, monitoring their course work, eportfolio and co-curricular involvement and is a liaison between school and home. Trafalgar Castle School has an Academic Advisor system in place. For consistency, each student will have her Academic Advisor throughout her high school years.
- **Prior Learning Assessment:**
  - a) Through a prior learning assessment (PLA) process, students who can demonstrate that they can pass a course will be able to challenge for a credit without taking the course. All PLA candidates will be required to pass a series of prescribed assessment and evaluation items, based on Ontario's rigorous provincial course standards. High school students will be able to obtain a maximum of four PLA credits, two in any one subject.
  - b) **Equivalency:** Students entering Trafalgar Castle School from outside the Province of Ontario will be granted equivalency credits based on a review of their previous educational credentials from other jurisdictions.
- **Compulsory Course Substitution Policy**

In order to allow flexibility in designing a student's programme and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits. The Principal may replace up to three of these courses. Substitutions will be after consultation between the student, her parents, the Vice-Principal/Academics and the Principal.



- **Course Selection**

The courses offered by Trafalgar Castle School have been developed according to the requirements of the Ontario Ministry of Education. Students must arrange their selection of courses to meet the appropriate O.S.S.D. requirements. Although the school makes recommendations about preparatory courses or sequence of learning, students and parents have the right, as well as the responsibility, to make and amend course selections once the mandatory credit requirements have been met. Time-to-time, due to course conflict or desire to take additional courses not offered currently at Trafalgar Castle, students may pursue correspondence courses through the Independent Learning Centre. Permission must be granted to do this by the Principal or Vice-Principal of Academics.

When making course selections, a student and her parents should consider the following factors:

- the abilities and interests of the student
  - the requirements necessary to obtain the appropriate O.S.S.D.
  - the requirements needed to pursue post-secondary educational and career goals.
- As most courses are sequential in nature, students are strongly advised to complete pre-requisite courses. The student's parents have the responsibility for approval of all course choices.

If a student has any questions concerning the required courses for post-secondary programmes, she should consult with the Vice-Principal of Academics.

- **Course Changes**

A student may change a course (i.e. drop one course and add another one) up to the end of October. After this time, a student may drop a course without penalty until the end of the first five school days after the issuance of the first term report card. A student who drops a course after this time without the permission of her teacher and the administration will receive zero for the remainder of the course and a mark will be recorded on the student's Ontario Student Transcript as prescribed by the Full Disclosure Policy. Any course withdrawal for Grade 9 to 12 must be approved by the Vice-Principal of Academics.

- **Alternative Ways of Earning Credits**

The majority of secondary school students will earn their credits towards the Ontario Secondary School Diploma by enrolling in the courses offered in their secondary school. However, a number will wish to consider alternative ways of earning the required credits. The options available to such students include: correspondence courses offered by the Independent Learning Centre; independent study; private study; continuing education (including summer school), and private school.

- **Waiving a Prerequisite Credit**

The policy regarding prerequisites is stated as follows in *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999 (section 5.3.3)*:

Courses in Grades 11 and 12 may have prerequisites as a requirement for enrolment. All prerequisite courses will be identified in ministry curriculum policy documents, and no courses apart from these may be identified as prerequisites. Schools must provide parents and students with clear and accurate information on prerequisites.

If a parent or an adult student requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. A principal may also initiate consideration of whether a prerequisite should be waived. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff.





### Evaluation and Reporting

Student progress will be evaluated throughout each course in which the student is enrolled. A variety of methods will be used which may include classroom participation, essays, projects, tests, skill demonstration and examinations.

All students in Grades 8 through 12 will write a set of examinations in June.

For students in Grades 9 through 12, final marks will be comprised of 70% term work and 30% summative evaluation (occurring near the end of the school year). Progress reports are issued in November and March. Formal report cards are issued in January (Term 1) and June (Term 2).

If the timing of a test conflicts with other activities which cannot be re-scheduled – e.g. field-trip, team games, medical or dental appointments, etc., the student is responsible for making alternative arrangements with her teacher in advance, to write the test without penalty. For written tests, this re-scheduled test will normally be written during the next class period. Students who miss tests/assignments due to an unauthorized absence will receive a zero.

If a student is ill and is unable to write a test, alternative arrangements for testing will be made or a relevant assignment of equal value given. There will be no penalty in this circumstance.

### Ontario Student Transcript and Ontario School Record

All courses successfully completed and credits gained towards the requirements for the Ontario Secondary School Diploma (O.S.S.D.) are maintained on the Ontario Student Transcript. Entries are recorded as prescribed Ontario Ministry of Education codes. These transcripts, along with all other relevant student information, are kept on file in the student's Ontario School Record (O.S.R.). The information in an O.S.R. is available to supervisory officers, the principal and teachers of the school only, for the purpose of improving the instruction of the student. All students and the parents or guardians of students under 18 years of age have the right to examine the O.S.R. and to receive a copy of its contents, if they so desire.

As of September 1999, a Full Disclosure policy applies to all students taking Grade 11 and 12 courses. Under this policy, all courses taken after this date will be recorded on a student's transcript. This includes all successful and unsuccessful attempts. This information will be made available to Ontario colleges and universities when a student applies to these institutions. If a student withdraws from a course after five instructional days following the issuance of the first term report card, the withdrawal will be recorded on the student's Ontario Student Transcript, by entering a "W" in the credit column. The student's percentage grade at the time will be recorded in the percentage column.

### Ontario Secondary School Diploma (O.S.S.D.) Requirements

At Trafalgar Castle, students are working toward the successful completion of the Ontario Secondary School Diploma. The O.S.S.D. will be granted on the recommendation of the Principal to a student who has successfully completed a minimum of 30 credits as follows:

4 credits in English	3 credits in Mathematics (at least one in Gr. 11 or 12)
2 credits in Science	1 credit in French as a second language
1 credit in the Arts	1 credit in Canadian History (Gr.10)
1 credit in Physical and Health Education	0.5 credit in Guidance
1 credit in Canadian Geography (Gr.9)	0.5 credit in Civics

1 additional credit in English (including the OSSLC), French as a second language, classical languages, International languages, Native languages, Canadian and World Studies, Native Studies, Social Sciences and Humanities, Guidance and Career education, or co-operative education

1 additional credit in French as a second language, Health & Phys.Ed., the Arts, Business, or Co-op Ed.

1 additional credit in French as a second language, Gr. 11 or 12 Science, Technology, or Co-operative Ed.

**PLUS 12 ELECTIVE CREDITS**

Additional:

- i) satisfactory level of achievement on the Grade 10 Provincial Literacy Test or OSSLC
- ii) completion of 40 hours of community involvement activities

A credit is granted upon the successful completion of 110 hours of instruction in a course based on Ontario Ministry of Education guidelines.

### **Ontario Secondary School Certificate (OSSC)**

In Ontario, the Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma provided they have earned a minimum of 14 credits distributed as follows:

#### **Compulsory credits (total of 7)**

2 credits in English

1 credit in Canadian Geography or Canadian History

1 credit in Mathematics

1 credit in Science

1 credit in Health and Physical Education

1 credit in the Arts or Technological Education

#### **Optional credits (total of 7)**

7 credits selected by the student from available courses

The provisions for making substitutions for compulsory credits (described in section 3.2: Substitutions for Compulsory Courses) also apply to the Ontario Secondary School Certificate.

### **The Certificate of Accomplishment**

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 programs or other kinds of further training, or who plan to find employment after leaving school.

The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For those students who have an IEP, a copy of the IEP may be included. Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly, but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when a student has fulfilled the appropriate requirements.





**O.S.S.**

The following policy applies to students who entered Grade 9 on/after September 1999:

Student entering Grade 10:

- Granted 8 entry credits (8 compulsories)
- Must attain 3 compulsory credits in English, two in Mathematics, and two in Science or Technological Education
- Literacy test required
- 40 hours of community involvement

Student entering Grade 11:

- Granted 16 entry credits (13 compulsories)
- Must attain 2 compulsory credits in English, one in Mathematics, and one in Science or Technological Education
- Literacy test required
- hours of community involvement to be determined by the Principal

Student entering Grade 12:

- Granted 24 entry credits (17 compulsories)
- Must attain one compulsory credit in English
- Literacy test or OSSLC required
- hours of community involvement to be determined by the Principal

**Daily Schedule (except Wednesday)**

8:00 am to 9:20 am	Period 1
9:20 am to 9:50 am	Chapel or Advisor
9:50 am to 10:00 am	Break
10:00 am to 11:20 am	Period 2
11:20 am to 12:10 pm	Lunch
12:10 pm to 1:30 pm	Period 3
1:30 pm to 1:40 pm	Break
1:40 pm to 3:00 pm	Period 4
3:00 pm to 3:30 pm	Tutorial

**Wednesday Schedule**

8:00 am to 9:20 am	Period 1
9:20 am to 10:20 am	Activity
10:20 am to 10:35 am	Break
10:35 am to 11:55 am	Period 2
11:55 am to 12:40 pm	Lunch
12:40 pm to 1:50 pm	Period 3
1:50 pm to 2:00 pm	Break
2:00 pm to 3:30 pm	Period 4

## **GRADE 5 PROGRAMME**

Grade 5 is the year that students are introduced to the concept of Trafalgar Castle School's Connected Classroom programme. This programme is based on a gradual integrated learning approach to the delivery of the curriculum. The gradual inclusion of Information Technology in the Grade 5 year allows for the development of early technological skills leading toward the full Connected Classroom experience. This stepwise approach enables "transparency" of the evolving skills and allows students to begin accessing information and communicate using appropriate tools.

### **MUSIC**

In Grade 5, students will build on their knowledge of the elements of music and related musical concepts to further develop a sense of enjoyment and accomplishment. Students will develop understanding of musical concepts through participation in musical experiences that involve listening, creating, and performing (e.g., singing, moving, playing instruments). Topics will include duration, pitch, dynamics and expression, timber, texture/harmony and form.

### **VISUAL ARTS**

Visual Arts is integrated throughout the Grade 5 programme. Students will develop an understanding of the following concepts through participation in a variety of hands-on, open-ended visual arts experiences: ELEMENTS OF DESIGN (line, shape and form, space, colour, texture, value) and PRINCIPLES OF DESIGN (contrasting repetition and rhythm, variety, emphasis, proportion, balance, unity and harmony, and movement with a special focus on proportion).

### **FRENCH AS A SECOND LANGUAGE**

The aim of this course is to develop basic communication skills in French, an understanding of the nature of the language and an appreciation of French culture. The four strands: Listening, Speaking, Reading and Writing are developed throughout the year. By the end of Grade 5, students will have had opportunities to listen and speak with focus upon interacting, understanding and intercultural communication. Reading comprehension with an emphasis on purpose form and style will also highlight the Grade 5 study of French. The writing process is also a key component of the year with attention to purpose, audience and form.

### **HEALTH & PHYSICAL EDUCATION**

The goal of the Health and Physical Education programme is to provide students with knowledge and skills that will help them lead active and healthy lives. Through a variety of activities, students will learn and practise the movement skills required to participate in games, sports, swimming, gymnastics, and fitness activities.

To promote healthy experiences, students will analyse information that has an impact on healthy eating practices, describe physical, emotional, and interpersonal changes associated with puberty, apply strategies to deal with threats to personal safety and to prevent injury, identify the influences affecting alcohol use, as well as the effects and legalities of, and healthy alternatives to, alcohol use.

### **LANGUAGE (ENGLISH)**

The development of literacy continues throughout Grade 5. The overall expectations focus on the elements of effective writing (ideas/content, organization, voice, word choice, sentence fluency, language conventions, and presentation) and on the stages of the recursive writing process (planning for writing, drafting, revising, editing and proofreading, and publishing).





• **Writing**

Writing is a complex process that involves a range of skills and tasks. In order to become disciplined thinkers communicating their ideas clearly and effectively, many opportunities will be given to write. Students will generate, gather, and organize ideas and information to write for an intended purpose and audience; draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience; use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively; reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

• **Reading**

The Ontario curriculum focuses on developing the knowledge and skills that will enable students to become effective readers. To do this, the reader must be able to think clearly, creatively, and critically about the ideas and information encountered in texts in order to understand, analyse, and absorb them and to recognize their relevance in other contexts. Students will read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning; recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning; use knowledge of words and cueing systems to read fluently; reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

• **Oral and Visual Communication**

Oral communication skills are fundamental to the development of literacy and essential for thinking and learning. Through talk, students not only communicate information but also explore and come to understand ideas and concepts; identify and solve problems; organize their experience and knowledge; and express and clarify their thoughts, feelings, and opinions. To develop their oral communication skills, students need numerous opportunities to listen and to talk about a range of subjects, including personal interests, school work, and current affairs.

Students will listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes; reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations. This strand focuses on the identification and development of the skills and strategies effective listeners and speakers use to understand and interact with others. It also emphasizes the use of higher-order thinking skills to stimulate students' interest and engage them in their own learning.

• **Media Literacy**

"Media literacy" is the result of study of the art and messaging of various forms of media texts. This strand focuses on helping students develop the skills required to understand, create, and critically interpret media texts. It examines how images (both moving and still), sound, and words are used, independently and in combination, to create meaning.

Students will demonstrate an understanding of a variety of media texts; identify some media forms and explain how the conventions and techniques associated with them are used to create meaning; create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques; reflect on and identify their strengths, areas for improvement, and the strategies they found most helpful understanding and creating media texts.

**MATHEMATICS**

In this programme, students learn mathematics through an activity-based approach that emphasizes exploration, communication and reflection upon important mathematical concepts and skills in a variety of contexts. Introducing and developing the tools of technology and manipulatives helps students learn to problem solve and apply concepts in ways that prepare them for the future. With the Singapore Math approach, there is a greater focus on number concepts and building a capacity for mental math. The bar modelling approach to problem solving is also an important element introduced in the Grade 5 Mathematics programme.

**SCIENCE AND TECHNOLOGY**

An integrated, activity-based approach to the Science and Technology programme makes learning more meaningful, relevant and fun by embedding the study of concepts and skills in a "real world" context. All units begin by relating science and technology to the student's experience and the "outside world" from which skills and strategies of inquiry and design are developed. The course is organized into five themes: Systems, Diversity, Energy, Interactions, and Cycles. Some specific units of study include The Circulatory System, Cells and their Functions, Photosynthesis, Reproduction in Flowering Plants, Physical and Chemical Changes, Energy Conversion, and Electric Circuits.

**SOCIAL STUDIES**

The Grade 5 Social Studies programme is integrated with the language curriculum outlined earlier. The intent of this programme is to help students develop the skills necessary to conduct research, communicate effectively and to apply concepts in new contexts. Students investigate relationships and interactions among various First Nations and European settler communities in New France up to 1713. Using a variety of primary and secondary sources, students will understand how historical events have helped shaped the country that Canada is today. The second component of the course focuses on Canadian government. Students will learn what it means to be a responsible citizen in addition to learning about the various levels and types of government. The skills learned in this course will allow students to analyze and interpret information surrounding both historical and present-day issues.

**INFORMATION TECHNOLOGY**

In the Grade 5 programme, students will develop skills in the use of technology applied to research, and communication with applications to school life. Internet safety, software, networks, email systems and procedures will be addressed in a systematic manner as the year progresses to gradually build upon a technological skills base. Directed activities will explore the use of technology throughout the year, leading to the use of laptops integrated into the Grade 6 Connected Classroom.



## GRADE 6 PROGRAMME

Grade 6 is the development year of Trafalgar Castle School's Connected Classroom programme. The programme is based on an integrated learning approach to the delivery of the curriculum. This integrated approach allows students to see links between different subject areas. The use of Information Technology in the programme is assimilated into the classes and allows students to use information and communication using appropriate tools.

### MUSIC

The music programme, in offering a balance of practical skills, knowledge of elements, as well as creative and critical thinking skills, will enable students to find, in music, a lifelong source of enjoyment and personal satisfaction.

Knowledge of elements and practical skills will emerge from experiences in both vocal and instrumental performance. Creative work will focus on student compositions for solo instrument and as components of an ensemble. Student analyses of music elements in historic and cross-cultural perspectives and their emotional responses to Baroque, Classical and Contemporary music will hone their critical thinking skills and personalize their experience of music. Students will work primarily within a co-operative framework as well as in activities facilitating individual expression and development. Information Technology competencies will be utilized as an integral part of each unit of study. Assessment/evaluation, using student/instructor generated criteria, will incorporate a variety of styles including diagnostic, formative and summative evaluation.

### VISUAL ARTS

Visual Arts is integrated throughout the Grade 6 programme. The main focus is the creation of works of art that communicate a range of ideas, thoughts, feelings and experiences. Students will experiment with the elements (colour, point, line, shape, form, space, texture) and principles (emphasis, balance, rhythm, unity, variety, proportion) of design in creating a variety of projects related to units and topics of study in Science, Social Studies, Math and Language.

### FRENCH AS A SECOND LANGUAGE

This course continues to develop basic communication skills in French, an understanding of the nature of the language and an appreciation of French culture. The four strands: Listening, Speaking, Reading and Writing are developed in the programme. By the end of Grade 6, students will have expanded their focus upon interacting, understanding and intercultural communication, while examining the writing process through expanded vocabulary and intercultural understanding. In addition, reading comprehension with will continue to explore purpose, form and style.

### HEALTH & PHYSICAL EDUCATION

The goal of the Health and Physical Education programme is to provide students with knowledge and skills that will help them to lead active and healthy lives. This is accomplished through an integrated programme conducted both in school and during the field camp. The field camp component provides students with the unique opportunity to experience sports and recreational activities that encourage self-confidence, initiative and cooperation with others. Some of the activities students will participate in include a ropes course, canoeing, hiking, snowshoeing, and cross-country skiing. In school, students participate in a variety of activities. They will learn and practise the movement skills required to participate in games, sports, swimming, gymnastics, swimming, and fitness activities.

To promote healthy experiences, students will analyse information that has an impact on healthy eating practices, describe physical, emotional, and interpersonal changes associated with puberty, apply

strategies to deal with threats to personal safety and to prevent injury, identify the influences affecting alcohol use, as well as the effects and legalities of, and healthy alternatives to, alcohol use.

### **LANGUAGE (ENGLISH)**

#### **• Writing**

The intent of the writing programme is to help students develop the skills and aptitudes necessary for effective written communication, the ability to organize and order ideas in a logical manner and to think clearly and creatively. Essential to this task is the mastery of basic skills related to the conventions of writing: grammar, spelling, punctuation and the common conventions of style, form and presentation.

Through the use of modeled writing and meaningful writing activities, students are challenged to think creatively about topics that interest them. Writing portfolios provide a running record of student's progress and emphasize the process involved in creating written work.

#### **• Reading**

The objective of this programme is to help students develop the skills that will enable them to become effective readers. An effective reader is one who not only comprehends what is read, but is able to use and apply these ideas later in new contexts.

A variety of resources including novels, anthologies, poems, newspapers and magazines (printed and online), provide the foundation for the reading programme which is organized into four themes: Keeping the Peace, In Search Of..., Arts Alive, and Ancient Mysteries.

Reading also takes a variety of forms in the classroom including silent, guided, oral and shared reading. Literature circles are employed for novel studies and provide students with choice and flexibility in their reading.

#### **• Oral and Visual Communication**

Through a varied and integrated approach, students are provided with the opportunity to develop the oral and visual communication skills necessary to express themselves effectively, interpret media and to understand and interact with others.

In particular, students will learn to communicate ideas and opinions related to technology media (e.g., film, television, and the Internet). By understanding and utilizing these and other media, students will learn to expand their expressive and communicative abilities.

In addition to viewing, analyzing and discussing a variety of media works, students will have the opportunity to use a range of technologies to create media works of various types including: drawings; cartoons; digital presentations; and World Wide Web pages.

This area of the Language programme will also include the integration of Drama. Students will learn to communicate through drama and dance; they will also interpret and evaluate a range of works.

### **MATHEMATICS**

In this programme students learn mathematics through an activity-based approach that emphasizes exploration, communication and reflection upon important mathematical concepts and skills in a variety of contexts. Introducing and developing the tools of technology and manipulatives helps students learn to problem-solve and apply concepts in ways that prepare them for the future. With the Singapore Math approach, there is a greater focus on number concepts and building a capacity for mental math. The bar modelling approach to problem solving is also an important element of the Grade 6 Mathematics programme.





### SCIENCE AND TECHNOLOGY

An integrated, activity-based approach to the Science and Technology programme makes learning more meaningful, relevant and fun by embedding the study of concepts and skills in a "real world" context. All units begin by relating science and technology to the student's experience and the "outside world" from which skills and strategies of inquiry and design are developed. The course is organized into five themes: Systems, Diversity, Energy, Interactions, and Cycles. Some specific units of study include the Nervous and Urinary Systems, Cell Growth and Division, Asexual Reproduction in Plants, Heredity, Changes in Materials, Forces, Sources of Energy, and the Solar System.

### SOCIAL STUDIES

The Grade 6 Social Studies programme is integrated with the language curriculum outlined earlier. The intent of this programme is to help students develop the skills necessary to conduct research, communicate effectively and to apply concepts in new contexts. Students use inquiry based learning to learn about the heritage and identity of both past and present communities in Canada. In developing an understanding of different communities, students will begin to look at the role of Canada in the global community. This is done through the investigation of various social, political and environmental issues. A variety of resources including newspapers and magazines (printed and online), the Internet and field trips provide the foundation for the social studies programme, and will help aid students in their learning.

## GRADE 7 PROGRAMME

The Grade 7 Programme has a modified core structure, which facilitates integration of different subject areas and prepares students for the transition to the high school programme.

### **VISUAL ARTS**

Students will learn to express themselves in visual ways and sharpen their powers of observation. In developing the ability to analyze and describe works of art from various historical periods and in different styles, they will also learn to understand and appreciate a wide variety of art works. The programme will include studio activities in drawing, rendering, painting, sculpture, pottery and other three-dimensional construction, printmaking and design. The students will be introduced to various materials, media, techniques and subject matter.

### **MUSIC**

Students will develop their conceptual understanding of music, critical listening skills and instrumental and vocal skills. Performance and composition will be the major focus. Explorations include those in music notation and terminology, manipulating the elements of music, conducting in a variety of meters, technical and interpretive skills in solo, duo and ensemble performance, ear training, an overview and critical analysis of music history and consideration of the contributions of the music industry to society.

### **FRENCH AS A SECOND LANGUAGE**

This course builds upon prior study in the four main strands: listening, speaking, reading and writing. Students will also be encouraged to reflect on their use of the strategies and their effectiveness as the material becomes more complex. Much focus is upon the overall communication development, and the intercultural relationship within the French language and culture. The course is enhanced by computer, audio, video and Internet components.

### **HEALTH AND PHYSICAL EDUCATION**

This Physical Education course exposes students to a variety of enjoyable activities and experiences that relate to a healthy lifestyle and sport. The emphasis at this grade level is on team sports and activities that will not only develop sports skills, but that will also provide a social environment to encourage desirable attitudes and behaviour through cooperation with peers. The following units of activity are offered: Outdoor Games, Basketball, Fitness, Volleyball, Badminton, Tumbling/Gymnastics and Low-Organization Games. In Health Education specific programmes that focus on Healthy Living, Growth and Development, Substance Use and Abuse and Personal Safety are introduced. Both the Physical and Health Education components of the course allow the individual student to solve problems and make personal decisions related to their physical, social, intellectual and emotional development. The division of units encompasses the strands of Healthy Living, Fundamental Motor Skills and Active Participation as outlined in the Ontario Curriculum: Grades 1-8.

### **HISTORY AND GEOGRAPHY**

This course has two components. Through an investigation of the history of New France, Upper Canada, and the Rebellions of 1837 in Upper and Lower Canada, the students will gain an appreciation and awareness of the rich history of our country and an understanding of its diversity. The second component is a study of the earth's geography. A study of the various patterns found across the surface of the earth. This component includes physical characteristics, cultural features and economic conditions of the world. The course is intended to answer questions on how people live, and where and why people live where they do.



**LANGUAGE (ENGLISH)**

Students will read a selection of literary genres: short stories, plays, novels, biographies and poetry. Writing will be in the form of responses to the literature, letter writing, both traditional and e-mail and creative writing modes. Grammar and vocabulary lessons will improve the style and the structure of the students' writing. Public speaking, acting and directing will provide the students with opportunities for oral expression.

**MATHEMATICS**

As outlined in The Ontario Curriculum, the mathematics expectations are organized into five strands: Number Sense and Numeration, Measurement, Geometry and Spatial Sense, Patterning and Algebra and Data Management and Probability. The use of Singapore Math is designed to support the Ontario Curriculum through the use of explicit instruction techniques and the opportunity to solve a variety of problems.

The Grade 7 Mathematics programme is designed to reinforce and introduce elements of general mathematics. The students will be prepared for further study in topics such as whole numbers, factors, fractions, decimals, basic algebra and geometry, while becoming aware of their applications in the contemporary world.

A variety of instructional techniques are used to address the varied learning styles of the students. Whole class instruction, individual and small group activities, assignments and projects are a part of classroom activities. The use of technology (calculators, computers, and the Internet) and manipulatives (concrete objects) are integrated when appropriate. Students are given the opportunity to explore mathematical solutions and are encouraged to develop their ability to communicate in the language of mathematics.

**SCIENCE AND TECHNOLOGY**

In this course, the students will develop their understanding of the basic concepts of science and technology. As well they will develop the skills, strategies, and habits of mind required for scientific inquiry and technological design. Finally, they will relate scientific and technological knowledge to their peers and to the world outside the classroom.

The course material will be divided into the strands:

- 1) Life Systems: Diversity of Organisms, The Cell
- 2) Matter and Materials: Diversity of Matter
- 3) Energy and Control: Ray Model of Light
- 4) Structures and Mechanisms: The Particulate Model of Matter

## **GRADE 8 PROGRAMME**

### **VISUAL ARTS**

Students will learn to express themselves in visual ways and sharpen their powers of observation. In developing the ability to analyze and describe works of art from various historical periods and in different styles, they will also learn to understand and appreciate a wide variety of art works. The programme develops the skills started in Grade 7 and will include studio activities in drawing, rendering, painting, sculpture, pottery and other three-dimensional construction, printmaking and design. The students will be introduced to various materials, media, techniques and subject matter.

### **MUSIC**

Students will develop their conceptual understanding of music, critical listening skills and instrumental and vocal skills beyond those explored in Grade 7. Performance and composition will be the major focus. Explorations include those in music notation and terminology, manipulating the elements of music, conducting a variety of meters, technical and interpretive skills in solo, duo and ensemble performance, ear training, an overview and critical analysis of music history with a focus on music from the Romantic era and consideration of the contributions of the music industry to society.

### **FRENCH AS A SECOND LANGUAGE**

The aim of the Core French Programme is to develop basic communication skills in French and an understanding of the nature of the language, as well as an appreciation of French culture in Canada and in other parts of the world. The Core French program offers students a valuable educational experience and the opportunity to develop a basic usable command of the French language that can be expanded through further study or contact with French-speaking people. The Core French expectations are organized into four strands, which correspond to the four main areas of language use: listening, speaking, reading, and writing. Grammar, language conventions, and vocabulary expectations will be developed in the context of oral communication, reading, and writing activities.

### **HEALTH AND PHYSICAL EDUCATION**

This Physical Education course exposes students to a variety of enjoyable activities and experiences that relate to and encourage a healthy lifestyle. In addition to the various sports skills being taught throughout the units, the social environment will encourage the development of desirable attitudes and behaviour through cooperation with peers. The following activities are offered which build on the skills developed in the Grade Seven Physical and Health Education course: Soccer, Basketball, Aerobics/Dance, Volleyball, Badminton, Fitness, Low-Organization Games and Outdoor Games. In Health Education, three specific programmes are delivered that focus on Healthy Living, Growth and Development, Substance Use and Abuse and Personal Safety. Both the Physical and Health Education components of the course allow the individual student to develop an awareness of their own health and the importance of their decision-making related to their physical, social, intellectual and emotional development.

### **HISTORY AND GEOGRAPHY**

The history component covers the development of Canada from the 1860s to 1918. Topics studied are: Confederation, The Development of Western Canada and Canada: A Changing Society. Students will analyze the various stages in the growth of Canada, evaluate historical evidence and gain an understanding of different points of view. The geography component of this course examines global patterns. Topics include Patterns in Human Geography – population distribution and characteristics, Economic Systems - the economic relationship between Canada and the global community and Migration – factors affecting human mobility. Examples of worldwide connections are introduced and further explored for additional enrichment.



**LANGUAGE (ENGLISH)**

Students will read a selection of literary genres: short stories, plays, novels and poetry. A field trip to Stratford or Shaw Festival will give the students the opportunity to experience live Shakespearean theatre. Students will participate in co-operative reading groups using the Literature Circle model. Poetry, media, fairy tales and micro-dramas will all be completed on-line. Some of the modes of writing will be: personal responses to literature, reflection pieces on group activities, letter writing, script writing and review writing. Grammar and vocabulary lessons are designed to improve both the style and form of student writing. Public speaking, acting and directing will provide students with the opportunity to express themselves orally.

**MATHEMATICS**

As outlined in The Ontario Curriculum, the mathematics expectations are organized into five strands: Number Sense and Numeration, Measurement, Geometry and Spatial Sense, Patterning and Algebra and Data Management and Probability. The use of Singapore Math is designed to support students with the Ontario Curriculum through the use of explicit instruction techniques and opportunity to solve a variety of problems. The Grade 8 Mathematics programme is designed to reinforce elements of general mathematics. The students will be prepared for further study in topics such as whole numbers and algebra and geometry, while becoming aware of their applications in the contemporary world.

A variety of instructional techniques are used to address the varied learning styles of the students. Whole class instruction, individual and small group activities, assignments and projects are a part of classroom activities. The use of technology (calculators, computers, and the Internet) and manipulatives (concrete objects) are integrated when appropriate. Students explore mathematical solutions and are encouraged to develop their ability to communicate in the language of mathematics.

The Grade 8 Mathematics course consists of 5 strands:

1. Spatial Sense and Geometry
2. Patterning and Algebra
3. Number Sense and Numeration
4. Data Management and Probability
5. Estimation and Measurement

The first term will extend algebraic and number skills. During the second and third terms, students will apply their knowledge and their problem solving skills, to the other three strands. Information technology will be an integral part of solving, demonstrating, communicating, as well as the critical thinking process.

**SCIENCE AND TECHNOLOGY**

In this course, the students will develop their understanding of the basic concepts of science and technology. As well they will develop the skills, strategies, and habits of mind required for scientific inquiry and technological design. Finally, they will relate scientific and technological knowledge to their peers and to the world outside the classroom.

The course material will be divided into the following strands:

1. Life Systems: Transport Systems, Human Digestive System, Interactions within Ecosystems
2. Matter and Materials: Chemical Changes
3. Energy and Control: Electrical Systems, Sound
4. Structures and Mechanisms: Forces
5. Earth and Space Systems: Water Systems

**RECOMMENDED SECONDARY SCHOOL PROGRAMMES (Grade 9 - 12)**

**Courses for Students are 80 minutes in length and occur every other day for the entire non-semestered year for a full credit course (1.0). [Note that Civics (0.5) and Careers (0.5) in Grade 10 are two courses which operate for only one semester (half a year) each.]**

**Grade 9**

Each student shall take a total of 8 credits, which will include the following courses: English, French, Mathematics, Science, Canadian Geography Healthy Active Living, Exploring Technologies.  
Plus 1 credit from the following option choice: Latin, Introduction to Mandarin, Visual Arts, Drama, Music (Instrumental or Vocal)

**Grade 10**

Each student shall take a total of 8 credits, which will include the following courses: English, Mathematics, Science, Canadian History, Civics/Guidance plus 3 credits from the following option choices: French, Latin Level 2, Drama, Music (Instrumental or Vocal), Healthy Active Living, Visual Arts, Introduction to Mandarin, or Communication Technology

**Grade 11**

Each student shall take a minimum of 7 credits, which will include the following compulsory courses: 11 English, one of 11 "History", "Intro to Anthropology, Sociology, Psychology" or "Law" (Social Sciences and Humanities)

plus a minimum of 5 elective credits from the Grade 11 courses listed. A student must have the necessary Grade 10 pre-requisite before taking a Grade 11 course.

**Grade 12**

Each student shall take a minimum of 6 credits, which will include the following compulsory course: English (Gr. 12)

plus a minimum of 5 elective credits. A student must have the necessary pre-requisite before taking a Grade 12 course.

Please note: elective courses will be offered dependent upon adequate student enrolment





## GRADE 9 PROGRAMME

### THE ARTS

#### **Drama, Grade 9 (Open) ADA 10 (1.0 credit)**

**Prerequisite:** None

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

#### **Music, Grade 9 (Open) AMU 10 (1.0 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.

#### **Visual Arts, Grade 9 (Open) AVI 10 (1.0 credit)**

**Prerequisite:** None

This course offers 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 through working with a range of materials, processes, techniques and styles. They will learn and use methods of analysis and criticism and will study the characteristics of Pre-historical Art to Early Christian Art and a selection of Canadian art and art of other cultures.

### CANADIAN AND WORLD STUDIES

#### **Issues in Canadian Geography, Grade 9 (Academic) CGC 1D (1.0 credit)**

**Prerequisite:** None

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



## **ENGLISH**

### **English, Grade 9 (Academic) ENG 1D**

**(1.0 credit)**

**Prerequisite: None**

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

## **ENGLISH AS A SECOND LANGUAGE AND ENGLISH LITERACY DEVELOPMENT**

### **ESL Level 2, English in Daily Life (Open) ESL BO**

**(1.0 credit)**

**Prerequisite: None**

This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.

## **FRENCH AS A SECOND LANGUAGE**

### **Core French, Grade 9 (Academic) FSF 1D**

**(1.0 credit)**

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

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

## **HEALTH AND PHYSICAL EDUCATION**

### **Healthy Active Living Education, Grade 9 (Open) PPL 10 (female)**

**(1.0 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.



**MATHEMATICS****Principles of Mathematics, Grade 9 (Academic) MPM 1D  
(1.0 credit)****Prerequisite:** None

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

**SCIENCE****Science, Grade 9 (Academic) SNC 1D  
(1.0 credit)****Prerequisite:** None

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

**TECHNOLOGICAL EDUCATION****Exploring Technologies, Grade 9 (Open) TIJ 10  
(1.0 credit)****Prerequisite:** None

This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and societal issues, and will begin to explore secondary and post-secondary education and training pathways leading to careers in technology-related fields.

**GRADE 10 PROGRAMME****THE ARTS****Visual Arts, Grade 10 (Open) AVI 20****(1.0 credit)****pre-requisite: none**

This course emphasizes learning through practice; building on what students know; and introducing them to new ideas, materials and processes for artistic thinking and experimentation. Student learning will include the refined application of the elements and principles of design, incorporating the creative and design processes and the relationship between form and content. Students will also learn about the connections between works of art and their historical contexts. Course objectives may be achieved either through a comprehensive program or through a program focused on a particular art form (e.g., drawing, painting).

**Drama, Grade 10 (Open) ADA 20****(1.0 credit)****pre-requisite: none**

This course requires students to actively explore dramatic forms and techniques, using their own ideas and concerns as well as sources selected from a wide range of authors, genres and cultures. Student learning will include identifying and using the principles of space, time, voice and movement in creating, sustaining, and communicating authentic roles within a drama. Students will assume responsibility for decisions made in the creation and presentation of the drama and will analyze and reflect on the experience.

**Music, Grade 10 (Open) AMU 20****(1.0 credit)****pre-requisite: none**

This course emphasizes performance of music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology, and history.

**CANADIAN AND WORLD STUDIES****Canadian History Since World War I, Grade 10 (Academic) CHC 2D****(1.0 credit)****pre-requisite: none**

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



**Civics and Citizenship, Grade 10 (Open) CHV 20  
(0.5 credit)****Prerequisite:** None

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

**CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES****Classical Languages, Level 2 Latin, (University Preparation) LVLCU  
(1.0 credit)****Prerequisite:** Classical Languages, Level 1, Academic

This course provides students with opportunities to continue their exploration of the achievements of the Classical world through the study of Latin or ancient Greek. Students will continue to expand their vocabulary and refine their grammatical knowledge by reading and translating more complex adapted selections in the Classical language. Although English is the language of instruction, students will further improve their ability to speak the Classical language. Students will explore such diverse aspects of Classical culture as science and technology, geography and the environment, religion, and social customs, while developing their ability to think critically and make connections across the curriculum between the Classical world and the world around them.

**Mandarin- Simplified Chinese Level 1 (Academic) LKBBB  
(1.0 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.

**ENGLISH****English, Grade 10 (Academic) ENG 2D  
(1.0 credit)****pre-requisite:** Grade 9 English, Academic or Applied

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

**FRENCH AS A SECOND LANGUAGE****Core French, Grade 10 (Academic) FSF 2D****(1.0 credit)****pre-requisite: Grade 9 Core French, Academic or Applied**

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

**GUIDANCE AND CAREER EDUCATION****Career Studies, Grade 10 (Open) GLC 2O****(0.5 credit)****Prerequisite: None**

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

**HEALTH AND PHYSICAL EDUCATION****Healthy Active Living Education, Grade 10 (Open) PPL 2O****(1.0 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.

**MATHEMATICS****Principles of Mathematics, Grade 10 (Academic) MPM 2D****(1.0 credit)****pre-requisite: Grade 9 Mathematics, Academic or Applied**

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





## **SCIENCE**

### **Science, Grade 10 (Academic) SNC 2D**

**(1.0 credit)**

**pre-requisite: Grade 9 Science, Academic or Applied**

This course enables students to develop a deeper 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.

## **TECHNOLOGICAL EDUCATION**

### **Technological Design, Grade 10 (Open) TDJ 20**

**(1.0 credit)**

**Prerequisite: None**

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

**GRADE 11 PROGRAMME****THE ARTS****Drama, Grade 11 (University/College Preparation) ADA 3M  
(1.0 credit)****pre-requisite:** Drama, Grade 9 or 10, Open

This course requires students to create and to perform dramatic presentations. Students will analyze, interpret and perform works of drama from various cultures, including Western plays from around 1900. Students will also do research on different acting styles and conventions for their presentations, create original works and analyze the functions of playwright, director, actor, producer, designer, technician and audience.

**Music, Grade 11 (University/College Preparation) AMU 3M  
(1.0 credit)****pre-requisite:** Music, Grade 9 or 10, Open

This course emphasizes the appreciation, analysis, and performance of various kinds of music, including baroque and classical music, popular music and Canadian and non-Western music. Students will perform technical exercises and appropriate repertoire, complete detailed creative activities and analyze and evaluate live and recorded performances. They will continue to increase their understanding of the elements of music while developing their technical and imaginative abilities.

**Visual Arts, Grade 11 (University/College Preparation) AVI 3M  
(1.0 credit)****pre-requisite:** Visual Arts, Grade 9 or 10, Open

This course provides students with opportunities to further develop their skills and knowledge in visual arts. Students will explore a range of subject matter through studio activities and will consolidate their practical skills. Students will also analyze art works and study aspects of Western art history, as well as art forms from Canada and other parts of the world.

**CANADIAN AND WORLD STUDIES****World History to the End of the Fifteenth Century, Grade 11 (University/College Preparation) CHW 3M  
(1.0 credit)****pre-requisite:** Canadian History Since World War I, Grade 10, Academic or Applied

This course explores the history of various societies around the world, from earliest times to around 1500 CE. Students will examine life in and the legacy of various ancient and pre-modern societies throughout the world, including those in, Africa, Asia, Europe, and the Americas. 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.

**Understanding Canadian Law, Grade 11 (University/College Preparation) CLU 3M  
(1.0 credit)****pre-requisite:** Canadian History Since World War I, Grade 10, Academic or Applied

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of rights and freedoms in Canada, our legal system, and family, contract, employment, tort, and criminal law. Students will use case studies and apply the concepts of legal thinking and the legal inquiry process to develop legal reasoning skills and to formulate and communicate informed interpretations of legal issues, and they will develop the ability to advocate for new laws.



**CLASSICAL AND INTERNATIONAL LANGUAGES****Classical Languages, Level 3 Latin, (University Preparation) LVLDU  
(1.0 credit)****pre-requisite: Classical Languages, Level 2, Academic**

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

**Mandarin (Simplified Chinese) Level 2 (Academic) LKBCU  
(1.0 credit)****pre-requisite: Mandarin, Level 1, Academic**

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

**GUIDANCE AND CAREER EDUCATION****Leadership and Peer Support, Grade 11 (Open) GPP30  
(1.0 credit)****pre-requisite: none**

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

**ENGLISH****English, Grade 11 (University Preparation) ENG 3U  
(1.0 credit)****pre-requisite: English, Grade 10, Academic**

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

**Media Studies, Grade 11 (Open) EMS 30****(1.0 credit)****pre-requisite: English, Grade 10, Academic or Applied**

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 analysing 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 AS A SECOND LANGUAGE AND ENGLISH LITERACY DEVELOPMENT****ESL - Study Skills in English, ESL Level 4 (Open) ESL DO****(1.0 credit)****pre-requisite: ELD CO or equivalent\***

This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral-presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles, and summaries in English; and respond critically to a variety of print and media texts.

\* "Equivalent" may be an equivalent course of study in other provinces in Canada or in other countries, or a proficiency level determined through initial assessment.

**FRENCH AS A SECOND LANGUAGE****Core French, Grade 11 (University Preparation) FSF 3U****(1.0 credit)****pre-requisite: Core French, Grade 10, Academic**

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

**HEALTH AND PHYSICAL EDUCATION****Healthy Active Living Education, Grade 11 (Open) PPL 30****(1.0 credit)****pre-requisite: 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.



**MATHEMATICS****Functions and Relations, Grade 11 (University/College Preparation) MCR 3U****(1.0 credit)****pre-requisite: Principles of Mathematics, Grade 10, Academic**

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

**SCIENCE****Biology, Grade 11 (University Preparation) SBI 3U****(1.0 credit)****pre-requisite: Science, Grade 10, Academic**

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

**Chemistry, Grade 11 (University Preparation) SCH 3U****(1.0 credit)****pre-requisite: Science, Grade 10, Academic**

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

**Physics, Grade 11 (University Preparation) SPH 3U****(1.0 credit)****pre-requisite: Science, Grade 10, Academic**

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

**SOCIAL SCIENCES AND HUMANITIES****Introduction to Anthropology, Psychology and Sociology, Grade 11 (University Preparation) HSP 3U****(1.0 credit)****pre-requisite: Grade 10 *academic* course in English or the Grade 10 *academic* history course (Canadian and world studies).**

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

**GRADE 12 PROGRAMME****THE ARTS****Drama, Grade 12 (University/College Preparation) ADA 4M****(1.0 credit)****pre-requisite: Drama, Grade 11, University/College Preparation**

This course requires students to experiment with forms and conventions in dramatic literature and to create/adapt and present dramatic works. Students will do research on dramatic forms, conventions, themes and theories of acting and directing from different historical periods and apply their knowledge of these in analyzing and interpreting dramatic literature, including Canadian works and works from various cultures in the late twentieth century. Students will also examine the significance of dramatic arts in various cultures.

**Music, Grade 12 (University/College Preparation) AMU 4M****(1.0 credit)****pre-requisite: Music, Grade 11, University/College Preparation**

This course emphasizes the appreciation, analysis and performance of music from the romantic period and the twentieth century, including art music, jazz, popular music and Canadian and non-Western music. Students will concentrate on developing interpretive skills and the ability to work independently. They will also complete complex creative projects.

**Visual Arts, Grade 12 (University/College Preparation) AVI 4M****(1.0 credit)****pre-requisite: Visual Arts, Grade 11, University/College Preparation**

This course focuses on the refinement of students' skills and knowledge in visual arts. Students will analyze art forms; use theories of art in analyzing and producing art; and increase their understanding of stylistic changes in modern and contemporary Western art, Canadian (including Native Canadian) art and art forms from various parts of the world. Students will produce a body of work demonstrating a personal approach.

**CANADIAN AND WORLD STUDIES****Analyzing Current Economic Issues, Grade 12 (University Preparation) CIA 4U****(1.0 credit)****pre-requisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities**

This course examines current national and global economic trends and policies from diverse perspectives. Students will explore the impact of choices that individuals and institutions, including governments, make in responding to local, national, and global economic issues such as globalization and global economic inequalities, trade agreements, national debt, taxation, social spending, and consumer debt. Students will apply the concepts of economic thinking and the economic inquiry process, including economic models, to investigate, and develop informed opinions about, current economic issues and to help them make reasoned economic decisions.

**World History Since the Fifteenth Century, Grade 12 (University Preparation) CHY 4U****(1.0 credit)****pre-requisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.**

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





**Canadian and International Law, Grade 12 (University Preparation) CLN 4U**

**(1.0 credit)**

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

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

**Philosophy: Questions and Theories, Grade 12 (University Preparation) HZT4Ue**

**(1.0 credit)**

**pre-requisite:** 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.

**ENGLISH**

**English, Grade 12 (University Preparation) ENG 4U**

**(1.0 credit)**

**pre-requisite:** English, Grade 11, University Preparation

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

**The Writer's Craft, Grade 12 (University Preparation) EWC 4U**

**(1.0 credit)**

**pre-requisite:** English, Grade 11, University Preparation

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

**FRENCH AS A SECOND LANGUAGE****Core French, Grade 12 (University Preparation) FSF 4U  
(1.0 credit)****pre-requisite: Core French, Grade 11, University Preparation**

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

**HEALTH AND PHYSICAL EDUCATION****Introductory Kinesiology, Grade 12 (University Preparation) PSK 4U  
(1.0 credit)****pre-requisite: Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 open course in health and physical education**

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

**SCIENCE****Biology, Grade 12 (University Preparation) SBI 4U  
(1.0 credit)****pre-requisite: Biology, Grade 11, University Preparation**

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

**Chemistry, Grade 12 (University Preparation) SCH 4U  
(1.0 credit)****pre-requisite: Chemistry, Grade 11, University Preparation**

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

**Physics, Grade 12 (University/College Preparation) SPH 4U  
(1.0 credit)****pre-requisite: Physics, Grade 11, University Preparation**

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively,



data 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.

## **MATHEMATICS**

### **Advanced Functions, Grade 12, University Preparation MHF 4U**

**(1.0 credit)**

**pre-requisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation**

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; 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 who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

### **Calculus and Vectors, Grade 12 (University Preparation) MCV 4U**

**(1.0 credit)**

**Note: Advanced Functions, Grade 12, University Preparation must be taken prior to or concurrently with Calculus and Vectors**

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

### **Mathematics of Data Management, Grade 12 (University Preparation) MDM 4U**

**(1.0 credit)**

**pre-requisite: Functions and Relations, Grade 11, University Preparation, or Functions, Grade 11, University/College Preparation**

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

## **SOCIAL SCIENCES AND HUMANITIES**

### **Challenge and Change in Society, Grade 12 (University/College Preparation) HSB 4U**

**(1.0 credit)**

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

This course examines the theories and methodologies used in anthropology, psychology, and sociology to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will analyse cultural, social, and biological patterns in human societies, looking at the ways in which those patterns change over time. Students will also explore the ideas of classical and contemporary social theorists, and will apply those ideas to the analysis of contemporary trends.

**BUSINESS STUDIES****Business Leadership: Management Fundamentals, Grade 12, University/College Preparation****BOH4M****(1.0 credit)****Recommended Preparation: Any university, university/college, or college preparation course in business studies, English, or Canadian and world studies**

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

**CLASSICAL AND INTERNATIONAL LANGUAGES****Classical Civilization, Grade 12 (University Preparation) LVV4U****(1.0 credit)****pre-requisite: English, Grade 10, Academic or Applied**

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

**International Languages (Mandarin- Simplified Chinese), Level 3 (University Preparation) LKADU****(1.0 credit)****pre-requisite: Mandarin, Level 2, (University Preparation)**

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

**International Languages (Mandarin- Traditional Chinese), Level 3 (University Preparation) LKMDU****(1.0 credit)****pre-requisite: Mandarin, Level 2, (University Preparation)**

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





### Advanced Placement Courses

The Advanced Placement (AP) Programme provides students with an opportunity to take university-level courses, while still in high school. By doing so, students can earn credit or advanced standing at a large number of Canadian and American colleges and universities.

AP courses are challenging, in-depth, rigorous and provide students with an additional academic challenge. AP courses are excellent preparation for university study. In taking an AP course, the students are faced with the expectations of such a course and they develop the skills needed to succeed at university.

Trafalgar Castle School will offer the following Advanced Placement courses during the 2017-2018 academic year (dependent on sufficient enrolment):

- English: Language (in Grade 11 year)
- English: Literature (in Grade 12 year)
- Calculus: (in Grade 12 year)

### Information about Online Courses

As a member of the CIS eLearning Consortium (ELCC), we are pleased to be offering online courses for students. The CIS eLearning Consortium is a unique cooperative not-for-profit organization that provides exemplary online curriculum for the benefit of students in member CIS schools. The CIS eLearning Consortium's mission is to provide exemplary online courses that offer best practices in online instruction and 21st-century skills, with a high level of student monitoring and support. ELC courses are open to students on a limited basis from any of the 13 Consortium schools who are approved by their Site Administrator.

These online courses, similar to our other school courses, run from September to May with a final assessment in June. Course teachers, who are experts in developing and teaching online courses, come from member Conference of Independent Schools. Our online Site Administrator will communicate regularly with the online teachers and students to support student success, monitor progress, and report student grades. They are your resource if you have any problems with your online course.

### CIS ELCC Online Course Descriptions

*\*Note the lowercase "e" after each course which indicates it is an ELCC online course*

#### Grade 11

##### **American History Online Course** Grade 11, University Preparation

**CHA3Ue**

This course traces the social, economic, and political development of the United States from colonial times to the present. Students will explore the historical context of key developments that shaped the United States, its identity and culture, and its role in the global community. They 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 forces in American history.

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

##### **Communications Technology Online Course** Grade 11, University/College Preparation

**TGJ3Me**

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 explore college and university programs and career opportunities in the various communications technology fields.

**Prerequisite:** None

##### **Introduction to Anthropology, Psychology, & Sociology Online Course** Grade 11, University Preparation

**HSP3Ue**

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, and to become familiar with current thinking on a range of issues within the three disciplines.

**Prerequisite:** None



**Introduction to Accounting *Online Course***  
**Grade 11, University/College Preparation****BAF3Me**

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.

**Prerequisite:** None**Introduction to Computer Science *Online Course***  
**Grade 11, University Preparation****ICS3Ue**

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

**Prerequisite:** None**Grade 12****Earth and Space Science *Online Course***  
**Grade 12, University Preparation****SES4Ue**

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

**Prerequisite:** Grade 10 Science, Academic**International Business Fundamentals *Online Course***  
**Grade 12, University/College Preparation****BBB4Me**

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

**Prerequisite:** none

**Environment and Resource Management *Online Course***  
**Grade 12, University/College Preparation****CGR4Me**

This course investigates interactions between natural and human systems, with a particular emphasis on the impacts of human activity on ecosystems and natural processes. Students will use the geographic inquiry process, apply the concepts of geographic thinking, and employ a variety of spatial skills and technologies to analyse these impacts and propose ways of reducing them. In the course of their investigations, they will assess resource management and sustainability practices, as well as related government policies and international accords. They will also consider questions of individual responsibility and environmental stewardship as they explore ways of developing a more sustainable relationship with the environment.

**Prerequisite:** Any university, university/college, or college preparation

**Human Development throughout the Lifespan *Online Course***  
**Grade 12, University/College Preparation****HHG4Me**

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.

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

**Computer Science *Online Course***  
**Grade 12, University Preparation****ICS4U**

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

**Prerequisite:** Introduction to Computer Science, Grade 11, University Preparation



**THE SCHOOL CLOSINGS FOR THE 2017/2018 SCHOOL YEAR ARE AS FOLLOWS:**

Thanksgiving Weekend	Friday October 6, 2017 - Monday October 9, 2017
Mid-Term Break	Friday November 10, 2017 - Monday November 13, 2017
Christmas Holidays	Friday December 22, 2017 - Monday January 8, 2018
Mid-Term Break	Friday February 16, 2018 - Monday February 19, 2018
March Break	TBD
Easter Break	TBD
Victoria Day Weekend	Friday May 18, 2018 - Monday May 21, 2018
End of School Year	Saturday June 16, 2018 (all attend)

**SUMMARY OF INFORMATION**

Trafalgar Castle School 401 Reynolds Street Whitby, Ontario L1N 3W9

**History of the School**

Trafalgar Castle School was founded in 1874 as Ontario Ladies' College. At its founding the school was dedicated to the idea that young women should be given a progressive education. Primarily a boarding school for the first century of its existence, Trafalgar drew its students principally from Canada and a few of the Commonwealth countries such as Bermuda and the islands of the Caribbean. The boarding aspect of the school is still strong with students attending from countries as far away as Korea, Taiwan, Ghana, China, Germany, Barbados, Bermuda, Japan, Venezuela, Argentina and Mexico. Over the past twenty-five years, Trafalgar's day student population has grown tremendously, such that two-thirds of the school is now composed of students from Whitby and the surrounding communities. The ability to integrate Canadian students with those from around the world remains one of Trafalgar's great strengths.

The school is a not-for-profit organization governed by a Board of Governors that operates at arm's length from the administration of the school.

**Academic Programme and Expected Academic Achievements**

The school's academic goals are:

- to provide a challenging academic programme for young women in a small school environment.
- to provide an academic programme leading to post-secondary education and a satisfying life of achievement and leadership in a contemporary global society.
- to provide an academic programme which develops those cognitive and interpersonal skills which will equip students for a healthy lifetime of work, family life, community involvement and recreation.
- to provide an academic programme which promotes the development of motivated, self-disciplined and self-directed learners.
- to provide an academic programme which develops the students' Information Technology skills, including information access, developing skills in problem solving, research and communication.

The school provides an academic programme that meets and exceeds Ministry of Education guidelines from Grade 5 through 12. Ontario Secondary School credits are offered in Grade 9 and above. All courses are taught with the expectation that students will proceed to a university upon graduation from secondary school.

**Student Evaluation**

Student progress is evaluated by a variety of assessment and evaluation techniques including tests, assignments, project work, presentations and formal examinations. In addition, all students entering Grade 9 are required to pass the provincial literacy test and accumulate a minimum of 40 hours of community service prior to graduation. Trafalgar Castle School also participates in a variety of Mathematics competitions such as the Pascal, Cayley and Fermat (Grades 9 to 11) from the University of Waterloo and the Gauss competition for Grades 7 and 8. Formal reporting to parents takes place four times per year, in addition to regularly scheduled Parents' Nights and regular contact with the students' Academic Advisors.

**Professional Credentials of the Teaching Faculty**

The school employs qualified teachers, with training and experience appropriate to the subjects and grade level being taught. All of our teachers who are registered with the Ontario College of Teachers (OCT) are members in good standing. The OCT website [www.oct.ca](http://www.oct.ca) is a public registry and the information contained on the website is available for review by the general public. A list of current teachers and their academic qualifications is available on the school's web site [www.trafalgarcastle.ca](http://www.trafalgarcastle.ca).

**Criminal Reference Checks**

All staff and volunteers coming into regular contact with students provide a Criminal Record Check (Vulnerable Sector) prior to being employed by or associated with the school. An annual offence declaration in the form of a letter from the individual updating information in their most recent criminal background check is collected by September 1 of each year.

**Health and Safety**

The school has a Health & Safety Committee in place, which strives to ensure a safe and healthy school environment. The Health & Safety Committee is comprised of both management and direct line staff and conducts regular inspections of the facility. To the best of our knowledge, the school is in compliance with all those provisions of the Ontario Fire Code, the Ontario Building Code and the Ontario Health Protection and Promotion Act, as apply to our facility.

The Trafalgar Castle School Student Expectation Agreement, Information Technology Acceptable Use Policy and Student Agenda set the acceptable standards for student behaviour. Faculty and staff handbooks set the acceptable standards for staff conduct and include comprehensive policies on abuse and harassment.

**Availability of School Financial Statements**

The Annual Report is distributed during the first term of each school year. The Annual Report contains condensed financial statements, including a Balance Sheet and Statement of Operating Fund Revenue and Expenditures. The Annual Report is made available to the Board, staff, parents and legal guardians, alumnae and potential parents and legal guardians.

**Enrolment Procedure**

Trafalgar Castle School has a rolling application process. However, spaces fill very early. Our admission process for Grades 5 – 12 involves an interview, tour, letter of reference from the student's current school and a copy of school reports for the previous two years. Applicants for Grades 7 and 8 may need to submit copies of the Grade 6 EQAO (Province of Ontario) Assessment results. Day student applicants will have an entrance test to write. International students will be required to submit SSAT and language proficiency test results.