

# Course Calendar 2010-2011



**UTS**  
UNIVERSITY OF TORONTO SCHOOLS

# UNIVERSITY OF TORONTO SCHOOLS

## COURSE CALENDAR 2010 - 2011

### TABLE OF CONTENTS

<p><b>UTS VISION AND MISSION</b> ..... 2</p> <p><b>SECTION A: PROGRAM INFORMATION</b>..... 3</p> <p style="padding-left: 20px;">INTRODUCTION..... 3</p> <p style="padding-left: 20px;">COURSE SELECTION..... 3</p> <p style="padding-left: 20px;">ASSESSMENT, EVALUATION, AND REPORTING ..... 3</p> <p style="padding-left: 20px;">FINAL SUMMATIVE EVALUATIONS AND EXAMINATIONS.. 4</p> <p style="padding-left: 20px;">ACHIEVEMENT LEVEL, LETTER GRADE AND PERCENT</p> <p style="padding-left: 20px;">EQUIVALENTS..... 4</p> <p style="padding-left: 20px;">PROMOTION STANDARDS ..... 4</p> <p style="padding-left: 20px;">PRE-REQUISITES AND CO-REQUISITES..... 4</p> <p style="padding-left: 20px;">PRE-REQUISITE WAIVERS..... 5</p> <p style="padding-left: 20px;">ATTENDANCE AND EVALUATION FOR CREDIT ..... 5</p> <p style="padding-left: 20px;">MINIMUM CLASS SIZE ..... 5</p> <p style="padding-left: 20px;">FULL DISCLOSURE ..... 5</p> <p style="padding-left: 20px;">OUTLINES OF COURSES OF STUDY ..... 5</p> <p style="padding-left: 20px;">EXTERNAL CREDITS ..... 5</p> <p style="padding-left: 20px;">EXTERNAL MUSIC CREDITS ..... 5</p> <p style="padding-left: 20px;">ONTARIO SECONDARY SCHOOL LITERACY TEST..... 6</p> <p style="padding-left: 20px;">ONTARIO SECONDARY SCHOOL LITERACY COURSE..... 6</p> <p style="padding-left: 20px;">ONTARIO STUDENT RECORDS ..... 6</p> <p style="padding-left: 20px;">THE ONTARIO STUDENT TRANSCRIPT</p> <p style="padding-left: 20px;">SUBSTITUTIONS FOR COMPULSORY COURSES ..... 6</p> <p style="padding-left: 20px;">PRIOR LEARNING ASSESSMENT AND</p> <p style="padding-left: 20px;">RECOGNITION (PLAR) ..... 6</p> <p style="padding-left: 20px;">LIBRARY AND INFORMATION SERVICES ..... 7</p> <p style="padding-left: 20px;">STUDENT SERVICES ..... 7</p> <p style="padding-left: 20px;">REMEDIAL PROGRAMS ..... 7</p> <p style="padding-left: 20px;">IN-SCHOOL PEER TUTORING ..... 7</p> <p style="padding-left: 20px;">ADVANCED PLACEMENT (AP) PROGRAM ..... 7</p> <p style="padding-left: 20px;">COMMUNITY INVOLVEMENT ..... 8</p> <p style="padding-left: 20px;">EXPERIENTIAL EDUCATION PROGRAMS ..... 9</p> <p style="padding-left: 20px;">FOCUS ON EQUITY ..... 11</p> <p style="padding-left: 20px;">SAFE SCHOOLS POLICY ..... 11</p> <p style="padding-left: 20px;">ONTARIO CODE OF CONDUCT..... 11</p> <p style="padding-left: 20px;">GUIDING PRINCIPLES ..... 11</p> <p style="padding-left: 20px;">UTS CODE OF BEHAVIOUR ..... 11</p> <p style="padding-left: 20px;">ROLE OF PARENTS IN PROMOTING A SAFE</p> <p style="padding-left: 20px;">SCHOOL ENVIRONMENT ..... 12</p> <p><b>SECTION B: DIPLOMA INFORMATION</b> ..... 13</p> <p style="padding-left: 20px;">NOMENCLATURE FOR SCHOOL YEARS AT UTS ..... 13</p> <p style="padding-left: 20px;">COURSES AND CREDITS..... 13</p> <p style="padding-left: 20px;">ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)</p> <p style="padding-left: 20px;">REQUIREMENTS ..... 13</p> <p style="padding-left: 20px;">ADDITIONAL REQUIREMENTS FOR</p> <p style="padding-left: 20px;">UTS DIPLOMA..... 14</p> <p style="padding-left: 20px;">UTS COURSE LOAD REQUIREMENTS ..... 14</p> <p style="padding-left: 20px;">REPORT CARD AVERAGE CALCULATIONS..... 15</p> <p style="padding-left: 20px;">TYPES OF COURSES..... 15</p> <p style="padding-left: 20px;">SUBJECT CODE EXPLANATION..... 15</p> <p><b>REVISED FOUNDATION 1 PROGRAM</b> ..... 16</p> <p><b>ACADEMIC PLANNING</b>..... 17</p>	<p><b>SECTION C: COURSE DESCRIPTIONS</b> ..... 18</p> <p style="padding-left: 20px;">CANADIAN &amp; WORLD STUDIES..... 18</p> <p style="padding-left: 40px;">Civics ..... 18</p> <p style="padding-left: 40px;">Classical Studies ..... 18</p> <p style="padding-left: 40px;">Geography ..... 18</p> <p style="padding-left: 40px;">History..... 20</p> <p style="padding-left: 40px;">Humanities &amp; Social Sciences..... 22</p> <p style="padding-left: 40px;">Philosophy ..... 22</p> <p style="padding-left: 20px;">ENGLISH..... 24</p> <p style="padding-left: 20px;">EXPRESSIVE ARTS..... 26</p> <p style="padding-left: 40px;">Dramatic Arts ..... 26</p> <p style="padding-left: 40px;">Interdisciplinary Arts ..... 27</p> <p style="padding-left: 40px;">Visual Arts..... 27</p> <p><b>COURSES AT A GLANCE</b>..... 28</p> <p style="padding-left: 20px;">Music ..... 31</p> <p style="padding-left: 20px;">HEALTH AND PHYSICAL EDUCATION ..... 33</p> <p style="padding-left: 20px;">LANGUAGES ..... 35</p> <p style="padding-left: 40px;">French ..... 35</p> <p style="padding-left: 80px;">Core French ..... 35</p> <p style="padding-left: 80px;">Special French ..... 36</p> <p style="padding-left: 40px;">German ..... 38</p> <p style="padding-left: 40px;">Latin ..... 49</p> <p style="padding-left: 40px;">Spanish..... 40</p> <p style="padding-left: 20px;">MATHEMATICS AND COMPUTER STUDIES ..... 41</p> <p style="padding-left: 40px;">Mathematics ..... 41</p> <p style="padding-left: 40px;">Computer Science..... 44</p> <p style="padding-left: 20px;">SCIENCE..... 45</p> <p style="padding-left: 40px;">General Science ..... 45</p> <p style="padding-left: 40px;">Biology..... 45</p> <p style="padding-left: 40px;">Chemistry ..... 47</p> <p style="padding-left: 40px;">Physics ..... 48</p> <p style="padding-left: 20px;">STUDENT SERVICES ..... 49</p> <p style="padding-left: 40px;">Guidance and Career Services ..... 49</p> <p><b>THE UTS GRADUATION PROJECT</b> ..... 50</p> <p><b>COURSE INDEX</b>..... 51</p>
---	--



## UTS Vision and Mission

In October 2008, UTS released its Strategic Plan, *Building the Future*, which is available in hard copy through the Principal's Office or on the UTS website, [www.utschools.ca](http://www.utschools.ca)

The philosophical heart of the Plan is the revised Vision and Mission statement below.

### **Vision Statement**

UTS is a transformative learning community focused on intellectual growth and individual development. We build on a tradition of academic distinction and leadership to develop socially responsible, global citizens.

### **Mission Statement**

We admit students on the basis of academic and overall performance and we are committed to making financial accessibility a reality for all UTS students.

We provide our students with an excellent academic experience that is rich, challenging and full of opportunities to reach beyond the requirements of the provincial diploma.

We inspire our students to challenge themselves as learners, communicators, creative artists and athletes, and to pursue their goals with confidence and integrity.

We provide a dynamic and respectful culture in which students take on significant responsibility for the decision-making, planning and leading of both student affairs and initiatives in the wider community.

We demonstrate leadership as a school through exemplary teaching practices, innovative curriculum and good governance.

We develop and nurture strong relationships with our community and strategic partners to fulfill our objectives.

## SECTION A: PROGRAM INFORMATION

### Introduction

The University of Toronto Schools (UTS) seeks to provide an environment in which academically able students may realize their potential through intellectual, aesthetic and physical development. The school endeavors to foster a sense of personal worth and social commitment. In addition, the school provides personal and social experiences to enhance the growth and development of our students.

Because UTS remains an institution devoted to the liberal arts and sciences, the curriculum provides opportunity for and expectation of an expanded and enriched program. Individual fast tracking and early course specialization are not compatible with our philosophy. Beyond the compulsory elements of the Ontario Secondary School Diploma (OSSD), which is awarded by the Ministry of Education, are courses and program requirements associated with the breadth and depth of academic study at UTS.

In recognition of the unique program at UTS, the University of Toronto awards a special graduation diploma, the **University of Toronto Schools Diploma**. This diploma complements the Ontario Secondary School Diploma (OSSD) and attests to attainment at the school of requirements beyond those of the provincial diploma.

Features of the UTS program include:

- an evolution in the learning process from concrete to abstract and from general studies to specialization
- availability of Grade 12 University Preparation courses in more than one year
- access to University of Toronto courses, in subjects such as Chemistry, French and Latin, in the Senior VI year
- an optional Graduation Project in the final year which provides students with an opportunity for in-depth study on some aspect of their academic interests
- a community service program
- an extensive co-curricular program: athletic, artistic, academic and recreational
- an effort to promote global perspectives by providing opportunities to examine and investigate complex societal issues in both academic and co-curricular contexts

In striving to provide a program appropriate to the needs of academically able students bound for higher education, the shape and design of the curriculum undergo reassessment and renewal annually.

### Course Selection

Each year students and their parents will continue the process of educational planning, choosing courses for the following year, keeping options open, studying a broad range of courses, with a view to post-secondary and career opportunities. Course selection for September will be made in the previous winter term.

**Careful consideration during course selection is extremely important.** Counsellors present information sessions to students, and are available for help with course selection as well as educational and career planning. Teachers may also provide additional information during classes. In some cases, admission to courses will depend on the availability of space and the priority of the student's need.

A verification of the courses selected by students will be sent home during the winter for parents/guardians to examine and confirm. Changes to a student's program after the Course Verification Process will be considered under special circumstances only: after consultation with a Guidance Counsellor, if the classes are not filled and when a particular course is considered necessary for the student's education and goals. Note that it may not be possible to accommodate all course change requests.

Courses with limited/insufficient enrollment may be cancelled and students will be required to make an alternate selection.

Students requesting a change in program must do so in writing. The request must receive the support of a parent or guardian prior to taking effect. Students should make a guidance appointment to initiate the request. **Please note that students may not take fewer than the required number of courses for their grade level without the approval of the Principal.**

### Assessment, Evaluation, and Reporting

#### Belief Statement

At University of Toronto Schools, diagnostic, formative, and summative assessments of student progress occur on an ongoing basis. Evaluation of student achievement includes (i) formal progress reports, and (ii) when necessary, a plan for improvement. The assessment policy is applied consistently throughout Grades 7-12 (FI to SVI). This policy supports provincial policies for assessment and



evaluation based on the provincial curriculum expectations and achievement levels outlined in the elementary and secondary curriculum guidelines.

## Definitions

1. Assessment – the process of gathering information from a variety of sources that accurately reflects how well a student is achieving the curriculum expectations.
2. Evaluation – the process of judging the quality of student work on the basis of established criteria, and assigning a value (i.e., level, letter grade, or numerical mark) to represent that quality.

## UTS Assessment and Evaluation Policy

At the beginning of the year, parents and students must be informed of the policies, procedures, and criteria involved in the assessment and evaluation of student achievement. The communication of curricular expectations and the types of assessment strategies for courses are conveyed in the Course Overviews distributed to students during the first week of classes. As part of the Course Overview, students will receive an Evaluation Profile that clearly describes the weighting of Achievement Chart Categories, and how interim, midyear, and final grades will be determined. In keeping with Ministry policy, final marks in credit courses (FII to SVI) will be weighted 70% Course Work and 30% Final Summative Evaluation.

Assessment, evaluation, and reporting of student achievement are based on the four categories of knowledge and skills in the provincial achievement charts for each subject area.

## Final Summative Evaluations and Examinations

All credit courses will have a final evaluation in the form of an examination, performance assessment, essay, culminating project, and/or other method of evaluation suitable to the course content. The final evaluation will be administered towards the end of the course, usually within the final four to six weeks of the academic year. All FI to SVI formal examinations and summative tests will be scheduled during the designated examination period in June.

## Reporting Student Achievement

The mechanism for formal reporting on student achievement at certain points in the year is the Report Card. Reporting identifies the most consistent level of performance that the student has demonstrated and indicates strengths, weaknesses and next steps to ensure continued progress by the student. Progress reports issued in the fall, winter, and spring provide an indication of student achievement to date. The final report issued at the end of the year provides a comprehensive summary of achievement in all courses.

## Achievement Level, Letter Grade and Percent Equivalents

The following chart links percentages, letter grades, and achievement levels:

Percent Range	Letter Grade	Level
90-100	A+	4+
85-89	A	4
80-84	A-	4-
77-79	B+	3+
74-76	B	3
70-73	B-	3-
67-69	C+	2+
64-66	C	2
60-63	C-	2-
57-59	D+	1+
54-56	D	1
50-53	D-	1-
<50%	F	R

## Promotion Standards

While 50% constitutes a pass in individual subjects, a higher standard of overall achievement is usually expected of academically able students. Typically, senior division students at the school achieve in the A to A+ range. Such achievement is appropriate for their post-secondary school aspirations.

## Pre-requisites and Co-requisites

- a) “Pre-requisite” is used to describe a course that must have been successfully completed in a previous year or term.
- b) “Co-requisite” is used to describe a course that may be taken in the same year. In exceptional circumstances, on an individual basis, the pre-requisite for a course may be waived with the recommendation of the In-School Review Committee and the approval of the Principal.

## Pre-requisite Waivers

Courses may have pre-requisites as a requirement for enrolment. If a parent requests that a pre-requisite be waived, the Principal will determine whether or not the pre-requisite should be waived. The Principal may also initiate consideration of whether a pre-requisite should be waived.

The request should occur at the time of Course Selection, and not later than April 1st. To initiate the process, the student and/or parent should complete the Request for Pre-requisite Waiver form, which is available from a Guidance Counsellor in Student Services.

The student will be expected to write a statement (100–200 words) to explain why he/she is making the request and to show how the request fulfils educational goals. The student must also demonstrate that he/she has met the pre-requisite course expectations by providing:

- a) Proof of independent learning and mastery of essential knowledge and skills from the pre-requisite course.
- b) Evidence of relevant work (e.g., in the form of a portfolio).
- c) A checklist of expectations that have been met.

The Principal will consult with appropriate school staff before making the final decision to approve or deny the request. The decision, and any conditions or additional requirements that the student will have to meet, will be communicated to the student, parent(s) and appropriate school staff.

## Attendance and Evaluation for Credit

It is of paramount importance that students realize the link between attendance and securing a credit in each course taken. A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. Both content and the learning process are integral components in ministry approved courses. The importance of classroom time is increased by the accelerated and enriched nature of our program. This fact, coupled with our increased emphasis on in class performance based assessment, underscores the need for regular classroom attendance so that evaluation and the awarding of credits will not be forfeited. When there is chronic absenteeism or non-attendance, the school reserves the right to discontinue a student's enrollment in one or more courses.

## Minimum Class Size

All classes require a minimum class size to be run. If enrollment in a course is insufficient, and that course is cancelled, students will be notified and asked to make alternative selections.

## Full Disclosure

If a student withdraws from a Grade 11 or 12 course **within** 5 instructional days following the issue of the first report card, the withdrawal is not recorded on the Ontario Student Transcript (OST).

If a student withdraws from a course **after** five instructional days following the issue of the first report card, the withdrawal is recorded on the OST by entering a "W" in the "Credit" column. The student's mark at the time of withdrawal is recorded in the "Mark" column.

From: "The Ontario Student Transcript (OST) Manual, 1999", Ontario Ministry of Education

**Note: Full disclosure refers to the first report with a numerical grade.**

## Outlines of Courses of Study

The courses offered at the University of Toronto Schools are briefly described in this booklet. Parents and students who wish to examine the detailed outlines of particular courses, may do so by contacting subject teachers. Official Ministry of Education course descriptions may be accessed at [www.edu.gov.on.ca](http://www.edu.gov.on.ca).

## External Credits

Students in the Middle and Senior schools may pursue externally a subject area not offered at UTS in addition to the minimum course requirements in the school. Such a request requires the approval of the Subject Coordinator of Student Services. While the mark obtained will not be counted in the UTS average, it is recorded on the transcript (OST).

## External Music Credits

Students studying music privately are eligible for up to two secondary school external music credits. The student must submit the original Grade reports, with marks, for photocopying. Grade 7 Practical + Grade 1 Rudiments is eligible for a grade 11 external music credit. Grade 8 Practical + Grade 2 Rudiments is eligible for Grade 12 external music credit. In each



case the mark for the course is the average of the two marks earned. While this does not count in the UTS average, it is recorded on the transcript (OST).

### **The Ontario Secondary School Literacy Test (OSSLT)**

All students must successfully complete the Ontario Secondary School Literacy Test in order to earn a secondary school diploma. This test is written in the Grade 10 year (MIV) and is based on the Ontario curriculum expectations for language and communication, particular reading and writing, up to and including Grade 9 (MIII). If students do not complete the test successfully UTS will provide remedial assistance to help improve skills so that students are better prepared to retake the literacy test. Successful completion of the test is recorded on the OST (Ontario Student Transcript).

### **The Ontario Secondary School Literacy Course (OSSLC)**

Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the Ontario Secondary School Literacy Course (OSSLC). On an as needs basis, arrangements may be made for students who have not been successful on the OSSLT to take this course for the purposes of meeting the literacy requirement for graduation.

### **Ontario Student Records (OSRs)**

(from Ontario Student Record (OSR) Guideline, 2000)

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. The Education Act requires that the Principal of a school collect information "for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer and dispose of the record." The act also regulates access to an OSR and states that the OSR is "privileged for the information and use of supervisory officers and the Principal and teachers of the school for the improvement of instruction" of the student. Each student and the parent(s) of a student who is not an adult (that is, a student who is under the age of eighteen) must have access to all of the information contained in the OSR. Access may be arranged by appointment through the student's counsellor.

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

(from section 6.2.2.2, O.S.S. 1999)

The Ontario Student Transcript (OST) provides a comprehensive record of a student's overall achievement in high school.

The credits that a secondary school student has earned towards fulfillment of the requirements for the graduation diploma will be recorded on the OST. This record will include all the credits gained by the student, both at UTS and through other avenues such as approved summer school courses or external music study. The transcript, which is part of the Ontario Student Record (OSR), will include information such as achievement, credits earned, and completion of community service and the Literacy test.

### **Substitutions for Compulsory Courses**

(from section 3.2, O.S.S. 1999)

In order to allow flexibility in designing a student's program 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 decision to make a substitution for a student should be made only if the student's educational interests are best served by such substitution. If a parent requests a substitution, the Principal will determine whether or not a substitution should be made. The Principal may also initiate consideration of whether a substitution should be made. The Principal will make his or her decision in consultation with the parent and appropriate school staff. Each substitution will be noted on the student's Ontario Student Transcript.

### **Prior Learning Assessment and Recognition (PLAR)**

(from section 6.6, O.S.S. 1999)

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students enrolled in Ontario secondary schools and inspected private schools may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to

earn credits towards the secondary school diploma. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). PLAR procedures are carried out under the direction of the school Principal, who grants credits. For students who are under the age of eighteen, or who are eighteen or over but have never left high school for a year or more, a maximum of four credits may be granted through the challenge process for Grade 10, 11, and 12 courses, with no more than two in one subject area. PLAR procedures must also be available to exceptional students. Assessment strategies must be adapted for this group in keeping with their special needs. While PLAR may be of benefit to some gifted students, it is not intended to be used as a replacement for or alternative to enriched or other special programs for gifted students. For further information, please contact the Subject Coordinator of Student Services.

### **Library Information Centre**

(from OSLA, Information Studies, 1999)

The primary mandates of the UTS Library Information Centre are to provide students with resources for curricular as well as for personal enrichment and to teach effective information literacy skills and the fundamentals of scholarly research.

In addition to the library at UTS, all students have access to all of the resources offered by the University of Toronto Libraries (UTL). This includes access to over 60 libraries throughout the three U of T campuses and the multitude of databases offered by the UTL. The students at UTS are taught how to effectively and productively use these varied resources at the University of Toronto libraries.

The main focus of instruction within the library program at UTS is the development of Information Literacy. "Information Literacy is the ability to successfully complete a complex problem solving process that requires students to define the need for information, determine a research process, locate the required resources, access and understand the information they find, communicate the information and evaluate the conclusions in view of the original problem." (OSLA, Information Studies, 1999)

### **Student Services**

The Student Services Department consists of qualified and experienced counselors and administrative assistants. The department has many resources at its disposal, including access to the internet with its wealth of career and educational planning information. Counsellors provide both personal and academic counselling to individual students, as well as a program of career and educational planning. Students with questions or concerns about academic progress, career planning, as well as other personal issues are invited to speak with a counsellor.

Students may book an appointment to see a counsellor in the Student Services office (Room 110). Parents and/or teachers may also initiate appointments. Students and parents who wish information or assistance from the counsellors may e-mail their counsellor or contact the Student Services Executive Assistant at 416-978-7325 to be directed to the appropriate counsellor.

### **Remedial Programs**

Each teacher is available for extra help, and will inform students of the days and times each week when this assistance is available.

### **In-School Peer Tutoring**

Although extra help is readily available from UTS teachers, individual tutoring may be recommended for students who are having difficulty in a particular subject area. A number of Middle and Senior UTS students are available for tutoring and mentoring through the coordination of the Student Outreach Coordinators (SOCs). For further inquiries, please contact Student Services Executive Assistant at 416-978-7325 to be directed to the appropriate counsellor.

### **Advanced Placement (AP) Courses and Exams**

The Advanced Placement courses provide students with the opportunity to try university-level work in high school, and to gain valuable skills and study habits for post-secondary education. If students earn a "qualifying" grade on the AP Exam, usually a score of



4 or 5 out of 5, many colleges and universities worldwide will give students credit and/or advanced placement for their achievement. In the US, many colleges will let students start college as a sophomore, provided the students meet their AP requirements.

Registration for AP Exams occurs in early March though the UTS Student Services Department and the exams are written the first two weeks of May at UTS. Each exam costs approximately \$130, depending on the US\$-CDN\$ exchange rate.

### **Advanced Placement Courses offered in 2010-2011:**

In 2010 – 2011, Grade 12 Chemistry, Physics, and Calculus and Vectors will be available as regular enriched or AP sections (subject to a minimum enrollment and timetable restrictions). Applicants for AP courses must be strong students (minimum high 80s or 90s) and be prepared for a more challenging workload and to work at a faster pace to make room for additional material. Course work at the grade 12 level is more challenging than at the grade 11 level and generally students do not achieve a higher mark in the grade 12 course than they did in the grade 11 course. Therefore, students are advised to give careful consideration to the decision to apply to take their grade 12 Science and Mathematics courses at the AP stream.

Both the grade 12 enriched stream and the AP stream require students to have successfully completed the grade 11 prerequisite courses, or Grade 12 MHF4U in the case of Calculus and Vectors. Admission to AP Chemistry, AP Physics, AP Calculus and Vectors and S5 Mathematics AP Stream (MHF4UP) is selective and enrolment is usually restricted to a single class in the Sciences and to one to two classes in Mathematics.

Note: Students must complete a separate application for admission to the AP Science and Mathematics courses. This application form is available from the Student Services Department (Room 110).

**Information about AP Science courses:** In order to qualify for the AP courses in the Sciences, students must have maintained achievement in the 88-90% range in their course work during the year in the pre-requisite course. Ideally, the students in the AP Science classes would be at the top of this range or above. In the AP classes approximately 15% more material is covered in the same amount of time. Therefore students in the enriched stream will be able to spend a little more time on each topic. The same units are covered in both classes and the level of difficulty of the common material is the same. However, because more material

is covered in the AP course the tests and the final exam will include this material.

**Information about AP Mathematics courses:** In order to be placed on the eligibility list for the AP Advanced Functions course or the AP Calculus course, students must have maintained achievement of at least 85% in the prerequisite course throughout the year. In the AP course additional units are covered during the course in the same amount of time. Therefore students in the enriched stream will be able to spend a little more time on each topic. The topics common to both courses are covered at an enhanced level in the AP course. The tests and the final exam for each course will reflect the material covered in each of the respective courses.

If students are admitted to the AP courses, the expectation is that they will write the AP exam in May, with the exception of S5 Mathematics AP Stream (which is the first year of a two year preparation for AP Calculus).

Please check with Student Services for further information about the AP Program or with subject departments for information about specific courses or examinations.

### **Community Involvement**

The Ministry of Education requires all students to complete a minimum of 40 hours of community service before they graduate, but UTS challenges students to complete a total of 60 hours, with the following breakdown:

- FI – 10 hours
- FII – 10 hours
- MIII – 10 hours
- MIV – 15 hours
- SV – 15 hours

Additional hours can be carried over from FI into FII, and from MIII into MIV, but in order to meet ministry requirements, 40 hours must be completed starting from the summer preceding MIII. Sixty hours must be completed in order to be eligible for the UTS diploma, but students entering in MIII, MIV, and SV need to complete only the 40 hours required by the Ministry and for the OSSD.

### **Recording Hours**

All community service hours should be recorded on a Completed Community Service Form, which can be found both on the UACT board (outside room 119), in the Student Services Department (room 110) or on the UTS website, in the Student Services section. The form must either be signed by a supervisor or a letter must be attached with appropriate letterhead including all the required information. The form must be signed by a parent and handed into the Student Services Department. During UTS events, the organizer will send a list of names to the Student Services Department instead of signing individual Community Service Forms.

When reporting hours in excess of 20, the hours must be itemized by date and a letter on official letterhead or equivalent is required. The official supervisor of the organization, who is not related to the student, must sign; in the case of an in-school managed event, a member of the Student Services Department will sign after the form is submitted. **Students should keep a record of all of their submissions for their own personal records.**

### **Recognition**

Students who surpass the minimum requirements for community service are eligible for the Lend-a-Hand awards, which are given out at the following levels: 150 hours, 300 hours, 500 hours, and 1000 hours. These are awarded based on a cumulative record of all hours completed since FI and are handed out at the final assembly each year.

### **Responsibilities of Students**

Under Ministry of Education guidelines, all students are required to choose their community service activities in consultation with their parents or guardians. It is the student's responsibility to check that her/his endeavor is on the approved list for possible activities. If it is not, the student must complete a Notification of Planned Community Service Form so that the Student Services Department can approve it as appropriate community service. A list of eligible and ineligible activities is provided in the Community Service Booklet (available on the UTS website). When completing community service, it is the student's responsibility to provide both the parent/guardian and the activity's sponsor – for

example the supervisor or organization that provided the opportunity – with a copy of the Community Service Booklet. Once the activity has been approved and completed, it is the student's responsibility to fill out a Completion of Community Service form, as outlined under the section, *Recording Hours*.

### **Responsibilities of Parents and Guardians**

Parents and guardians are responsible for helping their children in the selection of appropriate community service endeavors, and should talk to the activity's sponsor and their child's Guidance Counsellor if they have any questions or concerns. It is also the parent's responsibility to sign both the Notification form and the Completion of Community Service form.

### **Responsibilities of Activity Sponsors**

Since it is one of the goals of the ministry's community service program to foster a strong relationship between the students and the community leaders, activity sponsors are asked to provide any training, equipment, or special preparation that is necessary to their volunteers to help maximize their potential. It is also the activity sponsor's job to ensure that the working environment is safe, and to verify the dates and hours completed when signing the Completed Community Service form. The activity sponsors are asked to provide a letter on official letterhead or equivalent for hours awarded in excess of twenty.

## **Experiential Education Programs**

### **Wanakita Experiential Education Program**

#### *Foundation I and Foundation II Wanakita*

The winter experiential education program for the foundation grades takes place at YMCA Camp Wanakita in Haliburton, Ontario, about two hours north of Toronto. The program is a mandatory part of the Foundation I and Foundation II student experience.



### *Foundation I – Community Building*

The Foundation I program takes place over three days (two nights) with students participating in outdoor activities including cross-country skiing, tobogganing, snowshoeing, wilderness environmental program, broomball, hiking, campfire and skit night. The emphasis of this experience is “Community Building”. In addition to the traditional outdoor program, students will engage in activities that will focus on what it means to be a part of a community and what their role is within it. A combination of workshop and hands-on activities will be employed to investigate this important component of school life.

### *Foundation II – Team Building*

The Foundation II program takes place over four days (three nights) with students participating in outdoor activities including cross-country skiing, snowshoe navigation, ropes challenges (dangle duo, tower, etc.), tobogganing, broomball, hiking, campfire, and other evening activities. The emphasis of this experience is “Team Building”. Students will engage in activities that will focus on what it means to be a part of a team and what their role is within it. They will have an opportunity to be both leaders and team members through activities that require a cooperative approach as well as respect and encouragement for all of the team members. A combination of workshop, hands-on activities and initiative based outdoor ropes elements will be employed to investigate this important component of student life.

### *Foundation Program Details*

Permission forms will include questions regarding medical needs and special dietary requirements. The camp offers special vegetarian and vegan meal options. A clothing list is provided and is strongly recommended as the climate conditions in Haliburton are often quite different from those in Toronto.

The cost of these trips will vary from year to year due to cost increases in transportation and accommodation but will be approximately \$290 (FI) and \$330 (FII). All events and activities are ‘challenge by choice’ in order

to promote an inclusive experience for all FI and FII students.

### **Middle III Leadership Retreat – Individual Leadership Skills**

This mandatory Middle III program runs every September at Camp Northland in Haliburton. The main focus of the retreat is to identify and harness the individual student’s leadership strengths as well as to encourage working together in group situations. The retreat is run by ALIVE Outdoors (see [www.aliveoutdoors.com](http://www.aliveoutdoors.com)) which is an organization that specializes in leadership education for secondary students.

The Middle III students will travel to Camp Northland for three days of leadership workshops, as well as activities such as swimming, canoeing, tennis, mountain biking, kayaking, ball hockey and other sports, climbing and arts and crafts. In addition, if there is sufficient interest, there will be follow-up activities throughout the year.

The cost of this program is approximately \$325 per student. Forms and other information will be collected in the spring of the previous school year.

### **Senior V —Leadership Retreat – Peer Mentorship and Giving Back to the Community**

The SV Leadership Program is offered to all SV students and is an opportunity for them to investigate and strengthen their leadership skills so that they are better prepared to lead at UTS. This leadership includes positions such as those on student council or clubs but is not limited to “positions”, rather, the emphasis is on acting as role models and mentors within the building and beyond. The students will travel to a residential camp for three days (two nights), where they will participate in a variety of workshops that include time management and meeting organization, recognizing characteristics that make a strong leader, scenarios dealing with various difficult situations and people, active listening skills and more. Furthermore, students will enjoy a variety of outdoor activities including mountain biking, sports, canoeing, kayaking and camp craft to name a few.

The goal of this retreat is to prepare the students to be leaders in the school through their SV and SVI year. As a result, it occurs near the start of the year in early October. Some of the SVs will be selected, based on application as well as performance at the Retreat, to be Wanakita group leaders for the FIs and FIIs in March.

The cost of this program is approximately \$325 per student. Forms and other information will be collected in the spring of the previous school year.

### **Inquiries**

Questions regarding any of these programs should be directed to: Mr. Garth Chalmers, Program Coordinator.

### **Financial Assistance**

Financial assistance for those on bursary is provided.

### **Focus on Equity**

University of Toronto Schools (UTS) values the contributions of all members of our diverse community of students, staff, parents and community groups to our mission and goals. UTS also recognizes that certain groups in our society are treated inequitably because of individual and systemic biases. UTS expects all members of our community to honour the Ontario Human Rights Code (OHRC) and its goal to prevent discrimination and harassment that violates human rights.

UTS believes that everyone should have access to the same opportunities and benefits and can be treated with equal dignity and respect, regardless of their background. To this end, UTS is both proactive and reactive in ensuring that the human rights of all community members are respected. Our equity and human rights policy applies to all UTS constituents, including students, teachers, administration, Board members and the parents/guardians of UTS students.

### **Safe Schools Policy**

UTS is committed to promoting responsibility, respect, civility and academic excellence in a safe learning and teaching environment. Such learning and teaching environments are to be peaceful and welcoming for all. They must be free of negative factors such as abuse, bullying, discrimination, intimidation, hateful words

and deeds, and physical violence in any form. They must clearly demonstrate respect for social justice and human rights and promote the values needed to develop responsible members of a democratic society.

This shall be achieved by establishing and maintaining high expectations for behaviour while at the same time offering a program with a strong emphasis on early intervention, conflict prevention and intervention.

### **Ontario Code of Conduct**

The Ontario Code of Conduct sets clear provincial standards of behaviour. It specifies the mandatory consequences for student actions that do not comply with these standards. Reference to the Ontario Code of Conduct is made in the Safe Schools Act, 2000 in section 301.

### **Guiding Principles**

- Students, parents, guardians, volunteers, and teachers and other staff members are included in the Code of Conduct whether they are on school property, on school buses or at school-authorized events or activities.
- All members of the school community are to be treated with respect and dignity, especially persons in positions of authority.
- Members of the school community are expected to use non-violent means to resolve conflict. Physically aggressive behaviour is not a responsible way to interact with others.
- Insults, disrespect and other hurtful acts disrupt learning and teaching in a school community. Members of the school community have a responsibility to maintain an environment where conflict and differences can be addressed in a manner characterized by respect and civility.

### **UTS Code of Behaviour**

In the interest of maintaining a school dedicated to allowing students to learn and make the most of their educational opportunities, a Code of Behaviour has been developed outlining the responsibilities and expectations of the members of the UTS community.



## **Personal Conduct and Respect**

In all aspects of school life, UTS students should demonstrate:

**Courtesy** towards every person who enters the school, staff and students alike;

**Care** in the use of the school building, grounds and all the equipment provided by the University of Toronto and the school;

**Common Sense** in the approach to school rules, which are deliberately few in number in order to provide situations wherein individual judgment can be made.

More detail, in regard to behavioural expectations, may be found in the UTS Student/Parent Handbook.

## **Role of Parents in Promoting a Safe School Environment**

According to the Safe Schools Act, parents have a role to play as it relates to disciplinary action. Parents should ensure that their child is supported throughout the disciplinary process, and must also support the school in its bid to promote and maintain a culture of appropriate behaviour. The Act clearly states that parents must:

- Assist School Staff in Disciplinary Issues
- Assist the School Staff in Promoting a Respectful Environment

Parents are responsible for supporting the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill this responsibility when they engage in certain conduct, including: showing an active interest in their child's school work and progress, ensuring that their child attends school regularly and on time, assisting school staff in dealing with disciplinary issues, complying with drop-off, pick-up, and building access policies.

## SECTION B: DIPLOMA INFORMATION

Students will complete high school under the Program and Diploma Requirements outlined for Ontario Secondary Schools Grade 9 to 12 (1999). The UTS program is a six-year program as follows:

### Nomenclature for School Years at UTS

The six years at UTS are designated as:

<b>Foundation I</b>	=	<b>Grade 7</b>
<b>Foundation II</b>	=	<b>Grade 8</b>
<b>Middle III</b>	=	<b>Grade 9</b>
<b>Middle IV</b>	=	<b>Grade 10</b>
<b>Senior V</b>	=	<b>Grade 11</b>
<b>Senior VI</b>	=	<b>Grade 12</b>

The terms Foundation, Middle, and Senior reflect three divisions in the six year curriculum at the school. Students begin with a core academic generalist program in the Foundation years, proceed to an expanded generalist program where there is some choice and special electives in the Middle years, and complete their studies with opportunity for specialization and concentration in the Senior years.

### Courses and Credits

Credits are granted for courses offered under Ministry guidelines for Grade 9 to 12 courses only. These courses will usually be offered beginning in MIII, although some subjects will continue to offer grades 7, 8 and 9 courses over two years and students will earn some secondary credits prior to entering MIII.

A statement of credit status for the Grade 9 to 12 courses studied will be recorded on the Ontario Student Transcript (OST). Each course is a full year course unless otherwise stated. A credit is granted in recognition of the successful completion of a Grade 9 to 12 course that has been scheduled for a minimum of 110 hours. Normally a half course is worth ½ credit.

The courses leading to the Ontario Secondary School Diploma (OSSD) have been developed according to the requirements of the Ontario Ministry of Education. At UTS, they are offered at the Academic,

Open, and College, University or University/College Preparation levels, and are taught in an enriched manner, which focuses on the development of academic skills to prepare students for entry to post-secondary education in colleges and universities.

Parents who wish for more detailed course information than what is provided in this calendar are invited to make inquiry through the Principal's Office.

### Ontario Secondary School Diploma (OSSD) Requirements

To be granted an Ontario Secondary School Diploma, you must:

- earn 18 compulsory credits;
- earn 12 optional credits (minimum);
- complete 40 hours of community involvement activities;
- pass the Ontario Secondary School Literacy Test.

A student will earn one credit for each 110-hour course successfully completed. A minimum of 12 optional credits will be earned in courses of the student's choice, reflecting particular interests and goals. Enrichment will be provided in all courses.

### Compulsory Credits (total of 18)

- 4 credits in English (1 credit per grade)
- 1 credit in French as a second language
- 3 credits in Mathematics
- 2 credits in Science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in the Arts
- 1 credit in Health and Physical Education
- 1/2 credit in Civics
- 1/2 credit in Career Studies

PLUS:

- 1 additional credit in English, or a third language, or a social science and the humanities, or Canadian and world studies,



or guidance and career education, or cooperative education\*

- 1 additional credit in Health and Physical Education or the Arts, or business studies, or cooperative education\*
  - 1 additional credit in Science or Technological Education, or cooperative education\*
- \* a maximum of 2 credits in cooperative education can count as compulsory credits

### Optional Credits (total of 12)

In addition to the 18 compulsory credits, students have to earn 12 optional credits in courses of their choice, selected from the full list of courses available in the school. Optional credits allow students to build an educational program that suits their individual interests and meets destination requirements.

## Additional Requirements for the UTS Diploma

**Students must complete the following courses in addition to the OSSD requirements:**

- FI Ancient and Modern Issues
- FII Latin
- MIII two additional Arts or Language courses
- MIII CHT 3OH (20th C. History)
- SV Physical Education
- One Senior Science
- Minimum of seven 4U or 4M courses
- At least one 4U or 4M course from two of the following four subject groupings:
  - Arts
  - Canadian & World Studies / Social Sciences & Humanities
  - Languages
  - Mathematics, Sciences & Technology

**Students must complete a minimum of 60 hours of Community Service (20 in FI and FII, 40 in MIII to SVI).**

Note: Students who enter UTS in the Upper Years should check with Student Services for the modified UTS Diploma requirements.

## UTS Course Load Requirements:

### Number of required courses at each grade level:

- F1 = 10
- F2 = 11
- M3 = 10
- M4 = 8.5
- S5 = 7
- S6 = 6

Senior Students who wish to apply to take **one** additional course must complete an “Application for Increase in Course Load”, which is available upon request form their Guidance Counsellor. Requests will be reviewed on an individual basis and students will be notified whether their application is approved.

### Course Requirements at each Grade level

**Foundation I:** *Foundation 1 students must complete the full program which includes:*

English, French, Humans and Nature, Health, Guidance and Physical Education, Canada and its People, Mathematics, Music, Art, Drama, Issues and Challenges of Ancient and Modern Worlds, and Science. Ten hours of Community Service are required.

**Foundation II:** *students must take 11 courses*

**Compulsory:** Dramatic Arts, English, French, Geography, Health and Physical Education, History, Latin, Mathematics, Music, Science and Visual Art. Ten hours of Community Service are required.

**Middle III:** *students must take 10 courses*

**Compulsory:** Civics (half course), Core French\*, English, Geography, Health and Physical Education, History (half course), Mathematics and Science. Twenty hours of Community Service are required.

**In addition:** Students must choose one Expressive Arts course (Drama, Music, or Visual Art) and choose their remaining courses from Languages (German, Latin, Spanish, or Special French) and /or Expressive Arts (Drama, Music, or Visual Art).

**\*Note: students who have taken FII Special French (FSF 1DS) have fulfilled this requirement.**

**Middle IV:** *students must take 8.5 courses*

**Compulsory:** Career Studies (half course), English, Health and Physical Education, Mathematics and one senior Science. Twenty hours of Community Service are required.

**Electives:** An additional 4 courses must be chosen. A balance among all of the disciplines should be maintained to ensure the opportunity to complete the breadth requirements in University Preparation (S6) courses.

*Senior V: students must take 7 courses*

**Compulsory:** English, Health and Physical Education, Mathematics, and the SV Guidance Seminar (non-credit).

**Electives:** A minimum of 4 additional credit courses.

**Notes:** In planning for SV and SVI, students must ensure that they take a minimum of seven 4U / M courses, including SVI English. In addition, at least one 4U or 4M course from two of the following four subject groupings:

- Arts
- Canadian & World Studies / Social Sciences & Humanities
- Languages
- Mathematics, Sciences & Technology

*Senior VI: students must take 6 courses*

**Compulsory:** English, the SVI Guidance Seminar (non-credit).

**Electives:** A minimum of 5 additional credit courses, ensuring that the student has a minimum of seven 4U / M courses.

## Report Card Average Calculations:

**Report Card Average - for all grades:**

Mid-year and Final Report Card Averages will be calculated on the total program for the year.

**The Final SVI UTS Diploma Average – “Best Six”**

ENG 4UE, plus the best five 4U and 4M (including those taken in previous years), divided by 6.

Note – While courses taken externally must be included on the student’s transcript (OST), only courses taken at UTS will be included in the UTS average and used for the purposes of determining UTS Awards.

## Types of Courses

The University of Toronto Schools offers the following types of credit courses as indicated by the 5th character in the course code:

- Academic (D) and Open (O) courses in Grades 9 and 10
- University Preparation (U), University/College Preparation (M), and Open (O) course in Grades 11 and 12

Academic courses focus on the essential concepts of the discipline and explore related concepts. These courses develop students’ knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts and incorporating practical applications as appropriate.

University Preparation courses focus on the skills and knowledge needed to prepare students to meet entrance requirements for university.

University/College Preparation courses focus on the content that is relevant for both university and college programs.

Open courses are designed to prepare students for further study in certain areas and to enrich their education generally.

## Subject Code Explanation

Codes are composed of letters and/or numbers which have meaning, depending on the position they take within the sequence.

### ENG 2DE

**ENG** First 3 characters represent the subject e.g. English

**2** 4th character indicates the grade level of the course (“2” = grade 10, “A” = first course in a language)

**D** 5th character designates the stream  
(D = Academic, U = University Preparation, M = University/College Preparation, O = Open)

**E** 6th character designates a school code for enriched (E), Advanced Placement (P), a half course (H), or a special French course (S)

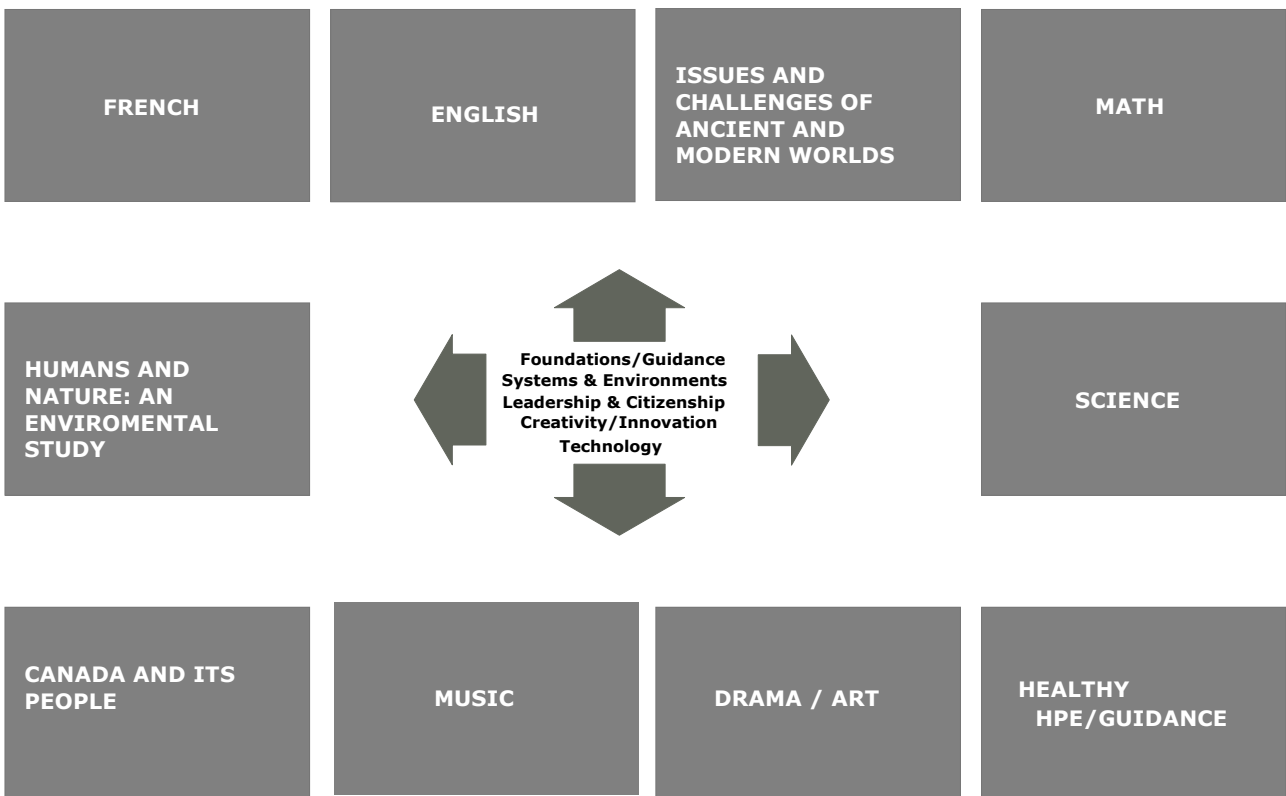


## A Revised Foundation 1 Program for 2010-2011

In 2010- 2011, the Foundation 1 Program will offer the study of traditional subject matter enhanced by thematic units which integrate subjects. There will be a focus on one or several “big ideas” that tie the subjects together during the year. We are confident that this approach will provide an even better preparation for the enriched UTS curriculum in Middle and Senior years.

### Details of the Program

All teachers will be responsible for developing strong personal management skills and specific academic skills such as note making, organization and time management. At this point, we are publishing a graphic of the design of the program. Program details will be finalized by May 2010 and will be published on the UTS website.



## ACADEMIC PLANNING

While University and Program admission requirements may vary between universities, the following are listed as a guide. For individual University and Program requirements, please consult the INFO book, published annually by the Ontario Universities' Application Centre (<http://www.electronicinfo.ca/en/index.php?j=1>) or the individual university calendars or web-sites (<http://www.ouac.on.ca/101/101-unilinks.html>). In general, university admission requirements include successful completion of the Ontario Secondary School Diploma (OSSD) including a minimum of six Grade 12 U or M courses. ENG 4U is required for all programs.

PROGRAM	SAMPLE SUBJECT PRE-REQUISITES UNIVERSITY PREPARATION (4U AND 4M) COURSES
ARTS, HUMANITIES, SOCIAL SCIENCES	ENG4U + five additional grade 12 U or M courses; for Social Sciences one or more of MHF4U, MCV4U and/or MDM4U
APPLIED SCIENCE AND ENGINEERING	ENG4U, MHF4U, MCV4U, SCH4U, SPH4U + one additional grade 12 U or M course
BUSINESS & COMMERCE	ENG4U, MHF4U, MCV4U and/or MDM4U + three additional grade 12 U or M courses
MATHEMATICS AND SCIENCES	ENG4U, MHF4U, MCV4U, + three additional grade 12 U or M courses (including appropriate sciences)
MEDICINE	3 full years undergraduate; 15 full course credits; any discipline; courses in Biological Sciences; Physical Sciences; Humanities or Social Sciences

### POSSIBLE UNIVERSITY PROGRAM CHOICES

POSSIBLE UNIVERSITY PROGRAM CHOICES:	Grade 12 University(/College) Preparation Courses (4U/4M) REQUIRED / PLANNED (minimum 7)	
	1. ENG 4UE	6.
	2.	7.
	3.	(8.)
	4.	(9.)
	5.	(10.)

### PROGRAM CHOICES, M3 - S6:

**Note:** Select at least one course from two of the following four subject groupings:

- Arts
- Canadian & World Studies / Humanities & Social Sciences
- Languages
- Mathematics, Sciences & Technology

	M3	M4	S5	S6
1	ENG 1DE	ENG 2DE	ENG 3UE	ENG 4UE
2	CGC 1DE	MCR 3UE	MHF 4UE or MHF 4UP	
3	CHT3OH / CHV 2OH	PPL 2OF/M	PAF 3OE	
4	MPM 2DE	GLC 2OH		
5	SNC 2DE	Science		
6	PPL 1O			
7	FSF 1DE*			
8	Arts			
9	Choice of Arts or Language			
10	Choice of Arts or Language			

\*Students who have taken FII Special French (FSF 1DS) have fulfilled the mandatory French requirement and may select a course from the Arts or Languages.



## SECTION C: COURSE DESCRIPTIONS

### CANADIAN AND WORLD STUDIES

At the University of Toronto Schools, Canadian and World Studies are a basic component of a liberal arts education. The department offers a wide range of courses in an effort to provide students with an opportunity to investigate all of their many interests. Ultimately, the aim is to stimulate independent inquiry by the students and to develop their critical analysis skills while honing their academic abilities.

#### CIVICS

##### *Middle III*

##### **CHV 2OH - Civics (½ credit course)**

Pre-requisite: None

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy in local, national, and global contexts, about political reactions to social change, and about political decision-making processes in Canada. They will explore their own and others' ideas about civics questions and learn how to think critically about public issues and react responsibly to them.

Course Fee: \$10 (for Jane's Walk activity)

#### CLASSICAL STUDIES

Classics is the study of the Greco-Roman civilization in all its aspects, including literature, philosophy and history. Since this civilization is the foundation of our Western civilization, its study can be of immense benefit to students who wish to understand the roots of our modern world.

#### GEOGRAPHY

Geography is a uniquely integrative discipline that brings together both human and physical perspectives in a study of people, places and environments around the world. Geographers study the earth's surface from many perspectives. Knowing where something occurs helps students to gain a spatial perspective on events and processes, and an understanding of how life forms interact with the environment. Historic and economic perspectives are also important parts of geographic studies. All are needed to comprehend the processes that shape the earth, the relationships between people and environments and the connections between people and places. Geography furthers human knowledge and provides practical guidance for decision making and problem solving in planning, economic development, resource management and environmental management. Given the growing interdependence of the world's economies, increasing pressure on the world's resources and concern about many issues including climate change, urbanization and population growth, societies and governments need people who are geographically literate and able to make informed judgments about environmental and societal issues.

##### *Foundation II*

##### **GEO F2 - Patterns in Human Geography**

In the second foundation year, the study of geography focuses on patterns in human geography by investigating population, economic systems and migration. Students will explain population distribution patterns and characteristics and investigate how human activities are affected by these patterns. They examine economic systems and the economic relationship between Canada and the global community, as well as the major types of migration and factors affecting human mobility.

### ***Middle III***

#### **CGC 1DE - Geography of Canada**

Pre-requisite: None

This course explores Canada's distinct and changing character and the geographic systems and relationships that shape it. Students will investigate the interactions of natural and human systems within Canada, as well as Canada's economic, cultural, and environmental connections to other countries. Students will use a variety of geotechnologies and inquiry and communication methods to analyse and evaluate geographic issues and present their findings.

### ***Middle IV***

#### **CGD 3ME - The Americas: Geographic Patterns and Issues**

Pre-requisite: CGC 1DE

This course investigates the geographic systems and patterns of the Americas, focusing on questions arising from the growing interdependence of the countries in the region. Students will examine diverse environmental, economic, and cultural factors influencing the different countries and their peoples, and the interactions among them. Students will use a variety of geotechnologies and inquiry and communication methods to investigate trends and issues and communicate their findings.

### ***Senior V and Senior VI***

#### **CGR 4ME - The Environment and Resource Management**

This course will not be offered in 2010-2011.

Pre-requisite: Any university or university/college preparation course in Canadian and World Studies, English, or Humanities and Social Sciences.

This course investigates the complexity and fragility of ecosystems and the pressures human activities place on them. Students will examine ecological processes, the principles of sustainability, and strategies for resource management, with a focus on the challenges of environmental degradation and

resource depletion. Students will use geotechnologies and skills of geographic inquiry to explain and evaluate various approaches to achieving a more sustainable relationship between people and their environment.

In addition, students will participate in a number of activities ranging from debates to case study writing, in which they will have an opportunity to explore environmental and resource based issues. Through these investigations, students will build strong communication and analytical skills so that they are better prepared and able to articulate their position and support their arguments with evidence.

#### **CGW 4UE - Canadian and World Issues**

Pre-requisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences.

This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Students will investigate a range of topics, including cultural, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Students will use geotechnologies and skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Canada and a world that is interdependent and constantly changing. Some specific topics include demographic challenges, HIV/AIDS, poverty/development and food, environmental sustainability, refugees, geopolitical issues with a focus on genocide and nation-state conflict and the role of the United Nations in addressing human rights issues.

Throughout the course, students will investigate case studies and ongoing global issues in order to understand many of the complex concepts and theories discussed in class. Students will participate in a variety of presentations as well as focus on the development of their research skills. In addition, students will be encouraged to maintain their knowledge of global events by reading media resources such as *The Economist*, local and national



newspapers, New Yorker magazine and many other periodicals. Students are also expected to participate in one of the Model United Nations experiences available to them (although, exceptions can be made for students with different interests)

## HISTORY

The study of history is unique among the liberal arts in its emphasis on historical perspective and context. Historians insist that the past must be understood on its own terms; any historical phenomenon – an event, an idea, a law, or a dogma for example - must first be understood in its context, as part of a web of interrelated institutions, values, and beliefs that define a particular culture and era. Among the liberal arts, history is the discipline most concerned with understanding change. Historians seek not only to explain historical causality – how and why change occurs within societies and cultures – but they also try to account for the endurance of tradition, understand the complex interplay between continuity and change, and explain the origins, evolution, and decline of institutions and ideas. History is also distinguished by its singularly broad scope. Virtually every subject has a history and can be analyzed and interpreted in historical perspective and context; the scope of historical inquiry is bound only by the quantity and quality of surviving documents and artifacts.

The analysis and interpretation of history provide an essential context for evaluating contemporary institutions, politics, and cultures. Understanding the present configuration of society is not the only reason to study the past; history also provides unique insight into human nature and human civilization. By demanding that we see the world through the eyes of others, that we develop a sense of context and coherence while recognizing complexity and ambiguity, and that we confront the record not only of human achievement but also of human failure, cruelty, and barbarity, the study of history provides us with a richly-textured, substantive framework for understanding the human condition and grappling with moral questions and problems.

There is another reason to study history: it's fun. History combines the excitement of exploration and

discovery with the sense of reward born of successfully confronting and making sense of complex and challenging problems.

### *Foundation II*

#### **CHC 2DE - Canadian History Since World War I**

Pre-requisite: None

This course explores the local, national, and global forces that have shaped Canada's national identity from World War I to the present. Students will investigate the challenges presented by economic, social, and technological changes and explore the contributions of individuals and groups to Canadian culture and society during this period. Students will use critical-thinking and communication skills to evaluate various interpretations of the issues and events of the period and to present their own points of view.

Field Trip and Guest Performer Costs: approximately \$10

### *Middle III*

#### **CHT 3OH - Twentieth Century World History (½ credit course)**

Pre-requisite: CHC 2DE

This course focuses on the major events and issues in world history from 1900 to the present. Students will investigate the causes and effects of global and regional conflicts and the responses of individuals and governments to social, economic, and political changes. Students will use critical-thinking and communication skills to formulate and test points of view, draw conclusions, and present their findings about the challenges that have faced and continue to face people in various parts of the world.

### ***Middle IV and Senior VI***

#### **CHA 3UE - American History**

Pre-requisite: CHC 2DE

This course traces the social, economic, and political development of the United States from colonial times to the present. Students will examine issues of diversity, identity, and culture that have influenced the country's social and political formation and will consider the implications of its expansion into a global superpower. Students will use critical-thinking and communication skills to determine causal relationships, evaluate multiple perspectives, and present their own points of view.

This course will prepare students for the A.P. United States History exam, if they choose to write it, in May.

#### **CHW 3ME - World History to the Sixteenth Century**

Pre-requisite: CHC 2DE

This course investigates the history of humanity from earliest times to the sixteenth century. Students will analyse diverse societies from around the world, with an emphasis on the political, cultural, and economic structures and historical forces that have shaped the modern world. They will apply historical inquiry, critical-thinking, and communication skills to evaluate the influence of selected individuals, groups, and innovations and to present their own conclusions.

We will explore such civilizations as Pharaonic Egypt, Classical Greece, Imperial Rome, the Mayan city-states, the Aztec and Inca empires, the Tang and Song Dynasties of China, and Medieval Europe. Students will study relevant themes throughout history: religious worship, political authority, economic organization, gender roles, class structure, literature, and art. Students will participate in a wide range of activities throughout this rich course including creative historical writing, role-play simulations, debates, and primary source analysis.

This course will also enable students to recognize that History comprises a record of past human activities in every sphere - not just political developments, but also social, economic, and intellectual trends. Students will also utilize a range of resources such as primary and

secondary documents and film. By examining such topics as the rise and fall of empire and cause and effect, students will also understand how women as well as men, the ruled as well as the rulers, the poor as well as the rich, are all part of "World History to the 16<sup>th</sup> century."

### ***Senior V and Senior VI***

#### **CHY 4UE - World History: The West And The World**

Pre-requisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities.

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

In an attempt to develop a comprehensive understanding of the West's intellectual heritage, students will appreciate that women as well as men, the ruled as well as the rulers, the poor as well as the rich, are integral elements in the study of history. Most importantly, this course will focus on such key topics as the rise of nationalism, liberalism, and imperialism that propelled humanity towards its greatest successes and its most tragic failures. Specific units will include the Protestant Reformation, the Scientific Revolution, the Enlightenment, the French Revolution, the Industrial Revolution, and the First and Second World Wars. Moreover, this course will focus on the overseas expansion launched by the West, the 'Scramble for Africa', and additional case studies of European colonialism in the Americas, the Middle East, and Asia. Students will participate in a wide range of activities including mock historical trials, role-play simulations, debates, seminars, and primary source analysis.

This course will also prepare students for the AP European History exam, if they choose to write it, in May.



## HUMANITIES AND SOCIAL SCIENCES

At the senior level, Humanities offers a number of courses in specialized disciplines. These include Law, Politics, Economics and Philosophy. In each course, students have an opportunity to investigate at depth, various topics as pertaining to the specific areas of study. This specialization permits students to have a taste of some of the disciplines they may pursue further at the University level.

### *Senior V and Senior VI*

#### **CIA 4UE - Analyzing Current Economic Issues**

Pre-requisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences.

This course investigates the nature of the competitive global economy and explores how individuals and societies can gain the information they need to make appropriate economic decisions. Students will learn about the principles of microeconomics and macroeconomics, apply economic models and concepts to interpret economic information, assess the validity of statistics, and investigate marketplace dynamics. Students will use economic inquiry and communication skills to analyse current economic issues, make informed judgments, and present their findings.

#### **CLN 4UE - Canadian and International Law**

Pre-requisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences.

This course examines elements of Canadian and international law in social, political, and global contexts. Students will study the historical and philosophical sources of law and the principles and practices of international law and will learn to relate them to issues in Canadian society and the wider world. Students will use critical-thinking and communication skills to analyse legal issues, conduct independent research, and present the results of their inquiries in a variety of ways.

Course Fee: \$30 (in lieu of text)

#### **CPW 4UE - Canadian and World Politics**

This course is offered in alternating years and will be offered in 2010-2011. It will not be offered in 2011-12.

Pre-requisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences.

This course examines Canadian and world politics from a variety of perspectives. Students will investigate the ways in which individuals, groups, and states work to influence domestic and world events, the role of political ideologies in national and international politics, and the dynamics of international cooperation and conflict resolution. Students will apply critical thinking and communication skills to develop and support informed opinions about current political conflicts, events, and issues. Additional focus is on the function of major international institutions such as the United Nations and the Breton Woods monetary system, and determining their historical and contemporary impacts on politics around the world.

#### **HZT 4UE - Philosophy: Questions and Theories**

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

This course addresses three (or more) of the main areas of philosophy: metaphysics (What are the ultimate constituents of reality? Does God exist? What is the relation of mind to matter? Are human actions free?), logic (What is a valid argument? What is a logical fallacy? What differentiates science from non-science?), epistemology (What is human knowledge? Can humans really know the world as it really is? Are there some things humans can never know?), ethics (What are good and evil? Why be moral? What obligations do people have to one another?), social and political philosophy (What are the just limits of state authority? Do people have a right to equal treatment? What are an individual's rights and responsibilities?), and aesthetics (What is beauty? Are judgments about what is beautiful or ugly subjective? Should art have social value?). Students will learn critical thinking skills, the main ideas expressed by philosophers from a variety of the world's traditions, how to develop and explain their own philosophical ideas, and how to apply those ideas to contemporary social issues and personal

experiences. This course will also help students refine skills used in researching and investigating topics in philosophy.

Course Fee for Reading Package: tba.



## ENGLISH

In literature and language study at UTS, the principal objectives are the development of inquiring and discriminating minds. Clarity, depth, and creativity in oral and written expression are valued. Through reading, speaking, listening, writing, and the lens of various media, students will be encouraged to reflect upon the nature of the human experience. It is hoped that students may come to know themselves better and approach the world with greater understanding, tolerance and sympathy.

### *Foundation II*

#### **ENG F2 - English**

This course emphasizes analytical reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs and their daily lives. An important focus will be the correct and effective use of spoken and written language. Students will study and interpret from contemporary and historical periods, including plays, short stories, and short essays, and will investigate and create media works. Students are introduced to the beginnings of English Literature and thus are brought to understand the wealth of tradition and of archetypal patterns that underscore much of what they have read to date and that they will encounter in the future. Students will continue to develop the foundation skills initiated in F1, but there will be greater focus on honing expression and analysing various literary forms.

Course Fee: \$10 copying expenses

### *Middle III*

#### **ENG 1DE - English**

This course offers a wide-range of texts, with an emphasis on narrative techniques and structures. Students will study how meaning is crafted through an analysis of narrative elements in various genres. They will work on developing an understanding and appreciation for the relationship between the form and content. Students will develop a critical literary vocabulary that will promote their capacity to communicate, with greater clarity and precision, their interpretations and analyses of texts. The development of sound, structured writing is emphasized throughout the year and particular problems will be addressed in

response to the needs of the individual students. Oral language skills remain a central component through regular class discourse and cooperative learning, and more formal presentations of material throughout the year.

Course Fee: \$10 copying expenses

### *Middle IV*

#### **ENG 2DE - English**

Pre-requisite: ENG 1DE

This course expects students to become increasingly reflective and analytical in their reading and writing. Readings encourage students to consider the nature of the relationship of literature to life. Approaches to the texts are varied: intensive reading of some works, broader treatment of others. While texts may appear wide-ranging in both period and concerns, the aim has been to select works that will invite an increasingly comparative discussion as the year proceeds, so that students come to distinguish those elements in content and expression which characterize an individual writer. Student writing will focus on close textual analysis and practice in various elements of the essay; many activities appear as natural extensions from the literature.

Course Fee: \$10 copying expenses

### *Senior V*

#### **ENG 3UE - English**

Pre-requisite: ENG 2DE

This course emphasizes the development of literacy, critical thinking, and communication skills. Students will analyze challenging texts from various periods, with attention to the developments of form and thought; conduct research and analyze the information gathered; write persuasive and literary essays, refining their attention to purpose and the use of various devices in writing; and analyze the relationship among media forms, audiences, and media industry practices. An important focus will be on understanding the development of the English language. Particular attention will be given to sophisticated applications of viewpoint in short fiction, the development of tragedy in drama from its

roots to its modern forms, and the exploration of intriguing patterns of poetry.

Course Fee: \$10 copying expenses

### ***Senior VI***

#### **ENG 4UE - English**

Pre-requisite: ENG 3UE

This course allows students to employ all the skills of knowledge, inquiry, communication and application that they have been developing throughout the vertical program, and builds upon past experiences by honing and solidifying these skills. The program offers students an array of challenging activities, while allowing students the freedom to explore areas of personal intellectual interest. Writing focuses on the study of and practice in the elements of argumentative and reflective prose. In the literature component, study is intensive, extensive and comparative. Students will develop an understanding of different genres and periods. The year also includes an independent study, which allows students the choice to pursue a focused attention to a particular genre, theme or author of interest.

Course Fee: \$10 copying expenses

#### **ETS 4UE - Studies in Literature**

Pre-requisite: ENG 3UE

Co-requisite: ENG 4UE *and the recommendation of the Department*

This course is designed to meet the interests of students who seek enrichment in their reading and study of literature. The reading list is long and impressive, with a wide array of authors and genres. Students will study from contemporary and historical periods, continually interpreting, analysing, comparing and discussing the particular elements of each literary work. Writing activities vary in length and nature: reflective essays, initial reader responses, close textual commentaries, short and longer essays. Individual seminar presentations accompany class discussion throughout the year. Creative writing offers an opportunity for students to write in various styles. Students are encouraged to do an initial reading of the fiction over the summer months.

Course Fee: \$10 copying expenses

#### **EWC 4UE – The Writer’s Craft**

Pre-requisite: ENG 3UE

Co-requisite: ENG 4UE

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 assignment as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers. Fundamentally, Writer’s Craft provides time and resources for students who have a passionate interest in writing and wish to go beyond the opportunities available in the core English program. Students who are considering a career in writing will find this course to be invaluable.

Course Fee: \$10 copying expenses



## EXPRESSIVE ARTS

Expressive Arts at the University of Toronto Schools includes Drama, Interdisciplinary Studies (Arts) Music and Visual Arts. Students are encouraged to develop creative thought and process through these subject areas while building on vital forms of communication. The development of dramatic, musical, interdisciplinary and visual literacy enables students to foster awareness and appreciation in the arts in their own and other cultures. In producing their own creative works, they communicate their insights while developing artistic skills and aesthetic judgment.

### DRAMATIC ARTS

Drama emphasizes learning through exploration and on-your-feet experimentation. In addition to the courses listed below, the UTS Drama program offers opportunities for students to perform to audiences beyond the Drama class with the Sears Drama Festival, and the Junior and Senior Plays.

#### *Foundation II*

##### **ADA F2 - Dramatic Arts**

Pre-requisite: None

In this introductory course, students will work in large and small groups to learn and practice basic drama skills. Students explore theatre games and improvisation, script and scene work, comedy and drama, technical production, the basics of play writing, and movement and voice techniques.

#### *Middle III*

##### **ADA 2OE - Dramatic Arts**

Pre-requisite: None

The ADA2OE drama course requires students to actively explore dramatic forms and techniques, using their own ideas and concerns as well as ideas in sources selected from a wide range of genres, texts (used in the broadest sense), authors, forms and cultures. Student learning includes the identification and use of the elements of time, space, voice, and movement in creating, sustaining and communicating authentic roles within a drama. Students assume responsibility for decisions made in the creation and presentation of the drama, and analyse and reflect on the experience.

Using material from published plays, student written plays, and improvisation, participants explore various approaches to acting and directing and perform for their peers. Students have an opportunity to experience and review professional Toronto theatre productions and participate in backstage production for the UTS Senior Play.

Course fee: \$40 for theatre tickets and a workbook of scripts.

#### *Middle IV*

##### **ADA 3ME - Dramatic Arts**

Pre-requisite: ADA 1OE or ADA 2OE

This course requires students to create and perform dramatic presentations. Students will analyse, interpret, and perform works of drama from various cultures, including Western plays from around 1899. Students will also do research on different acting styles and conventions for their presentations, create original works, and analyse the functions of playwright, director, actor, producer, designer, technician and audience. There are opportunities to experience professional Toronto theatre productions, engage in workshops with professional theatre artists, and take on an acting or production role in the UTS Senior Play or Sears Festival play.

Course Fee: \$40, for theatre tickets/workshops, and a workbook of scripts.

#### *Senior V*

##### **ADA 4ME - Dramatic Arts**

Pre-requisite: ADA 3ME

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 analysing 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.

Students take on a leadership role and independently write, direct, produce and perform scenes from film and theatre for peer, school and community audiences. Students have opportunities to explore post-secondary opportunities in film and drama, see professional Toronto theatre, engage in workshops with professional theatre artists and take on a major production, writing or acting role in the UTS Senior Play or Sears Festival play.

Course Fee: \$40 for theatre tickets/workshops, and a workbook of scripts.

## INTERDISCIPLINARY STUDIES

### *Senior VI*

#### **IDC 4UE - Interdisciplinary Studies (Arts)**

Pre-requisite: any 3U/3M university or university/college preparation course

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

IDC (Arts) examines a wide range of contemporary musical, literary, dramatic, visual and interdisciplinary artworks. Artworks are interpreted as focal points for overlapping and interconnected social, political, scientific, philosophical, and other perspectives. Students will have opportunities to explore the connections between diverse academic disciplines through the analysis of case studies and the creation of course assignments. Creative products could include any combination of musical, visual, dramatic or literary art forms, including: digital sampling and appropriation, performance, installation art, creative writing, and documentary video productions.

Course Fee: A course fee of \$20 will include a field study, guest speakers and research materials.

## VISUAL ARTS

The Art program encourages discovery, independence and self-awareness through the study of studio workshops, historical analyses and contemporary art practices. Each year, students will build and diversify their collection of works within an individualized portfolio.

### *Foundation II*

#### **AVI F2 - Visual Arts**

The F2 visual arts curriculum provides students with a forum to explore creativity, to enhance observation skills, and to explore the visual interpretation of complex ideas. Students will build a foundation of technical skill in each medium studied: graphite, clay, relief printmaking, photography, and oil pastel. Each unit will begin with an introduction to technical studio skills for the medium being studied, examples from art history for analysis, and an opportunity to experiment and be creative. With an emphasis on the elements and principles of design, students will explore diverse ways to communicate their ideas and emotions visually to an audience.

Course Fee: A course fee of \$40 will include a field study or guest artist session, sketchbook and all personal studio supplies.

### *Middle III*

#### **AVI 10E - Visual Art**

Pre-requisite: None

This course extends the skill base and theory completed in the Foundation II Visual Art Program. Students will become familiar with the elements and principles of design and the expressive qualities of various materials working with a range of media, processes, techniques, and styles. They will learn and use methods of analysis and criticism when discussing their own work and Canadian art, and in the study of prehistoric and ancient civilizations.



## COURSES AT A GLANCE

Department	Subject	F1	F2	M3	
Canadian and World Studies	Classics	AMWF1*			
	Geography	HANF1*	GEOF2*	CGC1DE*	
	History	CIPF1*	CHC2DE*	CHV2OH* and CHT3OH*	
	Humanities & Social Sciences				
English	English	ENGF1*	ENGF2*	ENG1DE*	
Expressive Arts	Dramatic Arts	ADAF1*	ADAF2*	ADA2OE	
	Interdisciplinary Arts				
	Music	AMIF1* or AMSF1*	AMIF2* or AMSF2*	AMI1OE or AMS1OE	
	Visual Arts	AVIF1*	AVIF2*	AVI1OE	
HPE	Health and Physical Education	PHFF1* or PHMF1*	PHEF2*	PPL10*	
Languages	French	Core	FSFF1*	FSFF2*	FSF1DE*
		Special	FSFF1S*	FSF1DS*	FSF2DS
	German			LWGBDE	
	Latin		LVL2F*	LVLADE	
	Spanish			LWSADE	
Mathematics and Computer Science	Mathematics	MATF1*	MPM1DE*	MPM2DE*	
	Computer Studies	COMPF1* (integrated)			
Science	General Science	SNCF1*	SNC1DE*	SNC2DE*	
	Biology				
	Chemistry				
	Physics				
Student Services	Guidance and Career Studies	GUIDF1* (integrated)			

\* Compulsory course

† UTS Diploma requirement: minimum of one University Preparation (4U/4M) course from at least two out of the following four groups: Arts; Canadian & World Studies / Social Sciences & Humanities; Languages; and Mathematics / Sciences / Technology; and a minimum of seven University Preparation Courses (S6 English plus 6 others).

‡ University Preparation (3U/3M or 4U/4M) courses that may be taken in either M4 or S5, or, S5 or S6 (assuming pre-requisites are met).

M4	S5 <sup>†</sup>	S6 <sup>†</sup>	Subject	Department	
			Classics	Canadian and World Studies	
CGD3ME	CGR4ME <sup>†</sup> (not offered in 2010-2011)	CGW4UE <sup>†</sup>	Geography		
CHA3UE CHW3ME	CHY4UE <sup>†</sup>		History		
	CIA4UE <sup>†</sup> CLN4UE <sup>†</sup>	CPW4UE <sup>†</sup> HZT4UE <sup>†</sup>	Humanities & Social Sciences		
ENG2DE*	ENG3UE*	ENG4UE* ETS4UE EWC4UE	English	English	
ADA3ME	ADA4ME <sup>†</sup>		Dramatic Arts	Expressive Arts	
		IDC4UE	Interdisciplinary Arts		
AMI2OE or AMS2OE	AMU3ME	AMU4ME	Music		
AVI2OE	AVI3ME	AVI4ME	Visual Arts		
PPL2O*	PAF3OE*		Health and Physical Education	HPE	
FSF2DE	FSF3UE	FSF4UE	Core	French	Languages
FSF3US	FSF4US		Special		
LWGCUE	LWGDUE		German	Languages	
LVLBUE	LVLCUE		Latin		
LWSBDE	LWSCUE	LWSDUE	Spanish		
MCR3UE*	MHF4UE* or MHF4UP*	MDM4UE MCV4UE or MCV4UP	Mathematics	Mathematics and Computer Sciences	
ICS3UE <sup>†</sup>	ICS4UE <sup>†</sup>		Computer Studies		
			General Science	Science	
SBI3UE		SBI4UE <sup>†</sup>	Biology		
SCH3UE	SCH4UE <sup>†</sup> or SCH4UP <sup>†</sup>		Chemistry		
	SPH3UE	SPH4UE or SPH4UP	Physics		
GLC2OH* (0.5)	GUIDS5* (non-credit seminar)	GUIDS6* (non-credit seminar)	Guidance and Career Studies	Student Services	

Studio activities may include acrylic painting, low relief sculpture, mixed media drawing, digital photography and design.

Course Fee: A course fee of \$40 will include a field study or guest artist session, sketchbook and all required studio materials (drawing, sculpture and painting supplies).

The Art program encourages discovery, independence and self-awareness through the study of studio workshops, historical analyses and contemporary art practices. Each year, students will build and diversify their collection of works within an individualized portfolio.

#### *Middle IV*

##### **AVI 2OE - Visual Arts**

Pre-requisite: AVI 1OE

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, with the focus on the medieval period. Studio activities may include calligraphy, digital design, ceramics, painting, mixed media assemblage, and graphite drawing.

Course Fee: A course fee of \$40 will include required studio materials (all personal drawing and painting supplies) and a field study or guest artist session.

#### *Senior V*

##### **AVI 3ME - Visual Arts**

Pre-requisite: AVI 2OE

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 analyse art works

and study aspects of Western art history, as well as art forms from Canada and other parts of the world.

Students will critically analyze current and historical notions of representation through a variety of studio activities that include drawing, printmaking, digital photography, photo manipulation, video and an independent study. Students will also explore appropriation and copyright in the arts, 15th to 19th century Western and Japanese art, and the work of contemporary artists. Emphasis will be placed on developing visual literacy and terminology in discussing aesthetic judgments of artworks, as well as understanding the cultural, social, political and historical contexts that have informed the art studied and produced in class.

Course Fee: A course fee of \$40 will include a field study or guest artist session and personal studio supplies for drawing, video art, photography and intaglio printmaking.

#### *Senior VI*

##### **AVI 4ME - Visual Arts**

Pre-requisite: AVI 3ME

This course focuses on the refinement of students' skills and knowledge in visual arts. Students will analyse art forms; use theories of art in analysing 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 and present a solo exhibition.

Course Fee: A course fee of \$40 will include basic studio materials, required readings, and field trips or guest artist sessions.

## MUSIC

All students study music during their first year at UTS, choosing to play an instrument from the string or wind/percussion program.

UTS Music courses provide a breadth of experiences geared to the beginner through advanced player including: performance, informed listening, collaboration, improvisation, composition, music technology, arranging, theory, and historical and cultural research (including the study of classical music, world music, jazz and popular music). Computer technology is used for research and as a creative tool for arranging and composition projects. Through these activities the physical, intellectual, emotional and social aspects of the complete musical experience are developed.

In the senior years, students are encouraged to make a significant contribution both to UTS and the community as a whole. The Music Program, OISE/UT and the Faculty of Music, University of Toronto, continue to develop partnerships to further enrich the Music Program.

Students will be required to supply and use their own mouthpieces.

### Copyright Information

In order to comply with UTS copyright policy, a portion of the music course fees will be used to purchase additional parts and music books that the students will retain for their own use.

### *Foundation II*

#### **AMI F2 (Winds) or AMS F2 (Strings)**

Pre-requisite: None

Recommended Preparation: FI Music or test and audition

In this course, students will develop the technique of playing their instruments, demonstrate an understanding of the basic elements of music, communicate their understanding and knowledge of music in appropriate ways including the correct use of music terminology, and identify and perform music of a variety of cultures and historical periods. Skills and topics include basic music theory, sight-reading, rhythm and ear training, and playing in large and small ensembles. In addition, they will study film

music and examine the effects of music on dramatic situations. Subsequently, students will continue to build on their knowledge, skills and enhanced understanding for the Modern Folk Project.

In the interdisciplinary Modern Folk Project unit they will research, design and build an original musical instrument. In groups they will rehearse and perform a children's play selected from a list provided by the instructor and create a supporting musical soundscape with these instruments.

Course Fee: \$40 for method book (available from the teacher), Modern Folk Project workshops and materials. *Reed players will need to purchase reeds as required. For health reasons, all wind players who do not already own a mouthpiece are required to purchase one for \$10. This amount reflects a partial subsidy by the Music Department (mouthpieces range in cost from \$15 to \$60).* It is highly recommended that students purchase a shoulder rest (violin, viola) which may be ordered through the course instructor. Information regarding instrument rental or purchase will be made available in September.

### *Middle III*

#### **AMI 10E (Winds) or AMS 10E (Strings)**

Pre-requisite: None

Recommended Preparation: AMI FII/AMS FII or test and audition

This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity, and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use. There is a special concentration on the evolution and performance of Popular, World and Classical music. All students will compose and perform a "pop" song.

Course Fee: \$40 for materials and three World Music workshops. Reed players will need to purchase reeds as required.



***Middle IV***

**AMI 2OE (Winds) or AMS 2OE (Strings)**

Pre-requisite: None

Recommended Preparation: AMI / AMS 1OE or test and audition.

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 (eg. composition) and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology, and history. There is a special concentration on the study and performance of Jazz, Canadian and 20th century music. Students are encouraged to participate in a co-curricular ensemble to consolidate developing instrumental technique and musicianship.

Course Fee: \$40 for materials and guest artists/workshops. Reed players will need to purchase reeds as required.

***Senior V***

**AMU 3ME - Music**

Pre-requisite: AMI 1OE or AMS 1OE; AMI 2OE or AMS 2OE

The Senior V Music course is an advanced level course that 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 analyse 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—Students are also expected to demonstrate responsible membership in a

major school ensemble. In order to facilitate a better understanding of all aspects of music-making, students will also begin the study of the complexities of Concert Management.

Course Fee: \$25 for materials, and guest artists/workshops.

***Senior VI***

**AMU 4ME - Music**

Pre-requisite: AMU 3ME

This course emphasizes the appreciation, analysis and performance of music from the classical and romantic periods, and the twentieth century, including art music, jazz, popular music, Canadian and non-Western Music. Continued development of technique, ~~and~~ interpretive skills and the ability to work independently will be demonstrated in both large and small ensemble performances. They will also complete complex creative projects. In addition, students are required to fulfill an important leadership role within one major performing ensemble. Concert production and management are also an integral component of the SVI music course.

Course Fee: \$25 for materials and guest artists/workshops

## HEALTH AND PHYSICAL EDUCATION

The aim of the Health and Physical Education program is to encourage students to enjoy being physically active and to motivate them to be more physically active on a regular basis. The program emphasizes regular participation and involvement in a variety of enjoyable physical activities. The program strives to meet the needs of young people by providing a balanced curriculum of individual and group activities. These activities stress ways to improve physical fitness, competence and awareness in conjunction with relevant health issues and leadership opportunities.

Classes will use the school gym, Robert Street playing field, swimming pool and Ridley Fitness Centre. Motor skill development, physical fitness, life and social skills are all integral parts of the curriculum. The Health and Physical Education program provides opportunities for students to experience and understand holistic fitness and its value and importance throughout life.

F1 health and physical education is taught in single-sex classes. This is reflected in the “F” or “M” contained within the subject codes. From FII to SV, health and physical education classes are coeducational.

### ***Foundation II***

#### **PHE F2 - Healthy Active Living Education**

The FII curriculum’s major areas of knowledge and skill are organized around three strands: Active Participation (physical activity, physical fitness, living skills and safety), Healthy Living (healthy eating, growth and development, personal safety and injury prevention and substance use and abuse) and Fundamental Movement Skills (locomotion/traveling, manipulation and stability).

*The F2 UTS HPE curriculum has aligned with the “Train to Train” Stage of the Canadian Sport for Life model. This phase is appropriate for boys aged 12 to 16 and girls aged 11 to 15. The main objective of this stage is the overall development of the student’s physical fitness and fundamental movement skills.*

Course Fee: \$40 (Self-defense workshop, first aid workshop and an enriched HPE grade event)

### ***Middle III***

#### **PPL 10 - Healthy Active Living Education**

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention. They investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs, and participate in activities designed to develop goal-setting, communication, and social skills. All students will take part in a Level B CPR training course

*The M3 UTS HPE curriculum has aligned with the “Train to Train” Stage of the Canadian Sport for Life model. This phase is appropriate for boys aged 12 to 16 and girls aged 11 to 15. The main objective of this stage is the overall development of the student’s physical.*

Course Fee: \$40 (Self-defense workshop and a CPR-certification course and an enriched HPE grade event)

### ***Middle IV***

#### **PPL 20 - Healthy Active Living Education**

Pre-requisite: PPL 10

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students’ interest throughout their lives. Students will apply movement principles and sport/game strategies to refine skills and actively participate in sports and games to enhance their personal competence and personal fitness. They will investigate and examine issues related to healthy sexuality, healthy eating, substance use and abuse, and will participate in activities designed to apply informed decision-making, conflict resolution and social skills in making personal choices.

*The M4 UTS HPE curriculum has aligned with the “Train to Compete” Stage of the Canadian Sport for Life model. This phase is appropriate for boys aged 16 to 18 and girls aged 15 to 17. The main objective of this stage is to optimize fitness preparation, sport/event specific skills and performance.*



Course Fee: \$30 (“Experience It” field trip and an enriched HPE grade event)

### ***Senior V***

#### **PAF 3OE - Personal Fitness and Activities**

This course focuses on regular participation in a variety of physical fitness activities that promote lifelong healthy active living. Students will investigate and evaluate the effects of different methods of physical training (more specifically resistance and cardiovascular training) on functional health and human performance and in so doing, better understand the effort required to optimize their personal fitness. Students will challenge themselves in vigorous daily workouts while learning the scientific foundations of exercise. Students will also be encouraged to develop personal competence in a variety of complex movement skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.

*The S5 UTS HPE curriculum has aligned with the “Train to Compete” Stage of the Canadian Sport for Life model. This phase is appropriate for boys aged 16 to 18 and girls aged 15 to 17. The main objective of this stage is to optimize fitness preparation, sport/event specific skills and performance.*

Course Fee: \$40 (A health-related enriched grade event and a physical fitness-related enriched grade event)

## LANGUAGES

### FRENCH

The goal of the French program is to give students the opportunity to become functionally bilingual. Students will be given the opportunity to achieve a degree of proficiency in formal and semantic mastery and will be able to acquire a good level of communicative competence as well as some degree of creativity using the French language. Throughout the program, students have the opportunity to develop an in-depth awareness and understanding of the Francophone world. This approach aims to develop natural, native-like communication, which entails grammar, sociolinguistics, discourse, and strategic competence. This degree of competence can only be achieved through an appropriate methodology which encourages student-centered activities. Class time will be spent working with a partner or in small groups. The student is the initiator and active participant. Learning co-operatively is an essential part of this program.

The Languages Department offers a two-tier French program: Core and Special. Both of these programs are offered at the advanced level leading to the granting of the same credit; however, students enrolled in the Special Program earn the grade 12 credit (FSF 4US) in SV (Grade 11). The Special French Program offers a curriculum tailored to the needs of students who have had lengthier exposure to French and who have acquired greater fluency in the language. High proficiency levels in the Core Program will also enable students to transfer from Core into Special French. Placement is made at the discretion of the Languages Department.

Enrichment activities in the Languages program may include field trips to view films and plays in the language of instruction. The cost of these outings will depend on the price of admission; however, most will be in the range of \$ 10.00 to \$15.00. Fees for these outings are collected prior to the field trip.

Students may apply for the three-month exchange program with France in their F II or M III year, and take part in the exchange in M III or M IV.

### CORE FRENCH

#### *Foundation II*

##### **FSF F2 - Core French**

Emphasis will continue to fall on an oral approach, stressing correct pronunciation and communicative skill development. Grammar is a fundamental part of the course and is integrated in oral and written activities. Development of vocabulary and discourse skills will be achieved through a variety of selected readings and films with cultural content. Oral presentations, oral quizzes and interviews will constitute a substantial component of the assessment as much emphasis will be placed on oral communication. This course requires the use of XpressLab online tools for pronunciation practice.

Course Fee: \$35

#### *Middle III*

##### **FSF 1DE - Core French**

Pre-requisite: FSF F2

This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes. Thematic readings and films “Le Fantôme de l’Opéra” and “Le Huitième jour” will serve as stepping stones to oral and written activities. . This course requires the use of XpressLab online tools for pronunciation practice.

Course Fee: \$40



### ***Middle IV***

#### **FSF 2DE – Core French**

Pre-requisite: FSF 1DE

This course enables students to increase their knowledge of the French language, further develop their language skills, and deepen their understanding and appreciation of francophone culture. Exploring a variety of themes, students will develop and apply critical thinking in discussions, in their analysis and interpretation of texts, and in their own writing. Evaluation methods include oral presentations, creation of dialogues, written essays, oral comprehension tests, and written tests and quizzes. Students will work on the movies “Monsieur Batignole” and “La grande seduction”. They will also work on a simplified version of “Les Misérables”, part of which will be done as an independent reading assignment, and part of which will form the basis of the summative oral exam. This course requires the use of XpressLab online tools for pronunciation practice.

Course Fee: \$35

### ***Senior V***

#### **FSF 3UE – Core French**

Pre-requisite: FSF 2DE

The emphasis will continue to be on the further development of communicative skills. Grammar will be reviewed, taught and expanded in context. Evaluation methods include oral presentations, creation of dialogues, written essays, process writing, written tests and quizzes, drama presentations and a research project. Oral and written skills will be developed through the study of various texts, articles, short stories, films and some Internet sources. Students will study the film “Au revoir, les enfants”, by Louis Malle, on which they will be required to do a major oral presentation. The students will also be

involved in a summative dramatic presentation of “Contes Africains” as well as in cultural “workshops” dealing with African culture in Francophone Africa. There will be one oral examination in the spring based on a novel which students will read independently. This course requires the use of XpressLab online tools for pronunciation practice.

Course Fee: \$40

### ***Senior VI***

#### **FSF 4UE – Core French**

Pre-requisite: FSF 3UE

Communicative competence is expected in both oral and written work. Grammar will be reviewed and refined. Language skills will be developed through the study of literary texts “Le Bourgeois Gentilhomme” and “L’étranger”, films, news broadcasts, newspapers, tapes and Internet sources. The students will participate in discussions, dialogues, debates, interviews and dramatizations. In May, the students will present an independent project. There will be an oral exam in June. Students may write the externally set AP French exam in May. This course requires the use of XpressLab online tools for pronunciation practice.

Course Fee: \$35

## **SPECIAL FRENCH**

### ***Foundation II***

#### **FSF 1DS – Special French**

Pre-requisite: FSF F1S

Communication skills will be developed through exercises, group work, discussion, reading, creative writing, and dramatization. While the oral component is emphasized at this level, particular attention is given to writing skills, aiming for accuracy in both oral and written work. Reading skills, vocabulary and knowledge of Francophone cultures will be further

developed through the study of short stories, novels, and films. In addition, each student will be involved in the preparation and presentation of a cultural project dealing with the Francophone presence in North America. Grammar will be reviewed and expanded in context. This course requires the use of XpressLab online tools for pronunciation practice.

Course Fee: \$40

### ***Middle III***

#### **FSF 2DS – Special French**

Pre-requisite: FSF 1DS

Writing skills and style will be developed through compositions, essays and creative writing. Various forms of media will become one of the sources for vocabulary expansion, discussions and presentations. Students will read a selection of short stories and novels from France and North America. In addition, each student will be involved in the preparation and presentation of a cultural project dealing with France and Europe. Grammar will be reviewed and expanded in context.

Course Fee: \$10

### ***Middle IV***

#### **FSF 3US – Special French**

Pre-requisite: FSF 2DS

Oral and written skills will be further developed through a unit on Quebec culture and politics, as well as through the study of “Le Malade Imaginaire”, by Molière and “La Cantatrice Chauve” and “La leçon”, by Eugene Ionesco. Two distinct periods in French Theatre and History will be explored through the latter two dramatic works, the first being a classic from the 17th century, the second, in the genre of the theatre of the absurd. In addition, students will prepare a speech on a contemporary issue, and will select a novel to be read independently. Cultural presentations this year will focus on the Francophone

presence in Africa and the legacy of French colonialism. The students will develop their writing skills and style through formal essays, book reports and critiques. Grammar will be reviewed and expanded in context.

Course Fee: \$10

### ***Senior V***

#### **FSF 4US – Special French**

Pre-requisite: FSF 3US

This course continues to develop all major skills: knowledge, thinking/creative, communication and application skills in all strands: oral communication, reading and writing. This course allows the students to deepen and broaden their understanding of the many aspects of Francophone culture through the study of a wide choice of materials and activities (study of *Cyrano de Bergerac*, *Jean de Florette et Manon des Sources*, and eight short stories are part of the program). The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course. Performance-based assessment is used extensively in this university preparation course. The major summative evaluations will be a speech, a creative dramatization, a couple of major written tests and an oral exam based on the reading of the short stories. Students will have the opportunity to participate in two contests which offer substantial rewards: *Le concours oratoire* (French Speech Contest) sponsored by the organization Canadian Parents for French and the OMLTA French Contest. The content of FSF 4US is consistent with the Advanced Placement French program and provides students with the knowledge and skills required to write the externally set AP French exam in May.

Course Fee: \$10



## GERMAN

The German program provides students with opportunities to develop thinking, analytical and communication skills in every-day and literary German. The importance of German continues to grow with the political and economic importance of the European Union. German is the most widely spoken language in Europe. German skills will be valuable assets in an evolving global market and will prepare students for a wide range of careers. Students starting the study of German will be eligible to earn three (3) credits in three (3) years. They will start with the B credit and may proceed to take the C and D credits in the following two years. Students will acquire a high degree of language proficiency since each additional language builds more rapidly on the common base established during previous language study. In addition to classroom, computer lab and library research activities, additional language immersion experiences are offered.

### *Middle III/Middle IV*

#### **LWG BDE – Beginner German**

This is an introductory course designed to enable students to begin to communicate with native speakers of German around the world. From the beginning, classroom methodology encourages students to work in pairs or in small groups which enables them to develop the ability to understand spoken German and be able to communicate at a reasonable pace on everyday topics. Students will develop a better understanding of the German speaking countries and regions, their culture and their role in the world through videos, music and various internet projects and resources. This course is taught using the Smartboard and requires the use of XpressLab online tools for pronunciation practice. Students may apply for the three-month exchange with Germany in their M III year, and take part in the exchange in MIV.

Course Fee: \$30

### *Middle IV/Senior V*

#### **LWG CUE - Intermediate German**

Pre-requisite: LWG BDE

This course provides students with the language learning experiences that will enable them to communicate on further everyday topics in German. Students will continue to develop and apply their speaking skills in a variety of contexts, and will participate in activities that will improve their reading comprehension and writing skills. They will also continue to explore aspects of the culture of countries where German is spoken and work with both print and technological resources. Although students will continue to expand their vocabulary and repertoire of language structures, the language they will use at this level will still be relatively simple. This course is taught using the Smartboard and requires the use of XpressLab online tools for pronunciation practice. Students may opt to take part in a four-week summer immersion program in Germany.

Course Fee: \$30

### *Senior V/Senior VI*

#### **LWG DUE - Senior German**

Pre-requisite: LWG CUE

The materials for this advanced course are taken from authentic German sources and cover everyday topics of conversation as well as offering some insight into German poetry and current social issues. This course strives to achieve a high degree of fluency and to develop more sophisticated expression, both in speaking and in writing. Students will learn to express their opinions using more advanced grammatical constructions and will build vocabulary quickly. Students will study a topic of special interest to them and projects on culture are part of the course.

Course Fee: \$10

## LATIN

The Latin program offers students the opportunity to study this rich foundation language and culture. This enables students to develop skills in thinking, analysis and communication which may be applied to the study of many modern languages and cultures. With these skills students will gain a distinct advantage in their approach to many professional careers in the competitive global marketplace. By the end of this program, students will have an enriched level of understanding and powers of expression in Latin and English. They will also have an informed appreciation for the riches of the Western cultural heritage, having studied and linked the achievements of Rome with our contemporary world. The Latin Department embraces a communicative approach to language teaching. Oral and written exercises serve to complement the students' progress through a series of Latin texts wherein the students are introduced to grammar and Roman culture. Extensive work in etymology and linguistic comparison direct the students to application of their understanding of Latin to English and other modern languages. A wide variety of student-centered activities such as presentations, role-play, skits, model construction and inter-school competitions are aimed at developing co-operative skills as well as powers of inquiry and creativity.

### ***Foundation II***

#### **LVL F2 - Latin**

This course provides an introduction to Latin, the fundamental language of Western society. The grammar introduced includes the forms and basic uses of nominative, vocative, accusative, ablative and genitive cases of nouns and adjectives of the first three declensions, and the personal and demonstrative pronouns; the present tense; the complementary infinitive; the imperative (including exhortations) of the four regular conjugations; and the irregular verbs *sum*, *eo*, *fero* and *volo*. This course offers an introduction to linguistics through the examination of the basis of language structure in Latin, English, and other European languages. It involves a study of the contribution of Latin to English vocabulary, including legal and scientific

terms. It offers an examination of the lives and thoughts of the ancient Romans in the time of the Emperor Hadrian. There will be stress on the oral reading of Latin in this and all subsequent courses.

Course Fee: \$15

### ***Middle III***

#### **LVL ADE - Latin**

UTS preparation: LVL F2

This course is a continuation of LVL F2. After a brief review of noun, adjective, and pronoun forms, the student will meet the aorist, present perfect, and past imperfect active tenses of all regular verbs and the irregular verbs *sum*, *possum*, *eo*, *fero*, *volo*, *nolo*, and *malo*. The passive will be introduced. The course will include analysis of Roman poetry, the study of early Roman legends and the history of the Roman monarchy. By the end of the year the student will be familiar with all the forms of nouns and adjectives of the first three declensions, and the personal, emphatic, demonstrative and relative pronouns. All forms of the indicative, active, and passive will be introduced. The course includes a study of the legends and history of the Roman Republic until the first war with Carthage.

Course Fee: \$15

### ***Middle IV***

#### **LVL BUE - Latin**

Pre-requisite: LVL ADE

This course aims to bring students to a higher degree of proficiency in Latin. After a brief review of all verb tenses, active and passive voice and all declensional usage, students will learn more sophisticated grammatical forms and constructions. Among these are the formation and use of all participial forms, indirect discourse and the subjunctive mood. Students will study and apply many Latin roots and grammatical structures to



English. They will also learn about a variety of Roman cultural features, such as daily social practices, trade, republican institutions, and the history of Rome from the time of the Punic Wars to Julius Caesar and Augustus. Various enrichment activities, including leadership roles in the inter-school Ontario Student Classics Conference and participation in national competitions, will complement the in-class learning.

Course Fee: \$15

### ***Senior V***

#### **LVL CUE - Latin**

Pre-requisite: LVL BUE

This course provides students with opportunities to further develop their knowledge of the achievements of the ancient world through the study of Latin. Students will read and translate a broad selection of classical prose and poetry and will learn the vocabulary and grammar essential for these activities. English is the language of instruction. Through a variety of enrichment activities, such as contests, seminars, and re-enactments, students will explore elements of the civilization of the ancient world, such as engineering, architecture, politics, and literature.

## **SPANISH**

The Spanish program provides students with opportunities to develop thinking, analytical and communication skills. These skills will be valuable assets in an evolving global market and will prepare students for university and a wide range of careers. Students who have chosen to pursue Spanish will be building on the common base established during previous language study and gain not only new language knowledge but also acquire all four language skills with a high degree of proficiency. They will research, discuss and analyze socio-economic and political issues affecting all Spanish speaking countries, read about authentic current issues written by and intended for natives and be

exposed to at least three genres of literature. In addition to classroom activities, e-mail exchanges, and cultural and media projects, additional language immersion experiences are available abroad during the school year and in the summer.

### ***Middle III***

#### **LWS ADE - Spanish**

This is an introductory course designed to enable students to begin to communicate in Spanish. From the beginning, students work in task oriented pairs or small groups which enable them to develop the ability to understand spoken Spanish and be able to communicate at a reasonable pace within limited vocabulary in the present, one of the past tenses, and immediate future. They will explore aspects of the culture of countries where Spanish is spoken, including social customs, music and the arts, by participating in cultural events and activities involving both print and technological resources. This year, students may apply for the three-month exchange with Spain.

Course Fee: \$10

### ***Middle IV***

#### **LWS BDE - Spanish**

Pre-requisite: LWS ADE

This course provides students with the language learning experience that will enable them to communicate in addition to the present and future, in both past tenses with a native in Spanish. They will continue to develop and apply their speaking skills in a variety of contexts, and will participate in activities that will improve their reading comprehension and skills. Students will also continue to explore aspects of the culture of countries where Spanish is spoken through a variety of print and technological resources and start analyzing current problematic issues.

Course Fee: \$10

## ***Senior V***

### **LWS CUE - Spanish**

Pre-requisite: LWS BDE

This course offers students opportunities to further develop their knowledge of Spanish and to enhance their communication skills using the remainder indicative tenses including the conditional, compound tenses, as well as start the study of the subjunctive. Students will use increasingly more sophisticated language in a variety of activities that will enable them to speak, read and write with clarity and greater accuracy. They will enhance their critical thinking skills through the analysis of issues encountered in the various literary genres studied and analyzed in class. Students interested in taking the Advanced Placement Test should speak to the instructor in September.

Course Fee: \$10

## ***Senior VI***

### **LWS DUE – Spanish**

Pre-requisite: LWS CUE

This is an advanced language course which provides students with the opportunity to develop a deeper awareness of style and greater command of the spoken and written language through interviews, speeches, debates, letter writing, compositions, and literary essays. In addition to concluding the study and use of the Subjunctive, students will also view, read and critically analyze various aspects of media and literature in an attempt to understand the role played by the Spanish language and Hispanic culture in our contemporary world. Students may write the Advanced Placement examination in Spanish before the end of the year.

Course Fee: \$10



## MATHEMATICS AND COMPUTER STUDIES

### MATHEMATICS

Through study of mathematics at UTS, students will develop the mathematical concepts and skills required of knowledgeable citizens and become prepared for successful studies in university. There is a dual emphasis on application of mathematics to real world applications such as personal finance, statistics and computer science and recognition of the beauty of pattern, shape and design inherent in pure mathematics. In addition to developing computational skills, students will develop their critical thinking abilities and reasoning techniques through study of problem-solving involving numerical analysis, algebra and geometry. For those students showing a keen interest and/or extraordinary mathematical ability, the department sponsors a student-run mathematics club, and encourages participation in local, provincial, national and international mathematical contests. Details about the specific math contests offered by UTS at each grade level can be found on the UTS Website. Course fees, where applicable, are applied toward mathematics contest registration fees and the cost of photocopying.

#### *Foundation II*

#### **MPM 1DE – Principles of Mathematics**

In this course, students will consolidate number sense and numerical skills and extend the principles of arithmetic in developing skills involving algebra and analytic geometry. A key focus on algebra and linear relationships will lead to methods of finding equations of lines in various forms and solving problems involving proportional thinking. Students will explore relationships and solve problems that emerge from the geometry and measurement of two-dimensional shapes and three-dimensional figures. Mathematical processes of reasoning and proving, computing and selecting strategies, communicating and modeling are emphasized in problem solving throughout the course.

Course Fee: \$15

#### *Middle III*

#### **MPM 2DE – Principles of Mathematics**

Pre-requisite: MPM 1D2

Students will review, extend and apply their algebraic and problem solving skills through investigation, effective use of technology and abstract reasoning. They will broaden their understanding of relationships by studying quadratic relations and their applications using graphical, analytic geometry and algebraic techniques including factoring polynomials and solving quadratic equations. They will solve linear and quadratic systems and investigate circle geometry. Students will study trigonometric relationships in right and acute triangles. Through investigative projects and problem solving assignments students further hone their communication and problem-solving skills.

Course Fee: \$15

#### *Middle IV*

#### **MCR 3UE – Functions**

Pre-requisite: MPM 2DE

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, transformations and the techniques of analytic geometry; investigate inverse functions; and further develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Course Fee: \$15

## Senior V

### MHF 4UE – Advanced Functions

Pre-requisite: MCR3U

This course extends students' experience with functions. Students will review the properties of quadratic functions; investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also consolidate their understanding of mathematics and refine their use of the mathematical process necessary for success in further mathematics courses. This course is a pre-requisite for the study of MCV4U, Calculus and Vectors.

Course Fee: \$15

### MHF 4UP – Advanced Functions – AP Stream

Pre-requisite: MCR3U and approved *Application for AP Preparation Course form*, which is available from their Guidance Counsellor.

Students who wish to enroll in MHF4UP, which is recommended preparation for MCV4UP, Advanced Placement Calculus, must complete a separate *Application for AP Preparation Course form*, which is available from their Guidance Counsellor. In the interim, these students should select MHF 4UE on their Option Sheet.

This course extends students' experience with functions. Students will review the properties of quadratic functions; investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also consolidate their understanding of mathematics and refine their use of the mathematical process necessary for success in further mathematics courses. This course is intended to prepare students who plan to write the Calculus AB Advanced Placement Exam in Grade 12.

Course Fee: \$15

## Senior VI

### MCV 4UE - Calculus and Vectors

Pre-requisite/Co-requisite: MHF4U, Advanced Functions

This course builds on the student's experience with functions and broadens the understanding of rates of change to include the derivatives of polynomial, rational, exponential, logarithmic and trigonometric functions. Students will apply these concepts and skills to modeling of real-world relationships in order to solve problems involving optimization, velocity, acceleration, rates of change and graphical analysis. Students will also solve problems involving geometric and algebraic representations of vectors in two- and three-dimensional space, and they will use vectors to represent lines and planes. This course is recommended preparation for students who plan to study mathematics, engineering, physics in university.

Course Fee: \$15

### MCV 4UP - Calculus and Vectors - AP Stream

Pre-requisite: MHF4U, Advanced Functions

Students who wish to enroll in the Advanced Placement section of grade 12 Calculus and Vectors (MCV 4UP) must complete a separate *Application for AP Preparation Course form*, which is available from their Guidance Counsellor.

This course builds on the student's experience with functions and broadens the understanding of rates of change to include the derivatives of polynomial, rational, exponential, logarithmic and trigonometric functions. Students will apply these concepts and skills to modeling of real-world relationships in order to solve problems involving optimization, velocity, acceleration, rates of change and graphical analysis. Students will also study areas under curves and how to calculate integrals of various functions and apply this knowledge to solving problems. This course covers other topics unique to the AP curriculum including slope fields and separable differential equations. Students will also solve problems involving geometric and algebraic representations of vectors in two- and three-dimensional space, and they will use vectors to represent lines and planes. This course is



recommended preparation for students who plan to study mathematics, engineering, physics in university, and this course will accommodate students who want to earn a credit in AP Calculus.

Course Fee: \$15

### **MDM 4UE – Mathematics of Data Management**

Pre-requisite: MCR 3U

This course broadens students' understanding of mathematics as it relates to managing information and will prepare students for study of applied mathematics at the university level (particularly programs in business, science and social science where knowledge of probability, statistics and data management is required). Students will study counting techniques, permutations and combinations, probability and statistics, probability distributions, the binomial theorem, methods of managing and analyzing data and making inferences. Each student will design and carry out a project related to statistical analysis that integrates the expectations of the course.

Course Fee: \$15

## **COMPUTER SCIENCE**

The computer has had a profound effect on society. Every citizen must be familiar with computer technology to some degree to function effectively in the modern world. The aim of the computer studies curriculum is first of all to increase students' general understanding of the uses of computers to enhance their education in all subjects. Computer science courses then provide a detailed look at the principles of computing with an eye toward possible careers in scientific or computer related fields. Throughout, a conscious effort is made to focus on concepts and principles that will be of lasting value in the face of changes and improvements in technology.

### ***Middle IV and Senior V***

#### **ICS 3UE – Computer and Information Science**

Pre-requisite: None.

This course is primarily for M4 and S5 students who wish to become acquainted with the fundamental concepts of computer science. Students will develop an understanding of computer programming topics including repetition and decision structures, input and output, arrays, functions, procedures, and program documentation. Students will develop their programming and problem solving skills by investigating problems involving mathematics and science, data management and graphics. The course is designed to accommodate varying introductory capabilities and provides opportunities for those who wish to explore computer programming in greater depth at this level. Software development, computer environments and other topics in computer science will also be addressed.

Course Fee: \$5

### ***Senior V and Senior VI***

#### **ICS 4UE – Computer and Information Science**

Pre-requisite: ICS 3ME

This is a computer programming course focused on the principles of software design using an object-oriented approach. Students are expected to have an understanding of variables, arrays, repetition and decision-making structures, procedures and functions from their previous experience in using any computer programming language. Topics studied in the course include data structures, graphics, control systems, scientific applications and artificial intelligence. Throughout the course, students work in teams on small projects exploring most of the aspects of software development. Each student will complete a final project of her or his choice. There is an opportunity to participate in programming and problem solving competitions.

Course Fee: \$10

## SCIENCE

Studies in General Science, Biology, Chemistry, and Physics are offered at the academic and university preparation levels in order to prepare students for University. The aim of these courses is to involve students in the process and philosophy of science while learning the factual knowledge relevant to the courses. Courses will include laboratory investigations, discussions, seminars, and research projects.

In the senior grades it may be possible for students to undertake more extensive investigations.

### GENERAL SCIENCE

#### *Foundation II*

##### **SNC 1DE - Science**

This course enables students to understand basic concepts in biology, chemistry, earth and space science, and physics; to develop skills in the processes of scientific inquiry; and to relate science to technology, society, and the environment. Students will learn scientific theories and conduct investigations related to cell division and reproduction; atomic and molecular structures and the properties of elements and compounds; the universe and space exploration; and the principles of electricity.

Students will participate in many enrichment activities related the topics listed above.

Course Fee: \$10

#### *Middle III*

##### **SNC 2DE - Science**

Pre-requisite: SNC 1DE

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics; to develop further their skills in scientific inquiry; and to understand the interrelationships among science, technology, and the environment. Students will conduct investigations and understand scientific theories related to: ecology and the maintenance of ecosystems; chemical reactions, with particular attention to acid-base reactions; factors that influence weather systems; and motion.

Course Fee: \$10

### BIOLOGY

Biology is a scientific discipline that explores the living world at all levels of complexity. It ranges in its investigations from biomolecular systems to systems extending into outer space, from interactions that occur almost instantaneously to interactions spanning billions of years.

The tools of biological discovery are a few rigorous principles of scientific investigation, coupled with skills of mind that include creativity, skepticism, and discipline. Its purpose is to tease meaning out of the overwhelming confusion of living organisms that make the surface of this little planet such an interesting place to be.

Many of the students who are interested in taking biology courses are looking toward prospective careers in medicine or related fields. Some want a better understanding of themselves, and their own biological nature.

Whatever their motives for taking biology courses, students should be prepared to be surprised by the



unlikely and haphazard turns in the evolution of a planet full of organisms, including one of the most surprising kinds: ourselves. They should also bear in mind that this fun is their just reward for a great deal of hard work.

### ***Middle IV or Senior V***

#### **SBI 3UE - Biology**

Pre-requisite: SNC 2DE

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.

This course uses the student's previous training in scientific investigation as a springboard from which to launch into more detailed biological studies. Some of the topics covered - cell studies, vascular plants, are more advanced treatments of material introduced in earlier courses. Genetics is explored from both an historical and a practical perspective and biotechnology is introduced. Classification and the diversity of life are explored in the context of Canadian and World Biodiversity. This leads to the study of Natural Selection and Evolution. The control of Internal Environments addresses how different animals meet the challenge of survival by maintaining an optimal internal environment. The biological processes related to animals are investigated, including: gas exchange, digestion, excretion, internal transport, and water balance, among others. The challenge of maintaining internal conditions in the human animal provides the unifying theme.

An independent research project, designed and executed by the students, is required as part of the course work. This course is a pre-requisite for grade 12 Biology.

Course Fee: \$10

### ***Senior V or Senior VI***

#### **SBI 4UE - Biology**

Pre-requisite: SBI 3UE

Recommended Preparation: SCH 3UE

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.

This second biology course follows the topics outlined by the Ministry guidelines, as well as supplemental topics, so that the graduating students will have the biological background and skills required to prepare them for entry into rigorous university programs.

Students will be expected to accept responsibility for considerable background preparation of material, so that class time can be devoted to exploring the implications of the ideas being discussed as well as laboratory work. Students are expected to be able to integrate theory into and to do some additional research to write up their lab reports/assignments.

While the Evolution unit is now taught in the SBI 3UE course, the concepts of Evolution will be integrated throughout the units in this course, which include: Behaviour, Biochemistry, Energetics, Molecular Genetics, Population Dynamics and Homeostasis. Experimental work is incorporated wherever possible, in keeping with the premise that learning by doing is most effective. An independent portfolio is a required component of every student's course work. A short, hands-on, Biotechnology enrichment unit will be implemented this year; results from quality work will be incorporated into an environmental database at Cornell University.

Course Fee: \$10

## CHEMISTRY

Chemistry is the science that deals with the composition, structure, and properties of matter. Chemistry affects the life of each and every one of us. Petrochemicals are used as fuels, to make nylon and polyester fibres and to make other polymers which are manufactured into plastic products. Some of the products of chemistry, such as medicines, fertilizers, and pesticides, allow us to live better and longer lives. However, chemicals may also adversely affect the environment by entering the food chain or by compromising water and air quality.

An understanding of chemical principles will enable students to weigh the risks and benefits of issues in chemistry.

Chemistry is a necessary course for many areas of study such as medicine, dentistry, pharmacy, engineering and other sciences.

Chemistry is an experimental science, involving both quantitative and qualitative observations. Experiments and demonstrations are a key component of the course.

### *Middle IV or Senior V*

#### **SCH 3UE - Chemistry**

Pre-requisite: SNC 2DE

Recommended co-requisite: continued study of mathematics

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.

Course Fee: \$10

### *Senior V or Senior VI*

#### **SCH 4UE - Chemistry**

Pre-requisite: SCH 3UE

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

Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment

Course Fee: \$10

#### **SCH 4UP - AP Chemistry**

Students who wish to apply to enroll in the Advanced Placement section of grade 12 Chemistry (SCH 4UP) must complete a separate *Application for AP Preparation Course* form, which is available from their Guidance Counsellor.

Pre-requisite: SCH 3UE

Where interest exists, one or more sections of Grade 12 Chemistry may be offered as AP sections. The Advanced Placement course is similar to the regular course, and additional materials that would be of benefit to students planning to write the AP Chemistry exam in May will supplement the content. Good problem solving technique is stressed.

Topics included are organic nomenclature and the chemistry of functional groups, atomic structure, bonding, molecular geometry, thermochemistry, chemical kinetics, equilibrium and applications of equilibrium in acid base chemistry and solutions, electrochemistry, and advanced topics in solids, liquids and gases.

Course Fee: \$10



## PHYSICS

Physics deals with the behaviour and structure of matter. The realm of physics extends to the edge of the universe. How is the universe created? Will there be an end to it? The study of physics includes the reality of our daily life. Why can we walk on the pavement but with more difficulty on a skating rink? Why is the sky blue and the setting sun red? Physics also brings us to the perplexing world of the nucleus and the fundamental particles. What is the basic building block of matter?

A sound knowledge of physics is an important component of general scientific literacy and is essential for understanding the world around us. Physics courses are essential for careers in engineering, medical sciences, teaching, research and development.

### *Middle IV or Senior V*

#### **SPH 3UE - Physics**

Pre-requisite: SNC 2DE

Recommended co-requisite: continued study of mathematics at the grade 11 level.

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.

Course Fee: \$10

### *Senior VI*

#### **SPH 4UE - Physics**

Pre-requisite: SPH 3UE

Recommended co-requisite: continued study of mathematics at the grade 12 level.

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

Course Fee: \$10

#### **SPH 4UP - AP Physics**

Pre-requisite: SPH 3UE and recommendation of the department.

Recommended co-requisite: continued study of mathematics at the grade 12 level.

Students who wish to apply to enroll in the Advanced Placement section of grade 12 Physics (SPH 4UP) must complete a separate *Application for AP Preparation Course* form, which is available from their Guidance Counsellor.

Where interest exists, one or more sections of Grade 12 Physics may be offered as AP sections. The Advanced Placement course is similar to the regular course. Additional topics that would be of benefit to students planning to write the AP Physics exam in May will supplement the content. Good problem solving technique is stressed. Students are expected to have mastered a competent level in grade 11 mathematics.

Topics include projectile and circular motion, translational and rotational dynamics, gravitation, momentum and energy, special theory of relativity, advanced topics in electrostatics, capacitors in circuits, fluids, thermodynamics and early quantum theory.

Course Fee: \$10

## STUDENT SERVICES

### GUIDANCE AND CAREER STUDIES

The purpose of the Guidance and Career Planning program is to prepare students for future educational and career opportunities with the skills and knowledge necessary to explore options and opportunities, respond to challenges, make informed decisions and maximize their potential.

#### *Middle IV*

#### **GLC 20H - Career Studies (½ credit course)**

The purpose of the Career Studies course is to equip students to intelligently and purposefully interact with their world so that they live, work, and participate in it as satisfied and contributing members of society. Student learning will include assessing their own knowledge, skills, and characteristics and investigating economic trends, workplace organization, work opportunities, and ways to search for work. The course explores postsecondary learning options, prepares students for community-based learning, and helps them build the capabilities needed for managing work and life transitions. Students will design action plans for pursuing their goals.

Course Fee: \$15 for course materials and Assessment Tests

#### *Senior V*

#### **GUID S5 – Guidance Seminar**

SV students will have a weekly Guidance seminar focusing on Career and Educational Planning. Students will continue with the Career and Educational Research and Planning begun in M4 Career Studies.

#### *Senior VI*

#### **GUID S6 – Guidance Seminar**

SVI students will have a Guidance Seminar each week focusing on Career and Educational Planning. They will have a more intensive program in the fall as they continue researching and decision making, culminating in the completion of applications for admission and scholarship to Ontario, American and out-of-province universities.



## THE UTS GRADUATION PROJECT

**The UTS Graduation Project is currently under review and is an optional component of the UTS program for 2010-2011.**

The UTS Graduation Project provides opportunities for students to pursue their interests in academic inquiry, experiential learning or the arts. These independent works of scholarship should exemplify the best qualities of a UTS education. The exploration should take place over an extended period and involve going above and beyond the student's previous skill-set and experience. A Grad Project that builds on class work may be possible (with the permission of your staff advisor and the Co-ordinator) so long as the supplementary work alone is assessed.

The exploration should provide a vehicle for students to demonstrate a range of higher-order thinking skills, including but not limited to: planning; synthesis; analysis; reflection. The student should choose advisor(s) whose knowledge and experience are appropriate to the choice of topic; at least one should be a UTS teacher. The exploration should be documented in such a way that the student can share his/her experience in a meaningful way with his/her advisor(s) so that the advisor(s) can meaningfully assess and evaluate the student's work. Regular meetings will be called during the year to monitor the progress of the projects and address student concerns.

### General Guidelines and Responsibilities

- Projects are to be pursued individually or in small groups. In groups, students may collaborate during the process, but each student must make a distinct contribution to the end product.
- Standard UTS personal, legal and ethical guidelines will apply to the process and the product. Parents will be asked to complete a parental consent form.
- A proposed project may be rejected if it is seen to lack sufficient depth, to violate the above guidelines, or to involve a potential risk to persons or property.
- Students may complete their project at any point during the year, according to the timeline they and their advisor(s) arrive at.
- The role of the staff supervisor is to support the students by: suggesting a focus; helping to establish that sufficient resources of all kinds are available; helping set clear and achievable evaluation criteria; responding to the work in progress; advising on study and research techniques and

contacts; evaluating the process and the final product; consulting with the student following the presentation.

- An outside agency may be involved in the study at the request of the student. A liaison person from that agency must be identified and that person will consult with the staff advisor.

Throughout the year, the broad process of the project involves:

- establishing a context for study;
- narrowing the focus to ensure that a realistic and achievable goal is set;
- developing a schedule of research, study and work;
- setting interim objectives that allow for self- and supervisory monitoring;
- keeping an accurate progress log of meetings where appropriate and activities to be handed in on the specified day;
- arriving at an end product which is submitted in a form most suited to the project and for an audience identified by the student;
- arranging and conducting a “debriefing” with advisor(s) (either oral or written) which includes a discussion of conclusions arrived at; personal growth during process; insights gained; what the student would have done differently; if things didn't go as planned, why that was and what the student learned from it.

The final evaluation categories awarded are as follows:

- 1st Class Honours with Distinction
- 1st Class Honours
- 2nd Class Honours
- Pass
- Fail

A summary of the project and a completed progress log are to be submitted to the staff advisor on the specified date during week prior to the Presentation Day. Each student must meet with the staff advisor on the contact day to finalize plans for the presentation.

## COURSE INDEX

Course Title	Grade Level	Course Code	Credit Value	Page
<b>CANADIAN &amp; WORLD STUDIES</b>				
American History	M4, S5	CHA3UE	1	21
Analyzing Current Economic Issues	S5, S6	CIA4UE	1	22
Canadian and International Law	S5, S6	CLN4UE	1	22
Canadian and World Issues	S5, S6	CGW4UE	1	19
Canadian and World Politics	S5, S6	CPW4UE	1	22
Canadian History Since World War I	F2	CHC2DE	1	20
Civics	M3	CHV2OH	0.5	18
Geography of Canada	M3	CGC1DE	1	19
Patterns in Human Geography	F2	GEO F2		18
Philosophy: Questions and Theories	S6	HZT4UE	1	22
The Americas: Geographic Patterns and Issues	M4	CGD3ME	1	19
The Environment and Resource Management	S5, S6	CGR4ME	1	19
Twentieth Century World History	M3	CHT3OH	0.5	20
World History to the Sixteenth Century	M4, S5	CHW3ME	1	21
World History: The West and The World	S5, S6	CHY4UE	1	21
<b>ENGLISH</b>				
English	F2	ENG F2		24
English	M3	ENG1DE	1	24
English	M4	ENG2DE	1	24
English	S5	ENG3UE	1	24
English	S6	ENG4UE	1	25
Studies in Literature	S6	ETS4UE	1	25
The Writer's Craft	S6	EWC4UE	1	25
<b>EXPRESSIVE ARTS</b>				
Dramatic Arts	F2	ADA F2		26
Visual Arts	F2	AVI F2		27
Dramatic Arts	M3	ADA2OE	1	30
Visual Arts	M3	AVI1OE	1	27
Dramatic Arts	M4	ADA3ME	1	30
Visual Arts	M4	AVI2OE	1	30
Dramatic Arts	S5	ADA4ME	1	26
Visual Arts	S5	AVI3ME	1	30
Interdisciplinary Studies	S6	IDC4UE	1	27
Visual Arts	S6	AVI4ME	1	30



<b>Course Title</b>	<b>Grade Level</b>	<b>Course Code</b>	<b>Credit Value</b>	<b>Page</b>
<b>HEALTH &amp; PHYSICAL EDUCATION</b>				
Healthy Active Living Education	F2	PHEF2		33
Healthy Active Living Education	M3	PPL1O	1	33
Healthy Active Living Education	M4	PPL2O	1	23
Personal Activities and Fitness	S5	PAF3OE	1	34
<b>LANGUAGES</b>				
French - Core	F2	FSF F2		35
French - Special	F2	FSF1DS	1	36
Latin	F2	LVL F2		39
French - Core	M3	FSF1DE	1	35
French - Special	M3	FSF2DS	1	37
Latin	M3	LVLADE	1	39
Spanish	M3	LWSADE	1	40
German	M3, M4	LWGBDE	1	38
French - Core	M4	FSF2DE	1	36
French - Special	M4	FSF3US	1	37
Latin	M4	LVLBUE	1	39
Spanish	M4	LWSBDE	1	40
German	M4, S5	LWGCUE	1	38
French - Core	S5	FSF3UE	1	36
French - Special	S5	FSF4US	1	37
Latin	S5	LVLCUE	1	40
Spanish	S5	LWSCUE	1	41
German	S5, S6	LWGDUE	1	38
French - Core	S6	FSF4UE	1	36
Spanish	S6	LWSDUE	1	41
<b>MATHEMATICS &amp; COMPUTER STUDIES</b>				
Principles of Mathematics	F2	MPM1DE	1	42
Principles of Mathematics	M3	MPM2DE	1	42
Functions	M4	MCR3UE	1	42
Computer and Information Science	M4, S5	ICS3UE	1	44
Advanced Functions	S5	MHF4UE	1	43
Advanced Functions – AP Stream	S5	MHF4UP	1	43
Computer and Information Science	S5, S6	ICS4UE	1	44
Mathematics of Data Management	S6	MDM4UE	1	44
Calculus and Vectors	S6	MCV4UE	1	43
Calculus and Vectors – AP Stream	S6	MCV4UP	1	43

<b>Course Title</b>	<b>Grade Level</b>	<b>Course Code</b>	<b>Credit Value</b>	<b>Page</b>
<b>MUSIC</b>				
Music - Strings	F2	AMS F2		31
Music - Winds	F2	AMI F2		31
Music - Strings	M3	AMS1OE	1	31
Music - Winds	M3	AMI1OE	1	31
Music - Strings	M4	AMS2OE	1	32
Music - Winds	M4	AMI2OE	1	32
Music	S5	AMU3ME	1	32
Music	S6	AMU4ME	1	32
<b>SCIENCE</b>				
Science	F2	SNC1DE	1	45
Science	M3	SNC2DE	1	45
Biology	M4, S5	SBI3UE	1	46
Chemistry	M4, S5	SCH3UE	1	47
Physics	M4, S5	SPH3UE	1	48
Biology	S5, S6	SBI4UE	1	46
Chemistry	S5, S6	SCH4UE	1	47
Chemistry – AP Stream	S5, S6	SCH4UP	1	47
Physics	S5, S6	SPH4UE	1	48
Physics – AP Stream	S6	SPH4UP	1	48
<b>STUDENT SERVICES</b>				
Career Studies	M4	GLC2OH	0.5	49
Guidance Seminar	S5	GUID S5		49
Guidance Seminar	S6	GUID S6		49







