



# Course Calendar

## 2017-18

# UNIVERSITY OF TORONTO SCHOOLS

## COURSE CALENDAR 2017 – 2018

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## **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 endeavours 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 school awards a special graduation diploma, the University of Toronto Schools Diploma. This diploma complements the OSSD and attests to attainment of requirements beyond those of the provincial diploma.

### Features of the UTS Program

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 students have completed at UTS
- 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.

### Nomenclature for School Years at UTS

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.

Foundation I	(F1)	= Grade 7	Middle IV	(M4)	= Grade 10
Foundation II	(F2)	= Grade 8	Senior V	(S5)	= Grade 11
Middle III	(M3)	= Grade 9	Senior VI	(S6)	= Grade 12

### 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.



## Changes to Selected Courses

Changes to a student's program after the Course Verification Process will be considered under special circumstances only: after consultation with a Guidance Counsellor and 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. Students requesting a change in program must do so in writing and the request must receive the support of a parent or guardian prior to taking effect. Students may not take fewer than the required number of courses for their grade level without the approval of the Principal.

## Minimum Class Size

All courses require a minimum class size to be run. Courses with limited/insufficient enrolment may be cancelled and students will be required to make an alternate selection.

# ASSESSMENT, EVALUATION AND REPORTING

At the University of Toronto Schools (UTS), assessment and evaluation is ongoing and a variety of methods are used to provide students with multiple and varied opportunities to demonstrate their learning. Each course will incorporate overall and specific expectations from the provincial curriculum guidelines, to measure students' knowledge and understanding, thinking, communication, and application skills as they relate to the learning of essential concepts. Evidence of student achievement for assessment and evaluation will be collected over time from three different sources – observations, conversations and student products. Throughout the school year students will receive clear and detailed feedback on their progress against clearly outlined criteria, aimed at supporting improved learning and achievement.

Information on the school's organization, including terms, reporting periods, and the timetable structure, is available in the school's Family Handbook available on the UTS website: [www.utschools.ca](http://www.utschools.ca).

## 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

UTS endorses a student assessment, evaluation and reporting policy that is applied consistently throughout Grades 7-12 (F1 to S6). This policy aligns with provincial policies for assessment and evaluation.

At the beginning of the year, parents and students will be informed of the policies, procedures, and criteria involved in the assessment and evaluation of student achievement. This information is detailed in the UTS Assessment, Evaluation, and Reporting Policy available to parents on the UTS website and to students through the school's internal network. 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 Achievement Chart Categories that will be used in determining final grades. In keeping with Ministry policy, final marks in credit courses (F2 to S6) will be weighted 70% Course Work and 30% Final Summative Evaluation.

## UTS Achievement Levels

An overall level of achievement is determined based on evidence gathered from evaluations linked to the following Achievement Chart Categories:

*Knowledge & Understanding* - Demonstration of knowledge and understanding of overall curriculum expectations

*Thinking* - Use of planning, processing, and critical and creative thinking skills

*Communication* - Organization of ideas and communication for different audiences and for different purposes through various forms using appropriate conventions, vocabulary and terminology

*Application* - Application and transfer of knowledge and skills, and making connections within and between various contexts

The chart below describes UTS overall achievement levels and indicated a calibrated percentage for F2-S6 credit courses for reporting the level on the student's official Ontario Student Transcript (OST).

UTS Level		OST %	Description	Ontario Ministry of Education Level
5	5+	100	The student demonstrates achievement of all or almost all of the overall curriculum expectations with a very high degree of effectiveness in a wide variety of contexts, consistently and independently.	Ontario 4+
	5	98		
	5-	96		
4	4+	94	The student demonstrates achievement of most of the overall curriculum expectations with a high degree of effectiveness in a variety of contexts, consistently with little or no support.	Ontario 4 to 4-
	4	91		
	4-	88		
3	3+	85	The student demonstrates achievement of most of the overall curriculum expectations with considerable effectiveness in most contexts with occasional support.	Ontario 4- to 3+
	3	82		
	3-	78		
2	2+	75	The student demonstrates achievement of some of the overall curriculum expectations with some effectiveness, mostly or often with support.	Ontario 3 to 2+
	2	72		
	2-	68		
1	1+	64	The student demonstrates limited achievement of the overall curriculum expectations, even with ongoing or significant support.	Ontario 1- to 2
	1	58		
	1-	52		
R	R	45	Additional learning is required for the student to meet minimum expectations.	R (Grades 7-8 only)
I	I	I*	Insufficient evidence exists to report on student achievement.	I (Grades 7-10 only)

\* Grade 9-10 credit courses only

## Reporting Student Achievement

At UTS, student progress and achievement is reported five times annually through two parent-teacher interview sessions, two formal written reports (one progress report, and one interim report), and one final summary report at the conclusion of the school year. The mechanism for formal reporting on student achievement is the Report Card.

Reporting identifies the most consistent level of performance that the student has demonstrated and indicates strengths and next steps to ensure continued progress by the student. Progress and interim reports issued at specific points in the school year 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. Details about reporting dates are provided in the Family Handbook available on the UTS website.

## **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 may be comprised of a combination of these types of assessments and will be administered towards the end of the course, usually within the final four to six weeks of the academic year. F2 to S6 formal examinations and summative tests for credit courses will be scheduled during the designated examination period in June.

## **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 enrolment in one or more courses.

## **Full Disclosure**

If a student withdraws from a Grade 11 (3U/M) or 12 (4U/M) credit course prior to the Full Disclosure date, the withdrawal is not recorded on the Ontario Student Transcript (OST).

If a student withdraws from a course on or after the Full Disclosure date, 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 "Grade" column of the OST.

**Note: Each year, the Full Disclosure date is noted on the UTS school calendar.**

## **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 4 to 5 range (see UTS Achievement Level Chart). Such achievement is appropriate for their post-secondary aspirations.

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

(from section 4.1.2, OS, 2016)

The Ontario Student Transcript is a comprehensive record of all course work and diploma requirements achieved by a student. 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.

## **Ontario Student Record (OSR)**

(from section 4.1.1, OS, 2016 and 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 the OSR for each student enrolled in the school and to establish, maintain, retain, transfer, and dispose of the OSR." 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 (i.e., 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.

## **SUPPORTS AND RESOURCES**

### **Student Services**

The Student Services department consists of qualified and experienced counsellors and administrative assistants. The department has many resources at its disposal, including a wealth of educational planning information. Counsellors provide both personal and academic counselling to individual students, as well as a program of post-secondary 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.

### **Guiding Education and Career/Life Planning:**

At the Foundation level, students are introduced to the skills and attitudes which will enable them to successfully prepare for and research potential career and postsecondary opportunities in the Middle and Senior years. The Foundation and Middle Guidance Counsellor provides approximately 10 classes of direct instruction to students in F1, approximately 15 classes to F2 students, and a further 10 classes to M3 students. Topics include time management, goal setting, wellness, stress management, and personal reflection. Smaller individual and small group sessions are planned throughout the school year to address specific areas of need and have included sessions around preparing for exams, procrastination, organization, and computer gaming. These sessions have been organized by the Middle School Counselor, the Student Success Counselor, and the Social Worker.

In M4, all students take the Career and Civics courses and begin their personalized career and work exploration plans which will continue through to their graduation from UTS and beyond. Students are introduced to Naviance which is the digital portal that allows students to begin building the resources to support their postsecondary, scholarship, and intern or work applications. Additional aspects of the course include guest speakers and an alumni careers fair. A UTS Parents' Association driven and organized internship program targeted to M4's also provides summer internship placements at a variety of workplaces around the GTA.

The S5 Guidance program "Design the Life You Want" takes place from September to April, and students attend one class each week. Students begin the year with careful self-reflection and self-assessment to identify their aptitudes, talents, interests, passions, priorities and values to generate a list of criteria/indicators for university research and to create their own personal rankings for universities and programs of best fit for them personally. Students have an opportunity to explore MacLean's university rankings and methodologies to gain an understanding of how rankings work and the kinds of indicators they might consider. Once the students have a list of schools and programs of best fit based on their aptitudes, passions, and values, they research each programs to identify required prerequisite courses, admission cut-offs, and supplementary pieces. Next, students create a yearly plan for January - December where they include dates to complete various parts of the application including testing, writing applications and interviews. Students also have a series of writing workshop classes, where teachers share strategies and exemplars of written applications. Towards the end of the year, a panel of current Grade 12 (S6) student mentors share their experiences, strategies, challenges, and learning with their recent application process. The culminating assignment for students in the course is a half hour meeting with their counsellor and parents, where they present their reflections, indicators, research and post-secondary plan for their Grade 12 (S6) year.

In S6 Guidance class, graduating students meet as a class every second week. Students have the opportunity to get important information about the university application process, scholarships, and other aspects of school life in their graduating year. Students are given information sessions, reminded of important deadlines, and are encouraged to use remaining class time to ask questions, and work on pieces of their application for upcoming deadlines for Canadian, US and UK schools of choice. Further to S5 guidance class, writing workshops and consults are given for different facets of each application. Early Decision US deadlines are around November 1, and regular decision US and UK deadlines are around January 1. For Ontario applications, in mid-late November, students get their OUAC pin numbers and shown how to input their programs and schools on the OUAC. Once they do this, schools will communicate with them by email and they need to pay attention to important deadlines for written supplements, interviews and residence. In addition, they receive an OUAC number which allows them to apply to Canadian schools outside Ontario. Counsellors ask that all students have all parts of their applications complete prior to the last day of classes in December. January to May, the class meets once a month about important remaining aspects of the application process, graduation events, and the transition to university.

## **Educational Planning and Course Selection**

Guidance teachers support all students in their education planning and course selection through the in-class program and individual counselor/student meetings. Each year presentations are given to each grade which identify and highlight the important course related issues and questions that students need to consider depending on what grade level they are at. A parent curriculum night is hosted in January each year which allows parents the opportunity to learn about specific aspects of the UTS academic program like, the course selection process and timelines, AP courses, level grading, and the UTS Graduation Diploma. Parents then go to break out sessions that target the specific issues and considerations for their child's grade. All students are able to sign up for meetings with their Guidance Counselor to discuss any aspect of their educational planning from course selection to managing their curricular and extracurricular programs. Parents are encouraged to call their child's Counsellor with any questions they may have, and appointments can be booked if it is a question that requires more than a phone call.

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 to be directed to the appropriate counsellor.

## **Intervention Supports & Student Success**

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

Teachers are encouraged to notify the student's Guidance Counsellor of any academic or social emotional issue that could be preventing a student from achieving positive academic growth and emotional wellness. The Guidance Counsellor (in consultation with the appropriate VP, Head of Academics, Head of Student life, Social Worker, and Student Success Teacher) works to develop an individualized plan that draws on internal and external supports as necessary to support the student. The M4-S6 Guidance Counselors track all individual students to make sure that they complete the individual requirements (literacy test, community service hours, required courses) needed to obtain their OSSD.

## **Special Education**

Accommodations for students are primarily based upon recommendations made in psychoeducational assessments, and/or designed to address specific student needs. Students can be referred to the Student Success Counsellor by parents/guardians, by teachers and/or administrators, or they can seek support on their own. The Student Success Counsellor may refer the student for psychoeducational testing if it has not yet taken place.

Educational Support Plans provide instructional, environmental and assessment accommodations. The students' teachers can work with the Student Success Counsellor for support on the implementation of strategies and accommodations.

Students with an Educational Support Plan work regularly with the Student Support Counsellor on both remedial and compensatory strategies. The 'Roborium' serves as a resource centre for students seeking additional support and provides a location for testing that takes place outside of the classroom.

*Examples of common accommodations provided:*

**Instructional Accommodations:**

- Chunking of tasks and due dates
- Frequent repetition of key concepts
- Use of multiple modalities
- Fostering of organizational skills
- Copies of notes provided in advance
- Establish cues or prompts to refocus attention

**Environmental Accommodations:**

- Preferential seating
- Short breaks if required
- Reduced visual distractions

**Assessment Accommodations:**

- Extra time on tests and exams
- Flexible deadlines
- Opportunities to demonstrate understanding in a variety of ways
- Small group setting for tests and exams

## **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 the Student Services department.

## **English Language Learners Support**

While UTS does not have English language learners as students, many parents of UTS students are English language learners. In order to help facilitate communication between home and school the school will enlist the services of a translator when needed. Parents are encouraged to request these translation services through their child's Vice-Principal or the Head of Academics.

## **Library Information Centre**

(see 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 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)

## **Computer Labs**

UTS has a number of computer labs and laptop devices that are available for curricular use during class time. When the labs are not in use by classes, students may use them for individual work, as long as a supervisor is present. There are also several computers available throughout the day for student use in the UTS library that are supervised by the Library

Staff. More information on the school's computer resources and expectations of their use is outlined in the Family Handbook available on the UTS website.

## **UTS' BYOD (Bring Your Own Device) Program**

September 2017 will mark the beginning of the fourth year of UTS BYOD program for M3-S6 students. The program provides flexibility for families to choose and supply the type of laptop device that best suits their child's needs, or for students to borrow a device from UTS for the school year. For more information about the program, please contact the UTS IT department.

## **Community Resources**

The Student Services department seeks to engage with the community to provide students with appropriate resources. This process begins with the guidance counsellor, the student success counsellor, and/or social worker talking to students and developing an understanding of their specific needs. Students identified as needing external support are referred to specialists in the community. These specialists include doctors and psychiatrists for medical observation, psychologists and social work therapists for family or individual counselling, community programs for specific needs, and psychological testing for accommodation and support recommendations. The social worker, student success counsellor, or guidance counsellor receives updates and information from these professionals that informs school support and accommodation.

# **OTHER PROGRAM INFORMATION**

## **UTS Diploma**

UTS is a transformative learning community deeply committed to the intellectual growth and individual development of its students. Since 1910, UTS has been noted for graduating students of distinction, many of whom have made significant leadership contributions to different fields of inquiry. UTS builds on this tradition of academic excellence by preparing students to be 21st century learners who will be socially responsible, global citizens. The UTS Diploma is awarded to graduates who exemplify the values of the school and who demonstrate successful achievement of the goals of the UTS program.

### **A Commitment to a Liberal Education and to Breadth and Depth in Learning**

The tenets of a liberal arts and sciences education have long defined academic study at UTS: historically, students have taken a core curriculum comprised of courses in the arts, humanities and social sciences, languages, physical and health education, and mathematics and sciences. Breadth and depth in learning have been hallmarks of a UTS education, and the enriched academic program requirements of the UTS Diploma ensure that all graduates have opportunities for in-depth inquiry within the context of a broadly-based liberal education.

Over six years, students will take courses at UTS from program areas focused in the Arts; Canadian and Global Perspectives in the Humanities and World Languages; Physical and Socioemotional Health and Wellbeing; STEM and Society; and integrated Problem-Based Learning. Throughout their studies, students will develop in-depth, discipline-specific skill sets and knowledge as well as the ability to make connections between and among disciplines. The most significant societal challenges of our time require the ability to understand different perspectives and to think from multiple vantage points. As part of their course work, students will examine and investigate a variety of complex issues and where appropriate, propose and defend viable solutions to them.

### **Focus on Interdisciplinary and Multidisciplinary Learning**

A key component of the UTS Diploma is a focus throughout the UTS programme on interdisciplinary and multidisciplinary learning delivered in a variety of models. Students engage in these varied learning opportunities throughout their time at UTS, starting in their year of enrollment. While each year the learning opportunities evolve to meet the needs of the current school year, the expected foci for the 2017-2018 school year are as follows.



**F1 Year Long Project:** The year-long project provides students with opportunities throughout the year to integrate the concepts and skills learned from different courses to understand global issues in a Canadian context.

**F2 Multidisciplinary Project:** The multidisciplinary project calls upon students to make connections between subject areas and transfer learning from one course to another in order to contribute solutions to a complex global problem.

**M3 Multidisciplinary project:** The multidisciplinary project allows students to bring skills learned from different courses to bear on a problem to continue to develop their skills at solving complex challenges facing our world today.

**M4 Inquiry Project:** The inquiry project engages students in reflecting on their personal experiences and interests in order to identify meaningful opportunities for service learning within local initiatives that work towards addressing real-life, complex problems and to acquire, process, interpret, and analyse information in order to propose new ideas and contribute possible solutions to those problems.

**S5 Capstone Seminar (Pilot program - new in 2017-2018):** Students in their S5 year will have the opportunity to build on their previous years' interdisciplinary and multidisciplinary learning by taking an additional half credit (UTS Capstone Seminar Part 1) or full credit (AP Capstone Seminar) as we pilot the UTS Diploma Capstone Program. The UTS Capstone Program provides a cross-curricular and interdisciplinary focus to learning as students explore and investigate academic and real-world topics from multiple perspectives. Emphasis will be placed on supporting the growth and development of 21<sup>st</sup> century competencies like collaborative team work, independent research and communication. Students will have the opportunity to continue their work in S6 as they create a significant, meaningful piece of work of their choosing either through the UTS Capstone Seminar Part 2, or the AP Capstone Research course. Note: In 2017-2018, this option is only available to S5 students and may only be pursued as an additional course on top of the mandatory 7 courses. See page 14 for more information on AP Capstone.

### **Eligibility for the UTS Diploma**

In order to be eligible for the UTS Diploma, students must complete the required Diploma courses through UTS starting in their enrolment year. For more information about requirements for the UTS Diploma, see “Additional Course Requirements for the UTS Diploma” in this document.



## **Leadership and Outdoor Education**

UTS' annual outdoor education events are the core of its Leadership Program. The program is vital to UTS' commitment to producing tomorrow's leaders. UTS employs ALIVE Outdoors, a leading experiential education organization, to coordinate and facilitate both onsite leadership workshops and outdoor activities at Camp Wanakita, Camp Weldon and Pioneer Camp.

### **F1 & S6 YMCA Geneva Park**

Located near Orillia, YMCA Geneva Park plays host to an overnight trip for F1 and S6 students in mid-September. The S6 students organize the trip, designed to introduce the newly arrived students to UTS' familial atmosphere and cherished traditions. The F1 students are inducted into one of the four UTS Houses, and they participate in a variety of activities designed to promote the positive spirit of the school and of their particular House.

### **F1 & F2 Camp Wanakita**

Camp Wanakita in Haliburton is host to the F1 and F2 programs, which run at the end of February or early March. S5 UTS students apply to participate as counsellors for this trip. The F1 program focuses on community building, as students learn what it means to be a part of a community and what their role is within it. The F2 program focuses on Team Building, as students engage in activities in which they have an opportunity to be both leaders and team members. The program involves both leadership workshops as well as outdoor winter activities. ALIVE Outdoors staff, UTS Staff and S5 Counsellors work to teach, model and reinforce the expectation for all students to demonstrate respect, cooperation, risk-taking, resiliency and the positive encouragement of others.

### **M3 Leadership Retreat**

In M3 the focus is on student well-being and self-care. The aim is to provide the students with a tool box of options that will help them manage the stresses of a busy academic and co-curricular schedule. Every great leader needs to be able to find balance in their life in order to have the most success. The M3 program runs in late September or early October. Students will also have an opportunity to do a variety of outdoor activities, such as archery and mountain biking, as well as camp crafts.

### **M4 Leadership Retreat**

The M4 Leadership Retreat will run for 3 days in mid to late September. This retreat provides students with the opportunity for group discussions surrounding concepts of leadership, and challenges students to reflect upon, identify and share both personal leadership strengths as well as areas for growth. Students set goals for leadership contribution back at UTS and actively begin to harness their own leadership strengths through activities at the camp. ALIVE Outdoors staff and UTS staff promote learning and support expectations as students engage in leadership workshops, games and various outdoor activities, such as canoeing or climbing.

### **S5 Leadership Training Program**

The S5 Leadership Retreat runs for 3 days in early October. This retreat focuses on the importance of mentorship, modeling leadership and putting leadership skills into practice. This camp provides training for those students undertaking leadership roles within the school as well as those interested in applying for a counsellor role at the F1 or F2 Wanakita camp. Students engage in a variety of activities and discussions which focus around leading others. Students are challenged to overcome conflicts and mediate difficult conversations through a series of discussions and role play activities. ALIVE Outdoors staff and UTS staff support the students as they learn to design and deliver a workshop, a campfire and a reflective Closing Presentation regarding the camp experience. Students also engage in a myriad of outdoor activities, from canoeing and kayaking to archery and tennis.

### **Inquiries**

Questions regarding any of these programs should be directed to: Mr. Garry Kollins, Head of Student Life.



## **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 recommended breakdown: F1 – 10 hours; F2 – 10 hours, M3 – 10 hours, M4 – 15 hours, S5 – 15 hours. Additional hours can be carried over from F1 into F2, and from M3 into M4, but in order to meet Ministry requirements, 40 hours must be completed starting from the summer preceding M3. Sixty hours must be completed in order to be eligible for the UTS Diploma, but students entering in M3 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 in the Student Services Department. 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 in to the Student Services Department. During UTS events, the organizer will submit names to the Student Services Department instead of signing individual 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 copy 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. This recognition will be acknowledged in the form of a certificate for reaching 500 and 1000 hours. Students who reach 150 and 300 hours will not receive a certificate, however, will have their accomplishment acknowledged and can include it on university and scholarship applications, as well as their resume. These are acknowledged based on a cumulative record of all hours completed since enrolling at UTS.

### **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 endeavour 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 endeavours, 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 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.



## **Advanced Placement (AP) Program**

Advanced Placement courses provide students with the opportunity to try university-level work in a high school setting, 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.

There are two types of AP courses now offered at UTS – streamed and non-streamed. Both courses cover the Ontario curriculum while preparing students to write the AP exam in May. In non-streamed AP courses (designation 'N' or 'S', for Grade 12 Special French), students will have the option of writing the AP exam in May, but it will not be mandatory for all students in the course to write. Students will be required to make that choice toward the end of February. In streamed AP courses (designation 'P'), all students will be required to write the exam in May. Please note that assessments and evaluations in each stream will reflect material covered in each of the respective courses.

Students and parents are advised to give careful consideration to the decision to apply to take streamed AP courses. It is recommended that applicants for these courses be strong students who are prepared for a heavier workload (including preparing for and writing the exam in May), and a faster pace of learning to cover the AP course material. As noted above, **students in streamed AP courses will be required to write the respective AP exam in May.**

While students are not required to apply for the non-streamed AP courses, admission to streamed AP courses is not guaranteed. As such, students must complete a separate application for admission to streamed AP courses. For these course sections, a minimum level of achievement in the prerequisite course has been determined to ensure that students have sufficient foundational learning in the subject matter to be successful in the AP course. Minimum levels of achievement can be found on the AP Course Application forms available from the Student Services Department.

### AP Course Fees

**There is an additional course fee of approximately \$150 for each streamed AP course (except AP Capstone Seminar). There is an additional exam fee charged to students who choose to write the AP exam for each non-streamed course. The fee for the AP Capstone Seminar course is \$200.** For streamed courses and the Capstone course, the fee includes course and AP exam administration costs, including the exam fee. The fees are in addition to a student's regular tuition and will be invoiced near the beginning of the school year for streamed courses and in early March for non-streamed courses. There is no fee reduction for streamed courses if a student has already written the respective course AP exam.

### Advanced Placement Courses in 2017-2018

The chart below lists the streamed and non-streamed AP courses offered in 2017-2018. Please note that availability is subject to a minimum course enrolment and timetable restrictions. Both streams require students to have successfully completed the noted prerequisite courses, or Grade 12 MHF 4U in the case of Calculus and Vectors, and both streams earn students a Grade 11 (3U) or Grade 12 (4U) credit. Grade 12 credits may be used for university admission applications and for granting the OSSD.

UTS Course	UTS Course Code	Prerequisite Course Code	Streamed AP	Other Comments
English, Grade 11	ENG 3UP	ENG 2DE	Y	Students will be preparing to write AP English Language and Composition
English, Grade 12	ENG 4UP	ENG 3U	Y	Students will be preparing to write AP English Literature and Composition
Calculus and Vectors	MCV 4UP	MHF 4UP*	Y	Students will be preparing to write Calculus AB; *Students who have completed MHF4UE should consult with their Guidance Counsellor regarding enrolment in MCV4UP
Mathematics of Data Management	MDM 4UP	MCR 3U**	Y	Students will be preparing to write AP Statistics; **Priority enrolment will be given to students who have completed MHF4U
Biology	SBI 4UP	SBI 3UE	Y	Recommended: Enrolment in or completion of SCH 4U
Chemistry	SCH 4UP	SCH 3UE	Y	Additional lab time may be required
Physics	SPH 4UP	SPH 3UE	Y	Students will be preparing to write AP Physics 1 and AP Physics 2 <sup>†</sup> <sup>†</sup> an additional exam fee will be charged for students wishing to write both exams
AP Capstone Seminar -- Challenge and Change in Society	HSB 4UP	See below for more info and page 47	Y	Students will complete the AP Capstone Seminar; Can only be taken as an additional credit
Canadian and World Issues: A Geographic Analysis	CGW 4UN	See page 27	N	Students will be preparing to write AP Human Geography
World History since the Fifteenth Century	CHY 4UN	See page 29	N	Students will be preparing to write AP European History

UTS Course	UTS Course Code	Prerequisite Course Code	Streamed AP	Other Comments
Analyzing Current Economic Issues	CIA 4UN	See page 30	N	Students will be preparing to write AP Microeconomics
Core French – Special Stream	FSF 4US	See page 51	N	Students will be preparing to write AP French Language and Culture
Introduction to Computer Science	ICS 3UN	See page 59	N	Students will be preparing to write AP Computer Science Principles
Computer Science	ICS4UN	See page 59	N	Students will be preparing to write AP Computer Science A

**Advanced Placement Exams (for exams other than those listed above)**

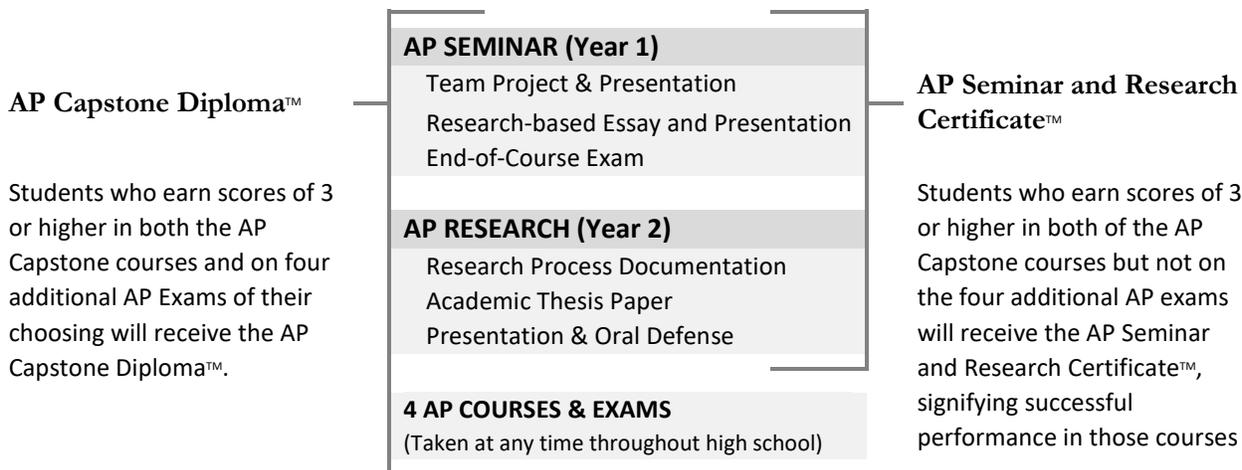
Registration for AP Exams occurs in early March though the Head of Academics and AP exams are written in early to mid-May. There is a fee for writing each AP exam. Note: Every AP exam may not be offered every year. It is recommended that students be in S5 or S6 to write AP exams, students in earlier grades should consult with the Head of Academics should they wish to write an AP exam at UTS.

**AP Capstone Diploma**

New in 2017-2018: AP Seminar Course – Available to students in S5 only as an additional credit.

The AP Capstone Diploma is a two-year program starting in student’s S5 year. It is comprised of two courses – AP Seminar and AP Research – taken in each of the students S5 and S6 years. The program is designed to provide students with an opportunity to investigate complex academic and real-world issues (in the AP Seminar course) and ultimately to deeply explore an academic topic, problem, or issue of individual interest (in the AP Research course) while building their collaborative teamwork, independent research and communication skills that will serve them well in their post-secondary studies. AP Capstone is designed to cultivate curious, independent, and collaborative scholars and prepares them to make logical, evidence-based arguments and decisions. For each of the AP Seminar and the AP Research courses, there is an additional fee of \$200.

The AP Capstone Program is as follows:



**Inquiries**

For further information about AP exams and courses, including the AP Capstone program at UTS, please contact the Head of Academics.



## Scholarships and Awards

UTS offers scholarships and prizes for achievements and awards for excellence in many aspects of school life. The number and variety of these awards cover all grade levels and stimulate pride in outstanding achievement. There are more than 80 awards given annually thanks to the generosity of alumni, parents, students and friends of the school. Please note that only courses taken at UTS will be used for the purposes of determining UTS Awards.

## Opportunities for Reach Ahead University Credits

In certain circumstances it may be possible for students to audit or take a university course as part of their required course load. To be eligible for consideration, students must have completed their Grade 12 (4U/M) credit(s) in the subject area by the end of their S5 year. For further information, please contact the Student Services department.

## E-Learning

UTS offers online courses in Grade 9 mathematics and Grade 9 science to students entering UTS in the M3 year. Students may take these courses during the summer prior to beginning at UTS. The online math and science courses are full credit courses delivered through a virtual classroom setting. Courses are scheduled for 110 hours of instruction and are delivered asynchronously. As part of the learning experience, students will have access to online learning modules, various online tools, simulations, and/or examples, as well as online discussion forums. Course teachers are available through forums and email, and occasionally in face-to-face sessions to support students throughout the credit. Students are required to have internet access to complete these courses.



## CODE OF CONDUCT AND SAFE SCHOOLS

More information about UTS' Code of Conduct and related policies is provided in the Family Handbook available on the school's website.

### Focus on Equity

University of Toronto Schools 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 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 committed to 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.

### A Safe Learning Environment

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 with a strong emphasis on conflict prevention as well as early intervention. This requires reciprocal communication between parents and the school, and a working partnership to identify issues and enact a plan to resolve them.



## 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.

### 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 Family Handbook.

## Role of Parents in Promoting a Safe School 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: show an active interest in their child's school work and progress; ensure that their child attends school regularly and on time; support school policies; and support the school staff in dealing with behavioural correction and disciplinary issues with their child. During disciplinary action, it is important for parents to demonstrate support their child, as well as the school, in order to help promote and maintain a culture of appropriate behaviour.

## SECTION B: DIPLOMA INFORMATION

Students will complete high school under the program and diploma requirements outlined in *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016*. The UTS program is a six-year program as outlined in the following pages.

### PROVINCIAL DIPLOMA AND CERTIFICATE REQUIREMENTS

#### Ontario Secondary School Diploma

All students in the province of Ontario are required to remain in secondary school until they have reached the age of 18 or obtained an Ontario Secondary School Diploma (OSSD). To be granted an Ontario Secondary School Diploma, students must:

- earn 18 compulsory credits;
- complete 40 hours of community involvement activities;
- earn 12 optional credits (minimum);
- 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)

Compulsory Credits	# of compulsory credits required	Compulsory Credits	# of compulsory credits required
English (1 credit per grade)	4	Arts	1
Mathematics (1 credit in Gr. 11 or 12)	3	Health and Physical Education	1
Science	2	French as a second language	1
Canadian History	1	Civics	½
Canadian Geography	1	Career Studies	½

**PLUS one additional credit is required from each of Group 1, Group 2 and Group 3:**

Group 1	Group 2	Group 3
<ul style="list-style-type: none"> <li>- English</li> <li>- French as a Second Language*</li> <li>- Native Language</li> <li>- Classical or International language</li> <li>- Social Science and the Humanities</li> <li>- Canadian and World Studies</li> <li>- Guidance and Career Education</li> <li>- Cooperative Education **</li> </ul>	<ul style="list-style-type: none"> <li>- Health and Physical Education</li> <li>- Arts</li> <li>- Business Studies</li> <li>- French as a Second Language*</li> <li>- Cooperative Education**</li> </ul>	<ul style="list-style-type: none"> <li>- Science (Grade 11 or 12)</li> <li>- Technological Education</li> <li>- French as a Second Language</li> <li>- Computer Studies</li> <li>- Cooperative Education **</li> </ul>

\* a maximum of two additional credits in French as a second language can count as compulsory credits, one from group 1, and one from either group 2 or group 3.

\*\*a maximum of two 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.

## **Substitutions for Compulsory Courses**

(see section 6.2, OS 2016)

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.

## **Ontario Secondary School Certificate**

(from section 6.3, OS 2016)

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows.

**7 required compulsory credits:** 2 credits in English; 1 credit in mathematics; 1 credit in science; 1 credit in Canadian history or Canadian geography; 1 credit in health and physical education; 1 credit in the arts, computer studies, or technological education. Plus **7 required optional credits:** 7 credits selected by the student from available courses

## **Certificate of Accomplishment**

(from section 6.4, OS 2016)

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school. For more information, refer to the document *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements*.

## **Secondary School Literacy Graduation Requirement**

(see section 6.1.3, OS 2016)

All students are required to meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). The requirement is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. The purpose of the secondary school literacy graduation requirement is to determine whether students have the skills in reading and writing that they will need to succeed in school, at work, and in daily life.

## **Ontario Secondary School Literacy Test**

All students are expected to take and must successfully complete the Ontario Secondary School Literacy Test (OSSLT) in order to earn a secondary school diploma. This test is written in the Grade 10 year and is based on the Ontario curriculum expectations for language and communication, particular reading and writing, up to and including Grade 9. 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 Ontario Student Transcript. Accommodations will be available as specified in a student's Educational Support Plan (ESP); please contact a Guidance Counsellor.

## **Ontario Secondary School Literacy Course**

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). Arrangements may be made on an as needed

basis for students who have not been successful on the OSSLT to take this course for the purposes of meeting the literacy requirement for graduation.

### Adjudication Process

In exceptional circumstances, UTS may establish an adjudication panel if a graduating student was unable to successfully complete the OSSLT and if the student meets one or more of the criteria outlined in *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, section 6.1.3.3.*

## ADDITIONAL COURSE REQUIREMENTS FOR THE UTS DIPLOMA

To be eligible for the UTS Diploma, students must complete the required Diploma courses through the UTS program starting in their enrolment year. While courses completed through other educational institutions may be eligible as OSSD requirements, they will not be applied to meet UTS Diploma requirements. For more information about the UTS Diploma, see “UTS Diploma” in Other Program Information in this document. See note below for students who enter UTS in the M3 to S5 years.

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

- Successful completion of the F1 & F2 program\*
- M3 additional Arts or Language courses\*
- S5 Physical Education
- One Senior Science
- Minimum of eight 4U or 4M courses
- At least one 4U or 4M course from three of the following four subject groupings:
  - the Arts
  - Canadian & World Studies / Social Sciences & Humanities
  - Languages
  - Mathematics, Sciences & Technology

### Students must complete a minimum of 60 hours of Community Service (20 in F1 - F2, 40 in M3 - S6).

\*Note: Students who enter UTS in the middle and upper years (M3 – S5) should check with Student Services for the modified UTS Diploma Requirements.

### UTS Course Load Requirements

UTS is a non-semestered school organized in a two-day 10 block cycle. The number of required full-year course equivalents at each grade level is as follows:

Foundation I	10	Middle III	10	Senior V	7
Foundation II	10	Middle IV	9	Senior VI	6

Senior (S5 & S6) students who wish to apply to take **one** additional course must complete an “Application for Increase in Course Load”, which is available upon request from their Guidance Counsellor. Requests will be reviewed on an individual basis and students will be notified whether their application is approved.

### Course Requirements by Grade Level

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

Compulsory Courses	
Drama	History (Ancient Worlds, New Beginnings)
English	Mathematics
French	Music
Geography	Science
Health and Physical Education	Visual Arts

Ten hours of Community Services hours are required. F1 Guidance will be integrated throughout the program.

**Foundation II:** students must complete the full program which includes:

<b>Compulsory Courses</b>	
English	History
French	Latin
Geography/Maximum City	Mathematics
Health and Physical Education	Science
<b>Additional/Electives Courses</b>	
Students must choose two Expressive Arts courses from:	Drama Music Visual Arts

Ten hours of Community Services hours are required. F2 Guidance will be integrated throughout the program.

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

<b>Compulsory Courses</b>	
Core French*	History
English	Mathematics
Geography	Science
Health and Physical Education	
<b>Additional/Electives Courses</b>	
Students must choose one Expressive Arts course from:	Drama Music Visual Arts
Remaining courses must be selected from:	Languages (German, Latin, Spanish, or Special French) Expressive Arts (Drama, Music, Visual Arts)

\*Students who have taken the Special stream of F2 Core French (FSF 1DS) have fulfilled this requirement.  
Ten hours of Community Services hours are required. M3 Guidance will be integrated throughout the program.

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

<b>Compulsory Courses</b>	
Career Studies* (0.5 credit)	Health and Physical Education
Civics and Citizenship* (0.5 credit)	Mathematics
English	Science (senior)
<b>Additional/Electives Courses</b>	
An additional four 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 (3U/M and 4U/M courses).

\* Career Studies and Civics and Citizenship will be scheduled as a combined year-long course  
Fifteen hours of Community Service are required.

**Senior V:** students must take 7 courses

<b>Compulsory Courses</b>	
English	Mathematics
Health and Physical Education	S5 Guidance Seminar (non-credit)
<b>Additional/Electives Courses</b>	
A minimum of 4 additional credit courses* from at least two of the following four subject groupings:	the Arts Canadian & World Studies/Social Sciences & Humanities Languages Mathematics, Sciences & Technology Integrated Studies (as an additional half or full credit only)

\*Courses chosen should be at the 3U/M or 4U/M level  
Fifteen hours of Community Service are required.



**Senior VI:** students must take 6 courses

<b>Compulsory Courses</b>	
English	
<b>Additional/Electives Courses</b>	
A minimum of 5 additional credit courses* from at least two of the following four subject groupings:	the Arts Canadian & World Studies/Social Sciences & Humanities Languages Mathematics, Sciences & Technology

\*Courses chosen should be at the 3U/M or 4U/M level

Note: By the end of S6 students must have a minimum of seven 4U/M courses including S6 English (ENG 4UE), two of which come from the above noted subject groupings.

## CREDITS, COURSES AND CURRICULUM DOCUMENTS

Credits are granted for courses offered under Ministry guidelines for Grade 9 to 12 courses only. These courses are usually offered beginning in M3, although students will complete some secondary credit courses prior to entering M3.

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, 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 an inquiry through the Principal's Office.

### Outlines of Courses of Study and Curriculum Documents

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).

### Types of Courses

(see section 7.2.1, OS, 2016)

UTS 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 develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.

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.



Other types of credit courses not available at UTS, but may be available at other schools in Ontario are:

- Applied (P) courses in Grades 9 and 10
- College preparation (C), and Workplace preparation (E) course in Grades 11 and 12

Applied courses focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.

College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs.

Workplace preparation courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.

## 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.: ENG = English
- 2** 4th character indicates the grade level of the course, e.g., "2" = Grade 10, "A" = first course in a language
- D** 5th character designates course type, e.g., D=Academic, O=Open, U=University Preparation, M=University/College Preparation
- E** 6th character designates a school (UTS) code, e.g., enriched (E), Advanced Placement (P), Non-streamed Advanced Placement (N), Winds music option (W), Strings music option (S), or a Special French course (S)

## Prerequisites and Co-requisites

- a) "Prerequisite" 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.

## Prerequisite Waivers

Courses in Grades 10, 11, and 12 may have prerequisites for enrolment. If a parent requests that a prerequisite be waived, the Principal will determine whether or not the prerequisite should be waived. The Principal may also initiate consideration of whether a prerequisite 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 Prerequisite Waiver Application form, which is available from a Guidance Counsellor in Student Services or from the Head of Academics.

As a component of the prerequisite waiver application process, 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 prerequisite course expectations by providing:

- i. Proof/evidence of independent learning and mastery of essential knowledge and skills from the prerequisite course (e.g., samples of work, tests, assignments, etc.);
- ii. Additional assessments recommended by the teacher-reviewer and/or Department Coordinator as further evidence of mastery of essential knowledge and skills from the prerequisite course.

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.

For further information, please contact a Guidance Counsellor or the Head of Academics.

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

(see section 7.2.5, OS 2016)

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 valued 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.

A mark obtained through a PLAR process will not be counted in the student's UTS average, but will be recorded on the student's transcript. For further information, please contact the Head of Academics.

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

(see 7.2.5.1 & Appendix 2, OS 2016)

Students transferring to UTS from out-of-province schools or international schools can be granted equivalency credits for placement purposes by the Principal. Such equivalency credits based on evaluation of the student's previous learning will be recorded on the Ontario Student Transcript

A mark obtained through a PLAR process will not be counted in the student's UTS average, but will be recorded on the student's transcript. For further information, please contact the Head of Academics.

### **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 Department Coordinator of Student Services and/or a Vice Principal. While the mark obtained will not be counted in the UTS average, it is recorded on the student's transcript (OST).

### **External Music Credits**

(see section 7.3.4, OS 2016)

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 student's transcript (OST).

### **Experiential Learning Programs**

(see section 8, OS 2016)



UTS does not offer a formal experiential learning program. Experiential learning programs include job shadowing and job twinning, and work experience and cooperative education, which are typically offered at the secondary school level. Descriptions of these programs include: cooperative education programs, which allow students to earn secondary school credits while completing a work placement in the community; work experience which provides students with a learning opportunity in the workplace for a limited period of time; job shadowing which allows a student to spend one-half to one day (or, in some cases, up to three days) observing a worker in a specific occupation; and, job twinning which provides the opportunity for a student to observe a cooperative education student at his or her placement for one-half to one day.

## 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/>).

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	ENG 4U + five additional Grade 12 U or M courses; for Social Sciences one or more of MHF 4U, MCV 4U and/or MDM 4U
APPLIED SCIENCE AND ENGINEERING	ENG 4U, MHF 4U, MCV 4U, SCH 4U, SPH 4U + one additional Grade 12 U or M course
BUSINESS & COMMERCE	ENG 4U, MHF 4U, MCV 4U and/or MDM 4U + three additional Grade 12 U or M courses
MATHEMATICS and SCIENCES	ENG 4U, MHF 4U, MCV 4U, + 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

### PROGRAM CHOICES: M3 - S6:

Compulsory courses are listed in the chart below. Consult the "Courses at a Glance" section for more information.

	M3	M4	S5	S6
1	ENG 1DE	ENG 2DE	ENG 3UE or ENG 3UP	ENG 4UE or ENG 4UP
2	CGC 1DE	CHV 2O (0.5 credit)	MHF 4UE or MHF 4UP	GUIDS6 (non-credit)
3	CHC 2DE	GLC 2O (0.5 credit)	PPL 3O	
4	MPM 2DA or MPM 2DB	MCR 3UA or MCR 3UB	GUIDS5 (non-credit)	
5	SNC 2DE	PPL 2O		
6	PPL 1O	Choice of Senior Science		
7	FSF 1DE*			
8	Choice of Arts			
9	Choice of Arts or Language			
10	Choice of Arts or Language			

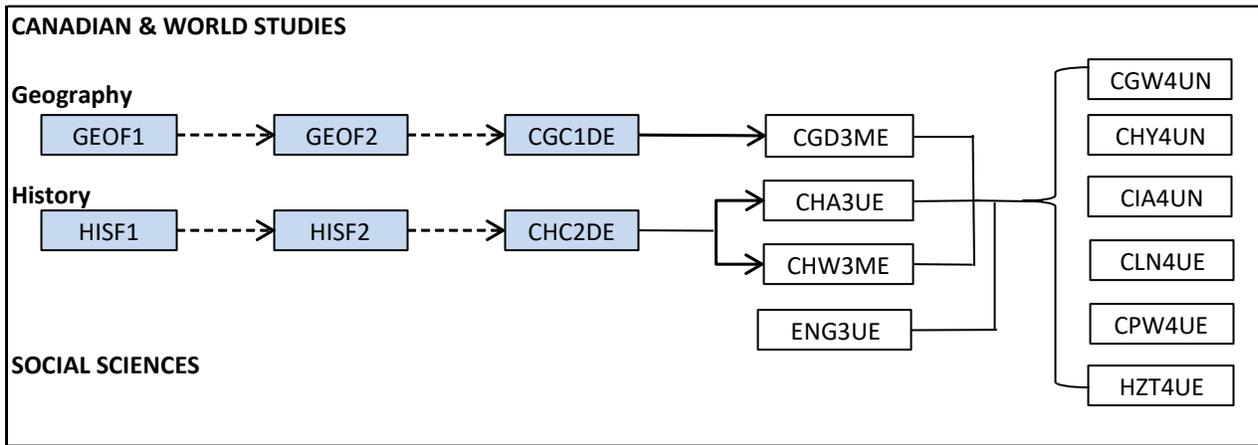
\* Students who have taken FSF1DS have fulfilled the mandatory French requirement and may select a course from the Arts or Languages.



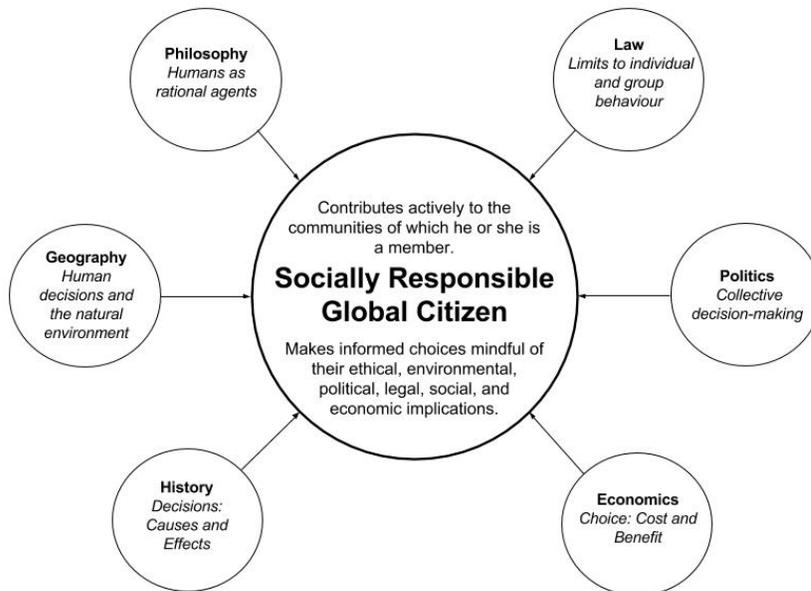
## SECTION C: COURSE DESCRIPTIONS

### CANADIAN AND WORLD STUDIES

The school’s Vision and Mission calls upon students to become socially responsible global citizens. These two concepts, social responsibility and global citizenship, are the core subject matter of UTS’ offerings in Canadian and World Studies which seek to build, by reflecting upon the past, understanding the present, and planning for the future, competencies in the skills, knowledge, and attitudes we require to make effective decisions fully aware of their implications for ourselves and the wider communities of which we are a part.



### CWS and the UTS Vision and Mission



## FOUNDATION PROGRAM

All of the courses in UTS' Canadian and World Studies program are ultimately concerned with understanding human behaviour in the context of a specific environment, physical or conceptual. We begin our investigations in the Foundation Years by examining two basic forces that shape us as global citizens: our natural environment and our national history.

### *Foundation I and Foundation II*

#### **Geography**

The study of Geography goes beyond the naming of capes and bays or the identification of rock formations: fundamentally the discipline seeks to answer the question "Why are things where they are?" In order to begin to answer that question the Foundation Geography program therefore combines a study of the major natural forces that continue to shape our physical world and our behaviour as inhabitants of that world; and of the impacts that we as humans have on that physical world by our attempts to manipulate those same natural forces for our own ends.

#### **History**

History is not merely the retelling of the events of the past – history must endeavour to undertake the complex exploration of the significance of past events through the cultivation of key skills in historical literacy. In the Foundation History program, students work towards developing their historical thinking skills: an understanding of change and continuity, ethical dimensions, cause and consequence, historical significance, primary source interpretation, and historical perspectives.

In F1, students begin to explore human civilization in a Canadian context. This course begins by locating the roots of our nation in medieval Europe as well as the experiences of the First Nations in Canada. After exploring Europe in 1492, the moment that shaped European-North American contact, we will turn to a study of the amazing range of Indigenous communities and beliefs in North America. Students will examine the key historical figures, events, empires and peoples that would eventually contribute to the development of Canada and Canadian identity. Students will look closely at New France, the conflicts between France and England, and the development of both Upper and Lower Canada. Chronologically the course takes a look at New France and ends with a unit called Conflict and Challenges, with a look at the Underground Railway as the final topic.

In F2, students will explore the local, national, and global forces that have shaped Canada's national identity – we begin with the external and internal factors that have pushed inhabitants of British North America to Confederation and to the brink of the World War II. Students will examine the experience and contribution of citizens, immigrants, First Nations, and government as the Dominion expanded beyond Confederation. Notable topics will include the settlement of western Canada, the trial of Louis Riel, and the impact of Laurier's government. Students will study the socio-economic challenges that Canada faced at the turn of the 20th century and throughout the "Great War" which helped to define the emerging "Canadian identity". Finally, students will investigate such notable topics as the "Roaring Twenties" and the "Dirty Thirties" as they continue to develop their historical thinking skills (see above).



## 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 lifeforms 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.

### ***Middle III***

#### **CGC 1DE – Issues in Canadian Geography**

Pre-requisite: None

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

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

#### **CGD 3ME – Regional Geography – Asia**

Pre-requisite: CGC 1D

This course explores interrelationships between the land and people in South, East, and Southeast Asia as well as interconnections between this region and the rest of the world. Students will explore the region's environmental, socio-economic, and cultural characteristics and will investigate issues related to natural resources, economic development and sustainability, population change, globalization, and quality of life. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate a range of geographic issues in the region.

This class integrates both physical and human geography, and ensures that students acquire elements of both scientific and socio-economic methodologies. Students examine relevant concepts from a wide variety of disciplines. This helps students develop an appreciation of, and a respect for, alternative approaches, viewpoints and ideas. The course considers examples and detailed case studies at a variety of scales, from local to regional, national and international (e.g. mega projects, natural disasters, sweatshops, peace & conflict, human rights, migration, climate change, and globalization). A variety of pedagogical approaches and tools are incorporated, such as novel & film studies, debates, game-based learning, role plays, the Arts, research studies, and a field trip to the ROM and Gardiner museums. Students will also have the opportunity to compete against other students around the world in the annual Asia Wise Competition.

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

#### **CGW 4UN - Canadian and World Issues: A Geographic Analysis**

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

**This is a non-streamed AP preparation course.** Students enrolled in CGW 4UN will have the option of writing the AP Human Geography exam in May. Students will be required to declare their choice to pursue the AP option or not during February 2018. There is an additional fee associated with writing the exam.

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including

the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

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 encouraged to participate in one of the Model United Nations experiences available to them.



## HISTORY

The study of history is unique among the liberal arts in its emphasis on the causes and effects of past decisions. 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. 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. Virtually every subject has a history and can be analysed and interpreted in historical perspective and context; the scope of historical inquiry is bound only by the quantity and quality of surviving documents and artefacts.

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.

### *Middle III*

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

Pre-requisite: None

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

***Middle IV or Senior V*****CHA 3UE - American History**

Pre-requisite: CHC 2D

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

**CHW 3ME - World History to the End of the Fifteenth Century**

Pre-requisite: CHC 2D

This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.

Students will embark upon a full apprenticeship in the field of history, exploring the history of humanity from the dawn of civilization to the end of the fifteenth century. By studying a diverse selection of cultures and time periods, from Ancient India and China to Rome and Greece to the Middle Ages, students will continue to refine and hone their critical and historical thinking skills and their ability to work with concepts such as change, chronology, causation, and the interpretation of historical evidence. To represent accurately the field of history, considerable attention will be given to both textual and physical (i.e. archaeological) evidence, as well as the many types of history, including political, social, economic, intellectual, and military history. This course will foster a deep understanding of the patterns and ties that underpin human society. Assessments will focus upon the attainment of important historical concepts and will take the form of debates, case studies, simulations, and written analyses. The course culminates with the students having the chance to study the history of a civilization not explicitly explored in class. Past examples have included Carolingian France, Japan, the Crusades, the War of the Roses, and the Vikings, but the possibilities are endless.

***Senior V or Senior VI*****CHY 4UN - World History since the Fifteenth Century**

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

**This is a non-streamed AP preparation course.** Students enrolled in CHY 4UN will have the option of writing the AP European History exam in May. Students will be required to declare their choice to pursue the AP option or not during February 2018. There is an additional fee associated with writing the exam.

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

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 topics will include the early Ming dynasty of China, Renaissance Europe, the early Tokugawa Shogunate of Japan, the Protestant Reformation, the Scientific Revolution, the Enlightenment, the French Revolution and the Industrial Revolution, and the First and Second World Wars, and the global challenges throughout the latter half of the tumultuous 20<sup>th</sup> century.. 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 provides significant coverage of the topics, knowledge, and skills needed to prepare for the AP European History exam.



## **SOCIAL SCIENCES AND HUMANITIES**

At the senior level, Canadian and World Studies offers a number of courses in specialized disciplines. These include Civics, Law, Politics, Economics and Philosophy. In each course, students have an opportunity to investigate in depth, various topics as pertaining to the specific areas of study. This specialization not only enriches our understanding of the concepts of social responsibility and global citizenship, but also exposes students to the study of various social science and humanities disciplines which they may choose to pursue in further depth at the university level.

### ***Middle IV***

#### **CHV 20H – Civics and Citizenship (½ credit)**

See Integrated Studies, page 41

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

#### **CIA 4UN - Analysing Current Economic Issues**

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

**This is a non-streamed AP preparation course.** Students enrolled in CIA 4UN will have the option of writing the AP Microeconomics exam in May. Students will be required to declare their choice to pursue the AP option or not during February 2018. There is an additional fee associated with writing the exam.

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

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

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

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

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

*This course is offered in alternating years (next offered in 2018-2019)*

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

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

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

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

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



# Courses at a Glance

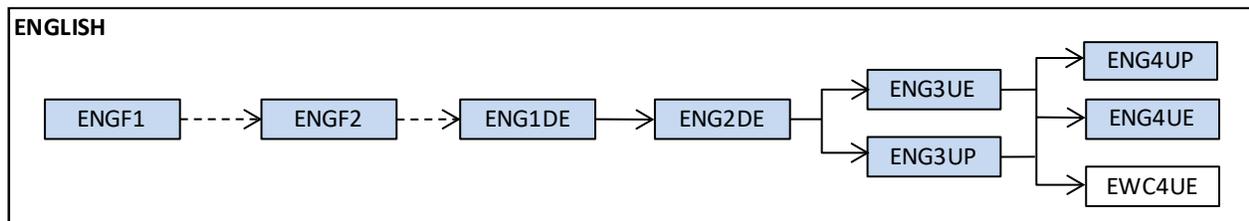
Department or Program	Subject	F1	F2	
Canadian and World Studies	Geography	GEOF1*	GEOF2*	
	History	HISF1*	HISF2*	
	Economics, Law, & Civics (Politics)			
	Social Sciences & Humanities			
English	English	ENGF1*	ENGF2*	
Expressive Arts	Dramatic Arts	ADAF1*	ADAF2	
	Music	AMUF1S* or AMUF1W*	AMUF2S or AMUF2W	
	Visual Arts	AVIF1*	AVIF2	
	Interdisciplinary Arts			
Choice of 2*				
Guidance	Guidance			
Integrated Studies	Integrated Studies			
HPE	Health and Physical Education	PHFF1* or PHMF1*	PHEF2*	
Languages	French	Core	FSFF1*	FSFF2*
		Special	FSFF1S*	FSF1DS*
	German			
	Latin		LVLBDE*	
	Spanish			
Mathematics and Computer Science	Mathematics	MATF1*	MPM1DE* or MPM1DB*	
	Computer Studies			
Science	General Science	SNCF1*	SNC1DE*	
	Biology			
	Chemistry			
	Physics			



M3	M4	S5	S6	Subject	Department or Program	
CGC1DE*	CGD3ME	CGW4UN		Geography	Canadian and World Studies	
CHC 2DE*	CHA3UE; CHW3ME	CHY4UN		History		
		CIA4UN; CLN4UE; CPW4UE (CPW not offered in 2017-18)		Economics, Law, & Civics (Politics)		
		HZT4UE		Social Sciences & Humanities		
ENG1DE*	ENG2DE*	ENG3UE* or ENG3UP*	ENG4UE* or ENG4UP*; EWC4UE	English	English	
ADA2OE	ADA3ME	ADA4ME		Dramatic Arts	Expressive Arts	
AMU1OS or AMU1OW	AMU2OS or AMU2OW	AMU3ME	AMU4ME	Music		
AVI1OE	AVI2OE	AVI3ME	AVI4ME	Visual Arts		
		IDC4UE		Interdisciplinary Arts		
		GUIDS5* (non-credit seminar)	GUIDS6* (non-credit seminar)	Guidance	Guidance	
	CHV2OC* (0.5) & GLC2OC* (0.5)	UTS Capstone Seminar, Part 1 (0.5) or AP Capstone Seminar	For 2018-2019: UTS Capstone Seminar, Part 2 (0.5); AP Capstone Research	Integrated Studies	Integrated Studies	
PPL1O*	PPL2O*	PPL3OE*		Health and Physical Education	HPE	
FSF1DE*	FSF2DE	FSF3UE	FSF4UE	Core	Languages	
FSF2DS	FSF3US	FSF4US		Special		French
LWGBDE	LWGCUE	LWGDUE		German		
LVLCUE or LVLBDE (new M3 students)	LVLDUE or LVLCUE (students new in M3)	LVLDUE (students new in M3)		Latin		
LWSBDE	LWSCUE	LWSDU5 or LWSDU6		Spanish		
MPM2DA* or MPM2DB*	MCR3UA* or MCR3UB*	MHF4UE* or MHF4UP*	MCV4UE or MCV4UP; MDM4UE or MDM4UP	Mathematics		Mathematics and Computer Science
	ICS3UN	ICS4UN		Computer Studies		
SNC2DE*	◇ Students may take a maximum of 2 science courses in M4; No more than 2 recommended for S5 and S6			General Science	Science	
	SBI3UE ◇	SBI4UE ◇ or SBI4UP ◇		Biology		
	SCH3UE ◇	SCH4UE ◇ or SCH4UP ◇		Chemistry		
	SPH3UE ◇	SPH4UE ◇ or SPH4UP ◇		Physics		

## ENGLISH

In our study of literature and language at UTS, the principal objective is the development of an inquiring and perceptive mind. Clarity, depth, and creativity in oral and written expression are valued. Through reading, speaking, listening, writing, and the exploration of various media, students will be encouraged to reflect upon the nature of the human experience.



### *Foundation I*

#### **ENG F1 - English**

This course offers a balance of reading, writing, listening, and speaking, and focuses on the foundations of clear and coherent expression. Students will further their awareness of the characteristics of basic literary forms and techniques through a wide variety of activities. The writing program examines various forms of discourse – particularly description, narration, and exposition. There is an independent reading program that enriches the common class literature, so students are able to study books that reflect personal interests, and do so at their own pace. Students develop the ability to articulate observations about literature, the wider world, and themselves, with attention to fundamentals of expression, vocabulary development and basic grammar.

### *Foundation II*

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

This course emphasizes the analysis of what students read, write, and orally communicate, in order to develop critical thinking skills that students need for success in secondary school academic programs. An important emphasis will be placed on developing critical skills through creative means, as well as the correct and effective use of written and spoken English. Study will include short stories, novels, plays, and the analysis of media works. Students will continue to develop the foundation skills initiated in F1, but there will be greater focus on articulating a critical analysis of texts.

### *Middle III*

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

Pre-requisite: None

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

The *Middle III* course offers an emphasis on narrative techniques and structures, and the first comprehensive introduction to formal essay structure. Students will develop a critical literary vocabulary that will enhance their capacity to

communicate with greater clarity and precision in their writing, and with their oral language skills as more formal presentations are assigned throughout the year.

### ***Middle IV***

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

Pre-requisite: ENG 1D

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

The *Middle IV* course expects students to become increasingly reflective and analytic in their reading and writing. Approaches to the texts are varied: intensive reading of some works, broader treatment of others. Texts are wide-ranging in both period and concerns; however, the works have been selected to invite increasingly comparative discussion as the year proceeds. Student writing focuses on close textual analysis and practice in various aspects of essay development. In addition, students will explore more creative outlets as they are introduced to poetry and the power of the spoken word through a professionally-run workshop.

### ***Senior V***

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

Pre-requisite: ENG 2D

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

The *Senior V* course emphasizes the role literary criticism can play in deepening student understanding of particular texts and literature in general. Students will focus on rigorous and detailed close reading of plays, novels, and short fiction. Students will refine the writing skills developed in the previous year with particular attention paid to the process of crafting a sophisticated and original thesis.

#### **ENG 3UP – English – AP Stream**

Pre-requisite: ENG 2D

Application for AP Stream: Students who wish to apply to enroll in the Advanced Placement section of Grade 11 English Language and Composition (ENG 3UP) must **complete a separate *Application for AP Preparation Course form***.

**All students taking the grade 11 AP English course are required to write the AP English Language and Composition exam in May. There is an additional fee associated with this course.**

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

This course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

Please note, while material covered in this Advanced Placement course will be similar to the regular course, the pace and topics covered will be more demanding as students prepare for the Advanced Placement exam in May.

## *Senior VI*

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

Pre-requisite: ENG 3U

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

The *Senior VI* course offers students an array of challenging activities, while allowing students the freedom to explore areas of personal interest in both their writing and documentary studies. Writing focuses on 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, with a particular focus in the latter part of the year on Modernism.

### **ENG 4UP- English – AP Stream**

Pre-requisite: ENG 3U

Application for AP Stream: Students who wish to apply to enroll in the Advanced Placement section of Grade 12 English Literature and Composition (ENG 4UP) must **complete a separate *Application for AP Preparation Course form***.

**All students taking the grade 12 AP English course are required to write the AP English Literature and Composition exam in May. There is an additional fee associated with this course.**

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

While material covered in this Advanced Placement course will be similar to the regular course, the workload will be more demanding. Careful reading and critical analysis of imaginative literature will allow students to deepen their understanding of the way writers use language to provide meaning and pleasure for their readers. This course provides time for a more extended exploration of the tradition of English literature.

### **EWC 4UE - The Writer's Craft**

Pre-requisite: ENG 3U; Co-requisite: ENG 4U

This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing;

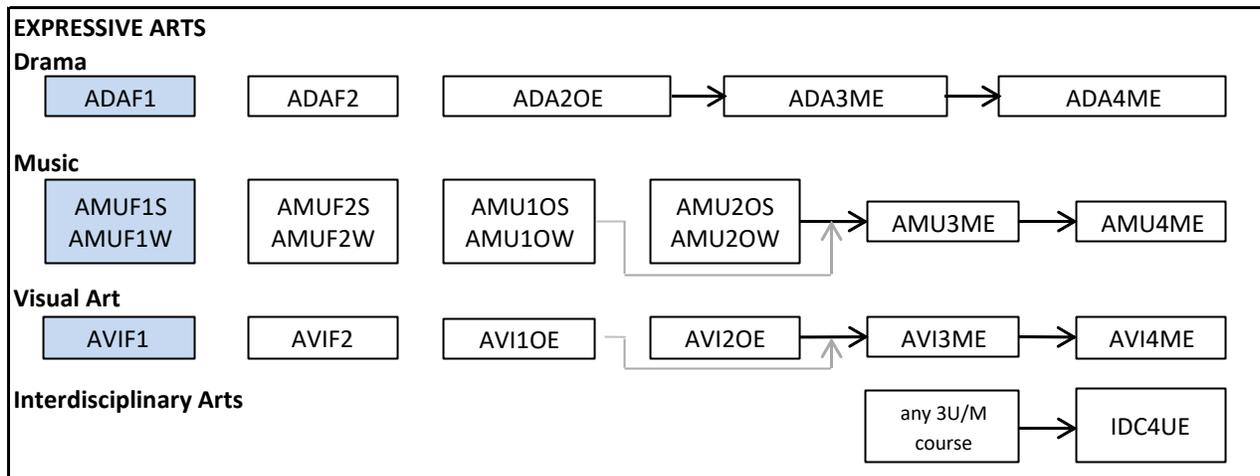
and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

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.



## EXPRESSIVE ARTS

Expressive Arts at University of Toronto Schools includes Drama, Interdisciplinary Studies (Art and Design), Music and Visual Arts. Students develop creative and critical thinking skills and apply the creative 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

All drama courses explore creative problem solving through collaboration and experiential learning. In F1 and F2, students explore basic drama skills, processes and styles through workshops, rehearsal, and performance. From M3 to S6, students expand and deepen their knowledge of theatre and film, and move towards independently creating, directing, producing and presenting their own works.

### Foundation I

#### ADA F1 - Drama

This course provides an introduction to basic drama skills through a focus on the collaborative process. Students learn to rehearse and perform cooperatively in large and small groups in order to explore basic drama skills such as mime, tableau, improvisation and text work. Students explore a variety of drama forms through script and scene work, basic stage craft, story theatre, and presentation skills.

## ***Foundation II***

### **ADA F2 - Drama**

In this introductory course, students work in large and small groups to build on and continue to expand their basic drama skills. Students explore role play; theatre games and improvisation; script and scene work; comedy, tragedy and drama styles; technical production; the basics of play writing; individual presentation skills and audience awareness; and movement and voice techniques. Students attend and critique a professional play production and reflect on their own and others' ability to communicate through drama.

## ***Middle III or Middle IV***

### **ADA 2OE - Drama**

Pre-requisite: None

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

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 a professional Toronto theatre production and reflect on their own and others' ability to communicate ideas and emotions through drama.

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

### **ADA 3ME - Drama**

Pre-requisite: ADA 1O or ADA 2O

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

Students explore choral speech, docudrama, improvisation, monologues, a film scene, and a scene from late 19th century Realist Drama. They have opportunities to explore different acting approaches for film and theatre, experience professional Toronto theatre productions, and engage in workshops with professional theatre artists.

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

### **ADA 4ME - Drama**

Pre-requisite: ADA 3M

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

Students take on a leadership role and independently write, direct, produce and perform various scenes from film and theatre. Students explore directing a choral poem presentation; acting a scene from the Theatre of the Absurd; monologues from contemporary drama sources; modern Canadian plays; and film scenes. They have opportunities to see professional theatre and engage in workshops exploring various acting approaches with professional theatre artists.



## INTERDISCIPLINARY ARTS

### *Senior VI*

#### **IDC 4UE - Interdisciplinary 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.

Interdisciplinary Art and Design examines problems and issues from an interdisciplinary perspective, considering how social, political, scientific, philosophical, artistic, and other perspectives uniquely frame questions and problems. Students will have opportunities to explore the connections between diverse academic disciplines through the analysis of case studies and the creation of course assignments. After students have developed an interdisciplinary understanding, they communicate their insights using Art and Design forms. For example, a student might use their research findings to determine the design of an architectural blueprint, a screenplay, a performance or any range of appropriate responses. The course culminates with an Independent Study Projects that pursues an artistic response or design solution to an interdisciplinary research problem of each student's choosing. Course assignments 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.



## MUSIC

The study of music is intended to develop students' understanding and appreciation through a focus on practical skills and creative work. Students gain creative problem-solving skills, individual and co-operative work habits, knowledge of themselves and others, a sense of personal responsibility, and connections to their communities and future careers.

In the senior years, students are encouraged to take on various leadership roles to enrich themselves, the music program, and the UTS community as a whole. The UTS Music Program, OISE/UT and the Faculty of Music, University of Toronto, continue to develop partnerships.

Reed players will need to purchase reeds as required. For health reasons, all wind players are required to purchase their own mouthpieces. Violin and Viola students may purchase a shoulder rest through the course instructor. Information regarding private lessons at UTS, and instrument rental or purchase will be made available in September.

### *Foundation I*

#### **AMU F1W - Music (Winds) or AMU F1S - Music (Strings)**

In F1 Music, students apply their knowledge of music, reflect on their strengths, and determine the next steps when creating and interpreting music. They analyse the role that music plays in their lives and the ways in which music has changed in response to a variety of historical, cultural and other influences. Students have opportunities to problem solve and demonstrate the ability to use logical arguments to support analysis of their own and others' musical efforts, while showing respect for the opinions of others.

Students at all levels of proficiency are encouraged to progress according to their individual abilities. Within a framework of creation, performance, reflection, exploration and analysis, students build a firm foundation for sustained musical development. In addition, students are introduced to: the nature of music; fundamental technique on a string or

wind instrument; listening repertoire; rhythmic and melodic improvisation and composition; large and small ensembles; overview of the history of music; and music technology.

Please note: accommodation is made for beginning to advanced level wind and string students.

## ***Foundation II***

### **AMU F2W – Music (Winds) or AMU F2S – Music (Strings)**

The F2 music program continues to build on the concepts introduced during the previous year. While the emphasis remains on acquiring instrumental technique and an increasingly complex musical understanding, students are also encouraged to develop a sense of individual responsibility and independent learning.

Classes are devoted to large and small ensemble repertoire. A study of film music will examine the effects of music on dramatic situations and culminates with a collective composition. Students investigate the foundations of sound production and explore contemporary approaches to film scoring and composition. F2 music students may join Concert Band, Junior Chamber Strings, Junior Jazz, and/or Choir.

## ***Middle III***

### **AMU 10W - Music (Winds) or AMU 10S - Music (Strings)**

Pre-requisite: None

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.

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.

## ***Middle IV***

### **AMU 20W - Music (Winds) or AMU 20S - Music (Strings)**

Pre-requisite: None

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical convention, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

There is a concentration on the study and performance of music of the modern age, including jazz, classical, popular, and Canadian music. Opportunities to further develop instrumental technique and musicianship are available to M4 students through participation in various co-curricular ensembles.

## ***Senior V***

### **AMU 3ME - Music**

Pre-requisite: AMU 10 or AMU 20

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative

process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.

In order to facilitate a better understanding of all aspects of music-making and develop leadership skills, students will begin to study the complexities of Concert Management. Students will also propose, plan and execute an extended Independent Study project that will allow them to explore in greater depth areas in music that are of special interest to them.

## ***Senior VI***

### **AMU 4ME - Music**

Pre-requisite: AMU 3M

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

Students have a number of opportunities to continue developing their leadership skills through concert production and as section leaders in Senior Strings, Stage Band, Symphonic Band, Taiko or Choir.



## **VISUAL ARTS**

The Visual Arts 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 I***

#### **AVI F1 - Visual Arts**

The F1 (Grade 7) visual arts curriculum will introduce students to the creative process through their participation in art activities involving various media studies and thematic investigations. Students will explore the unique nature of visual communication and become familiar with some fundamental design strategies: the elements and principles of design. This introductory course investigates how visual literacy, critical analysis and cultural context contribute to our understanding of the Visual Arts. Course projects may include an “Artomaton” (kinetic sculpture), missed media design, digital imaging (Photoshop) and video production (Premiere).

### ***Foundation II***

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

In the F2 (Grade 8) art course, students will apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual art as well as current media technologies. Students will apply the critical analysis process to communicate feelings, ideas and understandings in response to a variety of art works and art experiences. Students will also demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their socio-cultural and historical contexts.

The F2 visual arts curriculum will provide 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 with a wide range of media through student activities which may include: drawing, ceramics, relief printmaking, photography, video and digital imaging. Each unit will provide opportunities for students to explore the creative potentials of each medium, and also to integrate knowledge and critical inquiry using examples from art history and contemporary art. With an emphasis on the creative process and visual literacy, students will explore diverse ways to communicate their ideas and emotions visually to an audience.

### ***Middle III***

#### **AVI 10E - Visual Arts**

Pre-requisite: None

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

Studio activities may include acrylic painting on canvas, sculpture, digital photography, digital imaging, and Biomimetic design.

### ***Middle IV***

#### **AVI 20E - Visual Arts**

Pre-requisite: None

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

This course emphasizes the creative and design processes involved in developing ideas and communicating through visual art. Students will critically analyze art produced in various historical and cultural contexts, and examine artistic responses to issues and ideas in contemporary culture. Studio activities may include calligraphy and typography in graphic art, scratchboard illustration and digital design, ceramic sculpture, large format graphite drawing, oil painting, and altered books/mixed media sculpture.

### ***Senior V***

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

Pre-requisite: AVI 10 or AVI 20

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

Students will critically analyse current and historical notions of representation through a variety of studio projects and an independent study. The course will emphasize the development of visual literacy and critical analysis of visual images and artifacts. Students will also develop their understanding of the cultural, social, political and historical contexts that inform the production and interpretation of artworks. Studio activities may include DSLR photography, life drawing, video production, installation art and intaglio printmaking.

**Senior VI****AVI 4ME - Visual Arts**

Pre-requisite: AVI 3M

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

Students will work on a series of creative challenges inspired by contemporary art practices. A visual thesis will develop into a body of work exploring chosen media and themes, culminating in a solo exhibition.



## GUIDANCE AND CAREER EDUCATION

The purpose of the Guidance and Career Education 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. Students will develop a portfolio throughout their Guidance Studies.

From F1 to M3, Guidance will be integrated into the UTS program at key times throughout the school year in various class settings. The Foundation and early Middle guidance program will broach topics related to organization, time management, positive mental health, character strengths, resilience and ways to manage stress. Students will be asked to consider these ideas in the context of their own experiences, including in their learning and growth experiences, and in their roles as members of the UTS community. Many of these topics will arise again in the M4 Career Studies and Civics and Citizenship combined course and the S5 and S6 Guidance Seminar.

### CAREER EDUCATION

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

See Integrated Studies, page 46

### GUIDANCE SEMINARS

**Senior V****GUID S5 - Guidance Seminar**

S5 students will have a weekly Guidance seminar focusing on Career and Educational Planning and prepare students for the postsecondary applications they will complete in S6.

**Senior VI****GUID S5 - Guidance Seminar**

These bi-weekly seminars in the first term focus on completing University Applications.

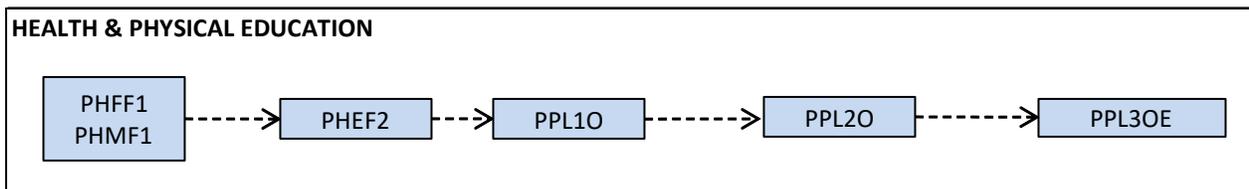


## HEALTH AND PHYSICAL EDUCATION

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, and living 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 F2 to S5, health and physical education classes are co-educational.



### *Foundation I*

#### **PHF/M F1 - Health and Physical Education**

The F1 curriculum’s major areas of knowledge and skill are organized around four strands: Active Living (active participation, physical fitness, and safety), Movement Competence: Skills, Concepts and Strategies (movement skills and concepts, movement strategies), Healthy Living (Positive Mental Health, Personal Safety and Injury Prevention, Healthy Eating, Substance Use, Addictions, and Related Behaviours and Human Development and Sexual Health) and Living Skills (Personal Skills, Interpersonal Skills and Critical/Creative Thinking Skills). Living Skills are an important aspect of students’ overall healthy development, and their application is essential to the achievement of many of the expectations in the Active Living, Movement Competence and Healthy Living strands. As students develop and apply their living skills, they will build resilience and learn to make choices that protect their safety and health and enable them to become independent thinkers and responsible adults who are committed to lifelong healthy, active living.

The F1 program provides opportunities for students to experience a variety of physical activities to increase fundamental movement skills and raise their awareness and understanding of common game category strategies. Our objective is to help students make positive connections to physical movement to encourage greater healthy active living.

### *Foundation II*

#### **PHE F2 - Health and Physical Education**

The F2 curriculum’s major areas of knowledge and skill are organized around four strands: Active Living (active participation, physical fitness, and safety), Movement Competence: Skills, Concepts and Strategies (movement skills and concepts, movement strategies), Healthy Living (Positive Mental Health, Personal Safety and Injury Prevention, Healthy Eating, Substance Use, Addictions, and Related Behaviours and Human Development and Sexual Health) and Living Skills (Personal Skills, Interpersonal Skills and Critical/Creative Thinking Skills). Living Skills are an important aspect of students’ overall healthy development, and their application is essential to the achievement of many of the expectations in

the Active Living, Movement Competence and Healthy Living strands. As students develop and apply their living skills, they will build resilience and learn to make choices that protect their safety and health and enable them to become independent thinkers and responsible adults who are committed to lifelong healthy, active living.

The F2 program provides opportunities for students to experience a variety of physical activities to further increase fundamental movement skills and develop greater understanding and application of common game category strategies. Our objective is to help students further develop their confidence and competence in physical movement (physical literacy) to encourage greater involvement in healthy active living activities.

### *Middle III*

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

Pre-requisite: None

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

### *Middle IV*

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

Pre-requisite: None

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

Using the Sport Education approach (15 lesson units), students will be taught in a way that simulates an athletic team and season. Students participate as members of teams in seasons that are longer than the usual physical education unit. They take an active role in their own sport experience by serving in varied and realistic roles that we see in authentic sport settings such as captains, coaches, trainers, statisticians, officials, publicists, and members of a sports council. Our goal is to build more competent, literate and enthusiastic players of sport through this curriculum model. Students in this grade will have choice over the sports/physical activities they participate in.

### *Senior V*

#### **PPL 30 – Healthy Active Living Education**

Pre-requisite: None

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

Using the Sport Education approach (10-15 lesson units), students will be taught in a way that simulates an athletic team and season. Students participate as members of teams in seasons that are longer than the usual physical education unit.

They take an active role in their own sport experience by serving in varied and realistic roles that we see in authentic sport settings such as captains, coaches, trainers, statisticians, officials, publicists, and members of a sports council. Our goal is to build more competent, literate and enthusiastic players of sport through this curriculum model. The unit choices in S5 will balance sport and personal fitness options. We also aim to transition our S5 students into S6 and beyond with the knowledge and skills necessary to independently lead healthy active lives.



## INTEGRATED STUDIES

### CIVICS AND CITIZENSHIP & CAREER STUDIES

#### *Middle IV*

#### **CHV20C – GLC20C – Career Studies (1/2 credit) & Civics and Citizenship (1/2 credit)**

Pre-requisites: None

This course combines the compulsory grade 10 courses in Career Studies and Civics and Citizenship to explore two essential and interconnected aspects of life in a liberal, capitalist democracy. In particular:

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

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

Fundamentally, the course seeks to help students to answer the question "How might I shape the future in a way that improves quality of life for me and my community as a whole?"

### UTS CAPSTONE PROGRAM

#### *Senior V*

Each of the following Capstone Seminar courses may only be taken as an additional credit, on top of the course load requirement of 7 courses plus the S5 Guidance Seminar. Students may only take one of the two courses listed.

#### ***UTS CAPSTONE SEMINAR – Part 1***

#### **IDC 4UC - Interdisciplinary Studies (1/2 credit)**

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

Part 2 of this course will be completed in the 2018-2019 academic year.

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.

Students enrolled in this course will not be eligible to take IDC4UE – Interdisciplinary Arts.

**AP CAPSTONE SEMINAR**

**HSB 4UP – Challenge and Change in Society**

Pre-requisite: any 3U/3M university or university/college preparation course in social sciences and humanities, English, or Canadian and World Studies

Application for AP Stream: Students who wish to apply to enroll in the Advanced Placement section of Challenge and Change in Society (HSB 4UP) must **complete a separate Application for AP Preparation Course form.**

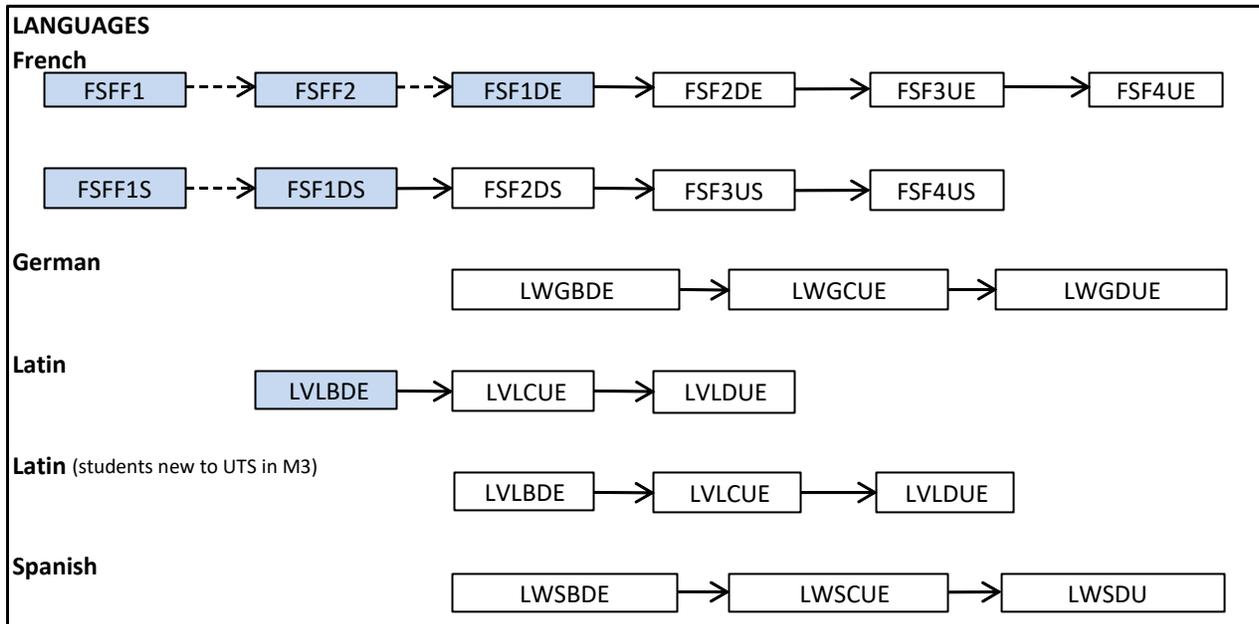
**All students taking HSB4UP are required to complete the required assessments for the AP Seminar Course for the AP Capstone Diploma, including a team project and presentation, a research-based essay and presentation, and an end-of-course AP exam. There is an additional fee associated with this course.**

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

This AP Seminar course is a pre-requisite for the AP Research course.



**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 high degree of proficiency and to acquire a strong level of communicative competence in the French language. Throughout the program, students have the opportunity to develop an in-depth awareness and understanding of the francophone world. This approach enables students to use their creativity and aims to develop natural, native-like communication, which entails grammar, socio-linguistics, discourse, and strategic competence. This degree of competence can only be achieved through an appropriate methodology which encourages student-centered activities. Class time will often 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 S5. 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. e needs of students who have had lengthier exposure to French and who have acquired greater fluency in the language. Students in Special French typically come from Francophone families, Francophone schools, French Immersion or extended French programs. Placement is made at the discretion of the Languages Department.

Students may apply for the three-month exchange program with France in their F2 or M3 year, and take part in the exchange in M3 or M4.

### **CORE FRENCH**

#### ***Foundation I***

##### **FSF F1 - Core French**

The first year course aims to develop basic oral and written communication skills. The emphasis is on oral communication, correct pronunciation, vocabulary expansion and the accurate use of basic grammatical structures. Reading skills are developed through the use of simple readers with cultural content and social awareness. Oral and written skills are developed through exercises, drills, interviews, dramatizations and creative writing. Additional materials are used such as songs, poems, comic strips and films. Grammar is reviewed and taught in context. Learning cooperatively (group activities) and participation in class are an essential part of this course, as are active listening and personal management skills.

#### ***Foundation II***

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

Emphasis will continue to fall on an oral approach, stressing correct pronunciation and communicative skill development. Grammar is taught in context and 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. Emphasis will be placed on oral communication and further development of writing skills. Oral presentations and quizzes, dialogues, oral and written tests and creative writing will constitute a substantial component of the assessment.

#### ***Middle III***

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

Pre-requisite: Minimum of 600 hours of elementary Core French instruction, or equivalent

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading,

and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Students will develop their linguistic and cultural knowledge through film, a short story and a novel study.

### *Middle IV*

#### **FSF 2DE - Core French**

Pre-requisite: FSF 1D

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

Students will develop their linguistic and cultural knowledge through films and a novel study. Assessments will include presentations, essay writing, written tests and an oral exam.

### *Senior V*

#### **FSF 3UE - Core French**

Pre-requisite: FSF 2D

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

Evaluation methods include oral presentations, debates, written essays, process writing, written tests and quizzes, as well as a research project, including a cultural “workshop” 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.

### *Senior VI*

#### **FSF 4UE - Core French**

Pre-requisite: FSF 3U

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

Students will participate in discussions, dialogues, debates, interviews and dramatizations. The students will present an independent research project and will have an oral exam in June. Students may write the externally set AP French exam in May.

## **SPECIAL FRENCH**

### ***Foundation I***

#### **FSF F1S - Core French – Special Stream**

This course provides an introduction to fundamental grammar terminology and concepts to help students increase accuracy in oral and written communication. Some basic grammatical concepts will be reviewed and new tenses and structures will be introduced. Oral and written skills will be developed through the study of various texts (mainly short stories and novels) and films. Learning cooperatively is an essential part of this course. The course not only emphasizes linguistic skills but also develops thinking and creative skills through projects including research, presentations, and creation of dialogues and scenes to be presented to the class.

### ***Foundation II***

#### **FSF 1DS - Core French – Special Stream**

Pre-requisite: Minimum of 600 hours of elementary Core French instruction, or equivalent

UTS Pre-requisite: FSFF1S and assessment and recommendation of department

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

Students will develop their linguistic and cultural knowledge through films and a novel study. Assessments will include presentations, creative writing, written quizzes, and a final oral exam. Students will also prepare and present a speech, and will have the opportunity to participate in the Concours Oratoire (French Speech Contest) sponsored by Canadian Parents for French.

### ***Middle III***

#### **FSF 2DS - Core French – Special Stream**

Pre-requisite: FSF 1DS

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

Writing skills and style will be developed through written responses to texts and films and creative writing. Students will further develop their linguistic and cultural knowledge through films, short stories and a novel study. Each student will be involved in the preparation and presentation of a cultural project. Grammar will be reviewed and expanded in context.

### ***Middle IV***

#### **FSF 3US - Core French – Special Stream**

Pre-requisite: FSF 2DS

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their creative and critical thinking skills through responding to and exploring a

variety of oral and written texts and two plays. They will continue to broaden their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary for life-long language learning.

Students will prepare and present a speech on a contemporary issue, and have the opportunity to participate in the Concours Oratoire (French Speech Contest) sponsored by Canadian Parents for French. Cultural presentations will focus on the Francophone presence in Africa. Writing skills and style will continue to be developed through responses to a variety of media. Students will complete their written summative on Ionesco and Moliere in May and do an oral examination in June on an African film, *Moolaade*, which explores links between all works studied throughout the year.

### *Senior V*

#### **FSF 4US - Core French – Special Stream**

Pre-requisite: FSF 3US

**This is a non-streamed AP preparation course.** Students enrolled in FSF 4US will have the option of writing the AP French Language and Culture exam in May. Students will be required to declare their choice to pursue the AP option or not during February 2017. There is an additional fee associated with writing the AP exam.

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

This course allows students to further broaden their knowledge and deepen their understanding of francophone culture through the study of films and literary works written by a variety of francophone authors. Students will prepare and present a speech on a contemporary issue and will have the opportunity to participate in the Concours Oratoire (French Speech Contest) sponsored by Canadian Parents for French. Assessments will include written tests, and quizzes, oral presentations, debates and dramatizations. In May, students will write an essay in class. There will be an oral examination in June.



## **GERMAN**

The German program provides students with opportunities to develop thinking, analytical and communication skills in everyday 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 or Middle IV*

#### **LWG BDE – German**

Pre-requisite: None

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

Students interested in ISE Ontario's three-month exchange program may apply in M3 to travel to Germany in their M4 year.

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

#### **LWG CUE – German**

Pre-requisite: LWG BD

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

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

#### **LWG DUE – German**

Pre-requisite: LWG CU

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

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.



## **LATIN**

The Latin program offers students the opportunity to study the influential language and culture of the Romans. This enables students to develop their knowledge about the Roman world and Classical tradition, and skills of thinking, inquiry and communication, in ways which are readily applicable to the study of many modern languages and cultures. With these skills, students will possess distinct advantages in their pursuit of many modern branches of study and professional careers.

By the end of the Latin 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 evolution of the Western cultural heritage, having discovered the ubiquitous influence of the Romans' language and society on our contemporary world.

Oral and written exercises serve to complement the students' progress through a series of increasingly rich and challenging Latin texts wherein the students are introduced to the Latin language and Roman culture. Extensive work in etymology and linguistic comparison direct the students to make connections between Latin and English and other modern languages. A wide variety of student-centered activities such as presentations, debates, recitations, information technology exercises and inter-school competitions are aimed at developing co-operative skills as well as powers of inquiry and creativity.

***Foundation II or Middle III*****LVL BDE – Latin, Level 1**

Pre-requisite: none

This course introduces students to the achievements of the classical world through the study of Latin. Students will learn vocabulary and grammatical concepts essential for reading and translating adapted classical texts. English is the language of instruction, and students will develop their oral communication, reading, and writing skills in both English and the classical language. Through a variety of enrichment activities, students will explore aspects of life in the ancient world, including trade, commerce, education, arts, sports, ecology, daily life, and social practices, and will make connections across the curriculum between the classical world and the world around them.

The course will include the study of the Roman family, public entertainment and monumental buildings. Students will learn about Roman mythology, religion and legends of the Trojan War, as well as the foundation of Rome. Assessments will include language and culture tests, vocabulary building exercises, cultural projects and an examination of Classical websites.

***Middle III or Middle IV*****LVL CUE – Latin, Level 2**

Pre-requisite: LVL BD

This course provides students with opportunities to continue their exploration of the achievements of the classical world through the study of Latin. Students will expand their vocabulary and consolidate their knowledge of grammatical concepts by reading and translating moderately complex adapted selections in the classical language. English is the language of instruction, and students will further improve their ability to use their oral communication, reading, and writing skills in both English and the classical language. Students will also explore diverse aspects of classical culture, including science and technology, architecture, politics and military campaigns, geography and the environment, and religion, while developing their ability to think critically and to make connections across the curriculum between the classical world and the world around them.

After a brief review, students will learn more advanced grammatical forms and constructions. Students will examine the application of Latin in English in various professions and disciplines such as law, medicine, literature and others. They will also learn about a variety of Roman cultural features, such as daily social practices, legends of early kings, republican institutions and the growth of the empire. Assessments will include language tests, derivative quizzes, a presentation on a Roman poet (Catullus), and a short analysis paper, in English, based on reading of Livy, one of Rome's most influential historians.

***Middle IV or Senior V*****LVL DUE – Latin, Level 3**

Pre-requisite: LVL CU

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

After a brief review, students will learn more complex grammatical structures and syntax, as well as about the evolution of the Roman governmental system during the period of the emperors. They will also investigate the application of Latin roots in bio-scientific terminology. The latter part of the year will be devoted to reading texts in slightly adapted or unadapted Latin. Selections from the works of such authors as Apuleius, Petronius, Caesar and Virgil will be translated

and discussed with a view to discussing such themes as love, hospitality, propaganda, individualism versus patriotism, and Roman views of neighbouring cultures. Assessments will include language and historical tests, bio-scientific derivative quizzes, a presentation on a Roman poet (Martial or Horace) and a short analysis paper, in English, based on their reading of one of the most influential works of world literature, Virgil's *Aeneid*.



## 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 analyse 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, there are other language opportunities such as immersion experiences abroad available during the school year.

### *Middle III or Middle IV*

#### **LWS BDE – Spanish**

Pre-requisite: none

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

Students interested in ISE Ontario's three-month exchange program may apply in M3 to travel to Spain in their M4 year.

### *Middle IV or Senior V*

#### **LWS CUE – Spanish**

Pre-requisite: LWS BDE

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

### *Senior V or Senior VI*

#### **LWS DU5 or LWSDU6 – Spanish**

Pre-requisite: LWS CU4 or LWSCU5, respectively

This course provides extended opportunities for students to communicate and interact in Spanish in a variety of social and academic contexts. Students will refine and enhance their listening, speaking, reading, and writing skills, as well as

their creative and critical thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of diverse communities where Spanish is spoken, and develop skills necessary for lifelong language learning.

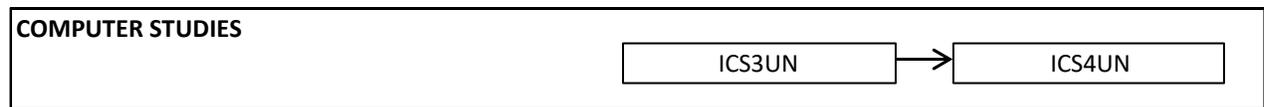
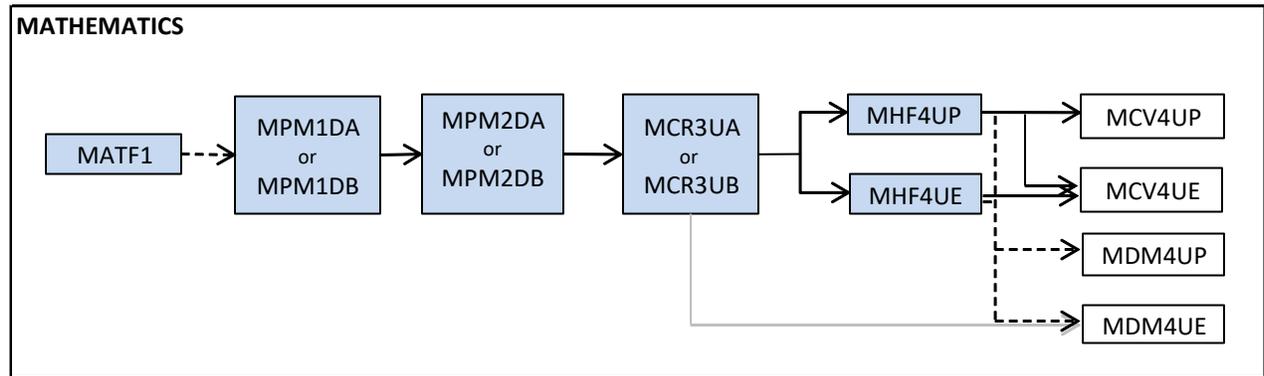
This is an advanced language course which provides students with the opportunity to develop a deeper awareness of style and greater command of the spoken and written language through interviews, speeches, debates, letter writing, compositions, and literary essays. In addition to concluding the study and use of the subjunctive, students will also view, read and critically analyse 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.



## MATHEMATICS & COMPUTER STUDIES

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. For details about the specific contests offered at each grade level, please contact the UTS Mathematics and Computer Science department.



## **MATHEMATICS**

### ***Foundation I***

#### **MAT F1 - Mathematics**

In the Foundation Program in Mathematics, students review and deepen their knowledge of pattern, number and shape. They develop a common set of skills in arithmetic, geometry and spatial reasoning, and problem solving. Students will study properties of arithmetic as they perform calculations with whole numbers, integers and rational numbers, ratios, proportions, percents and radicals. Students will investigate geometric relationships involving triangles, parallel lines and quadrilaterals. Problem-solving activities, investigations and applications play a significant role in this course.

### ***Foundation II***

#### **MPM 1DA or MPM 1DB - Principles of Mathematics**

Pre-requisite: None

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

MPM 1DA and MPM 1DB cover the same ministry curriculum, but differ in focus and pace. In the MPM 1DA will feature comprehensive lessons and a wide variety of examples presented and discussed as a class, whereas lessons in MPM 1DB will be abstract, supported by some numeric examples. Students who enrol in MPM 1DB should have a strong interest in mathematics and be willing to commit to a more challenging course. While problem solving will be an essential part of both courses, students in MPM 1DB will spend more class time on co-curricular topics. In both courses, students will consolidate number sense and numerical skills and extend the principles of arithmetic in developing skills involving algebra and analytic geometry. Mathematical processes of reasoning and proving, computing and selecting strategies, and communicating and modeling are emphasized in problem solving throughout the course.

### ***Middle III***

#### **MPM 2DA or MPM 2DB - Principles of Mathematics**

Pre-requisite: MPM 1D

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

MPM 2DA and MPM 2DB cover the same ministry curriculum, but differ in focus and pace. The MPM 2DA will feature comprehensive lessons and a wide variety of examples presented and discussed as a class, whereas lessons in MPM 2DB will be more abstract, supported by some numeric examples. Students who enrol in MPM 2DB should have a strong interest in mathematics and be willing to commit to a more challenging course. MPM 2DA will provide opportunities for review and consolidation of knowledge and skills from MPM 1D.

While problem solving will be an essential part of both courses, students in MPM 2DB will spend more class time on co-curricular topics and analysing recently-written contests.

### ***Middle IV***

**MCR 3UA or MCR 3UB - Functions**

Pre-requisite: MPM 2D

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

MCR 3UA and MCR 3UB cover the same ministry curriculum, but differ in focus and pace. MCR 3UA will feature comprehensive lessons and a wide variety of examples presented and discussed as a class, whereas lessons in MCR 3UB will be more abstract, supported by some numeric examples. Students who enrol in MCR 3UB should have a strong interest in mathematics and be willing to commit to a more challenging course. MCR 3UA will provide opportunities for review and consolidation of knowledge and skills from MPM 2D.

While problem solving will be an essential part of both courses, students in MCR 3UB will spend more class time on co-curricular topics and analysing recently-written contests.

**Senior V****MHF 4UE - Advanced Functions**

Pre-requisite: MCR 3U

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

**MHF 4UP - Advanced Functions – Pre-AP Stream**

Pre-requisite: MCR 3U

Application for Pre-AP Stream: Students who wish to enrol in MHF 4UP, which is recommended preparation for MCV 4UP, Advanced Placement Calculus, must **complete a separate *Application for AP Preparation Course form***, available from their Guidance Counsellor.

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

This course is intended to prepare students who plan to write the Calculus AB Advanced Placement Exam in Grade 12. To this end, limits, continuity and the definition of the derivative at a point will be covered.

## **Senior VI**

### **MCV 4UE - Calculus and Vectors**

Pre-requisite: MHF 4U or MHF 4UP

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

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

Pre-requisite: MHF 4UE\* or MHF 4UP

\* Students who took MHF 4UE will be required to learn the MHF 4UP unit on limits, continuity and the definition of the derivative at a point over the summer so that they are prepared for the first unit on differentiation at the beginning of September.

Application for AP Stream: Students who wish to enrol in the Advanced Placement section of Grade 12 Calculus and Vectors (MCV 4UP) must **complete a separate *Application for AP Preparation Course*** form, available from their Guidance Counsellor. **All students taking the AP Calculus course will write an AP Calculus exam in May.**

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

This course covers other topics beyond the ministry curriculum, including integration, slope fields and separable differential equations. This course accommodates students who want to earn an Advanced Placement credit in calculus by writing the Calculus (AB) examination.

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

Pre-requisite: MCR 3U

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

Students will study counting techniques, permutations and combinations, probability and statistics, probability distributions, the binomial theorem, methods of managing and analysing data and making inferences. Each student will design and carry out a project related to statistical analysis that integrates the expectations of the course.

### **MDM 4UP - Mathematics of Data Management – AP stream**

Pre-requisite: MCR 3U

Application for AP Stream: Students who wish to enrol in the Advanced Placement section of Grade 12 Mathematics of Data Management (MDM 4UP) must **complete a separate *Application for AP Preparation Course*** form, available

from their Guidance Counsellor. **All students taking the AP Mathematics of Data Management course will write the AP Statistics exam in May.**

**Priority enrolment will be given to S6 students who have completed MHF4U.**

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

This course covers other topics beyond the ministry curriculum to prepare students to write the AP Statistics exam.



## COMPUTER SCIENCE

Computer science courses at UTS provide a detailed look at the principles of computing with an eye toward possible careers in scientific or computer related fields. Throughout each course 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.

Additional enrichment opportunities in Computer Science at UTS are available through student run clubs when there is sufficient interest and computing contests when it is feasible to offer them.

### *Middle IV or Senior V*

#### **ICS 3UN - Introduction to Computer Science**

Pre-requisite: None

**This is a non-streamed AP preparation course.** Students enrolled in ICS 3UN will have the option of writing the AP Computer Science Principles exam in May. Students will be required to declare their choice to pursue the AP option or not during February 2017. There is an additional fee associated with writing the exam.

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

The course is designed to accommodate varying introductory capabilities and provides opportunities for absolute beginners as well as those with some programming experience who wish to explore computer programming in greater depth at this level.

### *Senior V or Senior VI*

#### **ICS 4UN - Computer Science**

Pre-requisite: ICS 3U

**This is a non-streamed AP preparation course.** Students enrolled in ICS 3UN will have the option of writing the AP Computer Science Principles exam in May. Students will be required to declare their choice to pursue the AP option or not during February 2017. There is an additional fee associated with writing the exam.

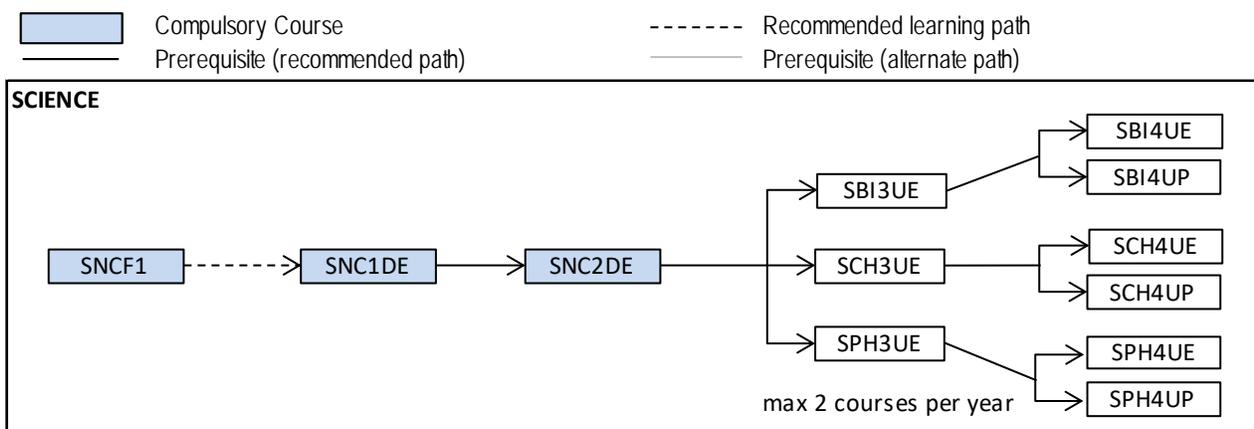
This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse

algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.



## 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 I

##### SNC F1 - Science

Students will develop a thorough knowledge of basic concepts and skills; they will learn to identify and analyse problems and test solutions in a wide variety of contexts. Topics studied include: fluids, structures and systems at work, heat in the environment, pure substances and mixtures, water systems, biological systems.

#### Foundation II

##### SNC 1DE - Science

Pre-requisite: None

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



***Middle III*****SNC 2DE - Science**

Pre-requisite: SNC 1D

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

**BIOLOGY**

Biology is a scientific discipline that explores the living world in all of its complexity. Biological investigations vary from studies of molecular systems to the study of species' interactions on earth. Time frames of biological studies range from interactions that occur almost instantaneously to interactions spanning billions of years.

The tools of biological discovery include rigorous principles of scientific investigation coupled with skills of mind that include creativity, skepticism, and discipline. One of the key goals of the study of biology is to find meaning in what can often seem like confusing interactions among and within living organisms.

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 biological nature. Whatever their motives, students taking biology courses will learn about surprising turns in the evolution of life on our planet, including themselves.

***Middle IV or Senior V*****SBI 3UE - Biology**

Pre-requisite: SNC 2D

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 a 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 biological processes related to animals are investigated, including: gas exchange, digestion, excretion, internal transport, and water balance, among others. Evolution provides the unifying theme in this course.

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

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

Pre-requisite: SBI 3U

Recommended Preparation: SCH 3U or SCH4U

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.

#### **SBI4UP – Biology – AP Stream**

Pre-requisite: SBI 3U

Recommended Preparation: SCH 4U

Application for AP Stream: Students who wish to apply to enrol in the Advanced Placement section of Grade 12 Biology (SBI 4UP) must **complete a separate *Application for AP Preparation Course form***, which is available from their Guidance Counsellor. **All students taking the AP Biology course will write the AP Biology exam in May.**

**Priority enrolment will be given to S6 students who have completed SCH4UP or SCH4UE.**

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 mechanistic knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.

While material covered in this Advanced Placement course will be similar to the regular course, the pace will be more demanding and require in-depth analysis of topics using primary sources. All the topics noted above will be studied, with advanced topics in evolution, cellular processes, genetics, and cell-cell interactions.



## **CHEMISTRY**

Chemistry is the science that deals with the composition, structure, and properties of matter. Chemistry is often called the central science and a solid knowledge of chemical concepts is useful for the study of both Biology and Physics. Understanding the benefits, risks and possibilities of natural and synthetic chemicals is essential to a well-rounded science education. Chemistry is an experimental science, involving both quantitative and qualitative observations. Experiments and demonstrations are key components of all Chemistry courses.

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

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

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

Pre-requisite: SNC 2D

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.

### *Senior V or Senior VI*

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

Pre-requisite: SCH 3U

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 electro-chemistry. 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.

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

Pre-requisite: SCH 3U

Recommended Co-requisite: continued study of mathematics

Application for AP Stream: Students who wish to apply to enrol 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. **All students taking the AP Chemistry course will write the AP Chemistry exam in May.**

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 electro-chemistry. 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.

While material covered in this Advanced Placement course will be similar to the regular course, the pace will be more demanding. All the topics noted above will be studied, with advanced topics in solids, liquids and gases, thermodynamics and rates of reaction.



## **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 also 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 but 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 2D

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.

## **Senior VI**

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

Pre-requisite: SPH 3U

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.

### **SPH 4UP - Physics – AP Stream**

Pre-requisite: SPH 3U

Recommended Co-requisite: MCV4U

Application for AP Stream: Students who wish to apply to enrol 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. **All students taking the AP Physics course will write an AP Physics exam in May.**

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.

While material covered in this Advanced Placement course will be similar to the regular course, the pace will be more demanding. All the topics noted above will be studied, with advanced topics in electrostatics, capacitors in circuits, fluids, circular motion, thermodynamics and early quantum theory.