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INTRODUCTION

To ignite boys’ curiosity, imagination and passion.
To support diligence, innovation and excellence in all they pursue.
To encourage compassion and integrity throughout their lives.
To challenge them to make a difference.
This is our mission.
We believe in boys.

This publication is intended as a guide to the academic program at the Upper School. To help students achieve their educational goals, Upper Canada College offers a wide range of courses in many subject areas. This publication will help you become familiar with the specific courses of study that are available, as well as with the staff, services, policies and practices designed to support students and their academic activities during their high school years. The Family Handbook is also a valuable resource. It provides information on all aspects of school life, including the co-curricular program, school routines and student expectations.

UCC offers an outstanding liberal arts curriculum. Notable for its depth, breadth and rigour, the academic program has been carefully designed to prepare students for the challenges of university study and to ignite their curiosity and love of learning. Students are encouraged not only to acquire subject-specific knowledge and skills, but also to develop the creative and critical thinking skills and the sense of self-confidence that will prepare them to embark on a lifelong intellectual journey.

The IB Diploma Program is undertaken by all UCC students in their final two years at the Upper School. Each discipline also meets the requirements of the Ontario Ministry of Education. Upon successful completion of the Upper School academic program, a student is awarded both the IB Diploma and the Ontario Secondary School Diploma.

UCC is taking steps to introduce the highly regarded IB Middle Years Program (MYP) to benefit our students in Form 6 to Foundation Year. The MYP is an outstanding program for boys in early adolescence, and it’s the perfect bridge between our Primary Years Program and the IB Diploma Program.

UCC provides an extensive range of supports to assist students in meeting the challenges of the academic program and in reaching their full potential. Courses are taught with a focus on boys’ learning needs by instructors who offer a commitment to individual attention, along with expertise both in their disciplines and in the requirements of the International Baccalaureate and the Ontario Ministry of Education. The Macintosh Library and the Wernham West Centre for Learning, along with a well-developed system of advising, comprise some of the other key elements of this network of support.

Course selections must balance individual aptitudes, the requirements of the Ontario and International Baccalaureate diplomas, and undergraduate admissions requirements. Students and parents will be counselled accordingly. Communication between students, families and the school is a crucial part of the course selection process.

Descriptions of all courses offered at the Upper School are available in this publication. Course outlines of the courses of study, Ontario curriculum policy documents and information about the IB program can be accessed at the Registrar’s Office, in the Academic Office. Students should consider the material in this book carefully and discuss course choices with their parents, their Form or House Adviser, and subject teachers. If you have questions regarding the academic program, please do not hesitate to contact us.

Please note our academic policies and procedures are reviewed on an annual basis and are subject to change.
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ACADEMIC PROGRAM

ACADEMIC PROGRAM OVERVIEW

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UCC is an IB World School offering the IB Primary Years Program (PYP) at grades K–5 and the IB Diploma Program (DP) at grades 11–12. We are currently taking steps to introduce the IB Middle Years Program (MYP) to benefit our students in Form 6 to Foundation Year (grades 6 through 10). This change will affect Year 1 students in 2017–18.

The MYP is an outstanding program for boys in early adolescence. The MYP — which meets all provincial and national curriculum standards — is also excellent preparation for the Diploma Program.

The MYP is a well-rounded program that encourages students to make practical connections between their studies and the real world. The program doesn’t just teach facts — it teaches the essential skills for learning how to learn. It develops skills for communication, collaboration, organization, self-management, reflection, research, media literacy, and creative and critical thinking. It fosters intercultural understanding and global engagement — essential qualities for young people today. The MYP also teaches tools for lifelong learning and helps students discover how to use what they learn to make a difference in the world.

We are introducing the MYP through a carefully staged approach that should lead to its authorization in 2019–20. While Intermediate Division students are already reaping the benefits of many features of the MYP, our Year 1 students will study the full MYP curriculum in 2017–18.

- **2016–17**
  We made enhancements to the Form 6 (grade 6) curriculum to align with MYP requirements.

- **2017–18**
  - MYP curriculum will be studied in Form 6, Form 7 and Year 1 (grades 6, 7 and 8).

- **2018–19**
  - Form 6, Form 7, Year 1 and Year 2 (grades 6 to 9) will follow the MYP curriculum.

- **2019–20**
  - Form 6 to Foundation Year (grades 6 through 10) will all study the MYP curriculum. We’ll celebrate our first MYP graduates in May 2020.
Distinctive features of the MYP include the following:

- Key and related concepts are the “big ideas” that form the basis of teaching and learning in the MYP. They ensure breadth and depth in the curriculum and promote learning within and across disciplines.
- Global contexts provide shared starting points for delving into what it means to be globally minded, framing a curriculum that promotes multilingualism, intercultural understanding, and global engagement.
- Approaches to teaching and learning, a unifying thread throughout all MYP subject groups, are skills that help students manage their own learning. They provide a foundation for success in further education and the world beyond the classroom.
- Action and service, essential components of the MYP, set out clear learning outcomes that grow from students’ participation in “service learning” in their local and global communities. MYP projects provide stepping stones toward the Diploma Program’s core requirements for Creativity, Action and Service (CAS).
- The Personal Project allows students completing Foundation Year to explore a subject of their choice as they demonstrate their initiative and the skills they acquired in the MYP. It provides opportunities for creative and personal demonstrations of each boy’s learning. (The MYP curriculum will be introduced to Foundation Year students in 2019-20.)

Upper School students (grades 8–12) are enrolled in courses that meet the current expectations of the Ontario Ministry of Education. Upon successful completion of the Upper School academic program, a student is eligible to be awarded both the IB Diploma and the Ontario Secondary School Diploma (OSSD).

THE INTERMEDIATE DIVISION

The Intermediate Division includes students in Year 1 and Year 2. The Head of the Intermediate Division, the Year 1 Form Advisers and the Senior House Advisers work with faculty, staff and school resource personnel to enhance the skills introduced in the Middle Division and to prepare students for the transition into the Senior Division.

In Year 1, students complete a program of 10 courses in eight subject areas: Language and Literature, Language Acquisition, Individuals and Societies (Geography and Civics), Sciences, Mathematics, Arts (Visual Art and Music), Design, and Physical and Health Education.

In Year 2, students complete a program of 8 courses: English, Science, Contemporary Canada, Math, Physical Education, a second language (a choice of French, Latin, Spanish or Chinese), an arts subject (a choice of Visual Arts, Music or Dramatic Arts) and one elective (a choice of Computer Science or Geography, or students may choose to take an additional second language or arts subject). Students complete the Ontario Secondary School Literacy Test in the Spring of Year 2.

During these critical years, boys are prepared for the rigours of high school and, in particular, prepared for success in the International Baccalaureate Diploma Program. Emphasis is placed on research and study skills, time management and exam-writing techniques.

The Intermediate Division offers a rich co-curricular program, including athletic teams, musical groups, theatrical productions, digital film, school publications and a number of school clubs. Students in the Intermediate Division are expected to participate fully in this program to grow as individuals and to contribute to life at the College.
THE SENIOR DIVISION

The Senior Division includes students from three grades: Foundation Year, IB1 and IB2.

The Foundation Year academic program comprises a combination of IB prerequisites, electives, and a compulsory course in Physical Education, making up a total course load of eight subjects. Students become familiar with the skills and content that will best prepare them for the International Baccalaureate Diploma Program, taught during their final two years at the College. In the Winter of Foundation Year, students finalize their selection of an IB program.

In the IB Diploma Program, all students study six courses over two years: 3 Higher Level subjects and 3 Standard Level subjects chosen from the six IB subject groups. All students also complete Theory of Knowledge, the Extended Essay and the Creativity, Action and Service (CAS) program. In IB1, students begin their course work, which includes their 6 subjects and Theory of Knowledge. They also work on their Extended Essay, which is completed by May of the IB1 year. Documentation of CAS activities begins this year. In IB2, students complete course work and the CAS requirement. They write externally-evaluated, cumulative exams in May of the IB2 year.

Students are expected to maintain a balanced program of academic work and co-curricular activities throughout their years in the Senior Division. The Senior Division offers a rich co-curricular program, including a wide variety of athletic teams, musical groups, theatrical productions, digital film, school publications and a vast number of school clubs. In IB1 and IB2, students must complete activities in the fields of Creativity, Action and Service as part of their IB Diploma requirements. In order to earn the Ontario Secondary School Diploma, students must complete 40 hours of community involvement during their time at the Upper School.

The Head of the Senior Division, Dean of Students, House Advisers and Senior House Advisers work together with faculty, staff and school resource personnel to help students balance the demands of their curricular and co-curricular commitments and prepare them for their post-secondary experience.

THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM

The International Baccalaureate (IB) is the principal diploma program at UCC and is undertaken by all students in their final two years at the Upper School. The IB Diploma Program is structured in such a way as to allow students to complete the requirements for the OSSD; both diplomas are awarded upon graduation.

The IB is the most widely respected and rigorous secondary curriculum in the world, offering a balanced liberal arts education with extremely high performance standards that are set and assessed by an international body. Not only does the IB Diploma Program provide thorough preparation for university, it also allows students to develop a 21st century outlook and outstanding creative and critical thinking skills that encourage lifelong learning. Specifically, the learner outcomes of the IB are focused on developing “internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.”

For the IB Diploma, students are required to select one subject from each of the six subject groups listed in the following ‘IB Subject Groups’ diagram. Three of the six subjects are taken at the Higher Level (HL) and three at the Standard Level (SL).
The IB Diploma Program Subject Groups

**Group 1:**
Studies in Language and Literature
- HL/SL English*
  (Literature / Language and Literature)
- HL French
- SL Mandarin

**Group 2:**
Language Acquisition
- HL/SL French B
- SL Spanish B
- HL/SL Mandarin B
- SL Spanish ab initio
- SL Latin

**Group 3:**
Individuals and Societies
- HL/SL Geography
- HL History
- HL/SL Economics
- SL Environmental Systems
- HL Philosophy

**Group 4:**
Sciences
- HL/SL Biology
- HL/SL Chemistry
- HL/SL Physics
- SL Environmental Systems
- SL Sports, Exercise and Health Science

**Group 5:**
Mathematics
- HL Mathematics
- SL Mathematics
- SL Mathematical Studies

**Group 6:**
The Arts
- HL/SL Music
- HL Dramatic Arts
- HL/SL Visual Arts
- HL/SL Film
OR an additional subject from
- Group 1, 2, 3 or 4

*English is a compulsory Group 1 course.*
ADDITIONAL REQUIREMENTS

In addition to completing six subjects, all IB students must also complete the following:

THEORY OF KNOWLEDGE (TOK)
TOK is an interdisciplinary course at the core of the IB Diploma Program. It is designed to stimulate a critical awareness of the bases of knowledge, experience and judgment in human thought and creativity.

EXTENDED ESSAY (EE)
Students research, write and submit for external evaluation a 4,000-word essay on a topic of interest from within the IB curriculum, usually taken from one of their Higher Level subjects. Students at UCC complete the EE during their IB1 year. For more information on the EE, see the course description section of this guide.

CREATIVITY, ACTION, SERVICE (CAS)
At UCC, IB Diploma Program students (IB1 and IB2) must commit to one co-curricular activity per term over an 18-month period. Those activities must be balanced across Creativity, Action and Service (CAS).

- Students must participate in sustained activities that help them be more Creative;
- Students must participate in physical Activity that improves their health and well-being;
- Students must commit to one voluntary Service activity for a minimum of six (6) weeks; and,
- Students must initiate and plan at least one collaborative CAS Project that will invest in the future of UCC and the broader community.

Successful completion of CAS is a requirement for the awarding of the IB diploma. CAS requirements are not formally graded, nor are hours counted. However, students must document their activities and provide evidence that they have achieved eight key learning outcomes.

In order to demonstrate achievement of those learning outcomes, students complete reflections and report their CAS experiences to the IB Director of CAS. Students must submit four mandatory CAS reflections during their IB Diploma Program years.

- Students must complete one reflection about their Creativity experience(s);
- Students must complete one reflection about their Action experience(s); and,
- Students must complete one reflection about their Service experience(s);
- Students must complete one reflection about their CAS project.

THE ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)

The Ontario Secondary School Diploma is awarded by the Minister of Education, on the recommendation of the Principal, to a student who has earned a minimum total of 30 credits as outlined below.

REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL DIPLOMA

In order to earn the Ontario Secondary School Diploma, a student must successfully complete:

- 18 compulsory credits
- 12 optional credits
- 40 hours of community involvement activities
- the Ontario Secondary School Literary Test (OSSLT).
A credit is granted to a student in recognition of the successful completion of a course for which a minimum of 110 hours has been scheduled.

**Compulsory Credits (Total of 18)**

Students must earn the following 15 compulsory credits in order to obtain the Ontario Secondary School Diploma:

4 credits in English (1 credit per grade)
1 credit in French as a second language
3 credits in Mathematics (at least 1 credit in Grade 11 or 12)
2 credits in Science
1 credit in Canadian History
1 credit in Canadian Geography
1 credit in the Arts
1 credit in Health and Physical Education
0.5 credit in Civics
0.5 credit in Career Studies

plus 3 additional compulsory credits, one from each of the following groups:

1 Group 1: additional credit in English, or any course in French as a second language, native language or classical or international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education.

1 Group 2: additional credit in Health and Physical Education, or the Arts, or Business Studies, or French as a second language, or cooperative education.

1 Group 3: additional credit in Science (Grade 11 or 12), or Technological Education (Grades 9–12), or French as a second language, or Computer Studies.

While the College may recommend that students take certain courses in addition to the required subjects, they may not identify additional subjects or courses as compulsory requirements towards the earning of the Ontario Secondary School Diploma.

**Optional Credits (Total of 12)**

In addition to the 18 compulsory credits, students must earn 12 optional credits. Students may earn these credits by successfully completing courses that they have selected from the courses listed as available in the course calendar.

**Substitutions for Compulsory Courses**

In order to allow flexibility in designing a student’s program, and in order to ensure that all students in the Upper School qualify for the Ontario Secondary School Diploma, substitutions may be made for a limited number of compulsory credit courses (up to three per student) from the remaining courses offered by the College that meet the requirements for compulsory credits. Depending on their previous program, students who enter the Upper School subsequent to Grade 9 will sometimes need to arrange for credit substitution in order to earn the 18 compulsory credits necessary for the OSSD. Substitutions can also be made to promote and enhance student learning or to meet special needs and interests.

The decision to make a substitution for a student should be made only if the student’s educational interests are best served by such a substitution. The Upper School Administration Committee, on behalf of the Principal, and in consultation with the student and his parents, will initiate consideration of whether
a substitution should be made. Each substitution will be indicated on the student’s Ontario Student Transcript and documentation will be filed in the student’s Ontario Student Record.

PRIOR LEARNING ASSESSMENT AND RECOGNITION

Students may earn credits through Prior Learning Assessment and Recognition (PLAR) — through either the “challenge” or “equivalency” process. In the challenge process, a student’s prior knowledge is assessed for the purpose of granting a credit for a course. The equivalency process pertains to granting students credits for courses taken at a high school outside of Ontario.

CHALLENGE

In order to achieve a credit through the challenge process, students must apply and must participate in a challenge assessment (successfully completing formal tests and a variety of other assessments). Students are responsible for initiating the challenge process and for satisfying all of the requirements (if under the age of 18, students require parental approval before applying to challenge a course for credit). The challenge process is an evaluation process and may not be used as a way for students to improve their mark in a course for which they have already earned credit. It may not be used as a way to earn a credit for a course a student has previously failed. UCC offers only the following opportunities for credit challenge: new Year 2 “Fast Track” students may challenge for credits in Grade 10 Mathematics and Grade 10 French. IB2 HL Mathematics students may challenge for credits in Grade 12 Advanced Functions and Grade 12 Calculus and Vectors.

EQUIVALENCY

Students who transfer to the College from non-inspected private schools or schools outside Ontario are eligible for equivalency credits. In the process of determining student placement, the Registrar’s Office will determine the total credit equivalency of the student’s previous learning, as well as the number of compulsory and optional credits still to be earned.

ALTERNATE WAYS OF EARNING CREDITS

Some students may require a course to meet their graduation requirements that cannot be accommodated in their regular program of study at the College (usually due to their year of entry into the Upper School program). Students may enroll in credit courses offered by the Independent Learning Centre (ILC). ILC registration forms are available in the Student Centre Office and are subject to the approval of the Registrar.

COURSE CODING

The Ministry of Education (EDU) uses subject codes to identify the curriculum guidelines upon which each course is based. Schools use the EDU codes to facilitate transfer of students from one school to another within Ontario.
The EDU code is comprised of five characters. The first three letters identify the subject; the number that follows identifies the secondary school year during which most students would take the course (1 = Year 1 = Grade 9, 2 = Year 2 = Grade 10, 3 = Year 3 = Grade 11, 4 = Year 4 = Grade 12). The final letter indicates the type of course taught (academic = D, open = O, university preparation = U, college/university = M).

**FOR EXAMPLE**
The EDU code for Grade 11 Biology is SBI3U.

International Baccalaureate (IB) level courses are identified by the EDU credit-equivalent code, with an addition of an internal code to indicate whether a particular class is being taught in IB1 or IB2 and whether it is at Higher or Standard Level:

6 for a Standard Level IB1 course
7 for a Standard Level IB2 course
8 for a Higher Level IB1 course
9 for a Higher Level IB2 course

**FOR EXAMPLE**
Standard Level Geography is coded:
IB1: CGW4U6 (using EDU code CGW4U)
IB2: CGW4U7 (using EDU code CGW4U)
These digits are not included in the course codes that appear on the Ontario Student Transcript.

**PREREQUISITE COURSES:** A course is designated as a prerequisite if it provides essential background for the successful understanding of the subsequent course. For example, it is necessary to complete Year 2 Mathematics (Principles of Mathematics MPM2D) successfully before undertaking Foundation Year Mathematics (Functions MCR3U). Prerequisite courses are established only by Ministry of Education curriculum policy documents.

See the appropriate section of this guide to view a list of courses available at each grade level, along with prerequisite requirements, and/or to read course descriptions.

**COMMUNITY INVOLVEMENT ACTIVITIES**

Every student at UCC must complete a minimum of 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma (OSSD). These activities may be completed at any time during their years in the secondary school program. Students are able to start accumulating community involvement hours in the summer before they enter Y1.

The community involvement requirement is designed to encourage students to develop an awareness and understanding of civic responsibility and the role they can play in supporting and strengthening their communities. The requirement will benefit individuals and communities, but its primary purpose is to contribute to students’ development. It will provide opportunities for students to learn about the contributions they can make to the community.

Community involvement activities may take place in a variety of settings, including local, national and international projects. Students volunteer in not-for-profit organizations, public sector institutions (including hospitals), food banks, Habitat for Humanity, school building with Free the Children in China and working with inner-city school children. Students may not fulfil the requirement through activities that are counted towards a credit (academic, cooperative education and work experience, for example), through paid work or by assuming duties normally performed by a paid employee.
Students must log their OSSD community involvement hours via the Haiku Portal, “OSSD40.” It is recommended they do this as they complete each series of volunteer experiences. All outside activities must be verified by the organizations or persons supervising the activities. The Director of CAS will decide whether the student has met the requirements of the Ministry of Education.

THE ONTARIO SECONDARY SCHOOL LITERACY REQUIREMENT

All students are required to meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma. The Ontario Secondary School Literacy Test (OSSLT) is the usual method for assessing the literacy skills of students in Ontario for the purpose of determining whether they meet the provincial secondary school literacy requirement for graduation. The test is based on the Ontario Curriculum expectations for language and communication - particularly reading and writing - up to, and including, Year 1 (Grade 9). The test identifies students who have demonstrated the required skills in literacy, as well as those students who have not (in the latter case the test will identify the specific areas in which students need remediation).

The test is scheduled once each year, usually in the spring. UCC students write the test in Year 2. Students who are English language learners may be entitled to special provisions. Students with special education needs as documented in the student’s One Page Report (OPR) will be provided with accommodations.

A deferral may be granted by the principal. Deferrals are intended for students who are working towards an OSSD and have not yet acquired a level of proficiency in English that would allow them to successfully complete the test. Exemptions may be provided on an individual basis, with parental consent and the approval of the principal, in accordance with the procedures outlined in Ontario Schools, Appendix 3.

Once students have successfully completed the literacy test, they may not retake it. Schools are required to provide remedial assistance for students who do not complete the test successfully. This assistance should be designed to help improve their skills so that they are better prepared to retake the literacy test.

If a student has had two opportunities to take the OSSLT and has failed it, the student is eligible to enrol in the Ontario Secondary School Literacy Course (OSSLC). The principal has the discretion to allow a student to enrol in the OSSLC before he has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interest of the student. Students who pass the course are considered to have met the literacy graduation requirement.

THE ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC)

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

7 REQUIRED OPTIONAL CREDITS
7 credits selected by the student from available courses

The provisions for making substitutions for compulsory credits described earlier in this guide also apply to the Ontario Secondary School Certificate.

THE CERTIFICATE OF ACCOMPLISHMENT
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 is to be accompanied by a student’s Ontario Student Transcript.
GLC2O
Career Studies, Grade 10, Open
This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.
Prerequisite: None

CHV2O
Civics and Citizenship, Grade 10, Open
This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today’s world and of personal interest to them.
Prerequisite: None

BTA3O
Information and Communication Technology: The Digital Environment, Grade 11, Open
This course prepares students for the digital environment. Using a hands-on approach, students will further develop information and communication technology skills through the use of common business software applications. The concept and operation of e-business will be explored, and students will design and create an e-business website. The skills developed in this course will prepare students for success in the workplace and/or postsecondary studies.
Prerequisite: None

ICS2O
Introduction to Computer Studies, Grade 10, Open
This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers.
Prerequisite: None

ICS4U
Computer Science, Grade 12, University Preparation
This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues
in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field. **Prerequisite:** Introduction to Computer Science, Grade 11, University Preparation

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**DRAMA**

**ADA20**
**Drama, Grade 10, Open**
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. **Prerequisite:** None

**ADA3M**
**Drama, Grade 11, University/College Preparation**
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 various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences. **Prerequisite:** Drama, Grade 9 or 10, Open

**ADA4M**
**Drama, Grade 12, University/College Preparation**
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. **Prerequisite:** Drama, Grade 11, University/College Preparation

**ADD4M**
**Production, Grade 12, University/College Preparation**
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. **Prerequisite:** Drama, Grade 12, University/College Preparation

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**ECONOMICS**

**CIE3M**
**The Individual and the Economy, Grade 11, University/College Preparation**
This course explores issues and challenges facing the Canadian economy as well as the implications of various responses to them. Students will explore the economic role of firms, workers, and government as well as their own role as individual consumers and contributors, and how all of these roles contribute to stability and change in the Canadian economy. Students will apply the concepts of economic thinking and the economic inquiry
process, including economic models, to investigate the impact of economic issues and decisions at the individual, regional, and national level.

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

**CIA4U**  
**Analysing Current Economic Issues, Grade 12, University Preparation**  
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.

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

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**ENGLISH**

**ENG1D**  
**English, Grade 9, Academic**  
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 using language with precision and clarity and incorporating stylistic devices appropriately and effectively. 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.

**Prerequisite:** None

**ENG2D**  
**English, Grade 10, Academic**  
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.

**Prerequisite:** English, Grade 9, Academic or Applied

**ENG3U**  
**English, Grade 11, University Preparation**  
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.

**Prerequisite:** English, Grade 10, Academic

**EWC4U**  
**The Writer’s Craft, Grade 12, University Preparation**  
This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of
effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

**Prerequisite:** English, Grade 11, University Preparation

**ENG4U**
**English, Grade 12, University Preparation**
This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

**Prerequisite:** English, Grade 11, University Preparation

**ETS4U**
**Studies in Literature, Grade 12, University Preparation**
This course is for students with a special interest in literature and literary criticism. The course may focus on themes, genres, time periods, or countries. Students will analyse a range of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete an independent study project.

**Prerequisite:** English, Grade 11, University Preparation

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**FILM/COMMUNICATIONS TECHNOLOGY**

**TGJ2O**
**Communications Technology, Grade 10, Open**
This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology, and will explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.

**Prerequisite:** None

**AWR4M**
**Film/Visual Arts, Grade 12, University College Preparation**
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.

**Prerequisite:** None
ADV4M, Film/Video, Grade 12, University/College Preparation
This course explores the history of film from its origins to the contemporary era. Through the examination of cinema history, students will learn about film form, conventions, themes and theories. They will apply their knowledge in the analysis and interpretation of film as well as the creation of film-related works. In addition to the examination of films from a variety of historical periods, students will also study film works from various countries and cultures, examining the medium’s global impact in the twentieth century and in today’s age of digital media.
Prerequisite: None

FRENCH AS A SECOND LANGUAGE

FSF1D Core French, Grade 9, Academic
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.
Prerequisite: None

FEF1D Extended French, Grade 9, Academic
This course provides opportunities for students to speak and interact in French in a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Extended French program. They will develop their creative and critical thinking skills through independently responding to and interacting with a variety of oral and written texts. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: None

FSF2D Core French, Grade 10, Academic
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.
Prerequisite: Core French, Grade 9, Academic or Applied

FEF2D Extended French, Grade 10, Academic
This course provides extensive opportunities for students to use their communication skills in French and to apply language learning strategies. Students will develop their skills in listening, speaking, reading, and writing by responding to and interacting with French oral and written texts in a variety of real-life contexts, using their creative and critical thinking skills to explore and evaluate information and ideas in the texts. Students will increase their knowledge of the French language through the study of French authors. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong
language learning.

Prerequisite: Extended French, Grade 9, Academic

FSF3U
Core French, Grade 11, University Preparation
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.

Prerequisite: Core French, Grade 11, University Preparation

EFM3U
Extended French, Grade 11, University Preparation
This course provides opportunities for students to communicate about concrete and abstract topics in various situations. Students will consolidate and refine their skills in listening, speaking, reading, and writing by applying language learning strategies, as well as creative and critical thinking skills, in a variety of real-life contexts. Students will develop their knowledge of the French language through the study of contemporary French authors and well-known French European authors. They will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Extended French, Grade 11, University Preparation

FSF4U
Core French, Grade 12, University Preparation
This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Core French, Grade 11, University Preparation

EFM4U
Extended French, Grade 12, University Preparation
This course further emphasizes the consolidation of communication skills required to interact in French for various purposes about concrete and abstract topics. Students will independently apply language learning strategies in a variety of real-life and personally relevant contexts in listening, speaking, reading, and writing, and will broaden their creative and critical thinking skills through responding to and analysing oral and written texts. Students will increase their knowledge of the French language through the study of Canadian and international French literature. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Extended French, Grade 11, University Preparation

FIF4U
French Immersion, Grade 12, University Preparation
This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will consolidate their listening, speaking, reading, and writing skills and apply language learning strategies while communicating about concrete and abstract topics, and will independently respond to and interact with a variety of oral and written texts. Students will study a selection of French literature from the Middle Ages to the present. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop
skills necessary for lifelong language learning.  
Prerequisite: French Immersion, Grade 11, University Preparation or Placement Test

**FRA4U**  
**Français, Grade 12, préuniversitaire**  
Ce cours permet à l’élève de perfectionner sa connaissance du français. L’étude d’œuvres marquantes, principalement des textes du XXe siècle, enrichit sa connaissance de la littérature et son bagage culturel tout en lui présentant une réflexion sur des questions fondamentales. La réalisation d’un projet autonome d’envergure l’amène à développer son esprit critique et son autonomie en matière d’apprentissage. L’élève a recours aux technologies de l’information et de la communication pour mener à bien ses recherches.  
Prerequisite: Français (FRA3U-1)

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**GEOGRAPHY**

**CGC1D**  
**Issues in Canadian Geography, Grade 9, Academic**  
This course examines interrelationships within and between Canada’s natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.  
Prerequisite: None

**CGD3M**  
**Regional Geography, Grade 11, University/College Preparation**  
This course explores interrelationships between the land and people in a selected region 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.  
Note: This course is developed and delivered with a focus, to be determined by the school, on the geography of a selected region of the world.  
Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied

**CGF3M**  
**Forces of Nature: Physical Processes and Disasters, Grade 11, University/College Preparation**  
In this course, students will explore physical processes related to the earth’s water, land, and air. They will investigate how these processes shape the planet’s natural characteristics and affect human systems, how they are involved in the creation of natural disasters, and how they influence the impacts of human disasters. Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process and use spatial technologies to analyse these processes, make predictions related to natural disasters, and assess ways of responding to them.  
Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied
CG04M
Spatial Technologies in Action, Grade 12 University/College Preparation
This course provides a foundation for students who are considering a career involving computer-based spatial technologies. Students will analyse and propose solutions to real-life issues related to spatial organization, such as determining transportation routes, appropriate locations for community services, or potential conservation and preservation areas. Students will extend their ability to use geographic information systems (GIS), global positioning systems (GPS), and remote sensing and to create maps, charts, and graphs. Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process to investigate various issues related to spatial organization.
Prerequisite: Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities

CGU4M
World Geography: Urban Patterns and Population Issues, Grade 12, University/College Preparation
The world's population is growing, it is moving and intermixing, and it is increasingly found in cities. This course explores these changes and the challenges that come with them. It investigates the forces that are shaping the world's communities, the patterns of interaction between them, the quality of life within them, and their impact on the world around them. Students will apply the concepts of geographic thinking, the geographic inquiry process, and spatial skills and technologies as they investigate issues related to population change and urban life and propose ways of enhancing the sustainability of communities around the world.
Prerequisite: Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities

CGR4M
The Environment and Resource Management, Grade 12, University/College Preparation
This course investigates interactions between natural and human systems, with a particular emphasis on the impacts of human activity on ecosystems and natural processes. Students will use the geographic inquiry process, apply the concepts of geographic thinking, and employ a variety of spatial skills and technologies to analyse these impacts and propose ways of reducing them. In the course of their investigations, they will assess resource management and sustainability practices, as well as related government policies and international accords. They will also consider questions of individual responsibility and environmental stewardship as they explore ways of developing a more sustainable relationship with the environment.
Prerequisite: Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities

CGW4U
World Issues: A Geographic Analysis, Grade 12, University Preparation
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.
Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities
HISTORY

CHC2D
Canadian History since World War I, Grade 10, Academic
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.
Prerequisite: None

CHW3M
World History to the End of the Fifteenth Century, Grade 11, University/College Preparation
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.
Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

CHA3U
American History, Grade 11, University Preparation
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.
Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

CHT3O
World History since 1900: Global and Regional Interactions, Grade 11, Open
This course focuses on major developments in world history from 1900 to the present. Students will explore the causes and consequences of global and regional conflicts, the impact of significant individuals and social movements, and the effects of social, economic, and political developments around the world. 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 interactions within and between nations and other historical developments and events, including those that continue to affect people in various parts of the world.
Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied, or the locally developed compulsory course (LDCC) in Canadian history
CHY4U
World History since the Fifteenth Century, Grade 12, University Preparation
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.
Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

LATIN

LVLBD
Classical Languages, Level 1, Academic
This course introduces students to the achievements of the classical world through the study of Latin or ancient Greek. 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.
Prerequisite: None

LVLDU
Classical Languages, Level 3, University Preparation
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.
Prerequisite: Classical Languages, Level 2, University Preparation
LEARNING STRATEGIES

GLS10
Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open
This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal-management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.
Prerequisite: None

GLS40
Advanced Learning Strategies: Skills for Success After Secondary School, Grade 12, Open
This course improves students’ learning and personal-management skills, preparing them to make successful transitions to work, training, and/or postsecondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal-management techniques to maximize their learning. Students will investigate trends and resources to support their postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.
Prerequisite: None

MATHEMATICS

MPM1D
Principles of Mathematics, Grade 9, Academic
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.
Prerequisite: None

MPM2D
Principles of Mathematics, Grade 10, Academic
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.
Prerequisite: Principles of Mathematics, Grade 9, Academic

MCR3U
Functions, Grade 11, University Preparation
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.
Prerequisite: Principles of Mathematics, Grade 10, Academic
MDM4U  
Mathematics of Data Management, Grade 12, University Preparation  
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.  
Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation

MHF4U  
Advanced Functions, Grade 12, University Preparation  
This course extends students’ experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.  
Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation

MCV4U  
Calculus and Vectors, Grade 12, University Preparation  
This course builds on students’ previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.  
Note: The new Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).

MUSIC  
AMU1O  
Music, Grade 9, Open  
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.  
Prerequisite: None
AMU2O  
Music, Grade 10, Open  
This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.  
Prerequisite: None

AMU3M  
Music, Grade 11, University/College Preparation  
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.  
Prerequisite: Music, Grade 9 or 10, Open

AMU4M  
Music, Grade 12, University/College Preparation  
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.  
Prerequisite: Music, Grade 11, University/College Preparation

AMR4M  
Repertoire, Grade 12, University/College Preparation  
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.  
Prerequisite: Music, Grade 11, University/College Preparation or Open

PHILOSOPHY

HZB3M  
Philosophy: The Big Questions, Grade 11, University/College Preparation  
This course encourages exploration of philosophy’s big questions, such as: What is a meaningful life? What separates right from wrong? What constitutes knowledge? What makes something beautiful? What is a just society? Students will develop critical thinking and philosophical reasoning skills as they identify and analyse the responses of philosophers to the big questions and formulate their own responses to them. Students will explore the relevance of philosophical questions to society and to their everyday life. They will develop research and inquiry skills as they investigate various topics in philosophy.  
Prerequisite: None
HZT4U
Philosophy: Questions and Theories, Grade 12, University Preparation
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.
Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

PPL1O
Healthy Active Living Education, Grade 9, Open
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.
Prerequisite: None

PPL2O
Healthy Active Living Education, Grade 10, Open
This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.
Prerequisite: None

PPL3O
Healthy Active Living Education, Grade 11, Open
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.
Prerequisite: None
SCIENCE

SNC1D
Science, Grade 9, Academic
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.
Prerequisite: None

SNC2D
Science, Grade 10, Academic
This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter.
Prerequisite: Science, Grade 9, Academic or Applied

SBI3U
Biology, Grade 11, University Preparation
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.
Prerequisite: Science, Grade 10, Academic

SBI4U
Biology, Grade 12, University Preparation
This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.
Prerequisite: Biology, Grade 11, University Preparation

SCH3U
Chemistry, Grade 11, University Preparation
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.
Prerequisite: Science, Grade 10, Academic

SCH4U
Chemistry, Grade 12, University Preparation
This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation
skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.

**Prerequisite:** Chemistry, Grade 11, University Preparation

**SPH3U**

**Physics, Grade 11, University Preparation**

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.

**Prerequisite:** Science, Grade 10, Academic

**SPH4U**

**Physics, Grade 12, University Preparation**

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

**Prerequisite:** Physics, Grade 11, University Preparation

**PSK4U**

**Introductory Kinesiology, Grade 12, University Preparation**

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

**Prerequisite:** Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 course in health and physical education

**Simplified Chinese**

**LKBBD**

**International Languages, Level 1, Academic (Simplified Chinese)**

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

**Prerequisite:** None
LKBCU
International Languages, Level 2, University Preparation (Simplified Chinese)
This course provides opportunities for students to increase their competence and confidence in listening, speaking, reading, and writing in the language of study. Students will communicate about academic and personally relevant topics in increasingly spontaneous spoken interactions, and will develop their creative and critical thinking skills through exploring and responding to a variety of oral and written texts. Students will continue to enrich their understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also investigate personal and professional contexts in which knowledge of the language is required, and develop skills necessary for lifelong language learning.
Prerequisite: LKBBD International Languages, Level 1, Academic

LKBDU
International Languages, Level 3, University Preparation (Simplified Chinese)
This course provides extended opportunities for students to communicate and interact in the language of study in a variety of social and academic contexts. Students will refine and enhance their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of diverse communities where the language is spoken, and develop skills necessary for lifelong language learning.
Prerequisite: LKBCU International Languages, Level 2, University Preparation

SPANISH

LWSBD
International Languages, Level 1, Academic (Spanish)
This course provides opportunities for students to begin to develop and apply skills in listening, speaking, reading, and writing in the language of study. Students will communicate and interact in structured activities, with a focus on matters of personal interest and familiar topics, and will read and write simple texts in the language. Throughout the course, students will acquire an understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also develop skills necessary for lifelong language learning.
Prerequisite: None

LWSCU
International Languages, Level 2, Academic (Spanish)
This course provides opportunities for students to increase their competence and confidence in listening, speaking, reading, and writing in the language of study. Students will communicate about academic and personally relevant topics in increasingly spontaneous spoken interactions, and will develop their creative and critical thinking skills through exploring and responding to a variety of oral and written texts. Students will continue to enrich their understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also investigate personal and professional contexts in which knowledge of the language is required, and develop skills necessary for lifelong language learning.
Prerequisite: LWSBD International Languages, Level 1, Academic
LWSDU
International Languages, Level 3, University Preparation

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

Prerequisite: LWSCU International Languages, Level 2, University Preparation

THEORY OF KNOWLEDGE

IDC4U
Interdisciplinary Studies, Grade 12, University Preparation

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

Prerequisite: for IDC4U, any university or university/college preparation course

VISUAL ARTS

AVI1O
Visual Arts, Grade 9, Open

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.

Prerequisite: None

AVI2O
Visual Arts, Grade 10, Open

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.

Prerequisite: None

AVI3M
Visual Arts, Grade 11, University/College Preparation

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).

**Prerequisite:** Visual Arts, Grade 9 or 10, Open

**AVI4M**
**Visual Arts, Grade 12, University/College Preparation**

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.

**Prerequisite:** Visual Arts, Grade 11, University/College Preparation

**AWM4M**
**Drawing and Painting, Grade 12, University/College Preparation**

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.

**Prerequisite:** Visual Arts, Grade 11, University/College Preparation
ABSENCES FROM SCHOOL

Under the Ontario Education Act, which guides Upper Canada College, every child who attains the age of six years after the first school day in September shall attend school each day that school is in session every year from September to June until the child attains the age of 18 or graduates. Typically, a child is excused from attendance if he’s unable to attend by reason of sickness or other unavoidable cause, for religious holidays or designated holy days. For reasons of extended illness of more than four consecutive days, a doctor’s note is required. In most cases, under the direction of the adviser, the school may send work home if the absence extends beyond three days.

Under the Ontario Education Act, as we’re required to do for any student absent for 15 consecutive days, we shall inform the provincial education officer. He/she will then determine the appropriate course of action.

At UCC, a boy who is required by law to attend school and who refuses to attend or is habitually absent may be put on Formal Conduct Advisory, Concern of Probation and his continued enrolment will be considered to be in jeopardy. Regular attendance at school is critical for student learning. Frequent absences from school will compromise a student’s ability to achieve course expectations and may result in failure to earn course credits.

ATTENDANCE POLICY AND PROCEDURES

Attendance on time at all classes, assemblies, house meetings, house advising (group discussions and individual meetings) and other school activities is required of all students. These are mandatory school appointments. Absence from these school appointments isn’t permitted, unless for reasons accepted by the College (such as illness) or for scheduled school co-curricular commitments, field trips or other authorized school appointments or meetings. Any absence should be excused by a parent or legal guardian, never by the student himself, either through the 24-hour attendance voice line at 416-488-1125, ext. 2219 or to the attendance email at usattendance@ucc.on.ca.

The school should ideally be notified by the parent/guardian of a boy’s absence before or on the morning of the day it occurs. If a boy is absent for any period of time during the school day and no such excuse has been received, then an automated email reflecting the student’s absence will be sent to the parent/guardian’s preferred email address. The school will treat the absence according to the response received from the parent/guardian to the email. If the school doesn’t receive a response from the parent/guardian within 24 hours (whether by return email or voice), the absence will be presumed to be unexcused.
STUDENT RECORDS

THE OSR

An Ontario Student Record (OSR) is maintained for every student in the Student Centre Office. The OSR is the record of a student’s progress through the Ontario educational system. It contains biographical data and a record of student academic achievement, including copies of all report cards and an up-to-date Ontario Student Transcript (OST).

Every student has the right of access to his/her OSR. The parents/guardians of a student have the right of access to the student’s OSR until the student turns 18, at which time the student must grant permission for a parent to view the records. The Principal and teachers of the school have access to the OSR for the purpose of improving the instruction of the student. The file is available for inspection by the student (or, if the student is under 18 years of age, their parents or guardians) by request at the Registrar’s Office.

THE OST

The Ontario Student Transcript (OST) is the formal record of a student’s secondary school course work and diploma requirements.

In accordance with Ontario Ministry of Education policy, the OST will include:

- All Grade 9 and 10 courses successfully completed by the student, with percentage grades obtained and credits earned
- All Grade 11 and 12 courses completed or attempted by the student, with percentage grades obtained and credits earned
- All equivalent credits granted through the Prior Learning Assessment and Recognition (PLAR) equivalency process under OSS or through the equivalency process under OSIS
- All Grade 10 courses for which the student successfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned
- All Grade 11 and 12 courses for which the student successfully or unsuccessfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned
- Identification of compulsory credits, including credits that are substitutions for compulsory credits identified by the ministry as diploma requirements
- Confirmation that the student has completed the 40 hours of community involvement
- Confirmation that the student has successfully completed the provincial secondary school literacy requirement

An up-to-date OST is kept in the student’s OSR. Students needing a copy of their Ontario Student Transcript must submit a request to the Registrar’s Office.
FULL DISCLOSURE
Since 1999–2000, the Ontario Ministry of Education requires that schools provide a complete record of students’ performance in Grade 11 and 12 courses. Under this requirement, both successful and unsuccessful attempts at completing Grade 11 and 12 courses must be recorded on the OST. All courses coded with a 3, 4, U, M or O designation are subject to this policy of full disclosure. All such courses in which a student is registered will be recorded on a student’s transcript 5 days after the issue of the First Full Report Card (January), whether the course has been successfully completed or not. This information is to be made available to community colleges and universities for them to consider when making admission or scholarship decisions. This information has been communicated to all students.

- Withdrawals occurring within 5 days of the issuing of the First Full Report Card in the course/grade will not be recorded.
- A withdrawal from a Grade 11 or 12 course after 5 days of the issuing of the First Full Report Card will result in a “W” being entered in the “Credit” column of the OST, along with the mark at the time of the withdrawal.
- Withdrawals from Grade 9 or 10 courses are not recorded on the OST.
- Failures in Grade 9 or 10 courses are not recorded on the OST.
- Any repeated Grade 11 and 12 courses will be recorded on a student’s transcript. Each attempt and the grade earned will be recorded on the OST. Students may earn only one credit per course (i.e. only one credit is earned if a course is repeated). For repeated courses, an “R” will appear in the credit column beside the attempt with the lower mark.

COURSE SELECTION AND LIMITATIONS
The course selection process for the next academic year occurs in January-February. Every effort will be made to provide students with their chosen academic program; however, certain combinations of courses may not be possible because of timetabling constraints. Sometimes the College may be unable to offer courses because of insufficient student enrolment or staffing considerations. In such unusual circumstances, students will be advised and every effort will be made to accommodate them with suitable alternatives.

COURSE CHANGES
Provided that class size, balance among sections and timetabling make a change possible, a student may transfer from one course to another prior to the beginning of the school year. Students wishing to change courses must have written permission from a parent or guardian and must have met any required course prerequisites. Once school has begun, students who still wish to change a course are permitted to do so; however, they may only do so during the first 2 cycles of classes (up until the Thanksgiving long weekend for those students in IB1). Students are advised to consider their course choices very carefully during the course selection process and are strongly advised against making changes after the start of the school year unless absolutely necessary; such changes will potentially be disruptive to the student’s existing schedule and will necessitate getting caught up on a significant amount of missed work in the course into which they are transferring.

In order to request a course change, the student must complete a Course Change Application Form and have it approved by his University Counsellor and
his parent or guardian. All required course prerequisites must also have been met. Completed forms should be submitted to the Registrar’s Office for review and, if approved, final processing.

It is the policy of the College that students are not permitted to change courses or sections because of teacher preference.

**EXAMINATIONS**

Formal examinations are held for Foundation Year to IB1 students in December and for Year 1 to IB1 students in June. Examinations for IB2 students are held in December and May.

All aspects of final IB2 exams in May are strictly governed by IB regulations. Final IB2 exams in May must be written at the College. They may not be moved or delayed for any reason. The rules regarding absence from or lateness to these exams are governed by IB regulations only. These regulations will be distributed to students and parents before the May exam period.

The College expects all students to write examinations on campus at the scheduled time. Requests for exceptions must be submitted in writing to the Registrar. Each case will be considered individually. Alternative exam arrangements may be subject to a fee. If, for some reason, a student is unable to write a final exam at the designated time due to illness or other extenuating circumstances, he will be expected to write his exams during a designated make-up week (the first week of school in January for missed December exams and a week prior to the start of the next school year for missed June exams) according to a schedule determined by the College. In the case of illness, a doctor’s note will be required to allow the examination to be written. In the event of a medically documented illness that impedes a student from writing his exams within the designated exam period, a student will receive an “N” on his report in the disciplines for which no exam was written; the “N” designates that there is work yet to be completed in the course. After make-up exams have been graded, the student’s academic record will be updated and an amended report provided at that time.

**DRESS:** Students must observe the regular Dress Code during the December examination period. Warm Weather Dress applies for the May–June examinations.

**LATENESS:** If a student is late for an examination, he should proceed as quickly as possible to the examination room (in proper school dress) and begin writing immediately. No extra time will be allotted for lateness. A student more than 15 minutes late for an examination must report to the Ms. Amy Hewson in the Student Centre Office.

**ABSENCE:** If a student is absent for an examination, one of his parents must notify the Main Office at 416-488-1125, ext. 2219 on the morning of the exam. Notification must be made for each exam missed. Medical documentation acceptable to the College must be provided in such cases. Medical notes must clearly outline the reasons for the absence and the expected duration of the absence. In the case of boarders, the Senior House Adviser and/or the College Nurse will provide appropriate documentation. Any exam absence for which documentation acceptable to the College has not been provided will result in a mark of zero on the exam in question. All cases of absence, whether for compassionate, medical or exceptional reasons, will be reviewed by the Registrar, who will determine the details of any required makeup exams.
UPPER SCHOOL POLICY ON LATE SUMMATIVE ASSESSMENT

GUIDING PRINCIPLES:

• Since timely feedback is important for student learning, teachers require that work be submitted in a timely fashion.

• Responsibility, organization and time management are critical learning skills and work habits that provide the foundation for student success at the College, in post-secondary study and beyond. Students’ ability to meet deadlines is an important indicator of the development of such work habits and particular strengths and challenges.

• It is essential for students to learn the importance of submitting assignments by the deadlines set by teachers and that there are consequences for late work. Students must also learn the value of open, honest communication when they find themselves at risk of missing a deadline and to seek support when they are struggling to balance competing commitments.

• Consistent with Ontario Ministry of Education guidelines, the College employs a variety of strategies to encourage students to meet deadlines and to assist them when they fall behind in their work. The supports provided include, but may not be limited to:
  – announcing assignments and due dates in class at the beginning of term and posting deadlines on Haiku, as well as providing ongoing reminders about due dates;
  – explaining assignment requirements/expectations in class and providing opportunity for students to ask clarifying questions;
  – where possible, “chunking” major assignments into stages;
  – where applicable, arranging library instruction to support completion of the work;
  – providing dedicated time in the library and/or in class for students to complete the work;
  – providing one-on-one extra help sessions if needed;
  – cooperating with other teachers to prepare a calendar of major dates/deadlines designed to keep work as balanced as possible throughout the year;
  – initiating communication with the student, House Adviser and parents if problems arise.

THE LATE POLICY

• If an assignment is not submitted at the date/time it is due, an immediate penalty of 10% will be applied. An additional 10% deduction will apply for each 24-hour period after the due date/time (excluding weekends, which count as one 24-hour period) up to a maximum of 50%. The work is still required, but, when graded, will have the penalty deducted. After the fifth day, the assignment will be given a mark of 0.

• A student who anticipates a problem with an assignment or project is encouraged to discuss the matter with his teacher in advance of the due date. Late submissions due to illness or other extenuating circumstances will be negotiated on an individual basis and a doctor’s note may be required. If a student is absent from school for a field trip or other school-related event, he is expected to submit the assignment to the teacher before his departure.

• All applications of late penalties and exceptions to published deadlines are documented by the teacher with a Red Rocket. House Advisers note such patterns and contact parents if necessary.
There are limited exceptions to the process outlined above. The IB Mathematics Exploration components have firm timing restrictions. The Science Department has a separate policy regarding IB Lab Portfolios. Also, externally-assessed IB work must be completed by published due dates in order for the school to collect, organize and send the work forward in compliance with IB-established deadlines. In some cases, failure to submit work for external assessment and/or moderation means that a student will not receive his IB Diploma; therefore, work must come in no later than the final published due date.

**CODE OF ACADEMIC HONESTY**

Honesty is fundamental to all aspects of academic work, and students at Upper Canada College are held to the highest standards of conduct in this regard. In addition, the International Baccalaureate Organization demands of Diploma candidates the very highest standard of academic integrity in all aspects of internally and externally assessed work.

The College also recognizes its responsibility to prepare students for university and to develop in them the habits and personal standards of academic honesty. The commission of an offence against academic honesty at university will always compromise the student’s grades and good standing.

At Upper Canada College, cheating, plagiarism and all other forms of academic dishonesty are serious violations that undermine and compromise both the student’s education and the integrity of this learning community.

An offence against academic honesty is judged to have been committed knowingly if the student ought reasonably to have known that the conduct was an offence.

**CHEATING**

Any deceit in academic work is cheating. At Upper Canada College, for example, it is an offence for a student knowingly to:

- Use unauthorized notes or other aids in a test, or copy from or be influenced by someone else’s work during a quiz, test or examination.
- Use any form of electronic device except approved calculators (this includes cell phones, iPods and all similar devices).
- Give unauthorized aid to someone else.
- Allow someone else to copy or use one’s quiz, test, examination, assignment, essay or homework.
- Gain any prior or unauthorized access to tests or examination materials.
- Use help on homework or take-home tests beyond the limits specified by the teacher.
- Submit the same work for credit to more than one teacher without prior permission.
- Use translations of texts studied in class without the permission of the teacher.

**PLAGIARISM**

Plagiarism, a specific form of cheating, is the theft of someone else’s work. The unacknowledged use of another’s words, ideas, arguments or research is plagiarism. At Upper Canada College, for example, it is an offence for a student to knowingly:

- Submit work as his own, any part of which was written or created by someone else.
- Submit work as his own, any part of which was copied directly from a source without proper quotation marks and without acknowledgment, or was paraphrased from a source without proper acknowledgment.
• Submit work as his own, any part of which was based on an idea or research unique to a particular source without due acknowledgment.

STUDENT RESPONSIBILITY

It is the student’s responsibility to be honest in all aspects of academic work, to be familiar with the UCC Code of Academic Honesty and to conform to all practices and guidelines for academic honesty given by teachers and in the UCC Style Guide or other recommended guide books. For example:

QUIZZES, TESTS AND EXAMINATIONS: A student must write a quiz, test or examination from his own knowledge and ability. The possession and/or use of unauthorized aids, texts or notes of any kind during the writing of a quiz, test or examination is cheating. A student who knowingly gives unauthorized aid to another student in a quiz, test or examination will be considered a party to the offence against academic honesty.

HOMEWORK: Homework is to be completed by the student himself — never completed or copied in whole or in part from another person, student or source. While it may be permissible to discuss homework assignments with other students, such discussion is a preliminary stage only, to be followed carefully at all times by individual effort, research and answering. In presenting homework, the student is in effect declaring, “This is my own work.”

ASSIGNMENTS: Assignments prepared outside of class, including lab reports, written responses, creative work, homework and take-home tests or components of tests, must be completed by the student and be the student’s own work — never in part or in whole copied from another person, student or source, and never presenting the words, research or ideas of another person, student or source without proper acknowledgment. The student is expected to follow the instructions for preparing and submitting the assignment and adhere to the practices for academic honesty outlined in the UCC Style Guide or other recommended guide books. When submitting an assignment, the student is in effect declaring, “This is my own work.”

ESSAYS: Essays must be completed by the student and be the student’s own work — never in part or in whole copied from another person or source and never presenting the words, research or ideas of another person or source without proper acknowledgment. The student is expected to carefully follow instructions for preparing and submitting the essay and to adhere to the practices of academic honesty outlined in the UCC Style Guide or other recommended guide books. When submitting an essay, the student is in effect declaring, “This is my own work.”

CLASS PRESENTATIONS AND SEMINARS: Work prepared for presentation in class is presumed to be entirely a student’s own, unless proper acknowledgment of help from another person or source has been made. In making a class presentation, the student is in effect declaring, “This is my own work.”

USE OF THE INTERNET: Students often find useful information, data, articles or other sources on the Internet. They are reminded, however, that information and ideas from these sources are to be treated no differently from information and ideas from traditional sources. Proper acknowledgment of Internet sources must always be made in academic work. Instructions for properly acknowledging Internet sources are found in the UCC Style Guide or other recommended guide books.
**COLLABORATION:** Unless specifically directed or permitted by the teacher, collaboration with another student in any academic work, including assignments, lab reports, essays, take-home tests or components of tests, is to be avoided at all times. The College encourages students to discuss and debate their ideas, because discussion and debate are basic to the educational experience. But in an academic assignment of any sort, discussion is only a preliminary and limited strategy, a means of stimulating one’s own approach and thinking, and must be followed by individual and unaided research, thinking and writing. Pooling ideas, sharing or assigning sections of writing, and incorporating another student’s ideas and writing into one’s own, are examples of unacceptable collaboration. Unacknowledged collaboration or collaboration that has not been permitted by the teacher is cheating, and a student whose academic work shows collaboration will be considered to have committed an offence against academic honesty. When such collaboration happens, the student cannot truthfully declare, “This is my own work.”

**SHARING ACADEMIC WORK:** Students should decline to share homework, assignments, essays and any notes or research with other students. In responding to a classmate’s enquiries for help, the student should simply clarify the assignment, not provide answers, ideas or materials. The classmate is expected to ensure that his work is “his own work” in all respects. When cheating or plagiarism occurs, a student who has allowed a classmate to borrow his work or who has given an inappropriate degree of assistance will be considered a party to the offence against academic honesty.

**RECEIVING TUTORING:** A student who, for understandable reasons, engages a tutor for support in his academic work is especially reminded that a tutor is not a substitute for the student’s own research, thinking and writing. A responsible tutor guides the student by questioning and by instruction in skills; the tutor does not do the work for the student. A student who receives excessive assistance from a tutor cannot declare, “This is my own work.”

**ACADEMIC WORK FOR A COURSE:** Academic work submitted for a course must always be submitted for that course only. Unless the student has requested and received explicit permission in advance from both teachers, the same piece of work, in whole or in part, must never be submitted in two separate courses.

**SEEKING GUIDANCE IN MATTERS OF ACADEMIC HONESTY:** A student who is in doubt about any aspect of the principles and practices of academic honesty should consult his teacher, House Adviser or the Librarian.

**DISCIPLINARY ACTION**

The disciplinary response to offences against academic honesty is designed to protect academic integrity in the interest of learning and to promote the development of the habits and skills of academic responsibility. Cheating of any sort is a violation of community standards and of the principles upon which an academic institution is built and will not be tolerated in any form. In addition, an offence against academic honesty in academic work submitted by a UCC student in fulfillment of IB examinations and evaluation, which includes all externally and internally assessed components, the Extended Essay and Theory of Knowledge, is subject to penalties detailed in the *IB Malpractice Policy*.

The following discussion of disciplinary responses serves as a guideline only and does not limit the ability of the College to apply whatever disciplinary sanctions it determines to be appropriate in individual cases.
DISCIPLINARY ACTION (CONTINUED)

First Level
Taking into consideration the nature and severity of the offence and the grade level of the student, a first offence may result in, but is not limited to, the following:

1. The student can expect to receive “0” on the evaluated work and may be required to undertake additional academic work.
2. The student will be placed on Conduct Concern or Conduct Probation, and his compliance with the principles and practices of academic honesty will be carefully monitored.
3. The student’s parents or guardian will be notified in writing of his breach of academic honesty, of the disciplinary action taken and of the consequences of a subsequent breach of academic honesty or other College standards.
4. The student may be advised or required to undertake an appropriate counselling or academic support plan to promote responsible academic conduct.

Second Level
Taking into consideration the nature and severity of the offence and the grade level of the student, a serious first offence or any second offence, may result in, but is not limited to, the following:

1. The student can expect to receive “0” on the evaluated work.
2. The student is liable to be suspended for a time determined by the College.
3. A student who has been suspended will return on Conduct Probation, with stipulated conditions for continued enrolment at the College; his compliance with these probationary conditions and with the principles and practices of academic honesty will be carefully monitored.
4. The student’s parents or guardian will be notified in writing of his breach of academic honesty, of the disciplinary action taken and of the consequences of a subsequent breach of academic honesty or other College standards.
5. The student may be advised or required to undertake an appropriate counselling or academic support plan to promote responsible academic conduct.

Third Level
Taking into consideration the nature and severity of the offence, and the grade level of the student, a serious offence, which includes a third offence, may result in the following:

1. The student can expect to receive “0” on the evaluated work.
2. The student is liable to be expelled or denied re-enrolment at the College.
ACADEMIC HONESTY AND THE INTERNATIONAL BACCALAUREATE DIPLOMA

An offence against academic honesty in any area of formal IB evaluation, including all internally and externally assessed components, the Extended Essay and Theory of Knowledge, will compromise the awarding of subject grades and the diploma itself. According to the Vade Mecum 2006, “Candidates are required to act in a responsible and ethical manner throughout their participation in the Diploma Program and examinations. In particular, candidates must avoid any form of malpractice.” Malpractice includes the following: plagiarism, collusion, duplication of work or “any other behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.” Students who comply with the UCC Code of Academic Honesty in all respects in their IB work can be confident that they meet IB expectations for academic honesty. The school has a responsibility to follow IB guidelines when reporting and investigating concerns about academic honesty.

ACADEMIC PRIZES

ALL GRADE LEVELS

General Proficiency Award
Applicable to all grade levels. This award is given to students achieving a minimum grade in every subject based upon the results of the previous June report. Certificates for Year 1, Year 2, Foundation Year and IB1 are awarded on Prize Day. General Proficiency Scholars who are members of the Leaving Class have their names inscribed in Laidlaw Hall.

Academic Ties
This award is given to students who rank in the top 5% of their grade level, based on their averages from the previous June.

Principal’s List
The Principal’s List is revised at the end of each term. It includes students ranking in the top 10% of each grade, based on their sessional averages.

Lang Scholars
In honour of the vision of Old Boy Stu Lang ‘70, the Lang Scholars program recognizes accomplished and talented student athletes. They can be nominated by teachers, coaches and admission officers, but must be elite athletes participating in school athletics. They must also exhibit strong moral character traits and commitment to community service, as well as outstanding academic achievement and potential.

GRADE-SPECIFIC ACADEMIC PRIZES

Awarded annually at Prize Day, in recognition of merit and attainment in the subject.

YEAR 1

English Prize
Geography Prize
Moderns Prize – Regular French
Moderns Prize – Extended French
Frank C. Brennan Prize in Mathematics
In honour of Frank C. Brennan (UCC Master 1946–1978).
Junior Mann Prize in Science
Lillian Kay Memorial Prize in Art
In memory of Lillian Kay, wife of Harry Kay (UCC Graphic Arts Master 1934–1978)

R.W. Finlayson Prize in Music
In honour of R.W. Finlayson (UCC 1922–1926).

Civics Prize

Multimedia Prize – Communications Technology

YEAR 2

Class of ’57 Trophy
Awarded to the best all-round student(s) in academics and athletics.

J.H. Biggar Prize in Canadian Studies – History

J.W. Beatty Prize in English

Parkin Prize in Classics – Latin

Thompson Prize in Introductory Computer Studies

Finnerty Prize in Intermediate Science

Frank C. Brennan Prize in Mathematics
In honour of Frank C. Brennan (UCC Master 1946–1978).

Geography Prize

Paichoux Prize in French – Regular

Paichoux Prize in French – Extended

Moderns Prize in Mandarin

Moderns Prize in Spanish

R.W. Finlayson Prize in Music
In honour of R.W. Finlayson (UCC 1922–1926).

Harry Kay Prize in Art
In memory of Harry Kay, ESQ. (UCC Graphic Arts Master 1934–1978).

Theatre Arts Prize

FOUNDATION YEAR

William Mowbray Prize in English

Thompson Prize in Computer Studies

Mathematics Prize

Dr. A.J. MacKenzie Prize in Biology

R.S. Coleman Prize in Physics

J.F. Eix Award in Chemistry

Paichoux Prize in French – Regular

Paichoux Prize in French – Extended

Moderns Prize in Mandarin

Moderns Prize in Spanish

B.K. Sandwell Prize in Classics – Latin
In honour of B.K. Sandwell (UCC 1889–1893).
Writer’s Craft Prize

Geography Prize

David A. Thompson Prize in Environmental Geography

Wills Prize in Senior History

R.W. Finlayson Prize in Music
In honour of R.W. Finlayson (UCC 1922–1926).

Richard Burston Prize in Art

Theatre Arts Prize

Tom Lawson Prize
Awarded to the highest ranking student(s) in Foundation Year.

Parent’s Organization Community Spirit Award in Memory of Brian Schaal
Awarded to the student who exhibits outstanding school spirit and involvement in school life.

Craig Baldachin Award
Awarded to the student who has made the greatest academic improvement over the course of the year, in the face of adversity.

James Scott Prize in Mathematics – Higher Level

Standard Level Prize in Mathematics

Studies Level Prize in Mathematics

Art Prize

Theatre Arts Prize

Film Prize

Geography Prize – Higher Level

J.E.R. Barter Prize in Geography – Standard Level

History Prize – Americas

History Prize – Europe

Michael F. Miller Extended Essay Prize in History
In honour of Michael Miller (UCC Master 1969–2010).

Economics Prize – Higher Level

Economics Prize – Standard Level

Philosophy Prize

English Literature Prize

English Language & Literature Prize

Bal Family Prize in Higher Level Biology

Biology Standard Level Prize

Chemistry Prize – Higher Level

Chemistry Prize – Standard Level

Environmental Systems Prize

P.G. Crysler Prize in Higher Level Physics
In honour of PG. Crysler (UCC Master 1982–2002).

Physics Prize – Standard Level

Senior Mann Prize in Practical Science – Extended Essay in Science

Moderns Prize in French – Higher Level

Moderns Prize in French – Standard Level

Moderns Prize in Spanish

Moderns Prize in ab initio Spanish

Moderns Prize in Mandarin

IB1 Classics Prize - Latin

George and Mary Heintzman Prize in Music

Arts and Academics Award

Donald Cooper Award
Lorne McKenzie Medal
Awarded to the IB1 student who has made an outstanding effort in sports, academics and overall contribution to the College.

Visitor’s Medal
Awarded to the highest-ranking student(s) in IB1.

IB2 AWARDS

Determined after the release of final IB grades.

Governor-General’s Medal
Awarded to the member of the Leaving Class who has achieved the highest average in all Ontario credits at the Grade 11 and Grade 12 level.

Head Boy
The title recognizes the highest-ranking member of the Leaving Class. Selection is based on the highest final IB point total.

The Grant Medal
Awarded to any member of the Leaving Class who achieves the highest final IB point total earned at UCC in a given year.

IB2 ACADEMIC AWARDS

Awarded annually at the Leaving Class Ceremony, in recognition of merit and attainment in the subject.

Stephen Leacock Prize in English
Established in memory of Stephen Leacock who was a Canadian humourist, as well as a Head Boy (in 1887) and Master (1889–1899) at UCC. The Stephen Leacock prize in English is awarded to the boy who has provided a high standard of creative writing over his years at the College.

J.N.C. Sharp Prize in Mathematics

Dr. E. Moore Prize in Chemistry – Higher Level
In honour of Dr. E. Moore (UCC Chemistry Master 1976–2001). Awarded to the student who has achieved the highest results in the field of Chemistry.

Chemistry Prize – Standard Level

Finnerty Prize in Senior Biology
Endowed by Richard Finnerty (’63), in memory of his uncle, Donald Alexander Forsyth. Awarded to a student who has demonstrated superior ability, aptitude and interest in Biology.

Biology Prize – Standard Level

J.A. Gilham Prize in Physics

Physics Prize – Standard Level

B.M. Litteljohn Prize in Environmental Systems
In honour of Bruce Litteljohn, a Prep teacher for almost 30 years and a lifelong advocate of environmental responsibility in Canada. Award for outstanding performance in Environmental Systems.

Sports, Exercise and Health Science Prize

Martin Lambert Wills & Anne Campbell Wills Prize in History
In honour of Martin Lambert Wills, who graduated from UCC in 1930, and his wife Anne.

Economics Prize

Philosophy Prize
**Film Prize**

**Sainsbury Family Prize in Geography**
In memory of Arthur Van Rensselaer Sainsbury
(Class of 1941).

**George P. Grant Prize for Theory of Knowledge**
In honour of George P. Grant (Class of 1936), one of
Canada’s most prominent philosophers.

**University of Toronto National Book Award**
Presented annually to one outstanding student from
each high school across Canada. It is awarded to
students who demonstrate superior academic performance, original and creative thought, and exceptional
achievement in a broad text. The recipients not only
excel in academic pursuits, but also have enthusiasm
for intellectual exploration and an involvement in the
lift of their school and community.

**Wedd Prize in Classics – Latin**
In memory of William Wedd, L.L.D. (Old Boy 1837–
1843 and UCC Classical Master 1848–1891).

**Moderns Prize in French – Higher Level**

**Moderns Prize in French – Standard Level**

**Moderns Prize in Spanish – Standard Level**

**Moderns Prize in ab initio Spanish**

**Moderns Prize in Mandarin**

**John Howard Prize in Art**
In memory of UCC’s first Art Master, John G. Howard

**Theatre Arts Prize**

**Bilingual Diploma**
Awarded to Leaving Class students who successfully
complete the IB diploma program, and whose courses
include two Group 1 IB Language courses.

**Ontario Scholar Certificates**
Awarded to Leaving Class students who obtain an
aggregate of at least 480 marks (80%) in any combi-
nation of ministry-approved courses that provide a
total of six credits, and are receiving their OSSD.

**IB2 EXTRACURRICULAR PRIZES**
Award annually at the Leaving Class Ceremony.

**Robertson Davies Award for Drama – Performance**
Awarded for extraordinary achievement on stage in
the Little Theatre.

**Andrew T. Wilson Award – Technical**
Awarded for extraordinary achievement backstage in
the Little Theatre.

**Richard Sadleir Prize in Music**
In honour of Richard Sadleir (UCC Principal 1975–
1988). Awarded for leadership and outstanding
participation in the music program.

**Nathan L. & Ruth Lowe Sandler Music
Composition Prize**
First awarded in 1997, this prize is in memory of the
late Old Boy, Nathan L. Sandler, whose wife, Ruth
Lowe Sandler, composed the legendary 1940 song,
“I’ll Never Smile Again” sung by Frank Sinatra.

**Randy Carver ’82 Award**
Established in 1985 by Randy’s parents to honour
their son’s successful battle with cancer. Awarded to
the Leaving Class student who has demonstrated per-
severance in the face of challenge.

**Harris Prize in Current Affairs**
The oldest of endowed prizes, named after Rev.
Joseph Harris, UCC’s first principal (1829–1838).
Wallace Rankine Nesbitt Prize in Debating
Awarded for extraordinary achievement in debating and public speaking.

Duvernet Prize in Photography
Awarded to a senior student who exhibits the most outstanding photography of the year.

Ponton Prize for College Times – Fiction
Awarded to the best piece of prose appearing in the College Times.

Ponton Prize for College Times – Poetry
Awarded to the best piece of verse appearing in the College Times.

Ponton Prize for College Times – Journalism
Awarded to the best piece of journalism appearing in the College Times.

Willis S. McLeese Prize for Debating
In memory of Willis S. McLeese (Philanthropist and Champion of Debating). Award for extraordinary achievement in debating.

Barry McKague Award for Community Service
Awarded for outstanding commitment/contribution to Community Service.

Bruce M. Hicks Public Services Award
Awarded for outstanding commitment/contribution to Community Service.

Michael Evan Jurist Award
In memory of Michael Jurist (1985–2007, Class of 2003). Awarded to the student, as judged by the faculty, who exemplifies Michael’s academic, athletic and leadership skills, and has shown a proven track record of commitment to international service. The recipient also demonstrates a keen interest in broadening his understanding of the world beyond UCC by challenging himself and spending time working and studying abroad.

Principal’s Art Purchase
Sponsored through the UCC Charters Fund and the Art Department. Each year a work by a IB2 student is selected for purchase by UCC. The work is displayed in Grant House for one year and then made available for exhibition elsewhere on campus, becoming part of UCC’s permanent collection, which is overseen by the College Archives.

Bill Stewart Prize in Physical Education
Established in 1945. Awarded for leadership in intramural sports.

Class of ’88 Award
Awarded to the student who has, through his own endeavor, improved himself and enriched school life for others.

Dano Realini Medal in Athletics
In memory of Dano Realini (Class of 1989). Awarded to a member of the Leaving Class who displays respect for and from his teammates, as voted by varsity coaches.

Class of ’62 Trophy
Awarded in recognition of a student’s outstanding leadership and achievement in non-athletic extracurricular programs.

Lieutenant Governor's Community Volunteer Award
Awarded annually to a graduating student at each Ontario secondary school who demonstrates an exceptional dedication to volunteering.

Duke of Edinburgh’s Award (Gold, Silver, Bronze)
An award program that encourages youth to be active, to participate in new activities, and to pursue current interests in four different areas.
CAS Pins
Awarded to students who, over the course of their IB diploma years, demonstrate a particular breadth and depth of program, in conjunction with a willingness to reflect on their activities, and present their program to others.

J. Herbert Mason Medals
Named after John Herbert Mason (1827-1911) and first presented at UCC in 1888. These medals honour leadership, strength of character, and moral courage.

Colborne Medal
In memory of our founder, Sir John Colborne, whose portrait hangs proudly on the north wall of Laidlaw Hall, the Colborne Medal has been struck and awarded each year to our Head Steward.

Survivor Ties
Awarded to students who have attended UCC from senior kindergarten through to IB2.

TEXTBOOK PURCHASING
All new and used textbook purchases are made directly through the Canadian School Book Exchange (CSBE), rather than at the College. Textbooks are ordered using CSBE’s online ordering system, which is accessed directly through the UCC website. Go to ucc.on.ca, then the Community button, and then scroll down to the Online Bookstore tab, where you can follow the instructions for placing and paying for orders. The online ordering system is active from the middle of June through to the end of the school year. Completed orders must be shipped to an address where a signature can be obtained upon delivery. Boarding students may request that their orders be shipped directly to the College for pick up in the Upper Blues Shop upon arrival in September. New boarding parents should refer to the package of information sent upon admission for more information about textbook ordering.
EVALUATION & REPORTING STUDENT ACHIEVEMENT

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59 Y1–IB2 LEARNING SKILLS GLOSSARY
EVALUATION AND REPORTING STUDENT ACHIEVEMENT

UPPER SCHOOL EVALUATION AND REPORTING: AN OVERVIEW

UCC’s assessment of student performance is consistent with both IB and provincial diploma requirements.

Assessment of student performance is a continuous process in all courses taught at UCC. Achievement in a course is based on an allotment of marks that is divided between term work (regular assignments, tests, essays and term projects) and examinations. Seventy per cent of the grade will be based on evaluation conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay and/or other method of evaluation suitable to the course content and administered towards the end of the course.

Assessment and evaluation are carried out according to the principles and practices outlined in the Upper Canada College Assessment Policy and Growing Success: Assessment, Evaluation and Reporting in Ontario Schools (2010). In addition to using assessment of learning (collecting evidence of student achievement with respect to established performance standards), courses also include assessment for learning (descriptive feedback and coaching for improvement) as well as assessment as learning (in which students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning). (Growing Success, p. 28; 39).

At the Upper School, a variety of regular formal reporting procedures keep parents informed of their son’s progress and share ways in which students, parents and teachers can work together to promote the overall engagement and success of each boy.

SEPTEMBER CURRICULUM NIGHT: Parents have an opportunity to meet each of their son’s subject teachers to gain an overall understanding of the subject matter and expectations for each course. Parents of boys with new Advisers also can meet their son’s Adviser.

FIRST INTERIM REPORT (OCTOBER): In this early report, subject teachers indicate the degree to which students are demonstrating key learning skills. The teacher will indicate whether the subject learning skills are: Excellent, Good, Satisfactory or Needs Improvement. Such feedback will allow parents to understand their son’s progress in optimizing his learning. The Adviser will also comment on the student’s initial adjustment and his early contributions to school life. At this date, students will not generally have completed any major assessments. (See Glossary of Learning Skills on page 59).

NOVEMBER PARENT/TEACHER INTERVIEWS: Parents book interviews with subject teachers, who will share more specific information on student progress.

FIRST FULL REPORT (JANUARY): The January Report presents a full academic summary of a student’s performance since September, including subject marks and comments.

FEBRUARY PARENT/TEACHER INTERVIEWS: Teachers will communicate a student’s overall standing to date, including assessments completed since the beginning of January.
SECOND INTERIM REPORT - Y1–IB1 (APRIL):
This report provides a learning skills’ assessment for
each subject, cumulative attendance statistics and
the Adviser’s comment. In addition, subject teachers
indicate whether a student is “at,” “above” or “below”
his January level of achievement.

SECOND FULL REPORT - IB2 ONLY (APRIL):
This is the final report issued to IB2 students by
UCC. Marks are calculated based upon the cumula-
tive marking scheme (results from IB1 and work
completed to date). This report will include the final
Adviser comment.

SECOND FULL REPORT - Y1–IB1 (JUNE):
This is the final report issued to students in Y1 to
IB1 and includes subject grades, June exam marks,
teacher comments and final attendance data. There
is no final Adviser comment.
In addition to the formal reporting practices listed
above, subject teachers will communicate serious
academic concerns as they arise. Parents should
note that they are welcome to contact teachers or
their son’s Adviser directly at any time if they have a
specific concern.

UPPER CANADA COLLEGE
ASSESSMENT POLICY

INTRODUCTION

The purpose of student assessment, evaluation and
reporting is to:
• Improve learning for all students,
• Provide feedback to students, parents and teachers
about the learning process,
• Provide information for planning, implementing and
improving instruction, based on the strengths and
needs of students.

GUIDING PRINCIPLES

PRINCIPLE 1: Assessment, evaluation and report-
ing practices are based on the Ontario Ministry of
Education and the International Baccalaureate
curriculum guidelines.
We link assessment, evaluation and reporting
practices to expectations with respect to knowledge,
concepts and skills in accordance with the
UCC curriculum.

PRINCIPLE 2: Assessment, evaluation and
reporting practices are fair for all students.
1. We use a variety of assessment strategies to
accommodate students’ learning styles.
2. We ensure that assessment is ongoing and
provides multiple opportunities to include a range
of evidence to support judgments about students’
levels of achievement.
3. We provide opportunities for practice and feedback
through formative assessment.
4. We make clear what the summative assessment
will look like, early in each unit of instruction.
5. We ensure that the students understand the meth-
dods and criteria by which they will be assessed and
evaluated.
6. We provide students with exemplars showing a
range of quality when possible.
7. We ensure that assessment is based on what has
been taught.
8. We help students develop the ability to reflect
on their learning styles, strengths and areas for
growth and use this information to set learning
goals for improvement.
9. We develop students’ skills in self and peer
assessment.
10. We ensure that the students are made aware of the UCC Academic Honesty Guidelines.

11. We support the needs of students, consistent with the strategies outlined by the Wernham West Centre for Learning, including the One Page Reports.

**PRINCIPLE 3:** Assessment, evaluation and reporting practices are clear, accurate and timely.

1. We give students constructive feedback with clear guidance for improvement in a timely manner.

2. We provide regular information to parents and students about students’ progress over the duration of the year.

3. We ensure that through report card comments, parent-teacher interviews and parent-teacher-student conferences, we clearly communicate what is done well, what needs improvement, what steps can be taken to support improvement and how these next steps will be monitored.

4. We ensure that personal assessment and evaluation records are kept confidential.

**PRINCIPLE 4:** Assessment, evaluation and reporting practices require the partnership of students, parents, teachers, advisers, and administration.

1. We ensure that when a student is at risk of not achieving the expectations, the student and his parents are made aware of the situation well in advance of the formal reporting process.

2. We promote assessment literacy for all partners by involving students and parents (e.g. sharing information at curriculum nights, parent information meetings, student-led conferences, actively involving students in self-assessment, having students reflect on their progress and setting goals with parents and teachers and advisers).

**RESPONSIBILITIES**

**TEACHERS**

1. Are aware of the individual needs of their students, including recommendations from the Centre for Learning.

2. Teach students to use their agenda effectively.

3. Work collaboratively to set assessment criteria and tasks based on clear learning expectations.

4. Assess students’ prior knowledge whenever possible at the beginning of units.

5. Show assessment criteria and exemplars early in the unit.

6. Use a variety of assessment strategies and tools.

7. Assess learning skills, subject-specific, skills, knowledge and understanding of concepts.

8. Return student work in a timely manner.

9. Provide feedback early in the unit and often. This feedback specifies strengths and areas for improvement and gives the learner opportunities to meet the expectations.

10. Encourage self-assessment, reflection and goal setting.

11. Reflect on their practice and modify their units as needed.

12. Keep an accurate and detailed record of the students’ achievement.

13. Communicate student progress and achievement through report cards, and parent-teacher and parent-student-teacher conferences.

14. Communicate concerns early to Form Teachers, Advisers and the Centre for Learning Faculty.

15. Communicate with parents and Advisers early when a student does not meet the expectations.

16. Share marks and results only with the student, his parents and colleagues.
WERNHAM WEST CENTRE FOR LEARNING

1. Assist students in making effective use of their agendas.
2. Assist students in developing learning and study skills.
3. Determine required testing accommodations as outlined in psycho-educational evaluations.
4. Give feedback to Faculty on students’ learning issues.
5. Assist Faculty in developing appropriate assessment strategies.

ADMINISTRATION

1. Ensure that the Assessment Policy standards are met consistently.
2. Provide appropriate professional development to Faculty.
3. Provide support to teachers when they communicate with parents.
4. Ensure that Faculty review the Assessment Policy on a regular basis.

STUDENTS

1. Are actively involved in their learning.
2. Are diligent, and produce good quality work and submit their work on time.
3. Use their agendas effectively.
4. Use appropriate strategies to prepare for assessments tasks.
5. Seek extra help when needed.
6. Reflect on assessed work: strengths, areas for improvement and next steps.
7. Adhere to the Academic Honesty Policy guidelines.

PARENTS

1. Celebrate their sons’ accomplishments.
2. Encourage their sons to reflect on their learning.
3. Support their sons’ learning by helping them organize their work at home.
4. Support their sons’ learning by helping them implement their teachers’ recommendations for improvement.
5. Support their sons’ learning by communicating relevant information, issues and concerns to their sons’ teachers Form Teachers, Form Advisers, and House Advisers in a timely manner.
REPORTING STUDENT ACHIEVEMENT IN THE SENIOR DIVISION (FY, IB1, IB2)

The table on the following page illustrates how a student’s achievement in a course (internal UCC grade) is translated into the International Baccalaureate (IB) and Ontario Secondary School Diploma (OSSD) grades that appear on the school’s full report cards (January and June) and on the transcripts sent to post-secondary institutions.

- A student’s achievement in each course reflects his performance measured against established criteria. A student’s internal UCC grade (Column A) is calculated using the assessment methods and component weightings described in each course outline.
- The descriptors in Column B provide a broad indication of student achievement in relation to performance standards.
- A student’s reported IB grade (Column C) is based on the internal UCC grade he earns. For example, a student who earns an internal UCC grade of 77 and another who earns 79 both receive a reported IB grade of 5+.
- A student’s OSSD percentage grade (Column D) is based on the internal UCC grade he earns. For example, a student who earns an internal UCC grade of 77 receives a reported OSSD grade of 90 and another who earns an internal UCC grade of 79 receives a reported OSSD grade of 92.

The OSSD translations in this table are consistent with the ranges mandated by the Table of Equivalence developed by the International Baccalaureate Schools of Ontario (IBSO) and in use at all Ontario IB schools.

- The school reports both IB grades and OSSD grades to post-secondary institutions. Please note: in the case of Foundation Year, only final OSSD percentage grades from Column D are reported to universities.

A grade of N is entered on a student’s school report card when he has not completed one or more major assessments by the end of a marking period. If left unresolved, a grade of N will result in no OSSD credit being awarded in that subject.
## REPORTING STUDENT ACHIEVEMENT IN THE SENIOR DIVISION

<table>
<thead>
<tr>
<th>A Internal (UCC) Grades</th>
<th>B UCC Descriptors</th>
<th>C Reported IB Grades</th>
<th>D External (OSSD) Grades</th>
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<tbody>
<tr>
<td>100</td>
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<td>7+</td>
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<td>6-</td>
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<td>4+</td>
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<td>3-</td>
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<td>61</td>
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<td>52</td>
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<td>56</td>
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<td>within the critical range</td>
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<td>may achieve a passing grade</td>
<td>1+</td>
<td>47–49</td>
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<tr>
<td>39 &amp; below</td>
<td>a failing grade</td>
<td>1-</td>
<td>39 &amp; below</td>
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<td>N</td>
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THE IB DIPLOMA PROGRAM
CUMULATIVE EVALUATION

It is important to note that, in order to reflect the two-year structure of the IB Diploma Programme, student evaluation is cumulative over IB1 and IB2. Details about how this grading continuum is handled in individual disciplines is provided to students and parents at the start of IB1.

AWARDING THE IB DIPLOMA

Performance in the International Baccalaureate program is assessed by means of criteria that vary for each subject. These performance criteria consist in every case of some or all of the following: internal evaluation of written work, external evaluation of written work, oral components and external examinations.

THE ASSESSMENT OF IB EXAMINATION PERFORMANCE HAS SEVEN GRADE LEVELS:

Grade 7: Excellent
Grade 6: Very good
Grade 5: Good
Grade 4: Satisfactory
Grade 3: Mediocre
Grade 2: Poor
Grade 1: Very poor

Up to 3 additional points towards the diploma are available from a candidate’s combined performance on the Extended Essay and Theory of Knowledge, as determined by this matrix:

<table>
<thead>
<tr>
<th>ToK/EE</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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<tbody>
<tr>
<td>A</td>
<td>3</td>
<td>3</td>
<td>2</td>
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<tr>
<td>B</td>
<td>3</td>
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<td>2</td>
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<tr>
<td>C</td>
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<tr>
<td>D</td>
<td>2</td>
<td>1</td>
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<td></td>
</tr>
<tr>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Failing condition</td>
</tr>
</tbody>
</table>

The IB Diploma will be awarded to a candidate provided all the following requirements have been met:

a. CAS requirements have been met.
b. The candidate’s total points are 24 or more.
c. There is no “N” awarded for Theory of Knowledge, the extended essay or for a contributing subject.
d. There is no grade E awarded for Theory of Knowledge and/or the Extended Essay.
e. There is no grade 1 awarded in a subject/level.
f. There are no more than two grade 2s awarded (HL or SL).
g. There are no more than three grade 3s or below awarded (HL or SL).
h. The candidate has gained 12 points or more on HL subjects.
i. The candidate has gained 9 points or more on SL subjects.
j. The candidate has not received a penalty for academic misconduct from the Final Award Committee.
Candidates who do not fulfill all of the IB Diploma requirements will receive a certificate of results listing the subjects in which they have satisfactorily completed a Standard Level or Higher Level course, as well as Theory of Knowledge and the Extended Essay. The grade achieved in each subject will appear on the certificate.

**THE BILINGUAL DIPLOMA**

Since 2013, a bilingual diploma is awarded to a successful candidate who completes two languages selected from Group 1 with the award of a grade of 3 or higher in both.
Y1–IB2 LEARNING SKILLS GLOSSARY (INTERIM REPORT CARDS–OCTOBER AND APRIL)

Each of these will be rated using the following scale: **Excellent, Good, Satisfactory** and **Needs Improvement**

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>STUDENT IS ABLE TO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SOCIAL:</strong></td>
<td>▪ Respond respectfully to the ideas, opinions, values, and traditions of others according to expectations.</td>
</tr>
<tr>
<td>RESPONSIBILITY,</td>
<td>▪ Demonstrate flexibility and openness.</td>
</tr>
<tr>
<td>COLLABORATION,</td>
<td>▪ Manage behaviour according to expectations.</td>
</tr>
<tr>
<td>SELF-REGULATION</td>
<td>▪ Work effectively with others.</td>
</tr>
<tr>
<td></td>
<td>▪ Build healthy peer and adult relationships.</td>
</tr>
<tr>
<td></td>
<td>▪ Recognize and advocate appropriately for the rights of others.</td>
</tr>
<tr>
<td><strong>SELF-MANAGEMENT:</strong></td>
<td>▪ Establish priorities and manage time to positively achieve goals.</td>
</tr>
<tr>
<td>INDEPENDENT WORK,</td>
<td>▪ Complete work and tasks.</td>
</tr>
<tr>
<td>INITIATIVE,</td>
<td>▪ Act upon opportunities for learning.</td>
</tr>
<tr>
<td>ORGANIZATION</td>
<td>▪ Approach tasks with a positive attitude.</td>
</tr>
<tr>
<td></td>
<td>▪ Recognize and advocate appropriately for the rights of self.</td>
</tr>
<tr>
<td></td>
<td>▪ Use class time appropriately.</td>
</tr>
<tr>
<td></td>
<td>▪ Follow instructions with minimal supervision.</td>
</tr>
<tr>
<td></td>
<td>▪ Anticipate and bring to class the necessary tools.</td>
</tr>
<tr>
<td><strong>COMMUNICATION</strong></td>
<td>▪ Write, read, listen and speak effectively for different purposes and different audiences.</td>
</tr>
<tr>
<td></td>
<td>▪ Give and receive meaningful feedback.</td>
</tr>
<tr>
<td></td>
<td>▪ Use media appropriately to communicate to different audiences for different purposes.</td>
</tr>
<tr>
<td></td>
<td>▪ Listen effectively.</td>
</tr>
<tr>
<td></td>
<td>▪ Interpret and use effectively modes of non-verbal communication.</td>
</tr>
<tr>
<td><strong>THINKING</strong></td>
<td>▪ Evaluate, analyse, interpret, connect, synthesize and apply ideas, information and evidence in a variety of forms and situations.</td>
</tr>
<tr>
<td></td>
<td>▪ Draw reasonable and defendable conclusions and predict outcomes.</td>
</tr>
<tr>
<td></td>
<td>▪ Use evidence effectively.</td>
</tr>
<tr>
<td></td>
<td>▪ Create viable solutions to real problems.</td>
</tr>
<tr>
<td></td>
<td>▪ Create and produce original works or ideas.</td>
</tr>
<tr>
<td></td>
<td>▪ Use existing works and ideas in original ways.</td>
</tr>
<tr>
<td></td>
<td>▪ Apply skills and knowledge in a variety of situations, forms, and ways.</td>
</tr>
<tr>
<td><strong>RESEARCH</strong></td>
<td>▪ Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of perspectives and sources.</td>
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<tr>
<td></td>
<td>▪ Make connections between various sources of data information.</td>
</tr>
<tr>
<td></td>
<td>▪ Understand and practice academic honesty.</td>
</tr>
<tr>
<td></td>
<td>▪ Use recognized and appropriate conventions to create references and citations, footnotes, endnotes and bibliographies.</td>
</tr>
</tbody>
</table>
ACADEMIC COUNSELLING & SUPPORT

61 THE FORM AND HOUSE ADVISING SYSTEMS
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ACADEMIC COUNSELLING AND SUPPORT

Academic advising is a key component of the educational program at UCC. Students are encouraged to draw on a variety of resources for personal as well as academic reasons. The following outline provides an overview of the components of the counselling services, resources and support available to assist students in their academic activities.

THE FORM AND HOUSE ADVISING SYSTEMS

Central to the academic and personal program for each student in the Upper School are the Form (Y1) and House Advising Systems (Y1–IB2). Advisers are responsible for overseeing the academic as well as the extra-curricular and social development of each student assigned to them; they also provide the main contact between the school and students’ families. In this way, the Form or House Adviser provides academic counselling, especially in the earlier years. Students are encouraged to refer any problems, academic or otherwise, first to their Form or House Adviser. As necessary, the Adviser will draw the student’s teachers and other staff — with specialized knowledge or skills — into the discussion.

THE UNIVERSITY COUNSELLING OFFICE

The University Counselling Office at Upper Canada College is committed to supporting students as they identify and develop their individual passions and strengths and explore how these will shape their post-secondary studies and future careers. It strives to work in close partnership with boys and their parents, recognizing, as psychologist Michael Thompson has pointed out, that this process is about much more than the mechanics of selecting a place of higher education: it is “the most important and difficult transition” in a young person’s life. As such, the primary goal is to encourage young men to develop a useful template for making wise adult decisions, one which recognizes the value of thorough research, honest reflection, and a willingness to follow one’s own path.

Located beside the Student Centre, the University Counselling Office works most closely with students enrolled in the Senior Division, delivering both the Career Studies credit for the Ontario Secondary School Diploma and offering individual support for students in their post-secondary planning. However, boys at all grade levels and their parents are welcome to obtain information about university and career preparation and to receive advice about the application/admission process. The office also provides course selection counselling for those entering Foundation Year and IB1, since subject choices at these grade levels often influence opportunities for study at the post-secondary level.

Boys are assigned to their university counsellor by house. Katherine Ridout (Director of University Counselling) advises boys in Martland’s and McHugh’s. Jane Audet (Associate Director) works with students in Mowbray’s, Orr’s, and Scadding’s. Michelle Carvalho (Associate Director) counsels boys in Bremner’s, Howard’s, and Jackson’s. Boarding students in Seaton’s and Wedd’s are advised by Andrew Turner (Director of Residential Life). To arrange an appointment with your son’s university counsellor, please contact Leigh Berndsen, Coordinator, University Counselling Office at 416-488-1125, ext. 2262 or lberndsen@ucc.on.ca.

THE REGISTRAR’S AND ACADEMIC OFFICE

The Academic Office is located beside the Student Centre and offers a range of services and supports, including:

• Communicating information to students and parents and responding to queries regarding all aspects of the academic program of the Upper School.
• Supervision of all aspects of course selection and course changes.
• Organizing and monitoring the delivery of the IB Diploma Program (excluding Creativity, Action, Service).
• Serving as liaison between UCC and the International Baccalaureate Organization.
• Handling of appeals of final IB results.
• Overseeing all examinations at the Upper School.
• Academic record-keeping, including maintenance of Ontario Student Records for all Upper School students and the production of transcripts for current students and Old Boys.

Any IB-related queries may be directed to Amy Hewson, Administrative Assistant, at 416-488-1125, ext. 2222 or ahewson@ucc.on.ca

Other academic queries, including those related to transcripts, course selection, and course changes, may be directed to Sandra Fulford, Administrative Assistant, at 416-488-1125 ext. 2213 or sfulford@ucc.on.ca

THE WERNHAM WEST CENTRE FOR LEARNING

The Richard Wernham and Julia West Centre for Learning is a school-wide program that helps all boys understand the process of learning and approaches to learning that work for them and helps them develop a “tool kit” of academic and study strategies. The Centre for Learning connects with all boys by:

• Conducting activities, workshops and discussions on wellness, organization, academic reflection, goal-setting and planning;
• Providing various group sessions in the Centre for Learning on exam preparation, test-taking, time-management and study skills at scheduled times throughout the year;
• Encouraging any student to visit the Centre for Learning;
• Planning programs and support for parents to help them understand the many issues around learning styles and differences, with a focus on boys and learning.

The Centre for Learning provides individualized or small group support by:
• Scheduling times for boys in the Intermediate and Senior Divisions to receive small group or individual support;
• Encouraging the Peer Tutoring Program for additional support in content areas;
• Communicating information from a confidential educational evaluation that has been administered by an educational psychologist or other qualified professional. The Centre for Learning encourages parents to share educational evaluations with the school so that information on their son’s learning strengths and learning needs can be shared in a confidential manner with his teachers. Accommodations, such as use of a lap top and additional time, will be arranged in cases where the results of the testing meet the guidelines as set by the College Board and the International Baccalaureate Program. Parents or students with any questions about this process should contact Kathryn Barnes in the Centre for Learning office.
FOR MORE INFORMATION, CONTACT:

Kathryn Barnes, Director of the Wernham West Centre for Learning and Intermediate Division Coordinator, 416-488-1125, Extension 2211, email: kbarnes@ucc.on.ca.

Jody McLean, Senior Coordinator of the Wernham West Centre for Learning, 416-488-1125, Extension 2243, email: jmclean@ucc.on.ca.

THE RICHARD WERNHAM AND JULIA WEST CENTRE FOR LEARNING: TUTORING PROGRAM AND PROCEDURES

The Centre for Learning staff plans and provides programs and support for achieving and maintaining academic success. This is done through a variety of programs for all boys, professional development for faculty and programs for parents. We will also meet with any member of the UCC community to discuss and help individual boys develop study strategies. There are no fees for any of these supports.

In addition, and for an hourly fee that is communicated through the Centre for Learning, tutoring can be arranged. Individualized content or academic coaching, ELL (English Language Learner/Upper School) and specialized reading tutoring (Preparatory School) must be arranged through the Centre for Learning at both the Preparatory and Upper Schools if it is determined that this is in the student’s best interest.

ALL Tutoring on the Upper Canada College campus must be arranged through the Centre for Learning and all tutors who tutor at UCC must agree to only tutor on the Upper Canada College campus and adhere to the locations and hours tutoring may take place. Tutors may be UCC faculty and must follow UCC tutoring policy. They may not tutor any student whom they are presently teaching, or in a subject where they help develop the exam. The times they tutor may not conflict with times they must be available to meet with students they teach. UCC faculty may not provide admissions tutoring to students applying to UCC.

1. HIRING TUTORS:
All tutors must submit a resume and a recent police background check and be interviewed by the Director of the Centre. Prior to a tutor working with students, the Director of the Centre for Learning will review all standards and procedures in the areas of communication and working with students.

2. ARRANGING A TUTOR:
Requests for a tutor should be directed to Julia Rosefield at extension 2242 (jrosefield@ucc.on.ca). Requests for a tutor may be made by a parent, student, subject teacher or the student’s Form Master/House Adviser. The following questions will be asked:

• Are the Form Master/House Adviser and subject teacher aware of the request?
• Is the student fulfilling his responsibility regarding completing homework and assignments?
• Is the student aware of and investigating other supports available within the school regarding attending help sessions, meeting with a member of the Centre for Learning staff or arranging a peer tutor? In the case of ELL and specialized reading support, all students will meet with a member of Centre for Learning staff to determine the type and extent of support needed.
• Is the parent aware that a tutoring fee will be billed to their UCC account?
3. TUTOR RESPONSIBILITIES:
• Arrange times to meet the student on the UCC campus and notify the Centre for Learning about arrangements. The times tutors are able to tutor and spaces in the school where tutoring can take place are clearly stated in the tutor’s agreement with the school and will be shared with parents when tutoring is set up.
• Follow all “Professional Boundaries Guidelines” as determined by Upper Canada College.
• Submit a monthly summary of the student’s progress to the Centre for Learning, which can be made available to the Form Master/House Adviser, subject teacher and the parent.
• Support and reflect the classroom teacher’s goals and objectives.
• Reflect an understanding of the individual learning needs of the student during tutoring sessions.

4. STUDENT RESPONSIBILITIES:
• Continue to meet classroom expectations.
• Be prompt.
• Notify the tutor if unable to attend a session. Students will be billed for sessions they have failed to cancel within four hours of a scheduled session.

5. CENTRE FOR LEARNING RESPONSIBILITIES:
• Assist the tutor in individualizing instruction for the student.
• Arrange for each tutor to have a professional development session where expectations and procedures for tutoring are reviewed.
• Have textbooks and course syllabi available.

THE MACINTOSH LIBRARY

The Macintosh Library is at the heart of the Upper School’s academic program. The Library’s Information Literacy focus is built around three main principles:
• Teaching and instruction in collaboration with faculty;
• Development of the collections to support the curriculum;
• Service to all segments of the UCC community.

EMPHASIS IS ALSO PLACED ON:
• Literacy development;
• Celebration of reading;
• Life-long learning.

The Library maintains an extensive collection of materials, print and electronic, and provides guidance to members of the community in connecting with other library networks such as Toronto Public Library and the University of Toronto Libraries as appropriate. Instruction on effective use of the Internet is also provided, as is guidance on the use of information management tools.

The library program is present in many subject contexts in all grades and is extensively involved in the Extended Essay process in IB1, providing subject-specific workshops and individualized support.
ACADEMIC PERFORMANCE AND MONITORING

Student academic performance is reviewed and communicated formally at scheduled reporting points in October, January, April and June of each year. At other times, teachers will report serious concerns about a student’s performance or conduct to his House Adviser, who will discuss the matter with the student and, as appropriate, inform the parents. Parents should communicate their concerns about their son’s academic progress to his House Adviser, who will draw the student’s teachers and staff into the discussion as required.

In addition to the aid given through the House Adviser, the College also provides a number of other strategies to try to help students throughout the course of their academic program in the Upper School. The various levels of support identified below are offered to students at all grade levels. While not an exhaustive list, these levels do provide a sense of the support process that is usually applied to students who may be experiencing specific struggles within their program of study at the school. The progression of the steps involved in the support process is not necessarily linear, and some students may be identified as requiring available supports at different levels at different times, depending on their specific academic needs.

LEVELS OF ACADEMIC SUPPORT

STAGE 1: IDENTIFICATION OF CONCERNS
• Review of information on student performance (e-mail, Red Rockets, One Page Report, Green Sheets, Teacher Grade Level Meetings)
• Adviser/advisee discussions
• Student support plans

STAGE 2: DEPARTMENTAL SUPPORT
• Designated extra-help sessions (Math clinic, French/Spanish extra help, etc.)
• Specially arranged student/teacher extra-help sessions (before tests, with assignments, etc.)

STAGE 3: SUPPLEMENTARY SUPPORT SERVICES
• Peer tutoring
• After-school support in the Centre for Learning
• Centre for Learning check-in
• Professional tutoring for knowledge gaps (additional fees may be required)
• ELL support
• Educational evaluations (paid for by student’s family)
• Health Centre
• Counselling
• Medical treatment
• Support groups

STAGE 4: UPPER SCHOOL ADMINISTRATION COMMITTEE (USAC) SUPPORTS
• Discussions/recommendations
• Red Rockets
• Centre for Learning information
• Teacher Grade Level Meetings
• Academic status recommendations
• Student support plans
• Advising: Upper School Administration Committee (USAC) member as a Supporting Adviser
STAGE 5: SPECIALIZED SUPPORT FOR BOYS OF CONCERN

- Centre for Learning/parent meetings and Health Centre/parent meetings
- Established plan for detailed working relationship with the Centre for Learning, which may include scheduled/structured spares in the Centre for Learning
- USAC discussions/recommendations
- Established plan for internal/external counselling
- Adjustment of academic program

TEACHER GRADE LEVEL MEETINGS

Teacher Grade Level Meetings represent our grade-wide approach of ongoing monitoring of student performance and success. Teacher Grade Level Meetings are scheduled regularly throughout the year, approximately one every other month, for teachers, advisers and our Centre for Learning professionals. Each meeting is specific to a particular grade level and allows for the sharing of information and focused conversations about individual students. Also discussed are observations regarding trends and concerns at that particular grade level. The purpose of these meetings is to have action-based outcomes. As concerns are raised, strategies to address them are provided and individuals are assigned the responsibility of following up. The support strategies are monitored and amended as necessary by teachers, Advisers and members of the Upper School Administration Committee to the benefit of the student, teachers and the overall school community.

ACADEMIC STATUS

ACADEMIC CONCERN

A student may be placed on Academic Concern when, in the judgment of the College, additional support, monitoring and guidelines are warranted to promote academic responsibility and achievement. Academic Concern status emphasizes the need to address areas of academic weakness and to develop an appropriate plan of action. Parents will be formally notified. A student’s academic performance will be monitored by his House Adviser and the Upper School Administration Committee and reviewed at faculty meetings each term. If significant improvement is attained, Academic Concern status will be removed. If improvement is not observed, however, the student will remain on Academic Concern or, in serious cases, be placed on Academic Probation.

ACADEMIC PROBATION

For failure to respond positively to Academic Concern status, in response to serious academic difficulty, or to signify that his current record of achievement does not meet College standards for promotion to the next grade, a student will be placed on Academic Probation, with clearly stated expectations and requirements for his continued enrolment at the school. Parents will be formally notified. On the recommendation of the Upper School Administration Committee, a student placed on Academic Probation may be removed from co-curricular activities, or in some instances classes, until such time as all
academic requirements have been met. A student on Academic Probation is expected to show improvement in all areas of concern, to abide by any specific terms and conditions of his probationary status, and to meet all academic expectations. His performance will be monitored by his House Adviser and the Upper School Administration Committee and will be reviewed at faculty meetings each term. If significant improvement and consistent commitment are observed, and if the student demonstrates that he is meeting College standards for promotion, Academic Probation will be removed; however, Academic Concern will remain in force. If these standards are not attained, the student may be asked to leave the College.

AMENDMENT TO PROGRAM

In exceptional circumstances, such as the documented identification of a learning disability or a temporary or chronic medical condition, the College may limit a student’s academic program. Not all such needs can be accommodated. In all cases in which amendment of the program is requested, the student and his parents must present full professional documentation of the circumstances and demonstrate that a treatment and support program is both in place and effective. Requests for amendment are handled by the Upper School Administration Committee. In its deliberations, this Committee will identify the specific amendment granted, the responsibilities of the student and his parents, and the role of the College.
PROGRAMS OF STUDY BY SUBJECT AREA

69 ENGLISH
74 MODERN AND CLASSICAL LANGUAGES
88 GEOGRAPHY
94 HISTORY/ECONOMICS/PHILOSOPHY
104 SCIENCE
114 MATHEMATICS
121 COMPUTER SCIENCE
124 VISUAL ARTS
128 MUSIC
134 DRAMATIC ARTS
136 FILM
139 PHYSICAL AND HEALTH EDUCATION
142 THEORY OF KNOWLEDGE
144 EXTENDED ESSAY
146 LEARNING STRATEGIES
The aims of the Year 1, Year 2 and Foundation Year courses offered by the English Department reflect those stated in the Ministry of Education Curriculum Guidelines. Through interaction with their peers and the teacher, students have opportunities to:

- Develop a lifelong love of reading
- Understand and enjoy literature and appreciate its significance in the history of human experience and imagination
- Become aware of themselves as readers and come to realize the worth and uniqueness of their own responses
- Become proficient in the mechanics of language and in the use of oral and written language to think, learn and communicate
- Use language to express and achieve personal, social and career goals
- Understand the role that language, literature and the media play in the exploration of intellectual issues and in the establishment of personal and societal values
- Develop critical skills and use them to respond to ideas communicated through various media
- Prepare for productive community membership by taking personal responsibility for their progress toward self-directed learning
- Discuss ideas, attitudes and feelings expressed in literature, language and the media in order to understand the contribution of individuals and communities to Canada’s multicultural heritage.

### ENGLISH

#### IB SUBJECT GROUP 1

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<thead>
<tr>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>FOUNDATION YEAR</th>
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<td>ENGLISH A SL: LANGUAGE AND LITERATURE ENG4U</td>
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<td>ENGLISH A HL: LANGUAGE AND LITERATURE ENG4U</td>
<td>ENGLISH A HL: LANGUAGE AND LITERATURE ETS4U</td>
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</table>
YEAR 1:

ENGLISH (CORE)

CODE: ENG1D, ENGLISH, GRADE 9, ACADEMIC
PREREQUISITE: NONE

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

The Year 1 English program is sub-divided into four sections: literature, writing, language skills and vocabulary. Core literature includes a novel, several short stories, poetry and a play. Supplementary literature is introduced by teachers as required. Reading is encouraged with a daily 20-minute reading period outside of scheduled class time. On a regular basis, students practice various forms of writing, including narrative pieces, poetry and essays. They generally use word processors to help with the draft-revision process. Core language skills are taught with the aid of written exercises in technical skills (including formal grammar and spelling skills) and with software on the student computer network. Students’ individual weaknesses are addressed by the teacher as part of the writing process. Core vocabulary is drawn from the core literature and from the students’ other Year 1 subjects.

YEAR 2:

ENGLISH (CORE)

CODE: ENG2D, ENGLISH, GRADE 10, ACADEMIC
PREREQUISITE: ENGLISH, GRADE 9, ACADEMIC OR APPLIED

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

In Year 2, the English course reflects the maturing interests of students in four specific strands: literature studies and reading; writing; language; and media. Reading literature such as The Odyssey will inspire students to write in journals, develop new vocabulary and apply themes in contemporary contexts. Students’ analytical and imaginative skills expand as they investigate ways to apply their insights in performance and transfer their knowledge to different genres and media. This course continues to develop a foundation of knowledge and skills necessary for the International Baccalaureate Program.
FOUNDATION YEAR:

ENGLISH (CORE)

**CODE:** ENG3U, ENGLISH, GRADE 11, UNIVERSITY PREPARATION

**PREREQUISITE:** ENGLISH, GRADE 10, ACADEMIC

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

THE WRITER’S CRAFT (ELECTIVE)

**CODE:** EWC4U, THE WRITER’S CRAFT, GRADE 12, UNIVERSITY PREPARATION

**PREREQUISITE:** ENGLISH, GRADE 11, UNIVERSITY PREPARATION

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

IB1 AND IB2:

ENGLISH A: LITERATURE, STANDARD LEVEL

**OSSD OUTCOME:** ENG4U, ENGLISH, GRADE 12, UNIVERSITY PREPARATION

**PREREQUISITE:** ENGLISH, GRADE 11, UNIVERSITY PREPARATION

This course focuses on the intensive study of literary texts that will enable students to deepen their appreciation for this form of artistic expression and to develop their own critical capacity with regard to literature. SL Literature students read 10 works of various genres over two years; two of these are studied in translation. Key approaches include the written analysis of sight passages and oral analysis of familiar works, which are important forms of assessment for both HL and SL students. The Standard Level Literature course is well-suited to students who have demonstrated an interest in the study of poetry, fiction, drama and prose non-fiction, and who wish to develop their analytical skills to a significant degree.
ENGLISH A: LITERATURE, HIGHER LEVEL

**IB OUTCOME:** Group 1 Requirement Satisfied

**OSSD OUTCOME:** ENG4U, ENGLISH, GRADE 12, UNIVERSITY PREPARATION  
**PREREQUISITE:** ENGLISH, GRADE 11, UNIVERSITY PREPARATION, ENG3U

**OSSD OUTCOME:** ETS4U, STUDIES IN LITERATURE, GRADE 12, UNIVERSITY PREPARATION 
**PREREQUISITE:** ENGLISH, GRADE 11, UNIVERSITY PREPARATION

This course focuses on the intensive study of literary texts that will enable students to deepen their appreciation for this form of artistic expression and develop their own critical capacity with regard to literature. HL Literature students read 13 literary works of various genres over the two years of the program. Three of these works are studied in translation. Key approaches include the written analysis of sight passages and oral analysis of familiar works, which are important forms of assessment for both HL and SL students. The Higher Level Literature course is well suited to students who have demonstrated a keen interest in the study of poetry, fiction, drama and prose non-fiction, and who wish to develop their analytical skills to an advanced degree.

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ENGLISH A: LANGUAGE AND LITERATURE, STANDARD LEVEL

**IB OUTCOME:** Group 1 Requirement Satisfied

**OSSD OUTCOME:** ENG4U, ENGLISH, GRADE 12, UNIVERSITY PREPARATION  
**PREREQUISITE:** ENGLISH, GRADE 11, UNIVERSITY PREPARATION

This course encourages the development of the literacy, communication and critical and creative thinking skills necessary for success in academic and daily life. Students analyse a broad range of challenging literary texts, examine language as a construct, and study literary contexts from various periods, countries and cultures. Students also interpret and evaluate informational and graphic texts, and create oral, written and media texts in a variety of forms. An important focus is on using academic language coherently and confidently, selecting the reading strategies best-suited to particular texts and purposes for reading, and developing greater control in writing. The course is intended to prepare students for university. The main difference between Standard Level and Higher Level is the number of works studied. One section of this course is reserved for students who are English language learners.
ENGLISH A: LANGUAGE AND LITERATURE, HIGHER LEVEL

IB OUTCOME: Group 1 Requirement Satisfied

OSSD OUTCOMES: ENG4U, ENGLISH, GRADE 12, UNIVERSITY PREPARATION
PREREQUISITE: ENGLISH, GRADE 11, UNIVERSITY PREPARATION

OSSD OUTCOMES: ETS4U, STUDIES IN LITERATURE, GRADE 12, UNIVERSITY PREPARATION
PREREQUISITE: ENGLISH, GRADE 11, UNIVERSITY PREPARATION

This course encourages the development of the literacy, communication and critical and creative thinking skills necessary for success in academic and daily life. Students analyze a broad range of challenging literary texts, examine language as a construct and study literary contexts from various periods, countries and cultures. Students also interpret and evaluate informational and graphic texts, and create oral, written and media texts in a variety of forms. An important focus is on using academic language coherently and confidently, selecting the reading strategies best-suited to particular texts and purposes for reading, and developing greater control in writing. This course is intended to prepare students for university. Standard and Higher Level differ in the number of works and topics studied and in their assessment criteria. Higher Level English Language and Literature is intended for students who wish to pursue a broadly based and challenging curriculum.
# MODERN AND CLASSICAL LANGUAGES

**IB SUBJECT GROUP 2**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Foundation Year</th>
<th>IB1</th>
<th>IB2</th>
</tr>
</thead>
</table>
| **Core:** French  
FSF1D or FEF1D | Elective: French  
FSF2D or FEF2D | Elective: French  
FSF3U or FEF3U | French Language B SL  
FSF4U | » French Language B SL  
FSF4U |
|  |  |  | French Language B HL  
FSF4U | » French Language B HL  
FEF4U |
|  |  |  | French Language A HL  
FIF4U | » French Language A HL  
FRA4U |
| Elective: Chinese  
LKBBDB | Elective: Chinese  
LKBCUB | Chinese Language B SL  
LKBDUB6 | » Chinese Language B SL  
LKBDUB7 |
|  |  | Chinese Language B HL  
LKBDUB8 | » Chinese Language B HL  
LKBDUB9 |
| Elective: Chinese  
LKBBDA | Elective: Chinese  
LKBCUA | Chinese A SL: Language and Literature  
LKBDUA6 | » Chinese A SL: Language and Literature  
LKBDUA7 |
| Elective: Spanish  
LWSBD | Elective: Spanish  
LWSCU | Spanish Language B SL  
LWSDUB | » Spanish Language B SL  
LWSDUB |
|  |  | Spanish AB Initio SL  
LWSCU | » Spanish AB Initio SL  
LWSCU |
| Elective: Latin  
LVLBD | Elective: Latin  
LVLCU | Latin SL  
LVLDU | » Latin SL  
LVLDU |
The study of additional languages adds to the international dimension of our UCC program. While learning the target language, the student also becomes aware of the similarities and differences between his own culture. This awareness fosters a greater respect for other peoples and the way in which they lead their lives. Through the study of authentic texts, students investigate and reflect on cultural values and behaviours.

The main focus of all language courses is the acquisition and development of language skills through the study and use of a range of written and spoken material. Such materials will extend from everyday oral exchanges to literary texts and should be related to the cultures concerned. This will enable students to develop mastery of language skills as well as intercultural consideration.

Students are carefully counselled as to their language choices. The school offers four language options and strives to provide a suitable challenge for our students. Students may choose to study French, Spanish, Chinese or Latin. Once the student chooses a language that he wants to study, he must be placed at the level that is best suited for him and that will provide an appropriately challenging educational experience. Language teachers will consider the degree to which students are already competent in the language and the degree of proficiency they wish to attain.

**PLACEMENT IN THE UCC FRENCH PROGRAM**

To reflect different levels of background, experience and proficiency in French, we offer two levels within the Y1, Y2 and FY French program – Standard and Enriched. The different language levels allow for students to be placed in an optimal learning environment depending on their language background. The choice is made by the teacher for the next academic year. This is done through a process of consultation with the student and parents that begins in the month of February. All French students, regardless of the level they complete at FY, may choose to continue with French B Standard level or French B Higher level once they begin the Diploma Program.

**YEAR 1:**

**FRENCH**

**CODE:** FSF1D/FEF1D  
GRADE 9, ACADEMIC  
**PREREQUISITE:** MINIMUM OF 600 HOURS OF FRENCH INSTRUCTION OR EQUIVALENT OR PLACEMENT TEST  

**STANDARD FRENCH (FSF1D)**  
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 be given frequent opportunities to speak in French. These oral activities will encourage students to use simple sentences that effectively communicate their ideas. Although students will be given an opportunity to prepare at home, they will be mostly evaluated on their ability to perform spontaneously in class.

At the heart of the program, students are encouraged to become risk takers and feel comfortable with spontaneous performances. They are encouraged to be open-minded and aware of different cultural perspectives within the francophone world. The program fosters a genuine curiosity about how different cultural groups live and the values they may have.

**ENRICHED FRENCH (FEF1D)**

This course provides opportunities for students to speak and interact in French in a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Extended French program. They will develop their creative and critical thinking skills through independently responding to and interacting with a variety of oral and written texts. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

The Enriched program reviews the same grammar, vocabulary and cultural content as the Standard course. The instructor will challenge students with more difficult reading texts and writing tasks. The course is designed for strong language students with an extensive background in French. These students have a solid foundation in grammar and excellent vocabulary acquisition skills. They can demonstrate good fluency and superior French language accuracy. They will develop their creative and critical skills by independently responding to and interacting with a variety of authentic oral and written texts. The enriched French students will write a different exam from the Standard students and as a result will receive the Extended French credit.

**YEAR 2:**

**FRENCH (ELECTIVE)**

**CODE: FSF2D/FEF2D**

**GRADE 10, ACADEMIC**

**PREREQUISITE:** FSF1D, FEF1D, CORE FRENCH, GRADE 9, ACADEMIC OR APPLIED OR PLACEMENT TEST

**STANDARD FRENCH (FSF2D)**

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.

This course enables students to continue to develop communication skills in French within an international Francophone cultural context. The program continues to develop a good understanding of grammar concepts and to develop effective vocabulary acquisition skills. As students build up a vocabulary and grammatical foundation, they will be encouraged to write a variety of different writing tasks such as a diary, an email or an article. They will be able to write simple sentences and organize them into a coherent message using accurate grammar and vocabulary. While being introduced to more
advanced reading strategies, students will continue to develop skills that will allow them to demonstrate a good understanding of authentic texts written within the Francophone culture.

Students will continue to build up their oral conversation skills and will use simple sentences that effectively communicate their ideas in a variety of different oral activities. Although students will be given an opportunity to prepare at home, they will be mostly evaluated on their ability to perform spontaneously in class.

At the heart of the program, students are encouraged to become risk takers and feel comfortable with spontaneous performances. They are encouraged to be open-minded and aware of different cultural perspectives within the francophone world. The program fosters a genuine curiosity about how different cultural groups live and the values they may have.

ENRICHED FRENCH (FEF2D)
This course provides extensive opportunities for students to use their communication skills in French and to apply language learning strategies. Students will develop their skills in listening, speaking, reading, and writing by responding to and interacting with French oral and written texts in a variety of real-life contexts, using their creative and critical thinking skills to explore and evaluate information and ideas in the texts. Students will increase their knowledge of the French language through the study of French authors. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

The Enriched program reviews the same grammar, vocabulary and cultural content as the Standard French course. The instructor will challenge the students with more difficult reading texts and writing tasks. The course is designed for strong language students with an extensive background in French. These students have a solid foundation in grammar and excellent vocabulary acquisition skills. They can demonstrate good fluency and superior French language accuracy. The enriched French students will write a different exam from the Standard French students and as a result will receive the Extended French credit.

FOUNDATION YEAR:

FRENCH (ELECTIVE)

CODE: FSF3U/FEF3U
GRADE 11, ACADEMIC
PREREQUISITE: FSF2D, FEF2D, FRENCH, GRADE 10, ACADEMIC OR PLACEMENT TEST

STANDARD FRENCH (FSF3U)
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.

This course enables students to continue to develop communication skills in French within an international francophone cultural context. The program continues to develop a good understanding of grammar concepts and to develop effective vocabulary acquisition skills. As students build up a vocabulary and grammatical foundation, they will be encouraged to expand their repertoire of writing techniques. In addition to the informal letter and diary formats, they will also learn how to write articles, editorials and formal letters. They will learn
to become more aware of audience and register as they write. More attention will be given to editing and the application of basic grammar and vocabulary skills during the writing process. Students will be introduced to IB interactive reading tasks as a preparation for the IB program. They will be given authentic texts that represent different aspects of the Francophonie. There will be a focus on deepening their understanding and appreciation of the cultural diversity of the francophone world.

Students will be given an opportunity to communicate information and ideas orally, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience. Although students will be given an opportunity to prepare at home, they will be mostly evaluated on their ability to perform spontaneously.

At the heart of the program, students are encouraged to become risk takers and feel comfortable with spontaneous performances. They are encouraged to be open-minded and aware of different cultural perspectives within the francophone world. The program fosters a genuine curiosity about how different cultural groups live and the values that may have.

**ENRICHED FRENCH (FEF3U)**

This course provides opportunities for students to communicate about concrete and abstract topics in various situations. Students will consolidate and refine their skills in listening, speaking, reading, and writing by applying language learning strategies, as well as creative and critical thinking skills, in a variety of real-life contexts. Students will develop their knowledge of the French language through the study of contemporary French authors and well-known French European authors. They will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

The Enriched program reviews the same grammar, vocabulary and cultural content as the Core and Advanced course. The instructor will challenge the students with more difficult reading texts and writing tasks. The course is designed for strong language students with an extensive background in French. These students have a solid foundation in grammar and excellent vocabulary acquisition skills. They can demonstrate good fluency and superior French language accuracy. The enriched French students will write a different exam from the Standard French students and as a result will be receiving the Extended French credit.

**IB1 AND IB2:**

**FRENCH LANGUAGE A: LANGUAGE AND LITERATURE, HIGHER LEVEL (ELECTIVE)**

**IB OUTCOME:** Group 1 Requirement Satisfied

**OSSD OUTCOME: FIF4U**

GRADE 12, UNIVERSITY PREPARATION

**PREREQUISITE:** FIF3U, FRENCH, GRADE 11, UNIVERSITY PREPARATION, OR PLACEMENT TEST

**OSSD OUTCOME: FRA4U**

GRADE 12, UNIVERSITY PREPARATION

**PREREQUISITE:** FRA3U, FRENCH, GRADE 11, UNIVERSITY PREPARATION, OR PLACEMENT TEST

The French A: Language and Literature course is offered to students who have completed their education in a French-speaking school, located in a French-speaking community.

This course encourages the development of literacy, communication and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a broad range
of challenging literary texts, examine language as a construct, and study literary contexts from various periods, countries and cultures. Students will also 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 purposes for reading, and developing greater control in writing.

The main focus of this course is on French acquisition through the study and use of a range of written and spoken material. The language learning will be at the core of a cultural framework defined by a multi-cultural French-speaking public. Students will continue working on developing language accuracy skills and expanding their writing techniques and reading skills. They will also be encouraged to develop an appreciation and a respect for different perspectives of people from other cultures. The program is divided into three fundamental skill sets, which extends from a solid knowledge of grammar and vocabulary. The interactive reading requires students to use cultural context and cultural knowledge to determine the meaning of the text. Writing tasks will require students to not only demonstrate good language accuracy, but also a sensitivity to writing for different types of publics and in different registers. Finally, there will be an oral production that focuses on the spontaneous participation of the student in a conversation with a group or a single person.

The study of French helps the student experience more directly the international dimension of the Diploma Program. Intercultural understanding is a major cohesive element of the syllabus. While learning French, the student becomes aware of the similarities and differences between his own cultures and those of the target culture. In order to reach this goal, students will be exposed to material that reflect 8 major themes: communication and media; global issues; social relationships; cultural diversity; customs and traditions; health; leisure and science and technology.
FRENCH LANGUAGE B, HIGHER LEVEL (ELECTIVE)

IB OUTCOME: Group 2 Requirement Satisfied

OSSD OUTCOME: FSF4U
GRADE 12, UNIVERSITY PREPARATION
PREREQUISITE: FSF3U, FEF3U, FRENCH, GRADE 11, UNIVERSITY PREPARATION

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

French Language B (HL), which builds on the foundation of FSF3U/A or FEF3U, is a pre-university course, and is intended both for those who plan to continue the study of French or whose interest in literature and in the francophone culture is strong. Emphasis on the development of the four basic skills (aural comprehension, oral expression, reading and writing) continues, as well as the study of novels, plays and films. This course is communicative in nature, in that it focuses principally on interaction between speakers and on writers of the French language. French Language B is designed to extend students’ knowledge and appreciation of the French language and culture, and to contribute to their intellectual development and academic preparation. At the end of this course students achieve a very high level of proficiency in reading, writing and speaking.

YEAR 2:

CHINESE (ELECTIVE)

CODE: LKBDBB/LKBDDA, INTERNATIONAL LANGUAGES, LEVEL 1, ACADEMIC
PREREQUISITE: PLACEMENT TEST

LKBDBB (SECOND LANGUAGE)
This course is for students who have basic Chinese language skills. It provides students with opportunities to further develop their knowledge of grammatical structures and vocabulary. Students will develop and apply their speaking skills in a variety of contexts, and they will read age- and language-appropriate passages, respond to simple questions on a variety of topics and write answers using basic structures and vocabulary. The Chinese culture will be also explored throughout the year.

This course will be conducted in Chinese and English.

LKBDDA (NATIVE OR NEAR NATIVE)
This course is communicative in nature in that it focuses principally on interaction between speakers and writers of the Chinese language.

Students will be exposed to material that reflects 8 major themes, and two literary works. At the end of this course students achieve a very high level of proficiency in reading, writing and speaking.
FOUNDATION YEAR:

CHINESE (ELECTIVE)

CODE: LKBCUB/LKBCUA, INTERNATIONAL LANGUAGES, LEVEL 2, UNIVERSITY PREPARATION
PREREQUISITE: LKBBDB/LKBBDA OR PLACEMENT TEST

LKBCUB (SECOND LANGUAGE)
In order to take this Chinese B Standard Level pre-IB program, the students must have successfully completed the preliminary year of Chinese in Year 2 or have the equivalent language level. This course offers students opportunities to further develop their knowledge of the language and to enhance their communication skills. Students will use increasingly sophisticated language in a variety of activities that will enable them to speak and write with clarity and accuracy. All activities will focus equally on the four basic skills. Students will also continue to explore aspects of the culture of countries where Chinese is spoken through a variety of print and technological resources. Throughout the year, every attempt will be made to prepare the students to meet the demands of the final two years of the IB Chinese B SL program.

This course will be conducted in Chinese with some explanations in English.

LKBCUA (NATIVE OR NEAR NATIVE)
This course encourages the development of the literacy, communication and critical and creative thinking skills necessary for success in academic and daily life. Students analyze a broad range of challenging literary texts, examine language as a construct, and study literary contexts from various periods, countries and cultures. Students also interpret and evaluate informational and graphic texts, and create oral, written and media texts in a variety of forms. An important focus is on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and purposes for reading, and developing greater control in writing.

This course is offered to students who have completed their education in a Chinese speaking school.

IB1 AND IB2:

CHINESE A: LANGUAGE AND LITERATURE, STANDARD LEVEL (ELECTIVE)

IB OUTCOME: Group 1 Requirement Satisfied

OSSD OUTCOME: LKBDU, INTERNATIONAL LANGUAGES, LEVEL 3, UNIVERSITY PREPARATION
PREREQUISITE: LKBCUA OR PLACEMENT TEST

This course encourages the development of the literacy, communication and critical and creative thinking skills necessary for success in academic and daily life. Students analyze a broad range of challenging literary texts, examine language as a construct, and study literary contexts from various periods, countries and cultures. Students also interpret and evaluate informational and graphic texts, and create oral, written and media texts in a variety of forms. An important focus is on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and purposes for reading, and developing greater control in writing.

The Chinese A: Language and Literature course is offered to students who have completed their education in a Chinese speaking school. Placement in the course is determined by the instructor.
CHINESE LANGUAGE B, STANDARD LEVEL (ELECTIVE)

**IB OUTCOME:** Group 2 Requirement Satisfied

**OSSD OUTCOME:** LKBDU, INTERNATIONAL LANGUAGES, LEVEL 3, UNIVERSITY PREPARATION

**PREREQUISITE:** LKBCUB OR PLACEMENT TEST

In order to take this Chinese B Standard Level IB program, the students must have successfully completed the preliminary year of Chinese in Foundation Year or have the equivalent language level. This is a pre-university course and is intended both for those who plan to continue the study of Chinese and for those who will pursue other areas of study. The course is communicative in nature in that it focuses principally on interaction between speakers and writers of the Chinese language. All activities will focus equally on the four basic skills. Students will also have opportunities to add to their knowledge of the culture of countries where Chinese is spoken through the use of community resources and computer technology.

The language of instruction will be Chinese.

CHINESE LANGUAGE B, HIGHER LEVEL (ELECTIVE)

**IB OUTCOME:** Group 2 Requirement Satisfied

**OSSD OUTCOME:** LKBDU, INTERNATIONAL LANGUAGES, LEVEL 3, UNIVERSITY PREPARATION

**PREREQUISITE:** LKBCU OR PLACEMENT TEST

This is a pre-university course and is intended both for those who plan to continue the study of Chinese and for those who will pursue other areas of study. The course is communicative in nature in that it focuses principally on interaction between speakers and writers of the Chinese language. Students will be exposed to material that reflects 8 major themes, and two literary works. At the end of this course students achieve a very high level of proficiency in reading, writing and speaking.

Placement in the course is determined by the instructor.
YEAR 2:

SPANISH (ELECTIVE)

**CODE:** LWSBD, INTERNATIONAL LANGUAGES, LEVEL 1, ACADEMIC
**PREREQUISITE:** NONE

This course provides students with the basic language elements that will enable them to begin to communicate in Spanish. The four skills of reading, listening, writing and speaking will be developed as much as possible. Students will be exposed to a wide variety of contextual situations which will help them to acquire a rudimentary vocabulary. By the end of this introductory course, it is expected that they will be able to read language-appropriate passages, respond to simple questions on a variety of topics and write answers using basic structures and vocabulary. Throughout the year, the culture of the various Spanish-speaking regions will be explored.

FOUNDATION YEAR:

SPANISH (ELECTIVE)

**CODE:** LWSCU, INTERNATIONAL LANGUAGES, LEVEL 2, ACADEMIC
**PREREQUISITE:** LWSBD

This course continues the work begun in Year 2. It emphasizes the further development of the students’ knowledge of more advanced grammatical structures and vocabulary. We continue to emphasize the four skills of reading, listening, writing and speaking. It is expected that by the end of the course, students will have begun to express themselves in the target language in a variety of contexts, and will respond orally and in writing to a range of stimuli. They will be required to read texts drawn from various sources. At the same time they will develop their oral fluency through oral presentations and discussions. Throughout the year, every attempt will be made to prepare the students to meet the demands of the final two years of the Spanish program.
IB1 AND IB2:

SPANISH LANGUAGE B, STANDARD LEVEL (ELECTIVE)

IB OUTCOME: Group 2 Requirement Satisfied
OSSD OUTCOME: LWSDU, INTERNATIONAL LANGUAGES, LEVEL 3, UNIVERSITY PREPARATION
PREREQUISITE: LWSCU

Spanish Language B (SL) builds on the foundation of LWSBD. This is a pre-university course and is intended both for those who plan to continue the study of Spanish and for those who will pursue other areas of study. The course is communicative in nature in that it focuses principally on interaction between speakers and writers of the Spanish language. The language of instruction will be Spanish. All activities will focus equally on the four basic skills. Regular conversation classes will also be a component of this course.

In addition, students will read intensively and extensively: a novel, poetry and a play.

SPANISH AB INITIO, STANDARD LEVEL (ELECTIVE)

IB OUTCOME: Group 2 Requirement Satisfied
OSSD OUTCOME: LWSCU, INTERNATIONAL LANGUAGES, LEVEL 2, UNIVERSITY PREPARATION
SCHOOL RECOMMENDED PREREQUISITE: NO PREVIOUS KNOWLEDGE OF THE LANGUAGE. REQUIRES PERMISSION OF THE ACADEMIC DEAN.

The ab initio Spanish program is designed to be studied over two years at the Standard Level by students who have no previous experience of learning Spanish.

The ab initio program is communicative in that it focuses principally on interaction between speakers and writers of Spanish.

The aims of the program are to develop students’ abilities to communicate in speech and in writing, to introduce students to the culture of Spanish-speaking countries, to provide students with a foundation for further study of Spanish, and to encourage positive attitudes towards the learning of other languages.

The four language skills will be integrated as far as possible in all learning activities. There will be a variety of oral/aural activities (individually, in pairs and in small groups) as well as a number of reading/writing tasks using authentic materials. Spanish grammar and vocabulary will be taught at a rapid pace. Students will be assessed on all four skills throughout the program and for examination purposes.

It is important to note that a student who is performing at a satisfactory level in French is advised to continue in that language rather than opt for Spanish. The ab initio course is an intensive two-year program and should not be perceived as an easier route to fulfilling the IB Language B requirement. This is a grade 11 credit for OSSD.
This course introduces students to the achievements of the classical world through the study of Latin. Students will learn vocabulary and grammar essential for reading and translating classical texts. English is the language of instruction. Through a variety of enrichment activities, such as presentations, dramatic dialogues and stories set in contexts, students will explore such aspects of life in the ancient world as trade, commerce, education, entertainment and social customs, while improving their language skills.

Students will embark on an imaginative engagement with the Roman world through an introduction to its language and culture. Latin is studied for the sake of its rigour and logic, and the Latin roots of English, French and Spanish are explored. The textbooks, *Cambridge Latin Course, Units One and Two*, are built around a narrative detailing the life of citizens living during the first century of the Common Era in Pompeii, Britain and Egypt. It is based closely on historical sources that help students to develop an understanding of multi-cultural groups living collectively within the Roman Empire. The study of Classical civilizations and culture is a rewarding aspect of the course, as students recognize the indelible impression it has had on modern society. The course emphasizes many important grammatical connections with English, a subject that Latin complements and helps remarkably.

The central purpose of the course is to enable the students to begin to read Latin with understanding and enjoyment, and to prepare them for reading Latin literature without adaptation in later years.
IB1 AND IB2:

LATIN, STANDARD LEVEL

IB OUTCOME: Group 2 Requirement Satisfied

OSSD OUTCOME: LVLDU, CLASSICAL LANGUAGES, LEVEL 3, UNIVERSITY PREPARATION
PREREQUISITE: CLASSICAL LANGUAGE, LEVEL 2, UNIVERSITY PREPARATION

Please see list below for Required Standard Level Latin Readings.

This course provides students with opportunities to further develop their knowledge of the achievements of the ancient world through the study of Latin. Students will read and translate a broad selection of classical prose and poetry and will learn the vocabulary and grammar essential for these activities. English is the language of instruction.

Through a variety of enrichment activities, such as seminars, poetic readings and research assignments, students will explore elements of ancient civilizations, including literature, politics, mythology and religion.

A significant part of the course includes the development of English commentary and essay writing skills in response to the critical analysis of Roman epic and poetry. These commentaries give students a literary, cultural and historical appreciation for ancient texts.

Throughout this course, students will review and learn the advanced vocabulary and grammar concepts required to read unabridged Latin texts successfully. These readings will include selections in Latin from Virgil’s Roman epic, The Aeneid, Ovid’s Metamorphoses and selected Elegiac and Lyric Poetry (Catullus & Propertius). They will also further develop their sight translation skills with readings in Ovid.

Finally, students will complete an Internal Assessment in the form of a Research Dossier. This dossier is an annotated collection of primary source materials relating to a topic of a student’s interest in Roman history, literature, language, religion, mythology, art, or archaeology.

REQUIRED STANDARD LEVEL LATIN READINGS:

2. Roman Epic: Selected lines from Virgil’s Aeneid.
INTERNATIONAL LANGUAGES, STANDARD LEVEL

IB OUTCOME: Group 1 (Bilingual Diploma) or Group 2 Requirement Satisfied

OSSD OUTCOME: LBADU-LDYDU, INTERNATIONAL LANGUAGES, UNIVERSITY PREPARATION

PREREQUISITE: LANGUAGE PLACEMENT TEST

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

Students interested in pursuing another language option to develop their linguistic diversity, special interest or development of their language background (mother tongue) should speak to their university counsellor. These courses would be offered outside of the student’s schedule. The school will hire a qualified instructor who will be supported by the school in order to deliver the IB Language A or B program. The student will cover the additional costs of this course. All student successfully completing a second Language A course within the Diploma Program will graduate with an IB Bilingual Diploma.
GEOGRAPHY
IB SUBJECT GROUP 3

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The interaction of environment, culture, population and location lies at the heart of Geography. This definition implies a need for knowledge about the earth — knowledge about the ways in which humans use the earth's resources and skills to recognize, describe and explain the spatial patterns that result from the interaction of people and their environment.

Although we must identify and analyze many separate parts of the environment, we must do so from a global perspective. To accomplish this, we must have reference points to give meaning and value both to the composite parts and to the integrated whole.

IN GEOGRAPHY, STUDENTS ARE GIVEN OPPORTUNITIES TO:

- Develop an understanding of their surroundings and extend their knowledge and understanding of other peoples and environments
- Investigate similarities and differences on the Earth's surface, ways in which people have adapted to and modified environments, and the influences of the environments on social, political and economic activities
- Understand the significance of such key concepts as location, spatial interaction, pattern and human environment interactions regarding the use of environments and the organization of human activities
- Develop and enhance their communication skills in written and graphic forms
- Examine, reaffirm or revise their own attitudes toward issues related to the human use of the environment
- Develop a range of skills and competencies that are required for geographical inquiry and that are widely applicable in other contexts
Year 1:

Issues in Canadian Geography (Core)

GEOGRAPHY OF CANADA

Code: CGC1D, Issues in Canadian Geography, Grade 9, Academic
Prerequisite: None

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

In general, geography is about determining the significance of “place” as it relates to the natural environment, the human environment, and interaction within and between them. To investigate geographic issues, students must analyze the influence and interrelationships that give a place its distinctive characteristics and thus spatial importance. Geographic analysis also requires an investigation of the economic, environmental, social, and political perspectives that relate to an issue. The application of the concepts of geographic thinking, spatial skills, and the use of field studies are central to the geographic inquiry process and the learning of geography.

Year 2:

Regional Geography of Asia

Code: CGD3M, Regional Geography Asia, Grade 11, University/College Preparation
Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied

This course explores interrelationships between the land and people in 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.
In this course, students will explore physical processes related to the earth’s water, land, and air. They will investigate how these processes shape the planet’s natural characteristics and affect human systems, how they are involved in the creation of natural disasters, and how they influence the impacts of human disasters. Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process and use spatial technologies to analyse these processes, make predictions related to natural disasters, and assess ways of responding to them.

One of the core themes in this course consists of an introduction to geographic inquiry and basic field methods. Students are introduced to field methodologies, including: research design, data collection and analysis in the context of group and individual research projects. This helps students prepare for the IB internal assessment and potential careers in civil and environmental engineering, environmental planning, land science and resource management.

This course provides a foundation for students who are considering a career involving computer-based spatial technologies. Students will analyse and propose solutions to real-life issues related to spatial organization, such as determining transportation routes, appropriate locations for community services, or potential conservation and preservation areas. Students will extend their ability to use geographic information systems (GIS), global positioning systems (GPS), and remote sensing to create maps, charts and graphs. Throughout the course, students will apply the concepts to geographic thinking and the geographic inquiry process to investigate various issues related to spatial organization.
IB1 AND IB2:

GEOGRAPHY, STANDARD LEVEL

IB OUTCOME: Group 3 Requirement Satisfied

OSSD OUTCOME: CGW4U, WORLD ISSUES: A GEOGRAPHIC ANALYSIS, GRADE 12, UNIVERSITY PREPARATION
PREREQUISITE: ANY UNIVERSITY OR UNIVERSITY/COLLEGE PREPARATION COURSE IN CANADIAN AND WORLD STUDIES, ENGLISH OR SOCIAL SCIENCES AND HUMANITIES

IB1-YEAR 1

CORE THEME: PATTERNS AND CHANGE
The core theme provides an overview of the geographic foundation for the key global issues of our times. The purpose is to provide a broad factual and conceptual introduction to each topic and to the United Nations’ Millennium Development Goals (MDGs), in particular those concerning poverty reduction, gender equality, improvements in health and education and environmental sustainability. An evaluation of the progress made towards meeting these goals is also provided.

The core theme also develops knowledge of the likely causes and impacts of global climate change, a major contemporary issue of immense international significance. An understanding of this issue is the fundamental basis for the section on patterns in environmental quality and sustainability.

FRESHWATER—ISSUES AND CONFLICTS
This theme focuses on water on the land as a scarce resource. It considers the ways in which humans respond to the challenges of managing the quantity and quality of freshwater, as well as the consequences (whether intended or unintended, positive or negative) of management. The theme includes both the physical geography of freshwater (basic hydrology and floods) and human impacts on water quality.

IB2-YEAR 2

HAZARDS AND DISASTERS—RISK ASSESSMENT AND RESPONSE
Environmental hazards exist at the interface between physical geography and human geography. Natural hazard events are often exacerbated by human actions, although conversely, human-induced hazard events are also affected by natural environmental conditions. The principles involved in studying natural hazards are identical to those involved in studying human-induced hazards.

The focus of this theme is on the full range of human adjustments and responses to hazards and disasters at a variety of scales. The term “natural disaster” is deliberately avoided in this theme because it is not considered to be an accurate reflection of the multitude of underlying reasons that expose people to risk and subsequently create the pre-conditions necessary for a disaster to occur.

In studying this theme, students are expected to examine the following four hazards: Earthquakes, Hurricanes (tropical cyclones, typhoons), Droughts and any one recent human-induced (technological) hazard resulting in an explosion or escape of hazardous material.
IB1-YEAR 1

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The core theme provides an overview of the geographic foundation for the key global issues of our times. The purpose is to provide a broad factual and conceptual introduction to each topic and to the United Nations’ Millennium Development Goals (MDGs), in particular those concerning poverty reduction, gender equality, improvements in health and education and environmental sustainability. An evaluation of the progress made towards meeting these goals is also provided.

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URBAN ENVIRONMENTS
This theme considers cities as places of intense social interaction and as focal points of production, wealth generation and consumption. They exhibit diversity in patterns of wealth and deprivation, which can result in conflict. Transport improvements have led to rapid growth and shifts in population and economic activities, producing stresses and challenges for planners.

The theme also considers issues of sustainability where the city is regarded as a system with inputs and outputs that need to be managed to minimize environmental impacts.

It also recognizes that cities and towns may share common characteristics and processes irrespective of the national level of economic development.

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GLOBAL INTERACTIONS (HL)
The study of global interactions in this syllabus has a broader perspective than a more conventional study of globalization that emphasizes a linear process involving the domination and the imposition of western culture on the world. In the context of this syllabus, global interaction suggests a two-way and complex process whereby cultural traits and commodities may be adopted, adapted or resisted by societies. The process is neither inevitable nor universal.

The HL extension theme focuses on the global interactions, flows and exchanges arising from the disparities that exist between places. It presents important and contestable geographic issues of change in space and time for the HL student to question.
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History at UCC is approached as “a way of learning.” To study history is to embark on a voyage of discovery, to seek in many ways to advance beyond the limitations and preoccupations of the present. Only by exploring the human experience in the past can we see how and why society changes and develop a sense of perspective on where we are heading in the 21st century.

Our primary aim as a department is to help produce students who are informed, critically aware and ready to address the problems and challenges of our present age. In their history courses, students learn that facts and content are the raw materials and that learning how to tackle issues and problems is the real value of historical study.

As part of the core curriculum in Year 2, the history program aims to introduce students to the skills of the historian and social scientists, to develop a Canadian historical perspective and to acquire a sense of Canada’s role in the global community. Students can then branch out into foundation courses in world history and American history. Throughout the program, we aim to spark and to sustain student interest in the critical issues of our time.

The multifaceted and multidimensional tools of information technology are methodically used in the Department to supplement both modern and traditional forms of pedagogical instruction.

Additionally, in most courses, students are provided with digital packages of supplementary material. These packages are designed to ensure that students receive an overview of the lessons and skills covered within a given unit and course materials are current and topical to obviate the need for purchasing supplementary textbooks.

YEAR 1:

CIVICS (CORE)

**CODE: CHV20, CIVICS AND CITIZENSHIP, GRADE 10, OPEN**

**PREREQUISITE: NONE**

**0.5 CREDIT**

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

In each unit, students are encouraged to think critically and to develop both written and oral skills. Harkness Table discussions, regular written reflections on key issues of the day, and a major research project on an area of personal passion are designed to complement and reinforce social science skills. Each student will participate in a project that gets him actively involved in his community and reflecting on the impact of his engagement.
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.

Canadians today are faced with critical challenges and issues that have roots in our nation’s past. This course builds upon and further develops knowledge and skills acquired in students’ previous studies of life and society in 19th century Canada. It is designed to help students comprehend key ideas, issues, personalities and events in 20th and 21st century Canada. It strives to promote understanding of the feelings, values and aspirations that have given meaning to Canadians’ lives in the past and continue to do so in the present. It also encourages students to look beyond Canada to concerns of international significance and to begin to develop a sense of global awareness and responsibility.

The course is organized around the five strands prescribed by the Ministry of Education: Communities (national and local); Change and Continuity; Citizenship and Heritage; Social, Economic and Political Structures; and Methods of Historical Inquiry. In addition, the curriculum is intended to develop sensitivity to regional, ethnic, class and gender dynamics.

This course provides a solid foundation for the skills that students will need to succeed in the history program at Upper Canada College. It gives students structured opportunities to locate, select, organize and evaluate information from a variety of primary and secondary sources. Critical thinking skills are enhanced through assignments that teach the students to recognize and formulate well-constructed arguments. The development of oral and written communication skills is a priority, and particular attention is paid to discussion and note-taking skills.

Through this course, it is hoped that students will gain new insights into contemporary Canada, learn more about their rights and responsibilities as Canadian citizens, and be better prepared to play a role in shaping the future of Canada and the world.
FOUNDATION YEAR:

WORLD HISTORY TO THE END OF THE 15TH CENTURY (ELECTIVE)

CODE: CHW3M, WORLD HISTORY TO THE END OF THE 15TH CENTURY, GRADE 11, UNIVERSITY/COLLEGE PREPARATION
PREREQUISITE: CANADIAN HISTORY SINCE WORLD WAR I, GRADE 10, ACADEMIC OR APPLIED

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.

Citizenship in the “global village” begins with an understanding of the roots of the modern world, probed in this history of humanity from the earliest beginnings of civilization to the end of the 15th century. Students analyze the development and structure of selected societies and eras, from the Ancient World to the Renaissance. Particular emphasis will be placed on the origins and expansion of divergent world views and on the cultural and political traditions which form the foundations and conflicts of the modern age.

In each unit, students are encouraged to think critically and to develop and refine both written and oral communication skills. Essay writing exercises, document analysis, research projects, seminar presentations and other collaborative projects are designed to complement tests and examinations. The course provides students with the skills and grounding required to undertake senior courses in the IB History program.
AMERICAN HISTORY (ELECTIVE)

**CODE:** CHA3U, AMERICAN HISTORY, GRADE 11, UNIVERSITY PREPARATION
**PREREQUISITE:** CANADIAN HISTORY SINCE WORLD WAR I, GRADE 10, ACADEMIC OR APPLIED

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.

How did the United States emerge as the dominant political, economic and cultural force in the world today? For students with a keen interest in our neighbour to the south and in modern history in general, this course provides an opportunity to study a number of critical issues — race, gender, class, sectionalism and foreign expansion — that have dominated America’s past and will influence its future. Using a variety of sources — including art, film, architecture, music and primary documents — we will attempt to explore the dimensions of social, political, economic, military and cultural history in an American context and examine issues of diversity and identity that have influenced the country’s social and political formation. The implications of America’s expansion into a global superpower will also be considered. Students will be asked to regularly draw connections between past and present and analyze current events in the context of their newly acquired historical knowledge. The course follows a broadly chronological approach, beginning with European-native contact in the 17th century and concluding with an examination of contemporary America.

In each unit, students are encouraged to think critically to determine causal relations and evaluate multiple historical perspectives as well as present their own points of view, developing and refining both written and oral communication skills. Short written analysis of primary and secondary sources, formal and informal debates, historical simulations, an argumentative research essay and seminars are designed to complement tests and examinations in facilitating this process.

The course has been designed to provide students with the skills and content required to undertake the International Baccalaureate History program.
IB1 AND IB2:

**HISTORY: REGIONAL OPTION EUROPE, HIGHER LEVEL (ELECTIVE)**

**IB OUTCOME:** Group 3 Requirement Satisfied

**OSSD OUTCOME:** CHY4U, WORLD HISTORY, GRADE 12, UNIVERSITY PREPARATION

**PREREQUISITE:** ANY UNIVERSITY OR UNIVERSITY/COLLEGE PREPARATION COURSE IN CANADIAN AND WORLD STUDIES, ENGLISH OR SOCIAL SCIENCES AND HUMANITIES

**SCHOOL RECOMMENDED PREREQUISITE:** CHA3U OR CHW3M

Europe, some say, has been eclipsed by the rise of new nations and supplanted by the economic power of other regions of the globe. Nonetheless, the ideas and ideologies of Europe from the Age of Enlightenment to the present have been transplanted — for better or worse — around the world, so much so that even in this era of relative demise, we are witness, one could argue, to the Europeanization of the world. The study of European history, then, retains its relevance and urgency for all students who seek to understand the world in this century. This course focuses on the main themes and issues of European history from 1450 to the present. Emphasis is placed on the interplay of ideas, movements, culture and conflicts that have shaped the history of Europe in the Modern Age, and whose reverberations have been felt around the globe. Major units of study include: 19th century nationalism and unification movements; statecraft and the two world wars; the crisis of democracy and the rise of totalitarianism in Western Europe and Russia; and the Cold War.

The teaching methodologies are designed to allow broad and in-depth coverage of topic content and to develop critical thinking, analytical reading, essay writing and oral presentation skills necessary for success in both the IB and in university study. In class, students focus on building a narrative and analytical framework of events, developing an understanding of the content and reliability of primary documents, and exploring key issues through the study of relevant historiography. The major research and writing project, the Internal Assessment, develops independent skills of research, analyzing, synthesizing, and communicating information.

The course prepares students to take the three final examination papers in IB Higher Level History: Paper I, a document-based exercise, and Papers II and III, essay questions on 20th-century history and the European region respectively. Guided coursework will also be completed. Students may choose to prepare their Extended Essay in History from topics related to this course.
HISTORY: REGIONAL OPTION
AMERICAS, HIGHER LEVEL (ELECTIVE)

IB OUTCOME: Group 3 Requirement Satisfied

OSSD OUTCOME: CHY4U, WORLD HISTORY, GRADE 12, UNIVERSITY PREPARATION
PREREQUISITE: ANY UNIVERSITY OR UNIVERSITY/COLLEGE PREPARATION COURSE IN CANADIAN AND WORLD STUDIES, ENGLISH OR SOCIAL SCIENCES AND HUMANITIES

SCHOOL RECOMMENDED PREREQUISITE: CHA3U OR CHW3M

OSSD OUTCOME: CHT3O, WORLD HISTORY SINCE 1900, GLOBAL AND REGIONAL, INTERACTIONS, GRADE 11, OPEN
PREREQUISITE: CANADIAN HISTORY SINCE WORLD WAR I, GRADE 10, ACADEMIC OR APPLIED
SCHOOL RECOMMENDED PREREQUISITE: CHA3U OR CHW3M

This course focuses on the history of the nations of the Western Hemisphere providing students with a dual perspective: an in-depth, chronological study of one region of the world, and a broad comparative analysis of many countries’ responses to the forces and personalities of the 20th Century. To many, the term “Americas” means the United States only, but as used in the context of this course, “Americas” will include Canada, the Caribbean, Latin America and the United States. The course has as among its key objectives the critical study of the discipline of history - its specific methodologies as they relate to the selection, analysis and interpretation of historical data. Studying history at this level will require students to develop an appreciation of the often divergent approaches adopted by historians in conducting historical research, the conflicting interpretative outcomes they reach and the forces which shape their scholarship. Students engage in a wide variety of learning approaches, including seminars, role play activities, document analysis and independent and group investigation.

The course prepares students to take the three final examination papers in IB Higher Level History: Paper I, a document-based exercise; and Papers II and III, essay questions on 20th century world history and the Americas region respectively. Guided coursework will also be completed. Students may choose to prepare their Extended Essay in History from topics related to this course.

YEAR 1
This course investigates the connections between nations from the 1880s to 1930s. By examining key events, students will learn about the interaction between the emerging West and other regions of the world, and about the development of modern social, political and economic systems across the Americas. They will use critical thinking and communication skills to investigate the historical roots of contemporary issues and present their conclusions, with a particular emphasis on the role of the Americas. Major units of study include: The Emergence of the Americas as a Global Power, The Mexican Revolution, WWII, The Post-War Peace Agreements and the Great Depression.

YEAR 2
Students will focus on a number of selected topics in twentieth century history. Topics to be covered will include: an in-depth study of the rise and rule of single-party states, which in our case will be Adolf Hitler and Fidel Castro, WWII and the impact of the Cold War on global history and American and Canadian foreign policy, 1945-1995. Students will also conduct research — Historical Investigation — into a topic, which connects with the core areas of study in the course. In keeping with the overall aims of the IB program, the course seeks to “develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world” - IB learner profile.
IB1 AND IB2:

ECONOMICS, STANDARD LEVEL

IB OUTCOME: Group 3 Requirement Satisfied

OSSD OUTCOME: CIA4U, ANALYZING CURRENT ECONOMIC ISSUES, GRADE 12, UNIVERSITY PREPARATION
PREREQUISITE: ANY UNIVERSITY OR UNIVERSITY/COLLEGE PREPARATION COURSE IN CANADIAN AND WORLD STUDIES, ENGLISH OR SOCIAL SCIENCES AND HUMANITIES

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

The International Baccalaureate Economics program is resolutely international in outlook. This is manifested in several ways, with a strong emphasis on international economic relationships and comparisons (international trade and economic development and growth). National economies are becoming more “open,” making them more vulnerable but creating new opportunities for greater economic well-being. The IB encourages students to consider the consequences of economic change in an international context. It is expected that students will develop a coherent view of the evolution of the world economy and the place of their own nation within it. Comparative economic analysis occupies a vital role in the program. The other components of the Standard Level program are as follows: micro- and macro-economics; supply and demand; theory of the firm; national income analysis; monetarist/Keynesian view; inflation; unemployment; supply side economic policies; international trade (protectionism, tariffs, quotas, exchange rates, etc.); economic development; and growth (sources, barriers, growth strategies).

Standard Level Economics is seen as a general introduction to the subject. It introduces students to the use of basic tools of economic reasoning. It provides an understanding of major contemporary economic problems through examples drawn from various existing economic situations. This introduction is particularly important to those who intend to study Social Sciences.

AIMS OF THE PROGRAM:

• Disciplined skills of economic reasoning
• An ability to apply the tools of economic analysis to situations and data, and to explain the findings clearly
• An understanding of how individuals and societies organize themselves in the pursuit of economic objectives
• An ability to evaluate economic theories, concepts, situations and data in an objective fashion
• International perspectives that feature a tolerance and understanding of the diversity of economic realities in which individuals and societies function.
The International Baccalaureate Economics program is resolutely international in outlook. This is manifested in several ways, with a strong emphasis on international economic relationships and comparisons (international trade and economic development and growth). National economies are becoming more “open,” making them more vulnerable but creating new opportunities for greater economic well-being. The IB encourages students to consider the consequences of economic change in an international context. It is expected that students will develop a coherent view of the evolution of the world economy and the place of their own nation within it. Comparative economic analysis occupies a vital role in the program. The other components of the Higher Level program are as follows: micro- and macro-economics; supply and demand; theory of the firm; national income analysis; monetarist/Keynesian view; inflation; unemployment; supply side economic policies; international trade (protectionism, tariffs, quotas, exchange rates, etc.); economic development; and growth (sources, barriers, growth strategies).

Aims of the Program:

- Disciplined skills of economic reasoning
- An ability to apply the tools of economic analysis to situations and data, and to explain the findings clearly
- An understanding of how individuals and societies organize themselves in the pursuit of economic objectives
- An ability to evaluate economic theories, concepts, situations and data in an objective fashion
- International perspectives that feature a tolerance and understanding of the diversity of economic realities in which individuals and societies function.

Year 1

This course examines the changing Canadian economy and helps students develop an understanding of their own role as economic agents. Students will apply economic models and concepts to assess the roles of the various stakeholders in the Canadian economy and analyze the interactions among them. Students will consider the economic behaviour of the individual as consumer, contributor and citizen in a mixed economy and will apply economic inquiry, critical thinking and communication skills to make and defend informed economic decisions.

Year 2

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

IB OUTCOME: Group 3 Requirement Satisfied

OSSD OUTCOME: HZB3M, PHILOSOPHY: THE BIG QUESTIONS, GRADE 11, UNIVERSITY/COLLEGE PREPARATION
PREREQUISITE: NONE

OSSD OUTCOME: HZT4U, PHILOSOPHY: QUESTIONS AND THEORIES, GRADE 12, UNIVERSITY PREPARATION
PREREQUISITE: ANY UNIVERSITY OR UNIVERSITY/COLLEGE PREPARATION COURSE IN SOCIAL SCIENCES AND HUMANITIES, ENGLISH OR CANADIAN AND WORLD STUDIES

To live alone one must be a beast or a god, says Aristotle. Leaving out the third case: one must be both — a philosopher.
– Friedrich Nietzsche, Twilight of the Idols

This course addresses the main areas of philosophy - metaphysics, epistemology, ethics, political philosophy, and aesthetics – in terms of both history and practice. Students will explore fundamental questions concerning the nature of reality, the conditions of existence, our knowledge of the self, our ethical values, the possibility of a truly just state, and the definition of beauty. In addition to studying major philosophical texts from the ancient Greeks to the present day, students will consider how those lessons of the past can be applied to issues arising in society today, including those that result from increasing international interaction and rapidly changing technology.

The central theme of the course is the study of the nature of personhood, the self, and personal identity. This investigation includes all of the implications of being a rational, thoughtful, and moral person who acts alone and with others in a variety of social, cultural, and institutional settings.

The emphasis is on doing philosophy, which requires intellectual rigour, an open and critical mind, and the willingness to try to understand a variety of views about how the world works. Students are challenged to confront the nature and origins of their own biases and the truth-claims of others. They will learn critical reading and thinking skills, the main ideas of philosophers from a variety of the world's traditions, how to develop and explain their own philosophical ideas in both written and oral form, and how to apply those ideas to contemporary social issues and personal experiences.

As part of their internal assessment, students are required to write commentaries on major texts such as Plato’s Republic and Descartes’ Meditations, as well as present their own philosophical dialogues. They will complete research projects on a broad range of philosophical issues and philosophers, write a major essay that considers the philosophical import of a non-philosophical material (e.g. a film, novel, painting, etc.), and write essay-based exams.
## SCIENCE
### IB SUBJECT GROUP 4

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**IB SUBJECT GROUP 4**

- **SCIENCE:**
  - **SNC1D**
  - **SNC2D**
- **ELECTIVES:**
  - INTRO BIOLOGY SBI3U
  - INTRO CHEMISTRY SCH3U
  - INTRO PHYSICS SPH3U
- **Environmental Systems SL CGR4M** (IB SUBJECT GROUP 3 OR 4)
- **Sports, Exercise and Health Science SL PSK4U**
- **Biology SL SBI4U**
- **Biology HL SBI4U**
- **Chemistry SL SCH4U**
- **Chemistry HL SCH4U**
- **Physics SL SPH4U**
- **Physics HL SPH4U**
The goals of the Science program are to:

• Provide opportunities for scientific study and creativity within a global context that will stimulate and challenge students
• Provide a body of knowledge, methods and techniques that characterize science and technology
• Enable students to apply and use a body of knowledge, methods and techniques that characterize science and technology
• Help students develop an ability to analyze, evaluate and synthesize scientific information
• Engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities
• Help students develop experimental and investigative scientific skills
• Help students develop and apply their information and communication technology skills in the study of science
• Raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
• Help students develop an appreciation of the possibilities and limitations associated with science and scientists
• Encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

Through studying any of the subjects within the science department, students become aware of how scientists work and communicate with each other (locally and globally). While the “scientific method” may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that distinguishes the subjects within the science department from other disciplines and characterizes each of the subjects within science. The students develop cooperative and collaborative skills through their experimental work.

The core science courses in the Intermediate Division (Year One and Year Two) are structured to develop fundamental scientific processes through an exposure to the disciplines of biology, chemistry, physics and environmental science. At the same time, the relationship between the disciplines and their relationship to technology and the global society are developed. The science courses within the Senior Division, starting in the Foundation Year, are designed to develop the higher cognitive domains and begin the more detailed study of each discipline. All courses are designed to be hands-on in approach so that students can develop the manual and technological skills pertinent to each discipline. The student’s ability to work independently is fostered through research papers and projects.
YEAR 1:

SCIENCE (CORE)

CODE: SNC1D, SCIENCE
GRADE 9, ACADEMIC
PREREQUISITE: NONE

This course enables students to develop their understanding of basic concepts in biology, chemistry, physics, earth and space science, 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.

YEAR 2:

SCIENCE (CORE)

CODE: SNC2D, SCIENCE
GRADE 10, ACADEMIC
PREREQUISITE: SCIENCE, GRADE 9, ACADEMIC

This course enables students to enhance their understanding of concepts in biology, chemistry, physics, earth and space science, and to relate science to 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.

FOUNDATION YEAR:

BIOLOGY (CORE)

CODE: SBI3U, BIOLOGY
GRADE 11, UNIVERSITY PREPARATION
PREREQUISITE: SCIENCE, GRADE 10, ACADEMIC

This course is a prerequisite for Standard and Higher Level Biology and is a recommended alternative prerequisite for the Standard Level Environmental Systems course.

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.

Students will design and perform experiments using safe laboratory practices to investigate processes and structures such as metabolism, microscopy, variation, and physiology. At the end of the course, students will be able to write laboratory reports, present and analyze data, and critically evaluate experimental designs based on the experimental outcomes. In addition, careers in the Natural Sciences will be identified and described related to the subject area under study, such as the modern role and practical use of taxonomy during the study of the diversity of living things.
CHEMISTRY (CORE)

**CODE: SCH3U, CHEMISTRY**
GRADE 11, UNIVERSITY PREPARATION
PREREQUISITE: SCIENCE, GRADE 10, ACADEMIC

This course is a prerequisite for the Standard Level and Higher Level Chemistry courses, and a recommended alternative prerequisite for the Standard Level Environmental Systems course. It is also recommended for those who wish to take Higher Level Biology.

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.

Students have many opportunities to hone laboratory skills, such as safe and controlled experimental design, thorough data collection, proper data processing, appropriate presentation of quantitative results, writing valid conclusions and identifying sources of experimental error.

PHYSICS (CORE)

**CODE: SPH3U, PHYSICS**
GRADE 11, UNIVERSITY PREPARATION
PREREQUISITE: SCIENCE, GRADE 10, ACADEMIC

This course is a prerequisite for the Standard Level Physics and Higher Level Physics courses, and it is a recommended alternative prerequisite for the Standard Level Environmental Systems course. It is complementary to Foundation Year Chemistry (SCH3U).

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.

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

Environmental Systems and Societies is a transdisciplinary (groups 3 and 4), Standard Level-only course, and is broadly based on the former Environmental Systems course. However, because it is transdisciplinary, it places greater emphasis on human attitudes to the environment and on the inter-relationships between the natural environment and human activities. Because the course is transdisciplinary, it offers students greater flexibility in their choice of subjects to study as part of their diploma. The course satisfies the requirements for both hexagon groups 3 and 4, leaving students the opportunity to study another subject from any group of the hexagon, including another subject from groups 3 or 4.

In order to take this course, students must have successfully completed at least one of the prerequisite courses SBI3U, SCH3U or SPH3U, or one of their equivalents. The Environmental Systems course investigates and describes the characteristics of the natural environment from the standpoint of the common principles that operate in all ecological systems. These principles, when applied to specific environments, lead to an understanding of environmental issues. Human interaction with the functioning of ecosystems in the pursuit of resource exploitation and development is considered. While analysis of the factors involved is important to a scientific understanding of the environment, the course stresses the synthetic and holistic approach which is needed for sensible management of environmental issues.

An emphasis is placed on regional and/or local studies in helping to derive important principles. Field and practical studies make a major contribution to the appreciation of these principles.
SPORTS, EXERCISE AND HEALTH SCIENCE, STANDARD LEVEL

IB OUTCOME: Group 4 Requirement Satisfied

OSSD OUTCOME: PSK4U, INTRODUCTORY KINESIOLOGY, GRADE 12, UNIVERSITY PREPARATION
PREREQUISITE: ANY GRADE 11 UNIVERSITY OR UNIVERSITY/COLLEGE PREPARATION COURSE IN SCIENCE, OR ANY GRADE 11 OR 12 COURSE IN HEALTH AND PHYSICAL EDUCATION

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

Sports, Exercise and Health Science (SEHS) incorporates the disciplines of anatomy, physiology, biomechanics, psychology, and nutrition, all of which are studied within the context of human performance and health. Emphasis will be placed on relating these topics to global issues as well as to daily life, and on developing skills in the areas of experimentation, research, critical thinking and analysis. Ethical and political issues within the world of sport are also explored.

Students should be aware that SEHS would not be acceptable as a prerequisite for some university Science programs and may not be considered a laboratory science by some US colleges. A suitable course choice for students not considering the university science track, this course will give students exposure to university choices such as Kinesiology, Human Kinetics, Sports and Business Administration, Health Studies, Physical and Health Education and Nutrition.
BIOLOGY, STANDARD LEVEL

IB OUTCOME: Group 4 Requirement Satisfied

OSSD OUTCOME: SBI4U, BIOLOGY, GRADE 12, UNIVERSITY PREPARATION
PREREQUISITE: BIOLOGY, GRADE 11, UNIVERSITY PREPARATION

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

The Standard Level Biology course provides students with the opportunity for a broad study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the topics of statistical analysis, cells, the chemistry of life, genetics, ecology and evolution, human health and physiology. These topics are connected through the four themes that run throughout the course: structure and function; universality vs. diversity; equilibrium within systems; and evolution.

In order to take this course, students must have successfully complete the prerequisite SBI3U or its equivalent. The Standard Level course provides a firm basis for university work in the sciences. However, a student wishing to major in biology, the life sciences or medicine should select Higher Level Biology. Emphasis at the Standard Level is placed on the application of the course material to everyday life, along with the social implications of biology through the topics covered. Lab work is also emphasized and the strengths and limitations of experimental sciences are explored.

BIOLOGY, HIGHER LEVEL

IB OUTCOME: Group 4 Requirement Satisfied

OSSD OUTCOME: SBI4U, BIOLOGY, GRADE 12, UNIVERSITY PREPARATION
PREREQUISITE: BIOLOGY, GRADE 11, UNIVERSITY PREPARATION

YEAR 1
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.

YEAR 2
This course enables students, including those who do not intend to pursue science-related programs at the post-secondary level, to further develop their understanding of science and its technological applications. Students will explore a range of topics, including: plant structure and growth; pathogens and disease; a comprehensive study of the different systems in humans, including the immune, circulatory, respiratory, reproductive, digestive, endocrine and nervous systems. Emphasis will be placed on relating these topics to global issues as well as to daily life, and on developing skills in the areas of experimentation, research, critical thinking and analysis.
In order to take this course, students must have successfully completed the prerequisite course SBI3U or its equivalent. The course builds on the foundation of SBI3U.

Both the content and level of the Higher Level program are designed to provide sound preparation for college/university courses requiring a biological qualification (biology, biochemistry, medicine, pharmacy, dentistry, agriculture). Emphasis is placed on the development of biological theories and experiments used to illustrate and support those theories.

### CHEMISTRY, STANDARD LEVEL

**IB OUTCOME:** Group 4 Requirement Satisfied  
**OSSD OUTCOME:** SCH4U, CHEMISTRY, GRADE 12, UNIVERSITY PREPARATION  
**PREREQUISITE:** CHEMISTRY, GRADE 11, UNIVERSITY PREPARATION

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

In order to take this course, students must have successfully completed the prerequisite SCH3U or its equivalent. This course builds on the foundation of SCH3U. It provides a firm basis for university work in the sciences. However, students wishing to major in science, medicine or engineering programs at university should consider Higher Level Chemistry.

Emphasis in Standard Level Chemistry is placed on: the understanding of the facts, principles and concepts of chemistry; the data on which the knowledge is based; the limitations of the scientific knowledge; and the impact chemistry has on society. Laboratory safety, sound practical work and appropriate record-keeping are emphasized throughout the course. These principles are practiced in the study of the following topics: stoichiometry; atomic theory; periodicity; chemical bonding; states of matter; energetics; kinetics; equilibrium; acids and bases; oxidation and reduction; and organic chemistry.

### CHEMISTRY, HIGHER LEVEL

**IB OUTCOME:** Group 4 Requirement Satisfied  
**OSSD OUTCOME:** SCH4U, CHEMISTRY, GRADE 12, UNIVERSITY PREPARATION  
**PREREQUISITE:** CHEMISTRY, GRADE 11, UNIVERSITY PREPARATION

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

The course builds on the foundation of SCH3U. Experience has shown us that there is a strong correlation between success in the Higher Level Chemistry course and success in the prerequisite. Higher Level
Chemistry enables students to deepen their understanding of chemistry through the study of organic chemistry, energy changes and rates of reaction, chemical systems and equilibrium, electrochemistry, and atomic and molecular structure. Students will further develop problem-solving and laboratory skills as they investigate chemical processes, at the same time refining their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in daily life and the nature of science.

Higher Level Chemistry provides a firm basis for university work in the sciences. Students wishing to major in science, medicine or engineering programs at university should select this course. Directed and independent laboratory work is a major component of the course, and emphasis is placed on the intellectual challenge of developing coherent theories that are based on experimental data. Laboratory safety, sound practical work and appropriate record-keeping are also emphasized throughout the course. These principles are practiced in the study of the following topics: stoichiometric relationships; measurement and data processing; atomic structure; the periodic table; structure and chemical bonding; energetics; kinetics; equilibrium; redox processes; acids and bases; and organic chemistry. In addition, another unit will be delivered from a choice of options. The optional topics include biochemistry; materials science; energy; and medicinal chemistry.

**PHYSICS, STANDARD LEVEL**

**IB OUTCOME:** Group 4 Requirement Satisfied

**OSSD OUTCOME:** SPH4U, PHYSICS, GRADE 12, UNIVERSITY PREPARATION

**PREREQUISITE:** PHYSICS, GRADE 11, UNIVERSITY PREPARATION

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

In order to take this course, students must have successfully completed SPH3U or its equivalent. The Standard Level Physics course is a survey of physics as it applies to modern industry and a technologically developing society. The following topics are covered: kinematics; dynamics; energy; wave motion and light; electricity and magnetism; and models and properties of the atom. Nuclear physics, astrophysics and particle physics and climate change round out the modern physics topics. Emphasis is placed on developing research, reading and writing skills as they pertain to science.
The Standard Level course provides a firm basis for university work in the sciences. However, a student wishing to major in physics or engineering should select Higher Level Physics. Emphasis at the Standard Level is placed on the application of the course material to everyday life, along with the social implications of physics through the topics covered.

PHYSICS, HIGHER LEVEL

IB OUTCOME: Group 4 Requirement Satisfied

OSSD OUTCOME: SPH4U, PHYSICS, GRADE 12, UNIVERSITY PREPARATION

PREREQUISITE: GRADE 11, UNIVERSITY PREPARATION

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

In order to take this course, students must have successfully completed the prerequisite course SPH3U or its equivalent. The course builds on the foundation of SPH3U.

The Higher Level Physics course is an intensive course in general physics. At the end of the Higher Level course, a student will be well prepared for a college or university program of study, not only in the sciences and engineering, but also in a variety of fields where problem solving and analytical skills are needed. This course meets university program requirements for physics, dentistry, physical geography, physical education, physical therapy, pharmacy, architecture and veterinary medicine. The options lead either to a deeper understanding of the fundamental parts of physics or discussions of some of its technique-oriented applications. Directed and independent laboratory work are major components of the course and are used as a basis for formulating, testing and evaluating theories and for problem solving. These skills are developed using the topics of mechanics, molecular behaviour, waves and light, electricity and magnetism, and atomic and nuclear physics.
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To accommodate different learning styles and skill levels, the mathematics courses are offered at several levels. Pre-IB students are placed in their level by their current mathematics teacher, by the teachers at the Prep or after an assessment by the Department of Mathematics.

STANDARD LEVEL STREAM
The Mathematics Department seeks to instill in students the ability to present their ideas, both orally and on paper, in a logical, rational way so that a competent reader can fully understand those ideas and subsequent results. The mental discipline and rigour required to accomplish this task is excellent preparation for most professions and for future study in all disciplines.

HIGHER LEVEL STREAM
Students who intend to study mathematics at university are exposed to an enriched syllabus that encourages considerable mathematical thinking rather than factual recall of theorems and processes. These courses offered in the pre-IB years emphasize problem solving, the development of critical thinking skills and preparation for mathematical contests and competitions.

A student who selects the Higher Level option is expected to: be self-motivated and self-confident in new mathematical situations; operate at an accelerated pace; and to learn rapidly, easily and with less repetition. The student is expected to have the ability: to think flexibly with economy of thought; to quickly grasp underlying mathematical principles; to argue, reason and question using logical connectives; to take different approaches to solving problems; and to make generalizations.

IB1 & IB2: THREE OPTIONS
1. Mathematical Studies in which students receive 1 mathematics credit: Data Management.
2. Standard Level Mathematics in which students receive 2 mathematics credits: Advanced Functions & Calculus and Vectors.
3. Higher Level Mathematics in which students receive the 3 mathematics credits: Advanced Functions, Calculus and Vectors, and Data Management credits.

Mathematical Studies is suitable for the student with a wide range of abilities. This course is appropriate for the student who does not require an Advanced Functions or Calculus credit as a prerequisite for university admission, but who may need some statistics for the Humanities.

Standard Level Mathematics is suitable for the student who is likely to study chemistry, biology, business, engineering, social sciences or economics at university.

Higher Level Mathematics is suitable for the student who is likely to study mathematics, sciences, engineering or computer science at the university level. Students not entering these programs but who are able to do so may also choose this course. A mark of 65% or higher in MCR3UH is normally recommended to take this course, but a student from MCR3UM may do so with strong success (90% +) and the permission of the Mathematics Department. Students in the Higher Level Program also have the option of writing the AP Calculus (AB or BC) in May of their IB1 year. Further Mathematics (HL) is also an option for some exceptional students. Please inquire with the Department Chair if interested learning more about Further Mathematics.

CALCULATORS
Each student is required to have a graphic display calculator for the IB examinations. The Mathematics Department strongly recommends the use of a TI-83, TI-83+, TI-84+ or TI-Nspire (NOT CAS version) graphics calculator for all of its courses. Please feel free to ask your son’s teacher if you are unsure which calculator to purchase.
YEAR 1:

PRINCIPLES OF MATHEMATICS 9

CODE: MPM1D OR MPM1DE, PRINCIPLES OF MATHEMATICS, GRADE 9, ACADEMIC
PREREQUISITE: NONE

This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, 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.

This course consolidates the concepts taught in Forms 3 to 7. It reviews a number of topics and introduces some new areas of study. Students learn through practical and theoretical activities. Topics include: integers; rational numbers; algebraic expressions; solving algebraic equations; exponents; ratios; rate and proportion; polynomials; statistics; probability; deduction; graphing; linear functions; volume and surface area of regular solids; circle geometry; properties of plane figures; problem solving; and the Pascal and Gauss math contests. This course will continue to emphasize problem solving, real-life applications and the use of technology.

Students entering the Upper School will be placed in MPM1DE based on the recommendations of the Preparatory School Mathematics Department. In the case of new boys, decisions will be based on a placement test. Students in MPM1D and MPM1DE will write the same final examination based on the MPM1D curriculum.

Students in the enriched course will follow a problem-based learning program in which concepts are taught through problems themselves. This is a more student-centered program, which is based on the work of Phillips Exeter Academy. The focus of the course is to have students learn the mathematics through the discussion of problems both with their teacher and fellow students.

YEAR 2:

PRINCIPLES OF MATHEMATICS 10

CODE: MPM2D OR MPM2DE, PRINCIPLES OF MATHEMATICS, GRADE 10, ACADEMIC
PREREQUISITE: MPM1D OR MPM1DE

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.

Students in the enriched course will continue to learn via the problem-based learning program as described in Year One. This is a more student-centered program, which is based on the work of Phillips Exeter Academy. The focus of the course is to have the students learn the mathematics through the discussion of
problems both with their teacher and fellow students. Students will be placed in MPM2DE based on the recommendation of their mathematics teacher. If a student was in MPM1DE, a mark of over 70% is recommended to continue at this level. If a student was in MPM1D, a mark of over 90% is recommended, as well as a strong performance on the Pascal mathematics contest the boys write in February of each year. Students in MPM2D and MPM2DE will write the same final exam based on the MPM2D curriculum.

FOUNDATION YEAR:

FUNCTIONS 11, STANDARD LEVEL

**CODE:** MCR3UM, FUNCTIONS, GRADE 11, UNIVERSITY PREPARATION
**PREREQUISITE:** MPM2D OR MPM2DE

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.

MCR3UM is suitable for students proceeding to Standard Level Mathematics or Mathematical Studies.

FUNCTIONS 11, HIGHER LEVEL

**CODE:** MCR3U(H), FUNCTIONS, GRADE 11, UNIVERSITY PREPARATION
**PREREQUISITE:** MPM2DE OR PERMISSION OF MATHEMATICS DEPARTMENT

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.

The primary goal of the MCR3UH course is to prepare students for the Higher Level program in IB. Topics covered in MCR3UH are similar to those in MCR3UM, but are studied in greater depth. Extensions to core topics together with optional topics, such as complex numbers or the remainder theorem, are included at the discretion of the department. More attention will be given to the nature of proof and its presentation. A minimum mark of 70% in MPM2DE is recommended in order to take this course. Students currently enrolled in MPM2D may apply to the Mathematics Department if they wish to take this course. Students in MCR3UH will write the same examination as the students in MCR3U, based on the MCR3U curriculum.

MCR3UH is suitable for students proceeding to Standard Level Mathematics or to Higher Level Mathematics.
IB1 AND IB2:

MATHEMATICAL STUDIES, STANDARD LEVEL

**IB OUTCOME:** Group 5 Requirement Satisfied

**OSSD OUTCOME:** MDM4U, MATHEMATICS OF DATA MANAGEMENT, GRADE 12, UNIVERSITY PREPARATION

**PREREQUISITE:** MCR3UM OR MCR3UH

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.

Mathematical Studies is suitable for the student with a wide range of abilities. Students who take this course should not need the Advanced Functions and Calculus courses as prerequisites for their program at university.

MATHEMATICS, STANDARD LEVEL

**IB OUTCOME:** Group 5 Requirement Satisfied

**OSSD OUTCOME:** MHF4U, ADVANCED FUNCTIONS, GRADE 12, UNIVERSITY PREPARATION

**PREREQUISITE:** MCR3UM OR MCR3UH

**OSSD OUTCOME:** MCV4U, CALCULUS AND VECTORS, GRADE 12, UNIVERSITY PREPARATION

**PREREQUISITE:** MHF4UM

**YEAR 1**

This course extends students’ experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.
YEAR 2
This course builds on students’ previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course. Note: The new Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).

Standard Level Mathematics is intended for students who require the Calculus and Vectors course as a prerequisite for a university program, and who are likely to study chemistry, biology, engineering, business, social sciences or economics at university.

MATHEMATICS, HIGHER LEVEL

IB OUTCOME: Group 5 Requirement Satisfied

OSSD OUTCOME: MHF4U + MDM4U, ADVANCED FUNCTIONS AND DATA MANAGEMENT, GRADE 12, UNIVERSITY PREPARATION
PREREQUISITE: MCR3U(H) (OVER 65%) OR MCR3U WITH PERMISSION OF MATHEMATICS DEPARTMENT

OSSD OUTCOME: MCV4U, CALCULUS & VECTORS, GRADE 12, UNIVERSITY PREPARATION
CO-/PREREQUISITE: MHF4UH

YEAR 1
This course extends students’ experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.
YEAR 2
In the second year of the program students solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space;

In addition, this course broadens students’ understanding of mathematics as it relates to managing information. Students will: apply methods for organizing large amounts of information; apply counting techniques, probability and statistics in modelling and solving problems; and carry out a culminating project that integrates the expectations of the course and encourages perseverance and independence. These outcomes satisfy the Data Management credit.

This course builds on students’ previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course. Note: The new Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).

Higher Level Mathematics is intended for students who require the Calculus and Vectors course as a prerequisite for a university program, and who are likely to study mathematics, sciences, engineering or computer science at the university level. A mark of 70% or higher in MCR3UH is normally recommended to take this course, but a student from MCR3UM may do so with strong success (90% +), and the permission of the Mathematics Department.
The Computer Science Department offers a progression of courses with an emphasis on problem solving (individual work) and project development (team work). Today’s students have had digital technology at arm’s reach their entire lives, but have not necessarily been exposed to the breadth and depth of the effect of digital computers on the evolution of business, industry, interpersonal communication and society in general. Our emphasis is less on keystrokes and mouse clicks, and more on the development of ideas and algorithms to meet evolving communication and computational needs. The global connectivity provided by computer technology necessarily puts students enrolled in computer courses in an international context, thus fostering international-mindedness on many levels.

Our goal is that students both understand the historical development of technology and the technological culture, as well as possess a strong set of skills in the design, programming and day-to-day use of digital devices, systems and networks. UCC computer science courses have the reputation of being both rigorous and rewarding. Our courses focus a little more on software development than hardware at this point. All learning in computer science courses is hands-on and activity-based. Thus, the students will gain the confidence and competence to deal with the broad range of computer technologies found around the world today.

Important Note: It is recommended that students who intend to go into computer science or engineering programs at university should take both ICS3U and ICS4U. These courses provide exposure to computer science in the two years prior to the IB years in a hands-on and age-appropriate way. The ICS4U course involves a high degree of mathematical rigour (but the ICS3U prerequisite does not).
YEAR 2:

INTRODUCTION TO COMPUTER STUDIES

**CODE:** ICS2O, INTRODUCTION TO COMPUTER STUDIES, GRADE 10, OPEN  
**PREREQUISITE:** NONE

This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers.

FOUNDATION YEAR:

COMPUTER SCIENCE

**CODE:** ICS4U, COMPUTER SCIENCE, GRADE 12, UNIVERSITY PREPARATION  
**PREREQUISITE:** ICS3U, INTRODUCTION TO COMPUTER SCIENCE, GRADE 11, UNIVERSITY PREPARATION

**OFFERED IN FOUNDATION YEAR**  
Special Note: This course is recommended for students who are considering going into computer science or engineering at university. This course involves substantial mathematical skill and rigour.

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

CODE: BTA3O, INFORMATION AND COMMUNICATION TECHNOLOGY: THE DIGITAL ENVIRONMENT, GRADE 11, OPEN
PREREQUISITE: NONE

OFFERED IN FOUNDATION YEAR
This course prepares students for the digital environment. Using a hands-on approach, students will further develop information and communication technology skills through the use of common business software applications. The concept and operation of e-business will be explored, and students will design and create an e-business website. The skills developed in this course will prepare students for success in the workplace and/or post-secondary studies.
The Art Department offers students a challenging and flexible program that is innovative but also rooted in historical precedents. The curriculum includes the study of a rich variety of Western, non-Western and indigenous artistic practices and traditions, both ancient and contemporary. Studio projects, research and sketchbook assignments and the study of art history and theory accord with Ontario Ministry of Education and IB guidelines, affording students a comprehensive preparation for university level work.

We also provide students with a classroom/studio environment that fosters inventive thinking, independence of expression, reflective assessment of creative processes and products, and an appreciation for different points of view. We try to help our students use their increasing understanding of the world, together with their own growing self-understanding, to produce art that manifests their own world views authentically and coherently.

**OVERALL CURRICULUM EXPECTATIONS:**

1. **Creating and Presenting:** Applying the creative process is a necessary part of designing and producing original art works. Students use the stages of the creative process to generate ideas for planning, producing and presenting works of art. They explore technologies and the elements and principles of design to create art works for a variety of purposes. Throughout, they document their approach in a portfolio, which they can use to reflect on the effectiveness of their use of the creative process.

2. **Reflecting, Responding and Analyzing:** Through the critical analysis process, students interpret and assess the effectiveness of their own and others’ art works. By learning how art works reflect both social and personal values, students develop a deeper understanding of themselves, past and present societies, and the communities in which they live.

3. **Foundations:** In this strand, students develop their understanding of conventions, techniques and processes that people use to produce visual art works. They develop the vocabulary necessary for describing and evaluating their own and others’ art works. This strand also introduces students to responsible practices associated with visual arts, such as the importance of health and safety practices and respect for their environment.
YEAR 1:

VISUAL ARTS (CORE)

**CODE:** AVI1O, VISUAL ARTS, GRADE 9, OPEN
**PREREQUISITE:** NONE

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

YEAR 2:

VISUAL ARTS (ELECTIVE)

**CODE:** AVI2O, VISUAL ARTS, GRADE 10, OPEN
**PREREQUISITE:** NONE

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

FOUNDATION YEAR:

VISUAL ARTS (ELECTIVE)

**CODE:** AVI3M, VISUAL ARTS, GRADE 11, UNIVERSITY/COLLEGE PREPARATION
**PREREQUISITE:** VISUAL ARTS, GRADE 9 OR 10, OPEN

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).

IB1 AND IB2:

VISUAL ARTS, STANDARD LEVEL

**IB OUTCOME:** Group 6 Requirement Satisfied

**OSSD OUTCOME:** AVI4M, VISUAL ARTS, GRADE 12, UNIVERSITY/COLLEGE PREPARATION

**PREREQUISITE:** VISUAL ARTS, GRADE 11, UNIVERSITY/COLLEGE PREPARATION

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.

IB1 and IB2 Standard Level and Higher Level Art are both studio courses, differing only in the number of class hours and some of the assignments required. Through an emphasis on theoretical practice, art-making practice, and curatorial practice, the IB Diploma Program in Visual Arts encourages students to challenge their own creative and cultural expectations and boundaries. Students develop analytical skills in problem-solving and divergent thinking while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course encourages students to actively explore the visual arts within and across a variety of local, regional, national, international and intercultural contexts. Through inquiry, investigation, reflection and creative application, visual arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture.

VISUAL ARTS, HIGHER LEVEL

**IB OUTCOME:** Group 6 Requirement Satisfied

**OSSD OUTCOME:** AVI4M, VISUAL ARTS, GRADE 12, UNIVERSITY/COLLEGE PREPARATION

**PREREQUISITE:** VISUAL ARTS, GRADE 11, UNIVERSITY/COLLEGE PREPARATION

**OSSD OUTCOME:** AWM4M, DRAWING AND PAINTING, GRADE 12, UNIVERSITY/COLLEGE PREPARATION

**PREREQUISITE:** VISUAL ARTS, GRADE 11, UNIVERSITY/COLLEGE PREPARATION

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.

IB1 and IB2 Standard Level and Higher Level Art are both studio courses, differing only in the number of class hours and some of the assignments required. Through an emphasis on theoretical
practice, art-making practice, and curatorial practice, the IB Diploma Program in Visual Arts encourages students to challenge their own creative and cultural expectations and boundaries. Students develop analytical skills in problem-solving and divergent thinking while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course encourages students to actively explore the visual arts within and across a variety of local, regional, national, international and intercultural contexts. Through inquiry, investigation, reflection and creative application, visual arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture.
Music is a vital aspect of all human cultures. Involvement in musical activities opens a student's mind and develops aspects of his intelligence unreachable by other means. The UCC music program engages the student in a musical process that develops his creative abilities and aural perceptions in three broad areas of study: performance, listening/study of music and composing activities. This process culminates in the two-year International Baccalaureate program.

Performance
All students study an orchestral instrument from the woodwind, brass or percussion families. Performance on a musical instrument develops finely coordinated motor skills involving the ears, eyes, hands, fingers and breath. The study of an instrument promotes self-discipline through personal practice required outside of class time.

The curricular program is supplemented by a comprehensive extra-curricular program, providing performance opportunities for all families of instruments and voice at many levels of expertise. Students are strongly encouraged to perform in one of the three concert bands, three jazz ensembles, the string ensemble or the UCC Singers. These ensembles provide an excellent opportunity to apply skills developed in the music courses and further explore the art of music-making.

Listening/Study of Music
As music is essentially an aural art, strong emphasis is placed on listening in order to increase the students' understanding and appreciation of Western and non-Western music, both familiar and unfamiliar. Listening skills are improved through the analysis and discussion of a wide range of musical examples drawn from various cultures and time periods, and the completion of several creative listening projects.

Composition
Students study the materials of music both in terms of music theory and notation and from the standpoint of listening and improvisation. As they become more adept at manipulating and combining sound and symbol, students will begin their first compositions. These composition projects utilize both the traditional pencil-and-paper approach and computer-assisted (MIDI) process. UCC's MIDI lab of computer hardware and software makes such explorations possible. These composition projects will become more extensive as the student progresses through the courses, allowing him to integrate musical ability into the creative process to achieve his greatest potential as a creator of music.
YEAR 1:

MUSIC (CORE)

CODE: AMU10, MUSIC, GRADE 9, OPEN
PREREQUISITE: NONE

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

This course is intended to develop the students’ understanding and appreciation of music through practical skills and creative work. Through this program, they will not only find in music a source of enjoyment and personal satisfaction, but also gain creative problem-solving skills, individual and cooperative work habits, a knowledge of themselves and others, and a sense of personal responsibility. This is accomplished through three strands: theory (learning the symbols, concepts and conventions used in music); creation (the practical application of performance skills and knowledge of theory as they relate to the performance medium); and analysis (listening to performances to understand the language of music, its historical and cultural context, and how composers and performers communicate with their audience).

Students will play the same instrument they started in Preparatory School. Ranges on brass and woodwind instruments will be expanded, and all of the elements of music studied in Preparatory School will be practiced to a higher degree. Students will also learn the basics of improvisation using the chord progression of a 12-bar blues. If time permits, the basics of electronic music using computers as sequences will be studied. Home practice is required at least once a week. It is expected that daily practice will take place for a minimum duration of 20 minutes a day.
YEAR 2:

MUSIC (ELECTIVE)

CODE: AMU20, MUSIC, GRADE 10, OPEN
PREREQUISITE: NONE
SCHOOL RECOMMENDED PREREQUISITE: AMU10, MUSIC, GRADE 9, OPEN

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

The course will emphasize three strands, including theory, creation (performing, composing and arranging) and analysis (listening, self and community).

While the emphasis in Year 2 is performance on a brass, woodwind or percussion instrument, instruction in basic music theory is necessary to the student’s success in the music program at the College. Students with a prior theoretical background are offered an enriched classroom theory program commensurate with their background. The music theory topics will be supplemented with appropriate listening and composition activities. Students will also be introduced to the use of music technology, utilizing the equipment in the UCC MIDI lab noted above.

Practical instruction is only given on woodwind, brass or percussion instruments. Most students will have received two or three years of practical performance instruction before they enter the course. However, new students at the College can begin a new instrument at this level. Prior training on piano, voice or a string instrument will be an asset. The Music Department does its utmost to accommodate each student at his own level of musicality and encourages new students to pursue an interest in music. However, it is recommended that any student registering for this course who lacks previous experience on a brass, woodwind or percussion instrument should arrange for private music lessons offered at the College at a reasonable cost.

In addition to the study of an instrument, students will learn to apply the elements and principles of musical composition using both traditional and digital (MIDI) techniques.

The Year 2 music course requires that students purchase a good-quality mouthpiece or drumsticks and mallets at the beginning of the course, as well as method books. Reeds, sheet music and instruments are provided by the College, with a minimal maintenance charge levied to offset the cost of repairs and lost music. It is expected that daily practice will take place for a minimum duration of 20 minutes a day.


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.

Students will enhance their performance skills by working through characteristic études and develop their technique through exercises. Basic musicianship skills introduced in Year 2 will be developed. In the Winter Term, students will study jazz techniques and develop their ensemble skills in a classroom setting. In the Spring Term, students will continue to study jazz performance and be introduced to non-Western musical techniques through the study and performance of hand-drumming.

Practical instruction will only be given on woodwind, brass or percussion instruments. Most students will have received two or three years of practical performance instruction before they enter the course. However, new students at the College can begin a new instrument at this level. Prior training on piano, voice or a string instrument will be an asset. The Music Department does its utmost to accommodate each student at his own level of musicality and encourages new students to pursue an interest in music. However, it is recommended that any student registering for this course who lacks previous experience on a brass, woodwind or percussion instrument should arrange for private music lessons offered at the College at a reasonable cost.

Students will also continue to apply the elements and principles of composing and arranging, using both traditional and digital (MIDI) techniques at a more advanced level. Approximately 50% of the course is devoted to an intensive, exciting listening/analysis course, which focuses on the nature of music and the roles that people can play in the musical process. Beginning in the Winter Term, the study of various musical elements — including melody, harmony, rhythm and form — will be offered in conjunction with music composition and basic musicianship projects.

The Year 3 music course requires that students purchase a good-quality mouthpiece or drumsticks and mallets at the beginning of the course, as well as method books. Reeds, sheet music and instruments are provided by the College, with a minimal maintenance charge levied to offset the cost of repairs and lost music. It is expected that daily practice will take place for a minimum duration of 25 minutes a day.
IB1 AND IB2:

MUSIC, STANDARD LEVEL

IB OUTCOME: Group 6 Requirement Satisfied

OSSD OUTCOME: AMU4M, MUSIC, GRADE 12, UNIVERSITY/COLLEGE PREPARATION
PREREQUISITE: MUSIC, GRADE 11, UNIVERSITY/COLLEGE PREPARATION
SCHOOL RECOMMENDED PREREQUISITE: AMU3M OR PERMISSION OF INSTRUCTOR
BASED ON AN ENTRY INTERVIEW OR AUDITION.

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.

This course emphasizes the appreciation, analysis and performance of music from the romantic period and the 20th century, including art music, jazz, popular music, Canadian and non-Western music. Students will concentrate on developing interpretive skills and the ability to work independently. They will also complete complex creative projects.

The IB music program is a comprehensive curriculum that includes performance, composition and the study of both Western art music and world music. While completing their IB program, students in the Standard Level program will also meet the requirements for a Senior Level credit granted by the Ministry of Education.

There are five parts in the IB Standard Level Music program: Parts 1, 2 and 3 are compulsory. Students will choose either Part 4 or Part 5.

PART 1 involves the study of music in Western society. Specific works and forms from three historical time periods are studied.

PART 2 involves the study of non-Western music (world music), including music of Africa, India and the Middle East.

PART 3 is a study of a required work prescribed by the IBO.

PART 4 is a musical investigation essay of 2,000 words.

PART 5 is a performance unit, focusing on two contrasting works at an advanced level.

As previously stated, students will choose either Part 4 or Part 5.

As an IB requirement, all students need to obtain a CD player as part of their course materials. CD players are required for listening tests and all exams.
MUSIC, HIGHER LEVEL

IB OUTCOME: Group 6 Requirement Satisfied

OSSD OUTCOME: AMU4M, MUSIC, GRADE 12, UNIVERSITY/COLLEGE PREPARATION
PREREQUISITE: MUSIC, GRADE 11, UNIVERSITY/COLLEGE PREPARATION
SCHOOL RECOMMENDED PREREQUISITE: AMU3M OR PERMISSION OF INSTRUCTOR BASED ON AN ENTRY INTERVIEW OR AUDITION.

This course emphasizes the appreciation, analysis and performance of music from the romantic period and the 20th century, including art music, jazz, popular music, Canadian and non-Western music. Students will concentrate on developing interpretive skills and the ability to work independently. They will also complete complex creative projects.

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.

The Higher Level music program consists of seven compulsory parts. Several of these areas of study are offered concurrently with the Standard Level program, and classroom time will be shared with the Standard Level where appropriate in the first year of this Higher Level course. The second year of study will be offered independently from the Standard Level course.

**PART 1** involves the study of music in Western society in four broad historical time periods.

**PART 2** is a study of non-Western music from various cultures around the world.

**PART 3** is a study of a required work prescribed by the IBO.

**PART 4** is a musical investigation essay of 2,000 words.

**PART 5** is a performance unit of one or more solo recitals.

**PART 6** is a composition portfolio of three contrasting works.

**PART 7** offers students the opportunity to extend their experience by choosing either to perform in a recital, prepare a more rigorous composition or to complete an Independent Study project. Completing Part 6 ensures that a student will meet the Independent Study requirements through the Higher Level IB course.

As an IB requirement, all students need to obtain a CD player as part of their course materials. CD players are required for listening tests and all exams.
The drama and theatre program at UCC is a dynamic, stimulating and rewarding program which prepares boys to be participants, critics and creators of theatre. Beginning at the Year Two level, students are introduced to collaborative skills, movement exercises, mime techniques, improvisational exercises, voice work, script analysis, scene study and issues-based drama. At the Foundation Year level, we introduce acting theory, a brief history of the theatre, and student’s work with greater attention on approaches to and interpretations of scripts. They work collaboratively and devise original work as directors, designers, presenters and creators. At the IB1 and IB2 levels, students continue to develop their skills with an introduction of world theatre. They learn how to apply research in presentations throughout both years. They focus on theatre theorists and identify aspects of theory as they create and present theatre. They develop ideas regarding how a text/play may be staged. They collaboratively create and present an original piece of theatre for a target audience, created from a starting point of their choice.

YEAR 2:

DRAMA (ELECTIVE)

**CODE:** ADA20, DRAMA, GRADE 10, OPEN
**PREREQUISITE:** NONE

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

DRAMA (ELECTIVE)

**CODE:** ADA3M, DRAMA, GRADE 11, UNIVERSITY/COLLEGE PREPARATION

**PREREQUISITE:** DRAMA, GRADE 9 OR 10, OPEN

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 various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences. This course is considered a prerequisite for the IB Theatre Program.

IB1 AND IB2:

DRAMA, HIGHER LEVEL

**IB OUTCOME:** Group 6 Requirement Satisfied

**OSSD OUTCOME:** ADA4M, DRAMA, GRADE 12, UNIVERSITY/COLLEGE PREPARATION

**PREREQUISITE:** DRAMATIC ARTS, GRADE 11, UNIVERSITY/COLLEGE PREPARATION

**OSSD OUTCOME:** ADD4M, PRODUCTION, GRADE 12, UNIVERSITY/COLLEGE PREPARATION

**PREREQUISITE:** DRAMATIC ARTS, UNIVERSITY/COLLEGE PREPARATION

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 analyze how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

Over the course of two years, students will regularly contribute to performance, with an emphasis on ensemble work, devising theatre and practical work with a variety of stimuli. They will also engage in studies informed by an international perspective of periods and genres, and attention to selected theoretical developments in theatre. At least two contrasting world theatre traditions will be studied in detail. Students will engage in detailed analysis and interpretation of plays and theatre pieces, studying play-texts also as plans for action. The basic principles and practices of theatre production will also be studied: scriptwriting; direction; set, costume, sound and lighting design. All students will co-create a collaborative original production based on a chosen starting point. Students will record their continual growth in an ongoing journal.

In addition to the collaborative project, students will produce a Research presentation, develop a solo theatre piece based on research from a chosen theorist and create a director’s notebook offering their original staging of a published play. The program provides students with an exciting introduction to practical and theoretical dimensions in theatre.
FILM
IB SUBJECT GROUP 6

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YEAR 1:

COMMUNICATIONS TECHNOLOGY

CODE: TGJ20, COMMUNICATIONS TECHNOLOGY, GRADE 10, OPEN
PREREQUISITES: NONE

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

IB1 AND IB2:

FILM, STANDARD LEVEL

IB OUTCOME: Group 6 Requirement Satisfied

OSSD OUTCOME: AWR4M, FILM, GRADE 12, UNIVERSITY/COLLEGE PREPARATION
PREREQUISITE: NONE

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.

This course focuses on both the theoretical and practical aspects of film and video. Over two years, it aims to develop students’ skills so that they become adept at both interpreting and making film.
texts. Through the study and analysis of film texts and exercises in film-making, the course explores film history, theory and socio-economic background. The course develops students’ critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. In order to achieve an international understanding within the world of film, students are taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures.

The course emphasizes the importance of working individually and as a member of a group. Students are encouraged to develop the professional and technical skills (including organizational skills) needed to express themselves creatively in film. A challenge for students following this course is to become aware of their own perspectives and biases, and to learn to respect those of others. This requires willingness to understand alternative views, to respect and appreciate cultural diversity, and to have an open and critical mind. Thus, the course can become a way for the student to celebrate the international and intercultural dynamic that inspires and sustains a type of contemporary film, while appreciating specifically local origins that have given rise to cinematic production in many parts of the world.

For any student to create, to present, and to study film requires courage, passion and curiosity: courage to create individually and as part of a team, to explore ideas through action and harness the imagination, and to experiment; passion to communicate and to act communally and to research and formulate ideas eloquently; curiosity about self and others and the world around them, about different traditions, techniques and knowledge, about the past and the future, and about the limitless possibilities of human expression through film. The course is very academically, creatively and logistically rigorous.

Beyond ongoing study and small cinematic exercises, the main course requirements are as follows:

1. **Textual Analysis**: A ten-minute oral presentation with detailed critical analysis of a continuous extract (5 minutes) from a prescribed film.

2. **Film Theory and History**: This independent study requires the student to write a rationale, ten-page script, and list of sources for a short documentary production on an aspect of film theory and film history, based on a study of at least 2 films. The chosen films must originate from more than one country. Note: Students must prepare a fully researched and academically documented shooting script, but are not required to actually shoot the documentary.

3. **Production Component**: One completed film project of four to five minutes with accompanying written documentation. The film project may be undertaken as a group project, but all accompanying documentation must be individually produced.

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**FILM, HIGHER LEVEL**

**IB OUTCOME**: Group 6 Requirement Satisfied

**OSSD OUTCOME: AW4M, FILM, GRADE 12, UNIVERSITY/COLLEGE PREPARATION**

**PREREQUISITE**: NONE

**OSSD OUTCOME: ADV4M, FILM/VIDEO, GRADE 12, UNIVERSITY/COLLEGE PREPARATION**

**PREREQUISITE**: NONE

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.

This course focuses on both the theoretical and practical aspects of film and video. Over two years, it aims to develop students’ skills so that they become adept at both interpreting and making film texts. Through the study and analysis of film texts and exercises in film-making, the course explores film history, theory and socio-economic background. The course develops students’ critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. In order to achieve an international understanding within the world of film, students are taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures.

The course emphasizes the importance of working individually and as a member of a group. Students are encouraged to develop the professional and technical skills (including organizational skills) needed to express themselves creatively in film. A challenge for students following this course is to become aware of their own perspectives and biases, and to learn to respect those of others. This requires willingness to understand alternative views, to respect and appreciate cultural diversity, and to have an open and critical mind. Thus, the course can become a way for the student to celebrate the international and intercultural dynamic that inspires and sustains a type of contemporary film, while appreciating specifically local origins that have given rise to cinematic production in many parts of the world.

For any student to create, to present, and to study film requires courage, passion and curiosity: courage to create individually and as part of a team, to explore ideas through action and harness the imagination, and to experiment; passion to communicate and to act communally and to research and formulate ideas eloquently; curiosity about self and others and the world around them, about different traditions, techniques and knowledge, about the past and the future, and about the limitless possibilities of human expression through film. The course is very academically, creatively and logistically rigorous.

Beyond ongoing study and small cinematic exercises, the main course requirements are as follows:

1. **Textual Analysis:** A fifteen-minute oral presentation with detailed critical analysis of a continuous extract (5 minutes) from a prescribed film.

2. **Film Theory and History:** This independent study requires the student to write a rationale, fifteen-pagesscript, and list of sources for a short documentary production on an aspect of film theory and film history, based on a study of at least 4 films. The chosen films must originate from more than one country. Note: Students must prepare a fully researched and academically documented shooting script, but are not required to actually shoot the documentary.

3. **Production Component:** One completed film project of six to seven minutes and a trailer for it, with accompanying written documentation. The film project may be undertaken as a group project, but all accompanying documentation must be individually produced.
PHYSICAL AND HEALTH EDUCATION

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Through courses offered by the Physical and Health Education Department, students will grasp the importance of physical fitness throughout their lives and, of equal importance, learn the value of good decision making and good judgment with respect to healthy choices.

We want students to understand that fitness requirements change as they progress into adulthood and eventually into retirement years. Strength, speed, power, flexibility, agility, balance, co-ordination and endurance fitness are all equally important to adolescents. However, as people age, good cardiovascular fitness takes on a high priority and should be stressed in order to maintain a healthy lifestyle.

We emphasize that a combination of physical fitness, healthy decisions and positive attitudes helps students to cope better with the pressures of everyday life in our complex, fast-moving society.

The health curriculum covers many important topics. It is taught using the central theme of respect for one’s own body and concern for others.

The most important life skill taught is decision making: students are made aware that all choices have consequences.

The health risk involved in the use of alcohol and other drugs is taught at every level, as each year builds upon the previous year's work to complete a comprehensive approach to drug education. Other areas of study include sex education, relationships, gender issues, fitness concepts and lifestyle habits. In addition, we offer a unit in self-defense, which involves a minimal additional expense to families.

In the early years of the Physical Education program, team sports are used to develop fitness and fundamental skills. Sportsmanship is taught and developed through healthy competition. In the later years, the Physical Education curriculum begins to emphasize carry-over sports that the student can enjoy for the rest of his life. We want the students to leave the school with a desire to remain active, fit, healthy and happy.
YEAR 1:

HEALTHY ACTIVE LIVING EDUCATION (CORE)

CODE: PPL10, HEALTHY ACTIVE LIVING EDUCATION, GRADE 9, OPEN
PREREQUISITE: NONE

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

In addition, we offer a unit in self-defense, which involves a minimal additional expense to families.

YEAR 2:

HEALTHY ACTIVE LIVING EDUCATION (CORE)

CODE: PPL20, HEALTHY ACTIVE LIVING EDUCATION, GRADE 10, OPEN
PREREQUISITE: NONE

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

The Year 2 course in Physical and Health Education builds upon the principles and concepts focused upon in the Year 1 course. Students will be exposed to a variety of activities and sports to encourage them to pursue Active Living. The expectations are that they will demonstrate the skills they learn in various physical activities in safe environments and an improvement in personal physical fitness. Healthy Living units will help students develop positive relationships with others and show an understanding of the connection between actions and consequences as they relate to sex, substance use and food choices. The application of Living Skills by students will be crucial to their day-to-day lives. They will be expected to display appropriate decision-making skills to achieve goals related to personal health and active living, apply conflict resolution strategies and use appropriate social skills when working with others.
FOUNDATION YEAR:

HEALTHY ACTIVE LIVING EDUCATION

**CODE: PPL30, HEALTHY ACTIVE LIVING EDUCATION, GRADE 11, OPEN**

**PREREQUISITE: NONE**

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

This is the last year in which UCC students take formal Physical and Health Education. In this final year of being able to influence the activity and lifestyle habits of our students in formal classes, we endeavour to cover all the necessary bases and equip the students as best we can for a lifetime of healthy and active living. The carry-over effect of this year’s curriculum in sports and health is of utmost importance because it can help form the basis for a lifetime.

The Foundation Year will see a blend of team sports and a rich infusion of carry-over sports activities. Theoretical knowledge of each of the sports and activities continues to form our academic base, with emphasis on the importance of this knowledge with respect to real life experiences. In the Foundation Year, students will be given the opportunity to choose their sports, activities and health units according to the provisions of the Physical and Health Education Department policy. Team sports will include ultimate, lacrosse, basketball, football, soccer, softball and games of low organization. The carry-over sports/activities will include karate and tennis. There will be two small additional costs to families which will cover the expense of the karate unit and the PARTY Program student unit run by Sunnybrook Hospital.

The health curriculum will again cover stress-management techniques, alcohol and other drugs, and sex education. Clearly, as students gain more real-life experience in these areas, discussions can continue to be open and frank in order to get a more realistic perspective on the lives of teenagers.

Upon a student’s completion of the Foundation Year’s Physical and Health Education curriculum, we hope that he will have enjoyed his time with us and that he will look back on it with fond memories. Most importantly, if we have succeeded in doing our task, then most of our graduates will lead happy, healthy and active lives, guided by sound decisions based on accurate facts that have been learned during their years in Physical and Health Education.
THEORY OF KNOWLEDGE

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**IB1 AND IB2:**

**THEORY OF KNOWLEDGE**

**IB OUTCOME:** Theory of Knowledge Requirement Satisfied

**OSSD OUTCOME:** IDC4U, INTERDISCIPLINARY STUDIES, GRADE 12, UNIVERSITY PREPARATION

**PREREQUISITE:** ANY UNIVERSITY OR UNIVERSITY/COLLEGE, OR COLLEGE PREPARATION COURSE.

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

This course explores the creation of individual and collective bodies of knowledge and how these knowledge systems shape the intellectual, cultural, social, aesthetic, scientific and political life of past and contemporary societies around the world. Using an interdisciplinary approach, students will examine such topics as the nature of perception, reason, language, emotion, memory, intuition, faith and imagination investigating how each of these concepts can contribute to the construction of individual and group knowledge systems. Students examine the interplay between these terms and also examine the methods by which knowledge communities are created. This course also introduces resources, research methods, and case studies related to the fields of study. Theory of Knowledge is a key element in the educational philosophy of the International Baccalaureate and is obligatory for every diploma candidate.

The aims of the Theory of Knowledge program are: to encourage reflection on, and the questioning of, the bases of knowledge and experience; to be aware of subjective and ideological biases; and to develop a personal mode of thought and expression based on the critical examination of evidence, and expressed in rational arguments. It is designed to foster — through discussion, analysis, presentations and written assignments — the skills attendant upon reading, reflecting and thinking. A parallel focus will be on the acquisition of writing skills and strategies.
The objectives of the course are to develop in students:

- The ability to use language clearly, consistently and appropriately
- An appreciation of the strengths and limitations of the various kinds of knowledge, as well as their similarities and differences
- The ability to relate subjects to one another, to general knowledge and to personal experience
- An appreciation of the power and limitations of reason, and recognition of its capacity to overcome ignorance and prejudice, as well as to advance academic knowledge and practical understanding among individuals, communities, nations and cultures.
EXTENDED ESSAY

The Extended Essay is:

- An IB diploma requirement that UCC students complete in their IB1 year.
- An independent, self-directed research and writing project (4,000 words); it is not a timetabled class, but a project that students manage independently following scheduled steps and with group and individual supports as outlined below.
- A great opportunity to explore, in-depth, a topic of interest, and learn how to research and write following the conventions of a particular academic discipline.
- Excellent preparation for university.

PHASES OF STUDENT WORK:

SEPTEMBER–OCTOBER Choice of subject area (Subject Declaration form due at the end of October; supervisors assigned by end of November)

NOVEMBER–JANUARY Topic selection, preliminary research, narrowing focus, establishing a research question (culminating in a research proposal due at the end of January)

FEBRUARY–APRIL Answering the research question: data collection, information gathering, fieldwork, experimentation, literature search, reading

APRIL–MAY Writing and revision: IB1 students have an “Extended Essay week” at the start of April where they are excused from classes in order to work on the EE; the rough draft is due mid-April; the supervisor will provide feedback and then the final copy is due in May; the EE grade appears on the June IB1 report card

Supports available to students during the Extended Essay process:

GROUP

- EE Haiku site (year-long): all students are enrolled in a Haiku site for Extended Essay. This site is a one-stop for all resources and documents students need related to the EE process (e.g. EE schedule, IB’s EE guide, links to Library and Centre for Learning resources). It is also the place where students will submit their subject declaration form, research proposal, rough draft and final copy.
- EE overview (October): a session with the Academic Dean and discipline representatives that orients students to the EE process and provides information about what the EE looks like in the different subject areas.
• Introduction to EE workshops (November-January): The Library and Centre for Learning run these mandatory introductory workshops by discipline.

• EE in TOK lesson: The Library, Centre for Learning and Academic Dean run workshops in TOK classes in January where they review the EE process, supports, how to develop a viable research question, mindset, and personal epistemology — the TOK connection.

• Subject-specific workshops (April): the departments run subject-specific workshops during EE week in April where they review the EE rubric, discuss common pitfalls in the subject area and how to avoid them, and how to “package” the essay.

INDIVIDUAL

• EE supervisor: Each student is assigned an EE supervisor to work with during the process. The supervisor is a resource for the student to consult with regarding any questions they may have about the phases of work; the supervisor provides written feedback on the EE rough draft submitted in April and also grades the final copy of the EE submitted in May.

• Centre for Learning: CfL staff are available for individual consultations with students as needed.

• Library: Library staff are available for individual consultations with students as needed.
LEARNING STRATEGIES

YEAR 2:

LEARNING STRATEGIES

OSSD OUTCOME: GLS1O, LEARNING STRATEGIES, SKILLS FOR SUCCESS IN SECONDARY SCHOOL, GRADE 9, OPEN
PREREQUISITE: NONE

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

FOUNDATION YEAR:

ADVANCED LEARNING STRATEGIES

OSSD OUTCOME: GLS4O, ADVANCED LEARNING STRATEGIES: SKILLS FOR SUCCESS AFTER SECONDARY SCHOOL, GRADE 12, OPEN
PREREQUISITE: NONE

This course improves students’ learning and personal-management skills, preparing them to make successful transitions to work, training, and/or postsecondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal-management techniques to maximize their learning. Students will investigate trends and resources to support their postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.
ADVICE ABOUT COURSE SELECTION

This guide is intended to assist boys and their parents in the academic planning process from Year 1 to Foundation Year, with a particular focus on course selection for the following grade level, which occurs during the Winter Term. However, no summary of key elements can provide all of the information that is required for this very important aspect of each boy’s Upper School career. It is therefore essential that families consult other sources, which include:

- The detailed descriptions of course content that are provided in this guide.
- Boys’ past and current grades by subject. It is crucial to consider choices for subsequent years within the context of each student’s academic record to date.
- Students’ current teachers, especially those in subjects that are cumulative in nature (a second language, mathematics) and/or where natural aptitude and a boy’s level of interest play an important role in determining success.
- Form and House Advisers: these are the faculty members who monitor students’ overall progress through the Upper School and are therefore especially aware of each boy’s academic strengths and challenges.
- The Academic Dean and the University Counsellors: when questions arise concerning the fulfillment of IB Diploma requirements or planning for postsecondary education, these are the best sources of information and advice. Appointments with Dr. Julia Kinnear may be made through Barbara Beecroft at extension 2274. Depending on a boy’s House, Katherine Ridout (Martland’s, McHugh’s), Michelle Carvalho (Bremner’s, Howard’s, Jackson’s), Jane Audet (Mowbray’s, Orr’s, Scadding’s) and Andrew Turner (Seaton’s, Wedd’s) will be pleased to discuss course selections with reference to university admission. Contact Leigh Berndsen at extension 2262 to arrange an appointment.

In order to ensure maximum flexibility of student choice, the Upper School rebuilds its timetable each year based on the selections that boys make. For this reason, course selections are due by Friday, March 3. While it is possible for students to make changes during the balance of the school year, as time passes there is an increased risk that courses of interest may have already reached their maximum enrolment.

Occasionally, a boy may decide to alter his original choices in the first few weeks of the next school year. While this is permitted by the College and usually possible based on enrolment patterns, in some cases, there may be an irresolvable timetable conflict and in other instances, a student may have to move from one section to another in other courses where he feels well placed. A student who changes courses after the beginning of the school year will also be responsible for making up any missed content. It is far better to take the time to engage in thorough research and consultation before the original submission date in order to ensure that those choices are the best ones possible.
STUDENTS ENTERING YEAR 2

- Each Year 2 student takes eight courses: five comprise a compulsory core; the remaining courses involve some choice. Each of the eight has a value of one credit toward the Ontario Secondary School Diploma.
- Because of the dominance of the core, course selections for those entering Year 2 are relatively straightforward. However, there are areas in which important choices must be made. The most challenging of these is often the second language requirement. Since French is part of the Year 1 core, those entering Year 2 will already have earned the credit in this subject that is required for the Ontario Secondary School Diploma (known as the OSSD). For this reason, Year 2 boys may drop French as long as they replace it with one of Latin, Mandarin or Spanish, which then becomes their prospective Language B for the IB. In the case of Mandarin, only those who are able to satisfy the instructor that they have already acquired some proficiency in this language will be enrolled in the Year 2 course and ultimately qualify to take Mandarin as their IB Language B.
- Some boys who have struggled with French in Year 1 may for that reason decide to replace it with one of the other languages in Year 2. The College’s best advice to these students is to continue with French, but add one of the other languages as an elective. In this way, a boy will be in a position to choose either French or his new language for Foundation Year, followed by IB1 and IB2. Otherwise he will have no choice but to continue with his third language for the three subsequent years, even though he may be faring no better in it than he did in Year 1 French. At first glance, this advice may appear to double the student’s problem with second language study rather than resolving it, but experience shows that it is the safest course of action. An exception occurs when the Modern & Classical Languages Department itself recommends that a boy discontinue the study of French, usually because his lack of sufficient background prior to Year 1 is a permanent liability.
- A student who replaces French with either Latin or Mandarin and then decides not to continue with his new second language in the IB diploma years may still find a feasible route to graduation through ab initio Spanish, which is taught entirely in Grades 11 and 12. However, even a boy who anticipates taking the ab initio course as his IB Language B must still earn a second language credit in both Year 2 and Foundation Year. Students who find second language study to be especially challenging should be cautious about assuming that ab initio Spanish is a ‘way out,’ since this course expects students to attain quite a high standard in just two years of study. Those who have already taken Spanish in Year 2 and/or the Foundation Year are not eligible for the ab initio course. The same is true of new boys who have studied Spanish at their previous school.
• Year 2 students have a choice of Visual Arts, Instrumental Music or Dramatic Arts. They will be eligible to take the corresponding elective in Foundation Year only if they have completed the Year 2 course. Boys who take two of these subjects in Year 2 (the second as their elective) and again in Foundation Year will have the opportunity to continue with both in their IB program.
• Year 2 students may choose one of two electives: Introduction to Computer Science or Regional Geography (Focus Asia). Year 2 Computer Science (ICS3U) is the prerequisite for the elective taught in Foundation Year. In the case of Geography, boys should have the Year 2 elective and/or one of the two Geography courses offered in Foundation Year as background for Higher Level Geography in the IB. None of these courses is required for those who choose Standard Level Geography.
• Instead of choosing one of the two electives, a boy may select an additional language or a second arts subject.
• The Ontario Secondary School Literacy Test (OSSLT) is written in Year 2.

### YEAR 2 SUMMARY

A) The course load for Year 2 is:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory courses</td>
<td>5</td>
</tr>
<tr>
<td>Breadth requirements</td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

B) Latin, Mandarin, Spanish, Computer Science, Visual Arts, Instrumental Music, and Dramatic Arts are all prerequisites for the Foundation Year courses in these disciplines.
STUDENTS ENTERING FOUNDATION YEAR

- Boys in Foundation Year take eight courses. Under certain circumstances, the eighth course will be a Learning Skills credit (GLS40) taught by the Centre for Learning. This opportunity is typically offered to new boys, students of English as a Second Language, and those with identified special needs.
- Starting in Foundation Year, boys may choose to take an International Language (usually their actual mother tongue) rather than one of those (French, Latin, Spanish, and Mandarin) offered within the regular Group 2 curriculum. International languages are studied through private tuition in classes held outside of the regular timetable. They are also at a cost that is in addition to regular College tuition. Any boy wishing to take an International Language should consult with his University Counsellor.
- Three Foundation Year courses (English, Mathematics, and Healthy Active Living Education) are compulsory. The next three are breadth requirements in the disciplines that correspond to IB Groups 2, 3, and 4 (Language B, Individuals & Societies, and Experimental Sciences). In each of these areas, students must select one course from among those offered. In most cases, the courses chosen will be the prerequisites for the Standard or Higher Level subjects they will take in the same groups during IB1 and IB2. Obtaining the relevant Foundation Year background is especially important for IB Biology, Chemistry, and Physics.
- The two remaining courses may be either electives chosen from the list at the bottom of the course selection sheet or additional subjects from Groups 2, 3 and 4.
- It is strongly recommended that those who will want to take Higher Level Geography in IB Group 3 choose one of the two Geography courses for Foundation Year. Any of the subjects in Pre-IB Group 3 are acceptable as a prerequisite for IB Standard Level Geography.

FOUNDATION YEAR SUMMARY

A) The course load for Foundation Year is:
   Compulsory courses 3
   Breadth requirements 3
   Elective 2
   (1 for those taking learning skills)
   Total: 8

B) All three distribution requirements must be completed at UCC during Foundation Year.

C) Electives may be additional subjects in pre-IB Groups 2, 3 or 4.
STUDENTS ENTERING THE IB DIPLOMA PROGRAM YEARS

• The choice of six subjects to be studied in order to qualify for the IB Diploma is largely determined by the following factors:

1. The mandated structure of the program means that each candidate must complete three subjects at Higher Level and another three at Standard Level.

2. Five of the six IB subjects are in stipulated disciplines, called Groups. The sixth Group consists of four arts electives. As an alternative, this elective may be a second course chosen from Group 2, 3 or 4.

3. Almost all IB Diploma subjects have specified prerequisites at lower grade levels, either within the core or from among available electives. These are described on the IB Diploma course selection sheet. Exceptions are ab initio Spanish (Group 2), Economics (Group 3), Philosophy (Group 3), Environmental Systems & Societies (Groups 3 and 4), Sports, Exercise & Health Science (Group 4), and Film (Group 6). Students who are not taking Geography in the Foundation Year may select HL Geography with the permission of the department.

• In choosing their IB Diploma subjects, students must also consider which subjects are prerequisites for the university degree programs to which they wish to apply. Sometimes the level at which a subject is taken may also be significant. This aspect of course selection is treated in depth in the Guide to Choosing Foundation Year & IB Diploma Courses, which is provided to boys as part of their course selection package and also available in the Academic Program Guide.

• IB English is available as two courses: Literature and Language & Literature. Both are taught at Higher Level and Standard Level. Any of these four choices will satisfy university admission requirements in English. However, the courses themselves are quite different in content and focus, so students need to give careful consideration as to which course and which level best suits their interests and plans for post-secondary education. Referring to the detailed course descriptions in the Academic Program Guide is essential in this process. As well, members of the English Department are pleased to provide individual advice. Standard Level Language & Literature is strongly recommended for students who do not have English as their first (or best) language.

• Environmental Systems & Societies is what the International Baccalaureate Organization calls an interdisciplinary subject. Because of the special nature of this course, it may be used to satisfy the IB Diploma requirements in both Group 3 (Individuals & Societies) and Group 4 (Experimental Sciences). However, students choosing it may still take another subject in either of these two groups if they wish (Economics and Systems, for example, or Systems and Chemistry). The opportunity to use Systems to fulfill two of the IB’s breadth requirements at the same time is especially attractive to boys with a strong interest and proficiency in the Arts, since it means that (with the required Year 2 and Foundation Year background) they are able to take two of the four Group 6 subjects: Film, Dramatic Arts, Music and Visual Art. It should be noted that Environmental Systems & Societies is not acceptable as a prerequisite for admission to
university degree programs in science or engineering. Students with these interests are required to take two Group 4 subjects, typically Chemistry in combination with either Biology or Physics, depending on their particular interests. Because of its interdisciplinary nature, Environmental Systems & Societies is not considered a laboratory science. Boys considering applying to American universities should be aware that they often have an expectation that applicants will have four years of science on their transcripts.

- Another Group 4 option is Sports, Exercise & Health Science (SEHS). The course incorporates the disciplines of anatomy, physiology, biomechanics, psychology, and nutrition, all of which are studied within the context of human performance and health. Emphasis will be placed on relating these topics to global issues as well as to daily life, and on developing skills in the areas of experimentation, research, critical thinking, and analysis. Ethical and political issues within the world of sport are also explored. Students should be aware that SEHS would not be acceptable as a prerequisite for some university science programs and may not be considered a laboratory science by some US colleges.

- Often the challenge faced by those assembling an IB Diploma program relates not to which subjects to take, but rather whether they should be taken at Higher or Standard Level. The best indicator with regard to this decision is a student’s current level of achievement in that subject. Based on experience, a Foundation Year January report mark below 5 suggests that the Higher Level course (if available) would not be a wise choice.

- Foundation Year teachers are an excellent source of recommendations about appropriate IB Diploma course choices for their students, especially in Language B, Science, and Mathematics.

**IB1 AND IB2 YEAR SUMMARY**

**A)** The course load for IB1 & IB2 is:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Level subjects</td>
<td>3</td>
</tr>
<tr>
<td>Standard Level subjects</td>
<td>3</td>
</tr>
<tr>
<td>Theory of Knowledge</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7</strong></td>
</tr>
</tbody>
</table>

**B)** Each of the six IB courses that a student chooses involves a two-year commitment.

It is important to keep in mind that it is seldom possible to change course selections between IB1 and IB2. An exception is the switch from SL Math to SL Math Studies, a move that some boys have made successfully.
A GUIDE TO CHOOSING FOUNDATION YEAR AND IB DIPLOMA COURSES

The purpose of this guide is to assist students at UCC in making the best possible choice of courses in terms of admission requirements for post-secondary study. Although of obvious importance at a school where 100% of graduates proceed to further education, this is just one of the criteria to be used in the selection process. Other factors that must be given significant weight are as follows:

• The academic requirements for earning the International Baccalaureate Diploma (one subject in each of six groups: three at the Higher Level and three at the Standard Level)
• A student’s own intellectual interests (keeping in mind that each IB Diploma subject requires a two-year commitment)
• A student’s past and present level of achievement in various subject areas (especially areas of clear strength or weakness).

In the lists on the following pages, the focus is on the type and level of academic preparation that universities expect to see from successful applicants. Even so, all of the six IB Diploma subject groups have been included for each degree program.

The six subject groups that are listed in the various sections of this guide correspond to UCC’s IB Diploma course offerings (and their prerequisites) as follows:

**GROUP 1:**
LANGUAGE A (English or French)
AN INTERNATIONAL LANGUAGE (with approval)

**GROUP 2:**
LANGUAGE B (French, Latin, Mandarin, Spanish)
AB INITIO (Spanish)
AN INTERNATIONAL LANGUAGE (with approval)

**GROUP 3:**
INDIVIDUALS AND SOCIETIES (Economics, Geography, History, Philosophy, Environmental Systems & Societies)

**GROUP 4:**
EXPERIMENTAL SCIENCES (Biology, Chemistry, Physics, Environmental Systems & Societies, Sports, Exercise & Health Science)

**GROUP 5:**
MATHEMATICS (Higher Level, Standard Level, Math Studies)

**GROUP 6:**
THE ARTS (Film, Music, Theatre Arts, Visual Art)
OR AN ELECTIVE (an additional subject from Groups 2, 3 or 4).

In a group for which no particular course has been specified, a boy should feel free to choose according to his own preference.

The codes (HL) and (SL) appearing after an IB Diploma subject indicate that it should be taken at the Higher Level or the Standard Level, where such an option exists. When both codes appear, either level will provide appropriate background. It should be kept in mind that most universities will award advanced standing and/or degree credit to IB Diploma holders only in the Higher Level subjects in which they have done well (typically a grade of 5, 6 or 7). As a general rule, students should select the Higher Level (if available) in a subject they know they will want to study in depth at university.

In many instances, an alternative route toward a degree program is available, in which case it is described beneath the usual choices. Students who choose these routes should be aware that universities may prefer to admit applicants who are completing all prerequisites within their IB Diploma program. This bias could affect the chances for admission of a student who was in a borderline position because of his overall IB point total.

For some degree programs, entrance requirements vary considerably from one university to another. The combinations of IB Diploma subjects illustrated here are based on the most stringent...
requirements and will therefore provide boys with the broadest possible choice for post-secondary study in a given area. In cases where additional information is required, it appears at the bottom of the relevant section.

For many students, choosing an appropriate IB Diploma course in Mathematics poses a considerable challenge. Boys and their parents should be aware that Group 5 is the area in which UCC students are most likely to overreach themselves, which can have serious consequences in terms of achievement and opportunities for university admission. Members of our Mathematics Department are very experienced and helpful in advising students to make the best choice from among the three courses available.

English A is available as two courses: Literature and Language & Literature. Both are taught at Higher Level and Standard Level. Any of these four choices will satisfy university admission requirements in English. However, the courses themselves are quite different in content and focus, so students need to give careful consideration as to which course and which level best suits their interests and plans for post-secondary education. Referring to the detailed course descriptions in the Academic Program Guide is essential in this process. As well, members of the English Department are pleased to provide individual advice. Standard Level Language & Literature is strongly recommended for students who do not have English as their first (or best) language.

This guide includes a sampling of the degree programs to which UCC students most often apply, but it does not attempt to cover the full range of post-secondary studies. One popular career destination not included is law. The reason is that North American faculties of law require at least two years of undergraduate study — and more often than not completion of a bachelor’s degree — for admission. Apart from this general entrance requirement, law schools have no specific prerequisites at either the senior high school or university levels of study. The best advice to students considering a career in law is to choose those courses (both high school and undergraduate) in which they are likely to achieve the highest academic standing while developing essential skills in research, academic writing, and oral presentation. Universities in the United Kingdom do allow admission directly to law from secondary school. For students interested in this option, Higher Level English (Literature or Language & Literature) and any one or two Higher Level subjects in Group 3 are recommended, although not required.

It is hoped that using this guide will assist in the selection process. However, boys and their parents are also urged to consult House Advisers, Heads of Department, individual subject teachers, and their University Counsellor before considering choices final.
ARCHITECTURE

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>FOUNDATION YEAR</th>
<th>IB1 AND IB2</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP 1</td>
<td>ENG3U</td>
<td>ENGLISH A (HL OR SL)</td>
</tr>
<tr>
<td>GROUP 2</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>GROUP 3</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>GROUP 4</td>
<td>SPH3U</td>
<td>PHYSICS (HL OR SL)</td>
</tr>
<tr>
<td>GROUP 5</td>
<td>MCR3UH OR M</td>
<td>MATHEMATICS (HL OR SL)</td>
</tr>
<tr>
<td>GROUP 6</td>
<td>AVI3M</td>
<td>VISUAL ARTS (HL OR SL)</td>
</tr>
</tbody>
</table>

NOTES:
The School of Architecture at McGill University requires one year of Engineering prior to entry. For this reason, students who wish to be eligible for this program must take Chemistry as well as Physics.

While IB Visual Arts is not a prerequisite for Architecture, it is strongly recommended, since it provides the instruction and resources required to produce the strongest possible portfolio, which is a key factor in the admission process.
## BUSINESS ADMINISTRATION OR COMMERCE

<table>
<thead>
<tr>
<th>Groups</th>
<th>Foundation Year</th>
<th>IB1 and IB2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>ENG3U</td>
<td>ENGLISH A (HL OR SL)</td>
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<tr>
<td>Group 2</td>
<td>-</td>
<td></td>
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<td>Group 3</td>
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<tr>
<td>Group 4</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Group 5</td>
<td>MCR3UH OR M</td>
<td>MATHEMATICS (HL OR SL)</td>
</tr>
<tr>
<td>Group 6</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

### Notes:
Some Business Administration programs will consider applicants with Advanced Functions (MHF4U) and Data Management (MDM4U). This combination of Ontario credits may be earned by satisfactorily completing the first year of SL Math and then switching to Math Studies for IB2. A small number of programs require only one of the three Grade 12 Math credits (MDM4U, MHF4U, or MCV4U). In these cases, two years of Math Studies (MDM4U) will satisfy the prerequisite.

While IB Economics is not a prerequisite for Business or Commerce programs in university, many students find it provides helpful background. Useful skills and context can be gained, however, by taking any other Group 3 subject.
COMPUTER SCIENCE

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>FOUNDATION YEAR</th>
<th>IB1 AND IB2</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP 1</td>
<td>ENG3U</td>
<td>ENGLISH A (HL OR SL)</td>
</tr>
<tr>
<td>GROUP 2</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>GROUP 3</td>
<td>-</td>
<td></td>
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<tr>
<td>GROUP 4</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>GROUP 5</td>
<td>MCR3UH OR M</td>
<td>MATHEMATICS (HL OR SL)</td>
</tr>
<tr>
<td>GROUP 6</td>
<td>ICS4U</td>
<td></td>
</tr>
</tbody>
</table>

NOTES:
Grade 12 Computer Science (ICS4U) is not a prerequisite for admission to a degree program in the same discipline. However, it is strongly recommended that prospective applicants for this program take both ICS3U in Year 2 and ICS4U in Foundation Year.

Students who are interested in both Computer Science and Computer Engineering should take Chemistry and Physics in their IB Diploma in order to have the prerequisites for both degree programs. At some universities, Computer Science is located within the Faculty of Science and therefore applicants are required to have taken one or two IB (Grade 12) science courses as prerequisites. At the University of British Columbia, all students in the Faculty of Science are generally required to have taken FY (Grade 11) Chemistry and Physics, although the Physics requirement may be waived for students with high grades for Chemistry and Mathematics.
### ENGINEERING

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>FOUNDATION YEAR</th>
<th>IB1 AND IB2</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP 1</td>
<td>ENG3U</td>
<td>ENGLISH A (HL OR SL)</td>
</tr>
<tr>
<td>GROUP 2</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>GROUP 3</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>GROUP 4</td>
<td>SCH3U</td>
<td>CHEMISTRY (HL OR SL)</td>
</tr>
<tr>
<td>GROUP 5</td>
<td>MCR3UH OR M</td>
<td>MATHEMATICS (HL OR SL)</td>
</tr>
<tr>
<td>GROUP 6</td>
<td>SPH3U</td>
<td>PHYSICS (HL OR SL)</td>
</tr>
</tbody>
</table>

**NOTES:**
Those considering any branch of Engineering will benefit from taking the Computer Science elective in both Year 2 and Foundation Year (ICS3U followed by ICS4U).
## ENVIRONMENTAL SCIENCE

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>FOUNDATION YEAR</th>
<th>IB1 AND IB2</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP 1</td>
<td>ENG3U</td>
<td>ENGLISH A (HL OR SL)</td>
</tr>
<tr>
<td>GROUP 2</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>GROUP 3</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>GROUP 4</td>
<td>SBI3U</td>
<td>BIOLOGY (HL OR SL)</td>
</tr>
<tr>
<td>GROUP 5</td>
<td>MCR3UH OR M</td>
<td>MATHEMATICS (HL OR SL)</td>
</tr>
<tr>
<td>GROUP 6</td>
<td>SCH3U</td>
<td>CHEMISTRY (HL OR SL)</td>
</tr>
</tbody>
</table>

### NOTES:
While a second science course is not a prerequisite for all degree programs in Environmental Science, students who take both Biology and Chemistry will have the broadest choice of universities.
## ENVIRONMENTAL STUDIES

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>FOUNDATION YEAR</th>
<th>IB1 AND IB2</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP 1</td>
<td>ENG3U</td>
<td>ENGLISH A (HL OR SL)</td>
</tr>
<tr>
<td>GROUP 2</td>
<td>-</td>
<td></td>
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<tr>
<td>GROUP 3</td>
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<tr>
<td>GROUP 4</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>GROUP 5</td>
<td>MCR3UM OR S</td>
<td>MATHEMATICS (SL OR STUDIES)</td>
</tr>
<tr>
<td>GROUP 6</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

**NOTES:**
While most environmental studies programs have no specific prerequisites other than English, students who are drawn to such majors often include Environmental Systems and Societies and/or Geography among their IB course choices.
# Fine & Performing Arts

<table>
<thead>
<tr>
<th>Groups</th>
<th>Foundation Year</th>
<th>IB1 and IB2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>ENG3U</td>
<td>English A (HL or SL)</td>
</tr>
<tr>
<td>Group 2</td>
<td>-</td>
<td></td>
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<tr>
<td>Group 3</td>
<td>-</td>
<td></td>
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<tr>
<td>Group 4</td>
<td>-</td>
<td></td>
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<tr>
<td>Group 5</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Group 6</td>
<td>AVI3M OR ADA3M</td>
<td>Visual Arts (HL or SL) or Dramatic Arts (HL) or Film (HL)</td>
</tr>
</tbody>
</table>

**Notes:**
While IB Diploma courses in Visual Arts, Dramatic Arts and Film are not prerequisites for entry to university programs in these disciplines, they are invaluable in assisting applicants to prepare for the portfolio evaluation or audition, which is a key factor in the admission process.
<table>
<thead>
<tr>
<th>GROUPS</th>
<th>FOUNDATION YEAR</th>
<th>IB1 AND IB2</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP 1</td>
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<td>ENGLISH A (HL LITERATURE)</td>
</tr>
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<td>GROUP 2</td>
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</tr>
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<tr>
<td>GROUP 4</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>GROUP 5</td>
<td>MCR3UM OR S</td>
<td>MATHEMATICS (SL OR STUDIES)</td>
</tr>
<tr>
<td>GROUP 6</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

**NOTES:**

Students who intend to specialize in the Humanities (Literature, Languages, History, Philosophy, etc.) are strongly encouraged to select Higher Level English (either Literature or Language & Literature) and courses from Group 3 such as History or Philosophy in order to acquire the strongest possible background. If students plan to major in English Literature (especially at UK universities), they are advised to include HL English Literature in their IB Diploma program.

Math Studies provides acceptable background for those planning to specialize in the Humanities at university. However, Standard Level Mathematics will give these students a wider range of choices for undergraduate study.
### Kinesiology/Physical Education

<table>
<thead>
<tr>
<th>Groups</th>
<th>Foundation Year</th>
<th>IB1 and IB2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>ENG3U</td>
<td>English A (HL or SL)</td>
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<td>Group 2</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Group 3</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Group 4</td>
<td>SBI3U</td>
<td>Biology (HL or SL)</td>
</tr>
<tr>
<td>Group 5</td>
<td>MCR3UH OR M</td>
<td>Mathematics (SL)</td>
</tr>
<tr>
<td>Group 6</td>
<td>SCH3U</td>
<td>Chemistry (HL or SL)</td>
</tr>
</tbody>
</table>

**Notes:**

Kinesiology/Physical Education has the widest range of prerequisites of any undergraduate degree program. The choices shown here will give a candidate the greatest number of opportunities for receiving offers of admission; however, in certain cases it is possible to omit either Biology or Chemistry or to offer Physics or Sports, Exercise & Health Science instead.

Simon Fraser University in British Columbia requires FY (Grade 11) Physics as well. See the note under Life Sciences for advice about taking all three sciences in Foundation Year.
# LANGUAGES

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>FOUNDATION YEAR</th>
<th>IB1 AND IB2</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP 1</td>
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<td>GROUP 2</td>
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<td>FRENCH (HL OR SL)</td>
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**NOTE:**
While no specific courses are required for students planning to major in language study at the post-secondary level, typically most students interested in such a path will be taking two languages in addition to English in their IB Diploma program.
LIFE SCIENCES

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NOTES:

Universities expect students who are preparing for undergraduate study in the Life Sciences to acquire a strong background in both Chemistry and Biology.

For students who are undecided about whether to pursue studies in the Physical or Biological sciences at university, it is possible to complete credits in Biology, Chemistry and Physics during Foundation Year. However, the College generally recommends against this combination of subjects because it results in an excessive workload. For this reason, a student who selects all three sciences will have his proposed program reviewed by his University Counsellor. It is also possible to take the third science at UCC’s Summer Academy or by attending any other summer program accredited by the Ontario Ministry of Education.

It is not possible to take more than two sciences within the structure of the Diploma Program. Simon Fraser University, however, requires students majoring in Science to take both FY (Grade 11) Physics and Chemistry. The Physics course could be completed at summer school if necessary.

Those who intend to apply for direct entry medical studies programs at universities in the United Kingdom must offer Higher Level Biology and Higher Level Chemistry. Both Oxford and Cambridge require FY (Grade 11) Physics as well. The majority of UK medical schools expect applicants to write a standardized test (either the BMAT or the UKCAT) as part of the admission process. Students who have taken FY Physics will find themselves much better prepared for these tests.

Increasingly, medical school admission committees are identifying breadth of academic background as a criterion for selection. Over-specialization in any one IB Diploma subject group will work against the attainment of a truly liberal education.
MATHEMATICS

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NOTES:
While HL Mathematics is not technically a prerequisite for most Mathematics programs at North American universities, it is clearly superior preparation for study at the post-secondary level. The University of Waterloo strongly recommends that applicants to its Faculty of Mathematics offer a senior level (4U) course in Computer Science.
### MUSIC

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**NOTES:**

While IB Diploma Music is not a prerequisite for entry to a Bachelor of Music program, it is invaluable in assisting applicants to prepare for the audition, which is a key factor in the admission process.
# Physical Sciences

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**Notes:**
Some background in Computer Science would be helpful for students planning to major in the Physical Sciences.
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**NOTES:**
While Math Studies may be technically acceptable as a prerequisite for some Social Science programs, Standard Level Mathematics will provide students with superior preparation for programs such as Political Science, Psychology, Sociology, Anthropology, Geography, and Economics. Students interested in studying Economics at a university in the United Kingdom should be aware that some (most notably The London School of Economics & Political Science) require Higher Level Mathematics. In the case of LSE, a grade of 7 in HL Math is required for consideration.
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