2019–2020 Upper School

ACADEMIC PROGRAM GUIDE

UPPER CANADA COLLEGE
# TABLE OF CONTENTS

## 04 ACADEMIC PROGRAM
- Academic Program Overview
- Year 8, Year 9 and Year 10
- Year 11 and Year 12
- The International Baccalaureate Diploma Program
- The Ontario Secondary School Diploma (OSSD)
- Ontario Ministry of Education, OSSD Course Codes and Descriptions

## 34 ACADEMIC POLICIES AND PROCEDURES
- Absences From School
- Attendance Policy And Procedures
- Student Records
- Full Disclosure
- Course Selection and Limitations
- Course Changes
- Examinations
- Upper School Policy on Late Summative Assessment
- Code of Academic Honesty
- Textbook Purchasing

## 45 EVALUATION AND REPORTING STUDENT ACHIEVEMENT
- Upper School Evaluation and Reporting: An Overview
- Upper Canada College Assessment Policy
- Reporting Student Achievement in Year 8, Year 9 and Year 10
- Reporting Student Achievement in Year 11 and Year 12
- IB Diploma Program Cumulative Evaluation
- Awarding the IB Diploma
- The Bilingual Diploma

## 56 ACADEMIC COUNSELLING AND SUPPORT
- The Form and House Advising Systems
- The University Counselling Office
- The Registrar’s and IB Offices
- The Wernham West Centre for Learning
- Academic Performance and Monitoring
- Levels of Academic Support
- Teacher Grade Level Meetings
- Academic Status
- Amendment to Program

## 64 PROGRAMS OF STUDY BY SUBJECT AREA
- English
- Modern and Classical Languages
- Geography
- History/Economics/Philosophy
- Science
- Mathematics
- MYP Design
- Computer Science
- Visual Arts
- Music
- Theatre Arts
- Film
- Physical and Health Education
- Theory of Knowledge
- Extended Essay
- Learning Strategies

## 148 COURSE SELECTION AND UNIVERSITY COUNSELLING
- Advice about Course Selection
- Students Entering Year 8
- Students Entering Year 9
- Students Entering Year 10
- Students Entering the IB Diploma Years
- A Guide to Choosing Year 10 and IB Diploma Courses
- Architecture
- Business Administration and Commerce
- Computer Science
- Engineering
- Environmental Science
- Environmental Studies
- Fine and Performing Arts
- Humanities
- Kinesiology/Physical Education
- Languages
- Life Sciences
- Mathematics
- Music
- Physical Sciences
- Social Sciences

## 172 INDEXES BY SUBJECT AREA AND BY COURSE CODE
INTRODUCTION

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 through to the successful outcome of their secondary school experience. 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 the Upper Canada College Code of Conduct. The student Code of Conduct outlines extensive expectations including academic integrity, alcohol and drugs, sportsmanship, student discipline and safety. The Family Handbook is available on our website and in the Registrar's Office.

Before the start of classes, all boys new to UCC and the Upper School take part in the New To Blue orientation program. Over the four-day program for Boarders, and two-day program for Day students, new boys are provided with a thorough overview of academic supports and co-curricular offerings. Information sessions provide detail on everything from the school timetable to the House system. In addition, English Language Learners (ELL), are involved in a half-day orientation and assessment to assist with their language transition.

UCC offers an outstanding liberal curriculum. Notable for its depth, breadth and rigour, the academic program has been carefully designed to prepare students for the challenges of post-secondary 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.

Our five-year Upper School academic program culminates with the IB Diploma Program, which is undertaken by all UCC students in their final two years (Year 11, 12). Each discipline also meets the requirements of the Ontario Ministry of Education. Upon successful completion of the Upper School academic program, a student is eligible to receive both the IB Diploma and the Ontario Secondary School Diploma.

First introduced at the college in 2016-2017, UCC continues to roll out the implementation of the Middle Years Program (MYP) to benefit our students in Year 6 to Year 10. 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 during the two terms, 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.

Community resources are utilized at UCC to help broaden the student’s thinking and perspectives. Diverse speakers address students in weekly assemblies. Students also reach out to the community through service initiatives.

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.
Located beside the Student Centre, the University Counselling Office offers support for students as they create an individual pathway plan for their high school and post-secondary studies. Communication between students, families and the school is a crucial part of the course selection process. For students who decide to leave UCC prior to graduation, the University Counselling Office is pleased to offer support and guidance as they transition to their new school.

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 Advisor, 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.
FOR ASSISTANCE: 416-488-1125

ACADEMIC
DR. JULIA KINNEAR
Academic Dean
Extension 3365
email: jkinnear@ucc.on.ca

MS. HEATHER MATTHEWS
Registrar
Extension 2214
email: hmatthews@ucc.on.ca

UNIVERSITY COUNSELLING
MS. KATHERINE RIDOUT
Director of University Counselling
(Martland’s and McHugh’s)
Extension 2264
email: kridout@ucc.on.ca

MS. ANNE WELDON
Associate Director of University Counselling
(Bremner’s, Howard’s and Jackson’s)
Extension 3210
email: aweldon@ucc.on.ca

MS. NILI ISAACS
Associate Director of University Counselling
(Mowbray’s, Orr’s and Scadding’s)
Extension 2260
email: nisaacs@ucc.on.ca

MR. ANDREW TURNER
Director of Residential Life, Senior Admission Counsellor, Associate University Counsellor
(Seaton’s and Wedd’s)
Extension 2500
email: aturner@ucc.on.ca

INTERNATIONAL BACCALAUREATE
MS. COLLEEN FERGUSON
IB Diploma Program (DP) Coordinator
Extension 3334
email: cferguson@ucc.on.ca

MR. JOE SMITH
IB Middle Years Program (MYP) Coordinator
Extension 2243
email: jsmith@ucc.on.ca

MR. TOM BABITS
Director of Creativity, Activity, Service (CAS)
Extension 3378
email: tbabits@ucc.on.ca

WERNHAM WEST CENTRE FOR LEARNING
MS. BARBARA KAWASOE
Interim Director of the Wernham West Centre for Learning & Year 8 Coordinator
Extension 2211
email: bkawasoe@ucc.on.ca

MS. JENNIFER FERGUSON
Year 11 and Year 12 Coordinator of the Wernham West Centre for Learning
Extension 3000
email: jferguson@ucc.on.ca

MR. LINCOLN SMITH
Year 9 and Year 10 Coordinator of the Wernham West Centre for Learning,
Extension: 3009
email: lsmith@ucc.on.ca
ACADEMIC PROGRAM

05 ACADEMIC PROGRAM OVERVIEW
06 YEAR 8, YEAR 9 AND YEAR 10 STUDENTS
07 YEAR 11 AND YEAR 12 STUDENTS
07 THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM
09 THE ONTARIO SECONDARY SCHOOL CERTIFICATE
15 ONTARIO MINISTRY OF EDUCATION,
  OSSD COURSE CODES AND DESCRIPTIONS
ACADEMIC PROGRAM

ACADEMIC PROGRAM OVERVIEW

<table>
<thead>
<tr>
<th></th>
<th>PYP</th>
<th>MYP</th>
<th>DP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K–Year 5</td>
<td>Years 6–10</td>
<td>Years 11–12</td>
</tr>
</tbody>
</table>

UCC is an IB World School offering the IB Primary Years Program (PYP) at K–Year 5 and the IB Diploma Program (DP) at Years 11–12. We are currently taking steps to fully implement the IB Middle Years Program (MYP) to benefit our students in Year 6 to Year 10.

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.

- 2016–17
  We made enhancements to the Year 6 curriculum to align with MYP requirements.

- 2017–18
  MYP studied in Year 6, Year 7 and Year 8.

- 2018–19
  MYP studied in Year 6, Year 7, Year 8 and Year 9.

- 2019–20
  MYP to be studied in Years 6 through 10. We’ll celebrate our first MYP graduates in June 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, Activity and Service (CAS).
- The MYP Personal Project was introduced to Year 9 students in 2018-2019. It is student-centred and age appropriate practical exploration in which students consolidate their learning throughout the programme. This long-term project (January of Year 9 - February of Year 10) provides opportunities for creative and personal demonstration of each boy’s learning and is designed as an independent learning experience of approximately 25 hours.

Upper School students (Years 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).

YEAR 8, YEAR 9 AND YEAR 10 STUDENTS

The Head of the Upper School, Assistant Head, Student Affairs, the Year 8 Form Advisors and the Senior House Advisors work with faculty, staff and school resource personnel to enhance students’ skills and to prepare students for the transition into the DP years (Years 11 & 12).

In Year 8, students complete a program of 8 courses in eight subject areas: Language and Literature (English), Language Acquisition (French), Individuals and Societies (Geography), Science, Mathematics, Arts (Visual Art and Music), Design, and Physical and Health Education.

In Year 9, 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 Design (a choice of Coding and Programming, Digital Media or Innovative Product Design). Students complete the Ontario Secondary School Literacy Test in Year 9.

In Year 10, students complete a program of 8 courses: English, Science, Individuals and Societies, Math, Language Acquisition, Physical Education, and 2 electives from the Design, Arts, Individual and Societies, and Science offerings.

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 Year 10, students finalize their selection of an IB program.

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. A rich co-curricular program, including athletic teams, musical groups, theatrical productions is offered, digital film, school publications and a number of school clubs. Students are expected to participate fully in this program to grow as individuals and to contribute to life at the College.
YEAR 11 AND YEAR 12 STUDENTS

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 Year 11, 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 Year 11 year. Documentation of CAS activities begins this year. In Year 12, students complete course work and the CAS requirement. They write externally-evaluated, cumulative exams in May of the Year 12 year.

Students are expected to maintain a balanced program of academic work and co-curricular activities throughout their years in the Upper School. 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 are offered. In Year 11 and Year 12, 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 Upper School, Assistant Student Affairs, House Advisors and Senior House Advisors 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
- SL Spanish

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/SL Philosophy

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

Group 5: Mathematics
- HL/SL Applications & Interpretation (AI)
- HL/SL Analysis & Approaches (AA)

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 Year 11 year. For more information on the EE, see the course description section of this guide.

CREATIVITY, ACTIVITY, SERVICE (CAS)
At UCC, IB Diploma Program students (Year 11 and Year 12) must commit to one co-curricular activity per term over an 18-month period. Those activities must be balanced across Creativity, Activity 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)
In the Province of Ontario, a student must remain in secondary school until he has reached the age of 18 or obtained an 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).
CREDIT DEFINITION

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.

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 = Grade 9, 2 = Grade 10, 3 = Grade 11, 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 Year 11 or Year 12 and whether it is at Higher or Standard Level:

6 for a Standard Level Year 11 course
7 for a Standard Level Year 12 course
8 for a Higher Level Year 11 course
9 for a Higher Level Year 12 course

**FOR EXAMPLE**
Standard Level Geography is coded:
Year 11: CGW4U6 (using EDU code CGW4U)
Year 12: CGW4U7 (using EDU code CGW4U)
These digits are not included in the course codes that appear on the Ontario Student Transcript.

**COURSE TYPES**
All Grade 9 and 10 courses at Upper Canada College are designated Academic or Open. Academic Courses focus on the essential concepts of the discipline, explore related concepts, and develop students’ knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts and incorporating practical applications as appropriate. Open Courses are designed to prepare students for further study in certain subjects and to enrich their education generally. All Grade 11 and 12 courses at UCC are designated as University Preparation, University/College Preparation, or Open.

**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 9 Mathematics (Principles of Mathematics MPM2D) successfully before undertaking Year 10 Mathematics (Functions MCR3U). Prerequisite courses are established only by Ministry of Education curriculum policy documents.

See page 15 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 Year 8.

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 school children in priority neighborhoods. Students may not fulfill 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 in ManageBac. 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, 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 10. 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.
ONTARIO MINISTRY OF EDUCATION, OSSD
COURSE CODES AND COURSE DESCRIPTIONS

CAREERS

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

CIVICS

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

COMPUTER SCIENCE

ICS3U
Introduction to Computer Science, Grade 11, University Preparation
This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.
Prerequisite: None

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
DRAMA

ADA2O
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

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 11, University/College Preparation

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

---

**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 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.

**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

**FILM**

AWR4M  
**Visual Arts - Film/Video, 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. This course focuses on Film/Video.  
**Prerequisite:** None

ADV4M,  
**Drama - Film/Video, Grade 12, University/College Preparation**

This course focuses on enabling students to refine their use of the creative process when developing, using, and presenting drawings and paintings created with a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct drawing and painting and explore connections between art and society. The studio program enables students to explore a range of drawing and painting materials, processes and techniques within their own art production. Students will also make connections between various works of drawing and painting in personal, contemporary, historical and cultural contexts. This course focuses on drawing and painting.  
**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:** Minimum of 600 hours of French instruction, or equivalent
**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:** Extended French, Grade 9, Academic

**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 10, Academic

**FEF3U**  
**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 10, Academic
**FIF3U**
**French Immersion, Grade 11, University Preparation**
This course provides opportunities for students to consolidate the communication skills required to speak and interact with increasing confidence and accuracy in French in a variety of academic and social contexts. Students will use their skills in listening, speaking, reading, and writing and apply language learning strategies while exploring a variety of concrete and abstract topics. Students will increase their knowledge of the French language through the study of French literature from around the world. They will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.
**Prerequisite:** French Immersion, Grade 10, Academic

**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:** French Immersion, Grade 11, University Preparation

**FEF4U**
**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

**FRA4U**
**Français, Grade 12, préuniversitaire**
Ce cours permet à l’élève d’approfondir ses connaissances en communication orale, en lecture et en écriture. L’interprétation et la production de divers textes oraux ainsi que l’étude d’œuvres contemporaines du Canada français et de quelques extraits significatifs d’œuvres de la littérature française des XXe et XXIe siècles et de quelques extraits significatifs d’œuvres de la francophonie ontarienne, canadienne ou mondiale écrites après 1960 enrichissent le bagage culturel de l’élève et l’amènent à réfléchir aux questions fondamentales de la francophonie et à son engagement envers la langue et la culture d’expression française. La réalisation d’un projet autonome d’envergure lui permet de 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 et ses travaux. Ce cours est conçu pour préparer l’élève à suivre des cours universitaires et collégiaux ou à intégrer le monde du travail.
**Prerequisite:** Français, 11e année, cours préuniversitaire
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

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

CGO4M
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

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
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

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 individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada’s evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.
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

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, (Ancient Greek/Latin) 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
LVLCU
Classical Languages, (Ancient Greek/Latin) Level 2, University Preparation

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

Prerequisite: Classical Languages, Level 1, Academic

LVLDU
Classical Languages, (Ancient Greek/Latin) 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: Grade 9 Mathematics, Academic, or Grade 9 Mathematics Transfer, Applied to 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

**MCF3M**

*Functions and Applications, Grade 11, University/College Preparation*

This course introduces basic features of the function by extending students’ experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Principles of Mathematics, Grade 10, Academic, or Foundations of Mathematics, Grade 10, Applied

**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).

---

**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 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

---

**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

**HVT4U 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

---

**PHYSICAL AND HEALTH EDUCATION**

**PPL10 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 activities.
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 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:** 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 (Spanish)
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

TECHNOLOGICAL EDUCATION

TDJ1O
Exploring Technological Design, Grade 9, Open
This exploratory course introduces students to concepts and skills related to technological design, which involves the development of solutions to various design challenges and the fabrication of models or prototypes of those solutions. Students will develop an awareness of related environmental and societal issues, and will begin to explore secondary and post-secondary pathways leading to careers in the field.
Prerequisite: None

TDJ2O
Technological Design, Grade 10, Open
This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design, and will learn about secondary and postsecondary education and training leading to careers in the field.
Prerequisite: None

TDJ3M
Technological Design, Grade 11, University/College Preparation
This course examines how technological design is influenced by human, environmental, financial, and material requirements and resources. Students will research, design, build, and assess solutions that
meet specific human needs, using working drawings and other communication methods to present their design ideas. They will develop an awareness of environmental, societal, and cultural issues related to technological design, and will explore career opportunities in the field, as well as the college and/or university program requirements for them.

**Prerequisite:** None

**TGJ3M**  
**Communications Technology, Grade 11, University / College Preparation**

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues, and will explore college and university programs and career opportunities in the various communications technology fields.

**Prerequisite:** None

**TDJ4M**  
**Technological Design, Grade 12, University/College Preparation**

This course introduces students to the fundamentals of design advocacy and marketing, while building on their design skills and their knowledge of professional design practices. Students will apply a systematic design process to research, design, build, and assess solutions that meet specific human needs, using illustrations, presentation drawings, and other communication methods to present their designs. Students will enhance their problem-solving and communication skills, and will explore career opportunities and the postsecondary education and training requirements for them.

**Prerequisite:** Technological Design, Grade 11, University/College 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, apply 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
ACADEMIC POLICIES & PROCEDURES

35 ABSENCES FROM SCHOOL
35 ATTENDANCE POLICY AND PROCEDURES
36 STUDENT RECORDS
37 FULL DISCLOSURE
37 COURSE SELECTION AND LIMITATIONS
37 COURSE CHANGES
38 EXAMINATIONS
39 UPPER SCHOOL POLICY ON LATE SUMMATIVE ASSESSMENT
40 CODE OF ACADEMIC HONESTY
44 TEXTBOOK PURCHASING
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 advisor, 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 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 and will remain so in our records unless rectified by the parent or guardian.
STUDENT RECORDS

THE OSR

An Ontario Student Record (OSR) is maintained for every student in the Registrar’s 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 OS 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 as follows:

- Year 9 and Year 10 students may request a course change during Cycle 2 of the school year (the 9th day of school to the 16th day of school).
- Year 11 students may request a course change on or after Day 2 of Cycle 1 (the 2nd day of school) up until the Thanksgiving Long Weekend.

No course changes will be accepted on the first day of classes. Course change forms are available on Day 2 for Year 11 students, and on Day 8 for Years 9 and 10.

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. With regard to course changes, please be aware that every effort will be made to honour requests; however, certain changes may not be possible because of timetabling constraints.

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 Year 8 to Year 11 students in June. Examinations for Year 12 students are held in December and May.

All aspects of final Year 12 exams in May are strictly governed by IB regulations. Final Year 12 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. Casual 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. Gaby Lacayo 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 Advisor 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 ManageBac, 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 Advisor and parents if problems arise.

  – Monitoring patterns of late work and following up as appropriate.

**LATE POLICY:**

Students are expected to hand in all summative assessments by the assigned due date. Students who do not meet a deadline will be given a three day grace period (including weekends) to complete and submit the work. Whatever is produced at this time will serve as the final product no matter its state.

Late work submission across all of a student’s courses will be centrally tracked with a sequence of responses as outlined below. Repeated patterns of behaviour typically signal a more significant challenge that will need to be supported (challenges could include organizational and time management skills, motivation, perfectionism, etc.).
Sequence of Responses to Late Infractions (across all a student’s courses):

**LATE #1:** Three day grace activated (study hall available but not required); late recorded, parent notified

**LATE #2:** Three day grace activated (study hall available but not required); late recorded, parent notified

**LATE #3:** Three day grace activated (study hall required); late recorded, parent notified

**LATE #4:** Three day grace activated (study hall required); late recorded, parent notified + student placed on conduct status

**LATE #5:** Managed on a case-by-case basis

When a student’s work is late, parents will be contacted via an email from the school. This email will include the specifics of the particular assignment including the final deadline after the three day extension. If this is the third or more late work submission, an additional email from the IB Coordinator will be sent.

**STUDY HALL LOCATIONS AND TIMES:**
Year 8, 9 and 10 students attend study hall beside the second floor CFL from 3:45-4:45pm. Students sign in upon arrival and sign out when leaving.

Year 11 and 12 students attend study hall in the MacIntosh Library. Study hall is available during student spares and after school from 3:45-4:45 p.m. Students sign in upon arrival and sign out when leaving.

**CODE OF ACADEMIC HONESTY**

The purpose of UCC’s Academic Honesty Policy is to support a “culture of ethical academic practice.”* It describes what constitutes good academic practice, what constitutes academic misconduct, the responsibilities of members of the school community, and what actions are to be taken in cases of misconduct.

*from the IB Programme Standards and Practices.

**GUIDING PRINCIPLES AND PRACTICES**

As learners in an IB World School, we strive to reflect the attributes of the IB Learner Profile. We are:

• inquirers who develop skills for inquiry and research;
• knowers who explore and engage with issues and ideas across the disciplines;
• thinkers who utilize creative and critical thinking skills;
• communicators who are able to express ourselves and collaborate effectively;
• open-minded individuals who seek and evaluate a range of points of view; and
• principled individuals who act with integrity and honesty.

Academic honesty is the process of making visible how we have constructed our ideas and understanding. It is grounded in a set of skills and attributes including integrity, and respect for others and their work.

The College recognizes its responsibility to develop in students the habits and personal standards of academic honesty. At UCC, cheating, plagiarism and all other forms of academic dishonesty are treated as serious conduct matters that undermine and compromise both the student’s education and the integrity of the College’s learning community.

The International Baccalaureate (IB) defines academic misconduct as behaviour that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment components. Academic misconduct includes:

• Cheating—any deceit in academic work such as the use of unauthorized notes or other aids in a test, copying from or being influenced by someone else’s work during a formative or summative assessment, giving unauthorized aid to someone else.
• Plagiarism—the representation, intentionally
• or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.

• Collusion—supporting academic misconduct by another student, as in allowing one’s work to be copied or submitted for assessment by another.

• Duplication of work—the presentation of the same work for different assessment components.

• Any other behaviour that gives an unfair advantage to a student or that affects the results of another student (falsifying data, misconduct during an examination, creating spurious reflections).

• Inappropriate collaboration, i.e., not working independently when that is the expectation. For most assessments, students are expected to work independently but with appropriate support from teachers and other adults; there are many occasions when collaboration with other students is an important part of the learning process and expectations will be clearly communicated by teachers.

In order to help prevent academic dishonesty:

• The College follows IB policies, recommendations and practice.

• Student work may be submitted to external bodies such as Turnitin.com for verification and evaluation of sources.

• Teachers design products and tasks where students explore recent events or original scenarios.

• Teachers create tasks that include stages where students are required to document their research and work.

• Teachers include methods to ensure that students provide evidence of research process such as an annotated bibliography or pathfinders.

• It is recommended that students keep all rough drafts and notes.

• Academic honesty is taught and modeled by all teachers.

• The Academic honesty policy is reviewed regularly.

RESPONSIBILITIES

FACULTY:

• Set clear expectations for academic honesty and give student’s awareness of what constitutes academic misconduct.

• Include the learning and practice of academic honesty as part of their ATL skill development.

• Make students aware that the IB Coordinators and teachers are available to offer further advice and assistance.

• Devote time to teaching research skills and other skills that support academic honesty, including note-taking, paraphrasing and citation, collaborating with the library as needed.

• Devote time to teaching what constitutes academic dishonesty, intellectual property, plagiarism, the duplication of work and authentic authorship.

• Ensure that a student’s work is, to the best of their knowledge, the authentic work of the student.

• Monitor students when they are working on summative assessment tasks by reviewing work in progress, including early drafts that show edits.

• Adhere to IB guidelines for work assessed by the IB - for example the regulations regarding feedback for the MYP Personal Project, Internal Assessments and the DP Extended Essay.

• Check all students’ work prior to submission to the IB for assessment or moderation, including using digital checking tools such as Turnitin.com.

• In collaboration with the library ensure that all work
is original or correctly cited using recognized conventions such as MLA or Chicago.

- Model academic honesty by citing all sources in presentations and handouts.
- Design assessments with the prevention of academic honesty issues in mind.

ADMINISTRATION:
- Align the policy with IB expectations and undertaking a periodic review at the administrative level.
- Keep central records of each situation and the consequences via the IB Coordinators.
- Ensure consistency and fairness.
- Monitor general trends or individual student concerns.
- Provide opportunities for teachers to review the academic honesty policy as a group to ensure consistency and identifying training areas when necessary.
- Ensure that IB Coordinators are responsible for making teachers, students and legal guardians aware of the requirements for academic honesty in an age and program appropriate way; agree with teachers on an internal calendar of all due dates for the receipt/submission of candidates’ assessment material; ensure students and invigilators are provided with relevant information about examination regulations.
- Teach referencing and citations skills explicitly in each year as a targeted ATL skill.

STUDENTS:
- Are honest in all aspects of their academic work. Remember this simple principle: in presenting his work, the student is in effect declaring: “This is my own work.”
- Employ authentic authorship, which means present “individual and original ideas with the ideas and work of others fully acknowledged” (IBO) including by referencing sources properly using guidance provided by their teachers.
- Familiarize themselves with the UCC Academic Honesty Policy and conform to all practices and guidelines for academic honesty given in the policy and by their teachers.
- Seek guidance; if in doubt about any aspect of the principles and practices of academic honesty, the student should consult a teacher, adviser or librarian.

PARENTS:
- Are aware of the UCC’s Academic Honesty Policy.
- Model the correct behaviours for their children.
- Encourage their child/children to ask their teacher for advice or feedback if they are having difficulty with their work.
- Encourage their child/children to attend extra help sessions provided by the teacher or attend sessions offered by the WWCfL to be proactive in their learning and prevent issues of academic dishonesty.
- Provide encouragement for their child/children in planning each assignment and letting their child/children do their own work.

DISCIPLINARY ACTION IN THE CASE OF ACADEMIC MISCONDUCT

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.

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

1. The student will be placed on Conduct Status (Advisory concern or probation), and his compliance with the principles and practices of academic honesty will be carefully monitored.

2. 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.

3. The student may be advised or required to undertake an appropriate counselling or academic support plan to promote responsible academic conduct.

4. The student will be given the opportunity to complete a modified assessment.

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

1. 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.

2. 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.

3. The student may be advised or required to undertake an appropriate counselling or academic support plan to promote responsible academic conduct.

4. The student will be given the opportunity to complete a modified assessment.

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 is liable to be expelled or denied re enrolment at the College.

ACADEMIC HONESTY AND THE IB DIPLOMA PROGRAMME
An offence against academic honesty in any area of IB evaluation, including all internally and externally assessed components, the Extended Essay and Theory of Knowledge, may compromise the awarding of subject grades and the diploma itself. All DP students are informed and reminded about practices of Academic Honesty before examinations including the reading of the Conduct of the examinations: Notice to candidates. Additionally, Diploma Programme teachers provide students with academic honesty instruction and practice throughout the two years of instruction. Relevant skills, in particular, research, self-management and communication, are scaffolded and assessed via the ATL framework. Library support for research and citation is provided through coursework, and in support of the Extended Essay and Theory of Knowledge.
The practices and standards of academic honesty are an integral part of teaching and learning at UCC as outlined in the IBO’s Diploma Programme: From principles into practice.
All coursework including work submitted for assessment is to be authentic, based on the student’s individual and original ideas with the ideas and work of others fully acknowledged. Assessment tasks that require teachers to provide guidance to students or that require students to work collaboratively must be completed in full compliance with the detailed guidelines provided by the IB for relevant subjects.

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 choose Parents tab, then choose Bookstore in drop down menu, 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 distribution upon arrival in September. New boarding parents should refer to information provided upon admission.
EVALUATION & REPORTING STUDENT ACHIEVEMENT

46 UPPER SCHOOL EVALUATION AND REPORTING: AN OVERVIEW
47 UPPER CANADA COLLEGE ASSESSMENT POLICY
50 REPORTING STUDENT ACHIEVEMENT IN YEAR 8, YEAR 9 AND YEAR 10
53 REPORTING STUDENT ACHIEVEMENT IN YEAR 11 AND YEAR 12
55 AWARDING THE IB DIPLOMA
55 THE BILINGUAL DIPLOMA
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 Advisors also can meet their son’s Advisor.

OCTOBER THREE WAY CONFERENCES: SUBJECT TEACHER/ADVISOR
Parents book interviews with subject teachers and/or Advisors, who will share more specific information on student progress.

MID-YEAR REPORT (JANUARY):
The January Report presents a full academic summary of a student’s performance since September including subject marks, comments and an attendance report.

FEBRUARY THREE WAY CONFERENCES: SUBJECT TEACHER/ADVISOR (YEAR 12)
Teachers and Advisors will communicate a student’s overall standing to date that now includes assessments completed since the beginning of January.

MARCH THREE WAY CONFERENCES: SUBJECT TEACHER/ADVISOR (YEARS 8-11)
Teachers and Advisors will communicate a student’s overall standing to date that now includes assessments completed since the beginning of January.

FINAL REPORT (APRIL) - YEAR 12 ONLY
This is the final report issued to Year 12 students by UCC. Marks are calculated based upon the cumulative marking scheme (results from Year 11 and work completed to date). This report will include the final Advisor comment, co-curricular comments and an attendance report.

FINAL REPORT (JUNE) - YEAR 8-YEAR 11
This is the final report issued to students in Year 8 to Year 11. The Final Report presents a full academic summary of a student’s performance since September including subject marks, comments and an attendance report.

The Final Report Card will also be the only report to include co-curricular comments for the year.
UPPER CANADA COLLEGE
ASSESSMENT POLICY

INTRODUCTION

The purpose of UCC’s Assessment Policy is to support a “culture of continuous learning and growth.”* It outlines the College’s philosophy of academic assessment, guiding principles/practices and the responsibilities of faculty, students and parents.

*from the IB Programme Standards and Practices.

The purpose of student assessment, evaluation and reporting is to:

1. Support learning for all students.
2. Provide feedback to students, parents and faculty about the learning process.
3. Provide information for planning, implementing and improving instruction, based on the strengths and needs of students.

GUIDING PRINCIPLES AND PRACTICES

PRINCIPLE 1: Assessment, evaluation and reporting practices are based on the principles and guidelines of the International Baccalaureate (IB) and the Ontario Ministry of Education.

PRINCIPLE 2: Assessment, evaluation and reporting practices are fair and designed to support student growth. They include:

1. Using a variety of assessment strategies.
2. Ensuring that assessment is ongoing and provides multiple opportunities to demonstrate learning and a range of evidence to support judgments about students’ levels of achievement.
3. Providing opportunities for practice and feedback through assessment for learning (formative).
4. Communicating clearly what the assessment of learning (summative) will look like, early in each unit of instruction.
5. Ensuring that the students understand the methods and criteria by which they will be assessed and evaluated.
6. Providing students with exemplars when appropriate.
7. Ensuring that assessment is based on what has been taught.
8. Helping students develop the ability to reflect on their strengths and areas for growth and use this information to set learning goals for improvement.
9. Developing students’ skills in self and peer assessment.
10. Ensuring that students are made aware of UCC’s Academic Honesty Policy.
11. Supporting the needs of students, consistent with the strategies outlined by the Richard Wernham and Julia West Centre for Learning (WWCfL), including the One Page Reports.

PRINCIPLE 3: Assessment, evaluation and reporting practices are clear, accurate, timely and designed to support ongoing conversations about student learning. They include:

1. Giving students constructive feedback with clear guidance for improvement in a timely manner.
2. Providing regular information to parents and students about students’ progress during the academic year.
3. Ensuring that through comments on student progress reports and parent-form adviser-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. Ensuring that personal assessment and evaluation records are kept confidential.
5. Ensuring that when a student is experiencing difficulty in achieving expectations, the student and his parents are made aware of the situation well in advance of the formal reporting process.
6. Promoting assessment literacy for students and parents to support our partnership (e.g. sharing information at curriculum nights, parent information meetings, three-way conferences; actively involving students in self-assessment; having students reflect on their progress and setting goals with parents and teachers and advisers).

RESPONSIBILITIES

FACULTY:

• Are aware of individual needs of students, including recommendations from the WWCfL.
• Teach students to use organizational tools effectively.
• Work collaboratively to set assessment criteria and tasks based on clear learning expectations.
• Assess students’ prior knowledge whenever possible at the beginning of units.
• Show assessment criteria and exemplars early in a unit.
• Use a variety of assessment strategies and tools.
• Assess Approaches to Learning skills, subject-specific skills, knowledge and understanding of concepts.
• Return student work in a timely manner.
• Provide feedback early in a unit and often. This feedback specifies strengths and areas for improvement and gives the student opportunities to meet expectations.
• Encourage self-assessment, reflection and goal setting.

• Reflect on their practice and modify their units as needed.
• Keep an accurate and detailed record of the students’ achievement.
• Communicate student progress and achievement through student progress reports and three-way conferences.
• Communicate concerns early to Form Advisers, Advisers and the WWCfL faculty.
• Communicate with parents and Advisers early when a student does not meet the expectations.
• Share marks and results only with the student, his parents and colleagues.

RICHARD WERNHAM AND JULIA WEST
CENTRE FOR LEARNING:

• Assist students in using organizational tools effectively (e.g. Google calendar, agenda).
• Assist students in developing learning and study skills.
• Determine required testing accommodations as outlined in psycho-educational evaluations.
• Give feedback to faculty on students’ learning issues.
• Assist faculty in developing appropriate assessment strategies.

ADMINISTRATION:

• Ensure that UCC’s Assessment Policy standards are met consistently.
• Provide appropriate professional development to faculty and staff.
• Provide support to faculty when communicating with families.
• Ensure that faculty review UCC’s Assessment Policy on a regular basis.
STUDENTS:
• Are actively involved in their learning.
• Are diligent, and produce good quality work and submit their work on time.
• Use organizational tools effectively.
• Use appropriate strategies to prepare for assessments tasks.
• Seek extra help when needed.
• Reflect on assessed work: strengths, areas for improvement and next steps.
• Adhere to the expectations outlined in UCC’s Academic Honesty Policy.

PARENTS:
• Celebrate their sons’ accomplishments.
• Encourage their sons to reflect on their learning.
• Support their sons’ learning by helping them organize their work at home.
• Support their sons’ learning by helping them implement their teachers’ recommendations for improvement.
• Support their sons’ learning by communicating relevant information, issues and concerns to their sons’ teachers, Form Teachers, Form Advisers, or House Advisers in a timely manner.
The table on the following page illustrates how a student’s overall achievement in a course is reported as an MYP holistic level as determined by the MYP Grade Boundaries. The level is translated into an OSSD percentage which align with the IB Schools of Ontario agreed grade ranges. The full report cards (January and June) will include for each subject:

- A level /8 for each of the four MYP criteria per subject
- An Approaches to Learning assessment (for any ATL skills actively taught and assessed, teachers will indicate whether a student is beginning, developing, using, modelling
- The totaled holistic mark on the 32 point scale, and the corresponding 1-7 mark according to where the holistic mark fits on the MYP grade boundaries.
- The overall level is converted to a percentage only at the time of issuing the final report card in June, following a conversion scale with ranges agreed to by all MYP Schools in Ontario (see Table of Equivalency - Reporting Student Achievement in Year 8, Year 9, and Year 10)
### Reporting Student Achievement in Year 8, Year 9 and Year 10

<table>
<thead>
<tr>
<th>MYP Grade</th>
<th>MYP Boundary Guidelines</th>
<th>OSSD percentage equivalent (*according to the ranges established by the IB Schools of Ontario)</th>
<th>MYP Grade Boundary Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>32 31 30 29 28</td>
<td>100 99 98 98 97</td>
<td>Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.</td>
</tr>
<tr>
<td>6</td>
<td>27 26 25 24</td>
<td>96 95 94 93</td>
<td>Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.</td>
</tr>
<tr>
<td>5</td>
<td>23 22 21 20 19</td>
<td>92 90 88 86 84</td>
<td>Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.</td>
</tr>
<tr>
<td>4</td>
<td>18 17 16 15</td>
<td>83 80 77 74</td>
<td>Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.</td>
</tr>
<tr>
<td>3</td>
<td>14 13 12 11 10</td>
<td>71 68 66 64 62</td>
<td>Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking, is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.</td>
</tr>
<tr>
<td>2</td>
<td>9 8 7 6</td>
<td>60 57 54 52</td>
<td>Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.</td>
</tr>
<tr>
<td>1</td>
<td>5-0</td>
<td>49 and below</td>
<td>Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.</td>
</tr>
</tbody>
</table>
Approaches to Learning Skills levels

Approaches to Learning (ATL) Skills

<table>
<thead>
<tr>
<th>COMMUNICATION</th>
<th>SOCIAL</th>
<th>SELF-MANAGEMENT</th>
<th>THINKING</th>
<th>RESEARCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills</td>
<td>Collaboration Skills</td>
<td>Organization Skills</td>
<td>Information Literacy Skills</td>
<td>Critical Thinking Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Affective Skills</td>
<td>Media Literacy Skills</td>
<td>Creative Thinking Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reflection Skills</td>
<td></td>
<td>Transfer Skills</td>
</tr>
</tbody>
</table>

Beginning - students are introduced to the skill, and can watch others performing it (observation)

Developing - students copy others who use the skill and use the skill with scaffolding and guidance (emulation)

Using - students employ the skill confidently and effectively (demonstration)

Modelling - students can model for others how to use the skill and can accurately assess how effectively the skill is used (self-regulation)
REPORTING STUDENT ACHIEVEMENT IN YEAR 11 AND YEAR 12

The table on 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.
- 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 Year 11 and Year 12

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Internal (UCC) Grades</td>
<td>UCC Descriptors</td>
<td>Reported IB Grades</td>
</tr>
<tr>
<td>100</td>
<td>outstanding</td>
<td>7+</td>
<td>100</td>
</tr>
<tr>
<td>99</td>
<td>98</td>
<td>7</td>
<td>99</td>
</tr>
<tr>
<td>97</td>
<td>excellent</td>
<td>7</td>
<td>98</td>
</tr>
<tr>
<td>96</td>
<td>within the critical range</td>
<td>7-</td>
<td>97</td>
</tr>
<tr>
<td>95</td>
<td>94</td>
<td>6+</td>
<td>96</td>
</tr>
<tr>
<td>93</td>
<td>superior</td>
<td>6</td>
<td>95</td>
</tr>
<tr>
<td>89</td>
<td>very good</td>
<td>6</td>
<td>94</td>
</tr>
<tr>
<td>86</td>
<td>within the critical range</td>
<td>6-</td>
<td>93</td>
</tr>
<tr>
<td>85</td>
<td>84</td>
<td>5+</td>
<td>92</td>
</tr>
<tr>
<td>83</td>
<td>above average</td>
<td>5</td>
<td>91</td>
</tr>
<tr>
<td>82</td>
<td>good</td>
<td>5</td>
<td>90</td>
</tr>
<tr>
<td>80</td>
<td>within the critical range</td>
<td>5-</td>
<td>89</td>
</tr>
<tr>
<td>79</td>
<td>78</td>
<td>4+</td>
<td>88</td>
</tr>
<tr>
<td>77</td>
<td>76</td>
<td>below average</td>
<td>87</td>
</tr>
<tr>
<td>75</td>
<td>74</td>
<td>4</td>
<td>86</td>
</tr>
<tr>
<td>73</td>
<td>72</td>
<td>3+</td>
<td>85</td>
</tr>
<tr>
<td>71</td>
<td>within the critical range</td>
<td>3-</td>
<td>84</td>
</tr>
<tr>
<td>70</td>
<td></td>
<td>3</td>
<td>83</td>
</tr>
<tr>
<td>69</td>
<td>satisfactory</td>
<td>4+</td>
<td>81</td>
</tr>
<tr>
<td>68</td>
<td>67</td>
<td>below average</td>
<td>80</td>
</tr>
<tr>
<td>66</td>
<td>65</td>
<td>within the critical range</td>
<td>79</td>
</tr>
<tr>
<td>64</td>
<td>63</td>
<td>4-</td>
<td>78</td>
</tr>
<tr>
<td>62</td>
<td>61</td>
<td>mediocre</td>
<td>77</td>
</tr>
<tr>
<td>60</td>
<td>59</td>
<td>3+</td>
<td>76</td>
</tr>
<tr>
<td>58</td>
<td>57</td>
<td>remediation recommended</td>
<td>75</td>
</tr>
<tr>
<td>56</td>
<td>55</td>
<td>3</td>
<td>74</td>
</tr>
<tr>
<td>54</td>
<td>53</td>
<td>within the critical range</td>
<td>73</td>
</tr>
<tr>
<td>52</td>
<td>51</td>
<td>2-</td>
<td>72</td>
</tr>
<tr>
<td>50</td>
<td>49</td>
<td>remediation required</td>
<td>71</td>
</tr>
<tr>
<td>47-49</td>
<td>may achieve a passing grade</td>
<td>2+</td>
<td>70</td>
</tr>
<tr>
<td>40-46</td>
<td>a failing grade</td>
<td>remediation required</td>
<td>69</td>
</tr>
<tr>
<td>39 &amp; below</td>
<td>a failing grade</td>
<td>2</td>
<td>68</td>
</tr>
<tr>
<td>--</td>
<td>--</td>
<td>remediation required</td>
<td>67</td>
</tr>
<tr>
<td>--</td>
<td>N</td>
<td>3-</td>
<td>--</td>
</tr>
<tr>
<td>--</td>
<td>No Mark</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>
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 Year 11 and Year 12. Details about how this grading continuum is handled in individual disciplines is provided to students and parents at the start of Year 11.

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>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<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.
ACADEMIC COUNSELLING & SUPPORT

57 THE FORM AND HOUSE ADVISING SYSTEMS
57 THE UNIVERSITY COUNSELLING OFFICE
58 THE REGISTRAR AND IB OFFICES
58 THE WERNHAM WEST CENTRE FOR LEARNING
60 THE MACINTOSH LIBRARY
61 ACADEMIC PERFORMANCE AND MONITORING
61 LEVELS OF ACADEMIC SUPPORT
62 TEACHER GRADE LEVEL MEETINGS
63 ACADEMIC STATUS
63 AMENDMENT TO PROGRAM
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 (Year 8) and House Advising Systems (Year 9–Year 12).

Advisors 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 Advisor provides academic counselling, especially in the earlier years. Students are encouraged to refer any problems, academic or otherwise, first to their Form or House Advisor. As necessary, the Advisor 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 Year 10, Year 11 and Year 12, 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 Year 10 and Year 11, 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. Nili Isaacs (Associate Director) works with students in Mowbray’s, Orr’s, and Scadding’s. Michael Munshaw (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 AND IB OFFICES**

The Registrar and IB Offices (DP and MYP) are located beside the Student Centre and offer 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 Gaby Lacayo, Administrative Assistant to the DP And Registrar’s Offices at 416-488-1125, ext. 2222 or glacayo@ucc.on.ca

Other academic queries, including those related to transcripts, course selection, and course changes, may be directed to Sandra Fulford, Administrative Assistant to the Registrar, 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 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 the Director in the Centre for Learning office.
FOR MORE INFORMATION, CONTACT:

Barbara Kawasoe, Interim Director of the Wernham West Centre for Learning and Year 8 Coordinator, 416-488-1125, Extension 2211, email: bkawasoe@ucc.on.ca.

Jennifer Ferguson, Year 11 and Year 12 Coordinator Wernham West Centre for Learning, 416-488-1125, Extension 3000, email: jferguson@ucc.on.ca

Lincoln Smith, Year 9 and Year 10 Coordinator Wernham West Centre for Learning 416-488-1125, Extension: 3009, email: lsmith@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 not provide admission’s 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 Advisor/House Advisor. The following questions will be asked:

- Are the Form Advisor/House Advisor 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 Advisor/House Advisor, 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.

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 Personal Project in Year 9 and in the Extended Essay process in Year 11, providing 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 Advisor, 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 Advisor, who will draw the student’s teachers and staff into the discussion as required.

In addition to the aid given through the House Advisor, 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, Official Notes, One Page Report, Green Sheets, Teacher Grade Level Meetings)
- Advisor/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: SPECIALIZED SUPPORT

- 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
- Teacher Grade Level Meetings
- Established plan for internal/external counselling
- Student Support Plan
- Recommendation to Student Support Committee.

STAGE 5: STUDENT SUPPORT COMMITTEE (SSC)

- Discussions/recommendations
- Official Notes Review
- Centre for Learning information
- Teacher Grade Level Meetings information
- Academic status recommendations
- Student Support Plans Reviewed
- Advising
- Attendance

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, advisors 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, Advisors and members of the Student Support Committee (SSC) 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 Advisor and the Student Support 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 Student Support 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 Advisor and the Boys of Concern 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 Student Support Committee in collaboration with the Academic Dean and the Head of the Upper School. 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

65 ENGLISH
70 MODERN AND CLASSICAL LANGUAGES
85 GEOGRAPHY
90 HISTORY/ECONOMICS/PHILOSOPHY
101 SCIENCE
111 MATHEMATICS
119 MYP DESIGN
122 COMPUTER SCIENCE
125 VISUAL ARTS
128 MUSIC
134 THEATRE ARTS
136 FILM
140 PHYSICAL AND HEALTH EDUCATION
143 THEORY OF KNOWLEDGE
145 EXTENDED ESSAY
147 LEARNING STRATEGIES
The aims of the Year 8, Year 9 and Year 10 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.
YEAR 8:

ENGLISH

**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 8 English program encourages student development as creative and critical writers, as well as analysts and composers of a variety of text types. Through four units of study, students explore writing from multiple perspectives and consider the intersection of language texts and global issues of equality and fairness. Core texts include poetry, a novella, short stories, and a play, which are supplemented by resources such as editorial articles and opinion pieces, diaries, political speeches and media texts like advertisements. On a regular basis, students practice various forms of writing, including narrative pieces, poetry and thesis statements, as well have the opportunity to reflect on the learning process. There is a consistent focus on new vocabulary and terminology, as well as scaffolded writing conventions and research skills.

YEAR 9:

ENGLISH

**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 9, the English course reflects maturing student interest and skill in four units “space” organized by key and related concepts. Students practice textual and visual feature analysis while exploring a range of genres such as science fiction, the graphic novel and comedy. Throughout, students reflect on how literature breaks boundaries, for instance of time and discipline, and occupies a vital role in culture and society. Students continue to read and produce diverse text types, practice writing for a variety of purposes, and expand their knowledge of style elements and media literacy strategies. In preparation for Year 10, there is a focus on the purpose of audience and context, critical paragraph structure and drafting and editing skills.
YEAR 10:

**ENGLISH**

**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.

Year 10 English is comprised of four units, each addressing a different key concept related to the study of language and literature. Core texts include poetry, short stories, a memoir, a play, and a novel. Other related texts, including median and non-fiction texts are explored in order to develop students’ understanding of how different text types convey meaning in a particular context. Students will learn how to write effectively in various modes, including creative writing, instructional writing, and analytical writing. The course is designed to serve as both a culmination of MYP Language and Literature and intensive preparation for English courses in the Diploma Programme.

**THE WRITER’S CRAFT**

**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.
YEAR 11 AND YEAR 12:

ENGLISH A:
LITERATURE, STANDARD LEVEL

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.

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 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 & Literature is intended for students who wish to pursue a broadly based and challenging curriculum.
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 8</th>
<th>YEAR 9</th>
<th>YEAR 10</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRENCH</td>
<td>FRENCH</td>
<td>FRENCH</td>
<td>FRENCH B SL: LANGUAGE</td>
<td>FRENCH B SL: LANGUAGE</td>
</tr>
<tr>
<td>FSF1D</td>
<td>FSF2D</td>
<td>FSF3U</td>
<td>FSF4UB6</td>
<td>FSF4UB7</td>
</tr>
<tr>
<td>OR</td>
<td>OR</td>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEF1D</td>
<td>FEF2D</td>
<td>FEF3U</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FRENCH B HL: LANGUAGE</td>
<td>FRENCH B HL: LANGUAGE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FSF4UB8</td>
<td>FSF4UB9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FRENCH</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>FIF3UA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHINESE</td>
<td>CHINESE</td>
<td>CHINESE B SL: LANGUAGE</td>
<td>CHINESE B SL: LANGUAGE</td>
<td></td>
</tr>
<tr>
<td>LKBBDB</td>
<td>LKBCUB</td>
<td>LKBDUB6</td>
<td>LKBDUB6</td>
<td>LKBDUB7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CHINESE B HL: LANGUAGE</td>
<td>CHINESE B HL: LANGUAGE</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>LKBDUB8</td>
<td>LKBDUB8</td>
<td>LKBDUB9</td>
</tr>
<tr>
<td>CHINESE</td>
<td>CHINESE</td>
<td>CHINESE A SL: LANGUAGE AND LITERATURE</td>
<td>CHINESE A SL: LANGUAGE AND LITERATURE</td>
<td></td>
</tr>
<tr>
<td>LKBBDA</td>
<td>LKBCUA</td>
<td>LKBDUA6</td>
<td>LKBDUA6</td>
<td>LKBDUA7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CHINESE A HL: LANGUAGE AND LITERATURE</td>
<td>CHINESE A HL: LANGUAGE AND LITERATURE</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>FRA4UA9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPANISH</td>
<td>SPANISH</td>
<td>SPANISH B SL: LANGUAGE</td>
<td>SPANISH B SL: LANGUAGE</td>
<td></td>
</tr>
<tr>
<td>LWSBD</td>
<td>LWSCU</td>
<td>LWSDUB6</td>
<td>LWSDUB6</td>
<td>LWSDUB7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPANISH A SL: LANGUAGE AND LITERATURE</td>
<td>SPANISH A SL: LANGUAGE AND LITERATURE</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>LWSDUA6</td>
<td>LWSDUA6</td>
<td>LWSDUA7</td>
</tr>
<tr>
<td>SPANISH</td>
<td>SPANISH</td>
<td>SPANISH AB INITIO SL</td>
<td>SPANISH AB INITIO SL</td>
<td></td>
</tr>
<tr>
<td>LWSBDA</td>
<td>LWSCUA</td>
<td>LWSCUI6</td>
<td>LWSCUI7</td>
<td></td>
</tr>
<tr>
<td>LATIN</td>
<td>LATIN</td>
<td>LATIN SL</td>
<td>LATIN SL</td>
<td>LATIN SL</td>
</tr>
<tr>
<td>LVLBD</td>
<td>LVLCU</td>
<td>LVLDU6</td>
<td>LVLDU6</td>
<td>LVLDU7</td>
</tr>
</tbody>
</table>
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 and the cultures represented by the target language. 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 are related to the cultures concerned. This will enable students to develop mastery of language skills as well as cultural literacy.

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 Year 8, Year 9 and Year 10 French program – Standard and Enriched. The different language levels allow for students to be placed in an optimal learning environment. This choice is made by the French teacher. The process of consultation with the student and parents begins in the month of February. All French students, regardless of the level they complete at Year 10, may choose to continue with French B Standard level or French B Higher level once they begin the Diploma Program.

**YEAR 8:**

**FRENCH**

**CODE: FSF1D/FEF1D**

FRENCH, GRADE 9, ACADEMIC

**PREREQUISITE:** FSF1D – MINIMUM OF 600 HOURS OF FRENCH INSTRUCTION OR EQUIVALENT OR PLACEMENT TEST. FEF1D – MINIMUM OF 1260 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 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. They will develop their creative and critical thinking skills by 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. The enriched French students will write a different exam from the Standard students and as a result will receive the Extended French credit.

**YEAR 9:**

**FRENCH**

**CODE: FSF2D/FEF2D**

**FRENCH, GRADE 10, ACADEMIC**

**PREREQUISITE:** FSF1D, FEF1D, FRENCH, GRADE 9, ACADEMIC 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.
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.

**YEAR 10:**

**FRENCH**

**CODE: FSF3U/FEF3U**

**CORE FRENCH, GRADE 11, UNIVERSITY PREPARATION**

**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 course. The instructor will challenge the students Standard 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.

**FRENCH IMMERSION (FIF3U)**

This course provides opportunities for students to consolidate the communication skills required to speak and interact with increasing confidence and accuracy in French in a variety of academic and social contexts. Students will use their skills in listening, speaking, reading, and writing and apply language learning strategies while exploring a variety of concrete and abstract topics. Students will increase their knowledge of the French language through the study of French literature from around the world. They will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

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.
YEARS 11 AND 12:

FRENCH LANGUAGE A:
LANGUAGE AND LITERATURE,
HIGHER LEVEL

**IB OUTCOME:** Group 1 Requirement Satisfied

**OSSD OUTCOME:** FIF4U
FRENCH IMMERSION, GRADE 12, UNIVERSITY PREPARATION
**PREREQUISITE:** FIF3U, FRENCH, GRADE 11, UNIVERSITY PREPARATION, OR PLACEMENT TEST

**OSSD OUTCOME:** FRA4U
FRANÇAIS, 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.

FRENCH LANGUAGE B,
STANDARD LEVEL

**IB OUTCOME:** Group 2 Requirement Satisfied

**OSSD OUTCOME:** FSF4U
CORE FRENCH, GRADE 12, UNIVERSITY PREPARATION
**PREREQUISITE:** FSF3U, FRENCH, GRADE 11, UNIVERSITY PREPARATION, OR PLACEMENT TEST

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.

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 francophone. In order to reach this goal, students will be exposed to material that reflect 5 major themes: Identities, experiences, humane experiences, social organization, and sharing the planet.

**FRENCH LANGUAGE B, HIGHER LEVEL**

**IB OUTCOME:** Group 2 Requirement Satisfied

**OSSD OUTCOME:** FSF4U
CORE FRENCH, GRADE 12, UNIVERSITY PREPARATION
PREREQUISITE: FSF3U, FEF3U, FRENCH, GRADE 11, UNIVERSITY PREPARATION OR PLACEMENT TEST

**OSSD OUTCOME:** FEF4U
EXTENDED FRENCH, GRADE 12, UNIVERSITY PREPARATION
PREREQUISITE: 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.

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 9:**

**CHINESE**

**CODE:** LKBDB/LKBDA, INTERNATIONAL LANGUAGES, LEVEL 1, ACADEMIC

**PREREQUISITE:** PLACEMENT TEST

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.
**LKBBDB (CHINESE LANGUAGE ACQUISITION)**
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.

**LKBBDA (CHINESE LANGUAGE ACQUISITION)**
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 a variety of themes, and literary works. At the end of this course students achieve a very high level of proficiency in reading, writing and speaking.

This course is offered to students who have completed their education in a Chinese speaking school. Placement in the course is determined by the instructor.

**YEAR 10:**

**CHINESE**

**CODE: LKBCUB/LKBCUA, INTERNATIONAL LANGUAGES, LEVEL 2, UNIVERSITY PREPARATION**

**PREREQUISITE: LKBBDB/LKBBDA OR PLACEMENT TEST**

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.

**LKBCUB (CHINESE LANGUAGE ACQUISITION)**
In order to take this Chinese B Level pre-IB program, the students must have successfully completed the preliminary year of Chinese in Year 9 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 program.

**LKBCUA (CHINESE LANGUAGE & LITERATURE)**
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. Placement in the school is determined by the instructor.

**YEAR 11 AND YEAR 12:**

**CHINESE A: LANGUAGE AND LITERATURE, STANDARD LEVEL**

**IB OUTCOME:** Group 1 Requirement Satisfied

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

**PREREQUISITE:** LKBCUA OR 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 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.

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

**IB OUTCOME:** Group 2 Requirement Satisfied

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

**PREREQUISITE:** LKBCUB OR 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 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.

In order to take this Chinese B Standard Level IB program, the students must have successfully completed the preliminary year of Chinese in Year 10 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.

CHINESE LANGUAGE B, HIGHER LEVEL

**IB OUTCOME:** Group 2 Requirement Satisfied

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

**PREREQUISITE:** LKBCU OR 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 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.

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 5 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 9:

SPANISH

CODE: LWSDB/LWSDBA, INTERNATIONAL LANGUAGES, LEVEL 1, ACADEMIC PREREQUISITE: NONE

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

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.

LWSDBA (NATIVE OR NEAR NATIVE)

The Spanish A: Language and Literature course is offered to students who have completed their education in a Spanish-speaking school and have a strong proficiency level.

This course encourages the development of literacy, communication and critical 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.

YEAR 10:

SPANISH

CODE: LWSCUB/LWSCUA, INTERNATIONAL LANGUAGES, LEVEL 2, ACADEMIC PREREQUISITE: LWSBD

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.

This course continues the work begun in Year 9. 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.

**YEAR 11 AND YEAR 12:**

**SPANISH LANGUAGE AND LITERATURE A, STANDARD LEVEL**

**SPANISH LANGUAGE B, STANDARD LEVEL**

**IB OUTCOME:** Group 2 Requirement Satisfied

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

**PREREQUISITE:** LWSCU

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

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**

**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 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.

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. 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.

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.
YEAR 10:

LATIN

**CODE:** LVLCU, CLASSICAL LANGUAGES, LEVEL 2, UNIVERSITY PREPARATION

**PREREQUISITE:** CLASSICAL LANGUAGES, LEVEL 1, ACADEMIC

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

Students will continue their imaginative engagement with the language and culture of the Roman world. The textbooks, *Cambridge Latin Course, Units 2-4*, continue with story narratives that detail the life of citizens living during the first century of the Common Era in Roman Britain, Egypt and in the city of Rome itself. Students learn the advanced grammar required for translating and sight-reading Latin literature at the DP level. The study of Classical civilizations and culture continues to be a rewarding aspect of the course, as Latin readings, grammar and cultural information are woven together in a continuous and stimulating story line. 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 their DP years.

YEAR 11 AND YEAR 12:

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 on next page for Required Standard Level Latin Readings.

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. 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.

A significant part of the course includes the development of English commentary and essay writing skills in response to the critical analysis of unabridged Latin texts.

Students will review and learn the advanced vocabulary and grammar concepts required to read unabridged Latin texts successfully.
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:**
1. Roman Epic: Selected lines from Virgil’s Aeneid.
2. Social History: Selected lines from Horace’s Odes and Martial’s *Epigrams*.
3. Prescribed author for sight passage reading: Selections from Ovid’s *Metamorphoses*.

**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 program. The student will cover the additional costs of this course. All students successfully completing a second Language A course within the Diploma Program will graduate with an IB Bilingual Diploma.
GEOGRAPHY
IB SUBJECT GROUP 3

<table>
<thead>
<tr>
<th>YEAR 8</th>
<th>YEAR 9</th>
<th>YEAR 10</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOGRAPHY OF CANADA</td>
<td>GEOGRAPHY: FORCES OF NATURE</td>
<td>GEOGRAPHY SL</td>
<td>»</td>
<td>GEOGRAPHY SL</td>
</tr>
<tr>
<td>CGC1D</td>
<td>CGF3M</td>
<td>CGU4M6</td>
<td>»</td>
<td>CGU4M7</td>
</tr>
<tr>
<td>GEOGRAPHY: SPATIAL TECHNOLOGIES</td>
<td>CGO4M</td>
<td>GEOGRAPHY HL</td>
<td>»</td>
<td>GEOGRAPHY HL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CGU4M8</td>
<td>»</td>
<td>CGW4U9</td>
</tr>
</tbody>
</table>

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
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.

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.
GEOGRAPHY, STANDARD LEVEL

IB OUTCOME: Group 3 Requirement Satisfied

OSSD OUTCOME: CGU4M, WORLD GEOGRAPHY URBAN PATTERNS AND POPULATION ISSUES, GRADE 12, UNIVERSITY/COLLEGE PREPARATION

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

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
GEOGRAPHY, HIGHER LEVEL

IB OUTCOME: GROUP 3 REQUIREMENT SATISFIED

OSSD OUTCOME: CGU4M, WORLD GEOGRAPHY: URBAN PATTERNS AND POPULATIONS ISSUES, GRADE 12, UNIVERSITY PREPARATION
PREREQUISITE: ANY UNIVERSITY OR UNIVERSITY/COLLEGE PREPARATION COURSE IN CANADIAN AND WORLD STUDIES, ENGLISH OR SOCIAL SCIENCES AND HUMANITIES

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

CGU4M
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.

CGW4U
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.
<table>
<thead>
<tr>
<th>YEAR 8</th>
<th>YEAR 9</th>
<th>YEAR 10</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVICS AND CITIZENSHIP</td>
<td>CANADIAN HISTORY SINCE</td>
<td>WORLD HISTORY TO THE END</td>
<td>HISTORY: REGIONAL OPTION</td>
<td>HISTORY: REGIONAL OPTION</td>
</tr>
<tr>
<td>CHV20</td>
<td>WORLD WAR 1 CHC2D</td>
<td>OF THE 15TH CENTURY CHW3M</td>
<td>EUROPE HL CHY4U8</td>
<td>EUROPE HL CHT309</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AMERICAN HISTORY</td>
<td>HISTORY: REGIONAL OPTION</td>
<td>HISTORY: REGIONAL OPTION</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CHA3U</td>
<td>AMERICAS HL CHY4U8</td>
<td>AMERICAS HL CHT309</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ECONOMICS SL CIA4U6</td>
<td>ECONOMICS SL CIA4U7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ECONOMICS HL CIE3M8</td>
<td>ECONOMICS HL CIA4U9</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHILOSOPHY SL HZT4U6</td>
<td>PHILOSOPHY SL HZT4U7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHILOSOPHY HL HZB3M8</td>
<td>PHILOSOPHY HL HZT4U9</td>
<td></td>
</tr>
</tbody>
</table>
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 9, 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 8:

CIVICS (CORE)

**CODE:** CHV20, CIVICS AND CITIZENSHIP
GRADE 10, OPEN
**PREREQUISITE:** NONE
**0.5 CREDITS**

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 responsibilities, 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 individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada’s evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

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.
YEAR 10:

WORLD HISTORY TO THE END OF THE 15TH CENTURY

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.
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.
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

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 11
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, WWI, The Post-War Peace Agreements and the Great Depression.

YEAR 12
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.

YEAR 11 AND YEAR 12:

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 11**
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 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 12**
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, STANDARD LEVEL

IB OUTCOME: Group 3 Requirement Satisfied

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

It was through the feeling of wonder that people now and at first began to philosophize.
- Aristotle, Metaphysics

This course addresses the main areas of philosophy – metaphysics, epistemology, ethics, political philosophy, and aesthetics – as both history and practice. Students will explore fundamental issues such as the nature of reality, existence, truth, justice, and beauty. They will study classic philosophical questions (e.g. What is the good life? How should we be governed?) as well as contemporary problems such as those that result from globalization and rapidly changing technology. As they are introduced to the major ideas of philosophers from a variety of the world’s traditions, students will learn how to read analytically, think critically, develop arguments to explain their own positions, and apply their ideas to current social issues and personal experiences.

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. At the same time, they will be expected to demonstrate their knowledge of the concepts expressed by the philosophers we study in class and begin to develop an understanding of the philosophical tradition as it extends into the past and around the world.

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 stimulus (e.g. a film, novel, painting, etc.), and write essay-based exams.

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.
<table>
<thead>
<tr>
<th>YEAR 8</th>
<th>YEAR 9</th>
<th>YEAR 10</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCIENCE SNC1D</td>
<td>SCIENCE SNC2D</td>
<td>INTRO BIOLOGY SBI3U OR INTRO CHEMISTRY SCH3U OR INTRO PHYSICS SPH3U</td>
<td>ENVIRONMENTAL SYSTEMS SL CGR4M6 (IB SUBJECT GROUP 3 OR 4)</td>
<td>ENVIRONMENTAL SYSTEMS SL CGR4M7 (IB SUBJECT GROUP 3 OR 4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>INTRO BIOLOGY SBI3U</td>
<td>BIOLOGY SL SBI4U6 » BIOLOGY SL SBI4U7</td>
<td>BIOLOGY HL SBI4U8 » BIOLOGY HL SBI4U9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BIOLoGY HL SBI4U8 » BIOLOGY HL SBI4U9</td>
<td>CHEMISTRY SL SCH4U6 » CHEMISTRY SL SCH4U7</td>
<td>CHEMISTRY HL SCH4U8 » CHEMISTRY HL SCH4U9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CHEMISTRY HL SCH4U8 » CHEMISTRY HL SCH4U9</td>
<td>PHYSICS SL SPH4U6 » PHYSICS SL SPH4U7</td>
<td>PHYSICS HL SPH4U8 » PHYSICS HL SPH4U9</td>
</tr>
</tbody>
</table>
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 Year 8 and Year 9, 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 starting in Year 10, 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 8:

SCIENCE

**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 9:

SCIENCE

**CODE: SNC2D, SCIENCE**  
**GRADE 10, ACADEMIC**  
**PREREQUISITE: SCIENCE, GRADE 9, ACADEMIC OR APPLIED**

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

YEAR 10:

BIOLOGY

**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 biodiversity, anatomy of vertebrates, and invertebrates, and cells and genetics. 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

**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

**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 Year 10 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.
YEAR 11 AND YEAR 12:

ENVIRONMENTAL SYSTEMS AND SOCIETIES, STANDARD LEVEL

IB OUTCOME: Group 3 or 4 Requirement Satisfied

OSSD OUTCOME: CGR4M, THE ENVIRONMENT AND RESOURCE MANAGEMENT, GRADE 12, UNIVERSITY/COLLEGE PREPARATION

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

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.

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.

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 will be studied. 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

Achieving a high degree of depth and breadth, this course provides students with the opportunity to study biological systems at an advanced level. The course is designed to provide a sound preparation for college/university courses that require foundational knowledge and understanding of biological concepts and the investigative techniques associated with this discipline. Students will explore a range of topics including biochemistry, genetics, cytology, ecology, evolution, plants and human anatomy and physiology. An emphasis is placed on developing skills in research, experimentation, data analysis, critical thinking and general scientific literacy. Applications to current global and local issues, as well as daily life, are frequently explored. In order to take this course, students must have successfully completed the prerequisite SBI3U or its equivalent.
The course builds on the foundation of SBI3U. 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

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 astrophysics. 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 and quantum mechanics. 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.
<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STANDARD LEVEL STREAM</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRINCIPLES OF MATHEMATICS 9 MPM1D</td>
<td>PRINCIPLES OF MATHEMATICS 10 MPM2D</td>
<td>FUNCTIONS AND APPLICATIONS 11 STANDARD LEVEL MCF3M</td>
<td>MATHEMATICS APPLICATIONS AND INTERPRETATION SL: DATA MANAGEMENT MDM4U16</td>
<td>MATHEMATICS APPLICATIONS AND INTERPRETATION SL: DATA MANAGEMENT MDM4U17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FUNCTIONS 11 STANDARD LEVEL MCR3UM</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HIGHER LEVEL STREAM</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRINCIPLES OF MATHEMATICS 9 ENRICHED MPM1D(E)</td>
<td>PRINCIPLES OF MATHEMATICS 10 ENRICHED MPM2D(E)</td>
<td>FUNCTIONS 11 HIGHER LEVEL MCR3U(H)</td>
<td>MATHEMATICS APPLICATIONS AND INTERPRETATION HL ADVANCED FUNCTIONS &amp; DATA MANAGEMENT MHF4UI8 &amp; MDM4UI9</td>
<td>MATHEMATICS APPLICATIONS AND INTERPRETATION HL CALCULUS &amp; VECTORS MCV4UI9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ANALYSIS AND APPROACHES HL ADVANCED FUNCTIONS &amp; DATA MANAGEMENT MHF4UA8 &amp; MDM4UA9</td>
<td>MATHEMATICS APPLICATIONS AND INTERPRETATION HL CALCULUS &amp; VECTORS MCV4UA9</td>
</tr>
</tbody>
</table>
To accommodate different learning styles and skill levels, the mathematics courses are offered at several levels. Pre-DP 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-DP 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.

**YEAR 11 & YEAR 12: FOUR OPTIONS**
1. **Mathematics: Applications and Interpretation.** Standard Level (SL) in which student receives 1 mathematics credit: Data Management.
3. **Mathematics: Application and Interpretation Higher Level (HL)** in which student receive the 3 mathematics credits: Advanced Functions, Calculus and Vectors, and Data Management credits.
4. **Mathematics: Analysis and Approaches Higher Level (HL)** in which student receives the 3 mathematics credits: Advanced Functions, Calculus and Vectors and Data Management.

**Mathematics: Applications and Interpretations**
SL and HL is appropriate for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Applications and interpretations will be for those who enjoy mathematics best when seen in a practical context. This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, some economics, psychology, and design for example.

**Mathematics Analysis and Approaches at SL and HL** is appropriate for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without the use of technology. Students who take Mathematics: Analysis and Approaches will be those who enjoy the thrill of mathematical problem solving and generalization. This subject is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences or economics for example.

**CALCULATORS**
Each student is required to have a graphic display calculator for the DP examinations. The Mathematics Department strongly recommends the use of a TI-83, TI-83+, or TI-84 graphics calculator for all of its courses. DO NOT PURCHASE ANY CALCULATOR OTHER THAN A TEXAS INSTRUMENTS CALCULATOR. Do not purchase a calculator that says CAS or computer assisted keyboard. Please feel free to ask your son’s teacher if you are unsure which calculator to purchase.
YEAR 8:

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 Years 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 9:

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.

YEAR 10:

FUNCTIONS 11, STANDARD LEVEL

**CODE:** MCR3U, 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.

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.
YEAR 11 AND YEAR 12:

**MATHEMATICS, APPLICATIONS, AND INTERPRETATION STANDARD LEVEL**

**IB OUTCOME:** Group 5 Requirement Satisfied

**OSSD OUTCOME:** MDM4U, MATHEMATICS OF DATA MANAGEMENT,
GRADE 12, UNIVERSITY PREPARATION
**PREREQUISITE:** MCF3M OR MCR3UH

**YEAR 11**

This course broadens students’ understanding of mathematics as it relates to managing data. Students will apply methods for collecting data and using sampling techniques, presenting data in graphical form, measures of central tendency and spread, correlation and calculating probabilities. Students will also refine their use of the mathematical processes necessary for success in senior mathematics by looking at scientific notation, arithmetic and geometric sequences and series and their applications in finance including loan repayments, simple treatment of logarithms and exponentials, simple proof, approximations and errors. Some modelling will be explored as well.

**YEAR 12**

In the second year of the program, students will look at volume and surface area of 3D solids, right-angled and non-right-angled trigonometry including bearings, surface area and volume of composite 3D solids, establishing optimum positions and paths using Voronoi diagrams. Students will study some techniques of differentiation including analysing graphical behavior of functions and optimisation, using simple integration and the trapezium/trapezoidal rule to calculate areas of irregular shapes.

Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest. Mathematics Applications and Interpretations and the Standard level 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 ANALYSIS AND APPROACHES STANDARD LEVEL**

**IB OUTCOME:** Group 5 Requirement Satisfied

**OSSD OUTCOME:** MHF4U, ADVANCED FUNCTIONS,
GRADE 12, UNIVERSITY PREPARATION
**PREREQUISITE:** MCR3U OR MCR3UH

**OSSD OUTCOME:** MCV4U, CALCULUS AND VECTORS,
GRADE 12, UNIVERSITY PREPARATION
**PREREQUISITE:** MHF4UM

**YEAR 11**

This course extends students’ experience with functions, number and algebra, geometry and trigonometry and probability and statistics. Students will look at equations of straight lines, concepts and properties of functions and their graphs, including composite, inverse, the identity, rational, exponential, logarithmic and quadratic functions. Solving equations both analytically and graphically, and transformation of graphs. Additionally, students look at discrete models and their applications, laws of logarithms and exponentials, solving exponential equations, simple proof, approximations and errors. Algebraic concepts are extended and applied to geometry and right-angled and non-right-angled trigonometry. Probability and statistics concepts include collecting data and using sampling techniques, presenting data in graphical form, measures of central tendency and spread, correlation, regression, calculating probabilities, probability diagrams, the normal distribution with standardization of variables, and the binomial distribution. This course is intended both for students taking the Advanced Functions 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 12
In the second year of the program, students build on 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 differentiation including analysing graphical behaviour of functions, informal ideas of limits and convergence, finding equations of normals and tangents, optimization, kinematics involving displacement, velocity, acceleration and total distance travelled, the chain, product and quotient rules, definite and indefinite integration. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who will be required to take a university-level calculus, linear algebra, or physics course. Note: The Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).

MATHEMATICS, ANALYSIS AND APPROACHES 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 11
This course extends students’ knowledge of functions, number and algebra, geometry and trigonometry and probability and statistics. In addition to the topics studied at the standard level, students will look at the factor and remainder theorems, sums and products of roots of polynomials, rational functions, odd and even functions, self-inverse functions, solving function inequalities and the modulus function. To extend their number and algebraic skills, students will also look at permutations and combinations, partial fractions, complex numbers, proof by induction, contradiction and counter-example, and solution of systems of linear equations. Additionally, HL students will look at reciprocal trigonometric ratios, inverse trigonometric functions, compound angle identities, double angle identity for tangent, symmetry properties of trigonometric graphs, vector theory, applications with lines and planes, and vector algebra, as well as, Bayes theorem, probability distributions, probability
density functions, expectation algebra. This course is intended both for students taking Advanced Functions 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 12**

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 to what is covered in the Y12 SL course, students will also look at introduction to continuity and differentiability, convergence and divergence, differentiation from first principals, limits and L’Hopital’s rule, implicit differentiation, derivatives of inverse and reciprocal trigonometric functions, integration by substitution and parts, volumes of revolution, solution of first order differential equations using Euler’s method, by separating variables and using the integrating factor, Maclaurin series. 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 Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).

Mathematics Analysis and Approaches at the higher level is intended for students who require the Advanced Functions and Calculus and Vectors courses as prerequisites for a university program, and who are likely to study mathematics, sciences, engineering or computer science at the university level. The minimum grade requirement of 5 or higher in MCR3UH is generally recommended in order to take this course. A student from MCR3U with a minimum grade of 7 or higher may also consider taking the course upon recommendation from their teacher and the mathematics department.
YEAR 12
This course builds on students’ previous experience with functions and their developing understanding of rates of change. Students look at vector concepts and their applications in kinematics, applications of adjacency matrices, and tree and cycle algorithms. Differentiation including analysing graphical behavior of functions and optimisation, using simple integration and the trapezium/trapezoidal rule to calculate areas of irregular shapes will also be studied. Furthering their understanding of calculus will have students study kinematics and practical problems involving rates of change, volumes of revolution, setting up and solving models involving differential equations using numerical and analytic methods, slope fields, coupled and second-order differential equations in context.

Mathematics Applications and Interpretations at the higher level is intended for students who require the Advanced Functions and Calculus and Vectors courses as prerequisites for a university program, and who are likely to study business, economics, or life sciences at the university level. The minimum grade requirement of a 5 or higher in MCR3UH is generally recommended in order to take this course. A student from MCR3U with a minimum grade of a 7 or higher may also consider taking the course upon recommendation from their teacher and the mathematics department.
### MYP DESIGN

<table>
<thead>
<tr>
<th>YEAR 8</th>
<th>YEAR 9</th>
<th>YEAR 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPLORING TECHNOLOGICAL DESIGN</td>
<td>TECHNOLOGICAL DESIGN</td>
<td>INTRODUCTION TO COMPUTER SCIENCE</td>
</tr>
<tr>
<td>MYP DESIGN: CODING &amp; PROGRAMMING</td>
<td>MYP DESIGN: CODING &amp; PROGRAMMING</td>
<td>MYP DESIGN: CODING &amp; PROGRAMMING</td>
</tr>
<tr>
<td>DIGITAL MEDIA, INNOVATIVE PRODUCT DESIGN</td>
<td>TDJ20C</td>
<td>ICS3U</td>
</tr>
<tr>
<td>TDJ10 OR OR</td>
<td>TECHNOLOGICAL DESIGN</td>
<td>COMMUNICATIONS TECHNOLOGY</td>
</tr>
<tr>
<td>TECHNOLOGICAL DESIGN</td>
<td>MYP DESIGN: DIGITAL MEDIA</td>
<td>MYP DESIGN: DIGITAL MEDIA</td>
</tr>
<tr>
<td>TDJ20M OR OR</td>
<td>TDG3M</td>
<td>TDG3M</td>
</tr>
<tr>
<td>TECHNOLOGICAL DESIGN</td>
<td>MYP DESIGN: INNOVATIVE PRODUCT DESIGN</td>
<td>TECHNOLINOICAL DESIGN</td>
</tr>
<tr>
<td>TDJ20P</td>
<td>MYP DESIGN: INNOVATIVE PRODUCT DESIGN</td>
<td>MYP DESIGN: INNOVATIVE PRODUCT DESIGN</td>
</tr>
<tr>
<td>TDJ3M</td>
<td>TDJ3M</td>
<td>TDJ3M</td>
</tr>
</tbody>
</table>

Design, and the resultant development of new technologies, has given rise to profound changes in society: transforming how we access and process information; how we adapt our environment; how we communicate with others; how we are able to solve problems; how we work and live. Design is the link between innovation and creativity, taking thoughts and exploring the possibilities and constraints associated with products or systems, allowing them to redefine and manage the generation of further thought through prototyping, experimentation and adaptation. It is human-centred and focuses on the needs, wants and limitations of the end user.

MYP design challenges all students to apply practical and creative thinking skills to solve design problems; encourages students to explore the role of design in both historical and contemporary contexts; and raises students’ awareness of their responsibilities when making design decisions and taking action.

Inquiry and problem-solving are at the heart of the subject group. MYP design requires the use of the design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, the creation of solutions, and the testing and evaluation of the solution. In MYP design, a solution can be defined as a model, prototype, product or system that students have developed and created.

The Design Department offers a progression of courses with an early emphasis on developing various practical skills in the areas of coding, digital media, and physical production. In year 9 and beyond, students will have the opportunity to specialize on particular tools and skills they use as a designer as the course offerings branch out to the use of specific types of designing.
MYP DESIGN: CODING & PROGRAMMING, DIGITAL MEDIA, INNOVATIVE PRODUCT DESIGN

YEAR 8

**CODE:** TDJ1O, EXPLORING TECHNOLOGICAL DESIGN, GRADE 9, OPEN
**PREREQUISITE:** NONE

This exploratory course introduces students to concepts and skills related to designing with coding & programming, digital media, and innovative product design. The course involves the development of solutions to various design challenges and the fabrication of models or prototypes of those solutions. Students will develop an awareness of related environmental and societal issues, and will begin to explore secondary and postsecondary pathways leading to careers in the field.

YEAR 9:

MYP DESIGN: CODING AND PROGRAMMING

**CODE:** TDJ2OC, TECHNOLOGICAL DESIGN, GRADE 10, OPEN
**PREREQUISITE:** NONE

With a coding and programming specialty focus, this course provides students with opportunities to apply the design process to tackle a variety of challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Students will develop an awareness of environmental and societal issues related to technological design, and will begin to explore secondary and postsecondary pathways leading to careers in the field.

MYP DESIGN: DIGITAL MEDIA

**CODE:** TDJ2OM, TECHNOLOGICAL DESIGN, GRADE 10, OPEN
**PREREQUISITE:** NONE

With a digital media specialty focus, which encompasses television/video and movie production, audio production, print and graphic communications, photography, and interactive new media and animation, this course provides students with opportunities to apply the design process to tackle a variety of challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Students will develop an awareness of related environmental and societal issues, and will begin to explore secondary and postsecondary pathways leading to careers in the field.

MYP DESIGN: INNOVATIVE PRODUCT DESIGN

**CODE:** TDJ2OP, TECHNOLOGICAL DESIGN, GRADE 10, OPEN
**PREREQUISITE:** NONE

With an innovative physical production specialty focus, which encompasses designing with tools such as 3D CAD design and 3D printers, laser cutting technology, this course provides students with opportunities to apply the design process to tackle a variety of challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Students will develop an awareness of environmental and societal issues related to technological design, and will learn about secondary and postsecondary education and training leading to careers in the field.
MYP DESIGN: CODING AND PROGRAMMING

**CODE:** ICS3U, INTRODUCTION TO COMPUTER SCIENCE, GRADE 11, UNIVERSITY PREPARATION
**PREREQUISITE:** NONE

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

MYP DESIGN: DIGITAL MEDIA

**CODE:** TGJ3M, COMMUNICATIONS TECHNOLOGY, GRADE 11, UNIVERSITY / COLLEGE PREPARATION
**PREREQUISITE:** NONE

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues, and will explore college and university programs and career opportunities in the various communications technology fields.

MYP DESIGN: INNOVATIVE PRODUCT DESIGN

**CODE:** TDJ3M, TECHNOLOGICAL DESIGN, GRADE 11, UNIVERSITY / COLLEGE PREPARATION
**PREREQUISITE:** NONE

This course examines how technological design is influenced by human, environmental, financial, and material requirements and resources. Students will research, design, build, and assess solutions that meet specific human needs, using working drawings and other communication methods to present their design ideas. They will develop an awareness of environmental, societal, and cultural issues related to technological design, and will explore career opportunities in the field, as well as the college and/or university program requirements for them.
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.
YEAR 8

**CODE:** TDJ1O, EXPLORING TECHNOLOGICAL DESIGN, GRADE 9, OPEN
**PREREQUISITE:** NONE

This exploratory course introduces students to concepts and skills related to designing with coding & programming, digital media, and innovative product design. The course involves the development of solutions to various design challenges and the fabrication of models or prototypes of those solutions. Students will develop an awareness of related environmental and societal issues, and will begin to explore secondary and postsecondary pathways leading to careers in the field.

YEAR 9

**CODE:** TDJ2OC, TECHNOLOGICAL DESIGN, GRADE 10, OPEN
**PREREQUISITE:** NONE

With a coding and programming specialty focus, this course provides students with opportunities to apply the design process to tackle a variety of challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies.

Students will develop an awareness of environmental and societal issues related to technological design, and will learn about secondary and postsecondary education and training leading to careers in the field.

**** See page 120 for all TDJ2O course options.

YEAR 10

**CODE:** ICS3U, INTRODUCTION TO COMPUTER SCIENCE, GRADE 11, UNIVERSITY PREPARATION
**PREREQUISITE:** NONE

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

They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

YEAR 11 & 12

**COMPUTER SCIENCE, STANDARD LEVEL**

**OSSD OUTCOME:** ICS4U, COMPUTER SCIENCE, GRADE 12, UNIVERSITY
**PREREQUISITE:** ICS3U

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented 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.
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.

Special Note: Computational thinking lies at the heart of the course and is integrated with other topics. This course introduces students to the fundamentals of design advocacy and marketing, while building on their design skills and their knowledge of professional design practices. Students will apply a systematic design process to research, design, build, and assess solutions that meet specific human needs, using illustrations, presentation drawings, and other communication methods to present their designs. Students will enhance their problem-solving and communication skills, and will explore career opportunities and the postsecondary education and training requirements for them.
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 8:

VISUAL ARTS

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 9

VISUAL ARTS

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.

YEAR 10:

VISUAL ARTS

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).

YEAR 11 AND YEAR 12:

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
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.

Year 11 and Year 12 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.

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

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

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

**PREREQUISITE:** VISUAL ARTS, GRADE 11, UNIVERSITY/COLLEGE PREPARATION
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.
YEARS 8:

MUSIC

**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.

YEARS 9:

MUSIC

**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 9 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 9 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 9 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.
YEAR 11 AND YEAR 12: 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.

OSSD OUTCOME: AMR4M, REPERTOIRE, GRADE 12, UNIVERSITY/COLLEGE PREPARATION
PREREQUISITE: MUSIC, GRADE 11, UNIVERSITY/COLLEGE PREPARATION

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.
**THEATRE ARTS**  
**IB SUBJECT GROUP 6**

<table>
<thead>
<tr>
<th>YEAR 8</th>
<th>YEAR 9</th>
<th>YEAR 10</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRAMA</td>
<td>DRAMA</td>
<td>DRAMA HL</td>
<td>DRAMA HL</td>
<td></td>
</tr>
<tr>
<td>ADA20</td>
<td>ADA3M</td>
<td>ADA4M8</td>
<td>ADD4M9</td>
<td></td>
</tr>
</tbody>
</table>

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 Year 10 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 Year 11 and Year 12 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 9:**

**DRAMA**

**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.

**YEAR 10:**

**DRAMA**

**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.

**YEAR 11 AND YEAR 12:**

**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, GRADE 11, 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**

<table>
<thead>
<tr>
<th>YEAR 8</th>
<th>YEAR 9</th>
<th>YEAR 10</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPLORING TECHNOLOGICAL DESIGN</td>
<td>TECHNOLOGICAL DESIGN (DIGITAL MEDIA)</td>
<td>COMMUNICATIONS TECHNOLOGY (DIGITAL DESIGN)</td>
<td>FILM SL AWR4M6</td>
<td>FILM SL AWR4M7</td>
</tr>
<tr>
<td>TDJ10</td>
<td>TDJ20M</td>
<td>TGJ3M</td>
<td>»</td>
<td>»</td>
</tr>
<tr>
<td>FILM HL AWR4M8</td>
<td>»</td>
<td>FILM HL ADV4M9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**YEAR 8:**

**MYP TECHNOLOGICAL DESIGN**

**CODE: TDJ10**

**EXPLORING TECHNOLOGICAL DESIGN,**
GRADE 9, OPEN

**PREREQUISITE: NONE**

This exploratory course introduces students to concepts and skills related to technological design, which involves the development of solutions to various design challenges and the fabrication of models or prototypes of those solutions. Students will develop an awareness of related environmental and societal issues, and will begin to explore secondary and post-secondary pathways leading to careers in the field.

**YEAR 9:**

**MYP TECHNOLOGICAL DESIGN**

**CODE: TDJ20M**

**TECHNOLOGICAL DESIGN (DIGITAL MEDIA),**
GRADE 10, OPEN

**PREREQUISITE: NONE**

With a digital media specialty focus, which encompasses television/video and movie production, audio production, print and graphic communications, photography, and interactive new media and animation, this course provides students with opportunities to apply the design process to tackle a variety of challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Students will develop an awareness of related environmental and societal issues, and will begin to explore secondary and postsecondary pathways leading to careers in the field.
YEAR 10:

COMMUNICATION TECHNOLOGY
MYP DESIGN: DIGITAL MEDIA

CODE: TGJ3M

COMMUNICATIONS TECHNOLOGY, GRADE 11,
UNIVERSITY/COLLEGE PREPARATION

PREREQUISITE: NONE

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues, and will explore college and university programs and career opportunities in the various communications technology fields.

YEAR 11 AND YEAR 12:

FILM, STANDARD LEVEL

IB OUTCOME: Group 6 Requirement Satisfied

OSSD OUTCOME: AWR4M, VISUAL ARTS - 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 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.

**FILM, HIGHER LEVEL**

**IB OUTCOME:** Group 6 Requirement Satisfied

**OSSD OUTCOME:** AWR4M, VISUAL ARTS - FILM/VIDEO
GRADE 12, UNIVERSITY/COLLEGE PREPARATION
PREREQUISITE: NONE

**OSSD OUTCOME:** ADV4M, DRAMA - 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-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 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.
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 8:

HEALTHY ACTIVE LIVING EDUCATION

**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 9:

HEALTHY ACTIVE LIVING EDUCATION

**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 9 course in Physical and Health Education builds upon the principles and concepts focused upon in the Year 8 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.
YEAR 10:

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 Year 10 course 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 Year 10, 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 Year 10’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.
YEAR 11 AND YEAR 12:

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 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 experience 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.
The Extended Essay is:

- An IB diploma requirement that UCC students begin in Year 11 and complete in Year 12.
- 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 (YEAR 11) Choice of subject area (Subject Declaration form due at the end of October; supervisors assigned by end of November)

NOVEMBER–JANUARY (YEAR 11) Topic selection, preliminary research, narrowing focus, establishing a research question (culminating in a research proposal due at the end of January)

FEBRUARY–APRIL (YEAR 11) Answering the research question: data collection, information gathering, fieldwork, experimentation, literature search, reading supports, how to develop a viable research question, mindset, and personal epistemology — the TOK connection.

APRIL (YEAR 11) Subject-specific workshops: 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.

APRIL–MAY (YEAR 11) Writing and revision: 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 draft is due in May.

SEPTEMBER (YEAR 12) The final copy is due in September of Year 12. The grade is reported in January of Year 12.

Supports available to students during the Extended Essay process:

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.
GROUP

• EE site (year-long): all students are enrolled in an online 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 DP Coordinator 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 DP Coordinator run workshops in TOK classes in January where they review the EE process.
LEARNING STRATEGIES

YEAR 8

YEAR 9

YEAR 10

YEAR 11

YEAR 12

LEARNING STRATEGIES I
GLS10

ADVANCED LEARNING STRATEGIES
GLS40

TABLE OF CONTENTS

YEAR 9:

LEARNING STRATEGIES

OSSD OUTCOME: GLS10, 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.

This course is a counselled-in option only.

YEAR 10:

ADVANCED LEARNING STRATEGIES

OSSD OUTCOME: GLS40, 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.

This course is a counselled-in option only.
COURSE SELECTION & UNIVERSITY COUNSELLING

149 ADVICE ABOUT COURSE SELECTION
150 STUDENTS ENTERING YEAR 8
150 STUDENTS ENTERING YEAR 9
151 STUDENTS ENTERING YEAR 10
152 STUDENTS ENTERING THE IB YEARS
154 A GUIDE TO CHOOSING YEAR 10 AND IB DIPLOMA COURSES
157 ARCHITECTURE
158 BUSINESS ADMINISTRATION AND COMMERCE
159 COMPUTER SCIENCE
160 ENGINEERING
161 ENVIRONMENTAL SCIENCE
162 ENVIRONMENTAL STUDIES
163 FINE AND PERFORMING ARTS
164 HUMANITIES
165 KINESIOLOGY/PHYSICAL EDUCATION
166 LANGUAGES
167 LIFE SCIENCES
168 MATHEMATICS
169 MUSIC
170 PHYSICAL SCIENCES
171 SOCIAL SCIENCES
ADVICE ABOUT COURSE SELECTION

This guide is intended to assist boys and their parents in the academic planning process, 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 found in the Academic Program Guide on the UCC website under www.ucc.on.ca → Upper School Academics. Detailed course outlines are also available in the Registrar’s Office.
- 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 Advisors. 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 University Counsellors. When questions arise concerning the fulfillment of IB Diploma requirements or planning for postsecondary education, a boy’s university counsellor is the best source of information and advice. Appointments can be made through Leigh Berndsen (x. 2262) Bremner’s, Howard’s, Jackson’s: Anne Weldon Martland’s, McHugh’s: Katherine Ridout Mowbray’s, Orr’s, Scadding’s: Nili Isaacs Seaton’s, Wedd’s: Andrew Turner

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, February 28. 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.

Please see ‘Course Changes’ on page 37 for more information on the required process.
STUDENTS ENTERING YEAR 8

Each Year 8 student takes one course from each of the eight prescribed Middle Years Program areas.

YEAR 8 SUMMARY

Eight compulsory courses
English, French, Geography, Science, Mathematics, Arts (Visual Arts and Music), Design, Physical and Health Education

STUDENTS ENTERING YEAR 9

Each Year 9 student takes eight courses: five are compulsory; the remaining three involve some choice. Each of the eight has a value of one credit toward the Ontario Secondary School Diploma.

- While course selections for those entering Year 9 are relatively straightforward, 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 8 core, those entering Year 9 will already have earned the credit in this subject that is required for the Ontario Secondary School Diploma (known as the OSSD). With permission of the department, Year 9 boys may drop French as long as they replace it with one of Latin, Chinese, or Spanish, which then becomes their prospective Language Acquisition for the IB diploma. In the case of Chinese, 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 9 course and ultimately qualify to take Chinese in the IB diploma.

- A student who replaces French with either Latin or Chinese 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 Years 11 and 12. However, even a boy who anticipates taking the ab initio course in the IB diploma must still earn a second language credit in both Years 9 and 10. 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 at UCC are not eligible for the ab initio course. The same is true of new boys who have studied Spanish at their previous school.

- Year 9 students have a choice of Visual Arts, Instrumental Music, or Theatre. They will be eligible to take the corresponding elective in Year 10 only if they have completed the Year 9 course.

- Year 9 student will choose one of three Design electives: Coding & Programming, Digital Media, or Innovative Product Design. Each of these courses allows students to understand the principles of the design process, explore the use of technologies, and employ design to address human needs. Any one of these options will permit students to select any Design course they wish in Year 10.
YEAR 9 SUMMARY

Five compulsory courses; three courses involving choice
Language and Arts options in Year 9 are prerequisites for Year 10 courses in these disciplines. The Design streams in Year 9 do not affect a student’s course options in Year 10.

STUDENTS ENTERING YEAR 10

• Boys in Year 10 take eight courses. Three 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 Acquisition, Individuals & Societies, and 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 Years 11 and 12. Obtaining the relevant Year 10 background is especially important for IB Diploma Biology, Chemistry, and Physics.
• The two remaining courses must be from the list of electives provided on the course selection sheet.
• The Ontario Secondary School Literacy Test (OSSLT) is written in Year 10.
YEAR 10 SUMMARY

The course load for Year 10 is:

Compulsory courses  3
Breadth requirements  3
Elective  2

Total:  8

All the above courses must be completed at UCC during Year 10.

STUDENTS ENTERING THE IB DIPLOMA 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 Diploma 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 course selection sheet. Exceptions are *ab initio* Spanish (Group 2), Economics (Group 3), Philosophy (Group 3), Geography (Group 3), Environmental Systems & Societies (Groups 3 and 4), Sports, Exercise & Health Science (Group 4), Computer Science (Group 4) and Film (Group 6).

- 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 Year 10 & IB Diploma Courses, provided to boys as part of their course selection package.

- 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 course descriptions in the Course Offerings document is essential. 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 (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 fulfil two of the IB’s distribution 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 9 and 10 background) they are able to take two of the four Group 6 subjects: Film, Theatre, Music, and Visual Arts. 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 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.

• While Computer Science (Group 4) provides very useful background for students planning to major in this subject in university, it is not a prerequisite. Students who are interested in both Computer Science and Computer Engineering should take Chemistry and Physics in their IB Diploma program 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.

• 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 Year 10 January report mark below 5 suggests that the Higher Level course (if available) would not be a wise choice.

• Year 10 teachers are an excellent source of recommendations about appropriate IB Diploma choices for their students, especially in Language, Science, and Mathematics.
A GUIDE TO CHOOSING YEAR 10 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, this is just one of the criteria to be used in the selection process. Other factors that must be considered 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 intellectual interests (keeping in mind that each IB subject requires a two-year commitment)
- A student’s past and present level of achievement in various subject areas.

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 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, Chinese, French, Spanish)
An International Language (with approval)

**GROUP 2:**
Language B (French, Chinese, Latin, Spanish)
*ab initio* (Spanish)

**GROUP 3:**
Individuals and Societies (Economics, Geography, History, Philosophy, Environmental Systems & Societies)

**GROUP 4:**
Sciences (Biology, Chemistry, Physics, Environmental Systems & Societies, Sports, Exercise & Health Science, Computer Science)

**GROUP 5:**
Mathematics (Analysis & Approaches, Applications & Interpretation)

**GROUP 6:**
The Arts (Film, Music, Theatre, Visual Arts) OR an Elective (an additional subject from any Group except 5).

---

**YEAR 11 AND YEAR 12 YEAR SUMMARY**

<table>
<thead>
<tr>
<th>The course load for Year 11 &amp; Year 12 is:</th>
<th>Each of the six IB Diploma 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 Year 11 and Year 12.</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>Total</td>
<td>7</td>
</tr>
</tbody>
</table>
In a group for which no particular course has been specified, a student should feel free to choose according to his own preference.

The codes (HL) and (SL) appearing after an IB 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 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. **Students who are considering UK universities should speak with their university counsellor to determine Higher Level prerequisites for their proposed program.**

In some 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 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 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 academic 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 four courses available. **Not all universities have finalized their recognition policies for the new IB Mathematics courses so students who are uncertain about which courses might be acceptable for their potential post-secondary choices should consult with their university counsellor.**

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 Course Offerings document is essential. 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.

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 Course Offerings document is essential. 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 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 IB 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 Advisors, individual subject teachers, and their University Counsellor before considering choices final.
**ARCHITECTURE**

<table>
<thead>
<tr>
<th><strong>GROUPS</strong></th>
<th><strong>YEAR 10</strong></th>
<th><strong>YEAR 11 AND YEAR 12</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP 1</td>
<td>ENGLISH</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>PHYSICS</td>
<td>PHYSICS (HL OR SL)</td>
</tr>
<tr>
<td>GROUP 5</td>
<td>MATHEMATICS</td>
<td>MATHEMATICS (SEE BELOW)</td>
</tr>
<tr>
<td>GROUP 6</td>
<td>*VISUAL ARTS</td>
<td>VISUAL ARTS (HL OR SL)</td>
</tr>
</tbody>
</table>

*Not required*

**NOTES:**

In most cases, either stream of HL Mathematics or the SL Mathematics Analysis & Approaches would be acceptable for architecture programs.

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. Architectural Engineering at the University of Waterloo requires both Chemistry and Physics. The Architectural Studies program at the University of Toronto requires only English.

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 AND COMMERCE

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>YEAR 10</th>
<th>YEAR 11 AND YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP 1</td>
<td>ENGLISH</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>-</td>
<td></td>
</tr>
<tr>
<td>GROUP 5</td>
<td>MATHEMATICS</td>
<td>MATHEMATICS (SEE BELOW)</td>
</tr>
<tr>
<td>GROUP 6</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

**NOTES:**

There are Business and Commerce programs in Canada for students taking every level of Mathematics. Some programs in the US or UK prefer or require HL Mathematics. Students should consult with their University Counsellor to ensure that they have the correct 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

**NOTES**

IB Computer Science 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 Design: Coding & Programming in Year 10. HL or SL Mathematics Analysis & Approaches provides the best foundation for the study of Computer Science, but many universities will also accept HL Applications & Interpretation.

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, students in the Faculty of Science are generally required to have taken Year 10 (Grade 11) Chemistry and Physics, although the Physics requirement may be waived for students with high grades in Chemistry and Mathematics.
### ENGINEERING

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>YEAR 10</th>
<th>YEAR 11 AND YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP 1</td>
<td>ENGLISH</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>CHEMISTRY</td>
<td>CHEMISTRY (HL OR SL)</td>
</tr>
<tr>
<td>GROUP 5</td>
<td>MATHEMATICS</td>
<td>MATHEMATICS (SEE BELOW)</td>
</tr>
<tr>
<td>GROUP 6</td>
<td>PHYSICS</td>
<td>PHYSICS (HL OR SL)</td>
</tr>
</tbody>
</table>

**NOTES:**

HL or SL Mathematics Analysis & Approaches offers the best preparation for Engineering, but many universities will also accept HL Applications & Interpretation. Students considering any branch of Engineering will benefit from taking Design: Coding & Programming in Year 10.
ENVIRONMENTAL SCIENCE

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>YEAR 10</th>
<th>YEAR 11 AND YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP 1</td>
<td>ENGLISH</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>BIOLOGY</td>
<td>BIOLOGY (HL OR SL)</td>
</tr>
<tr>
<td>GROUP 5</td>
<td>MATHEMATICS</td>
<td>MATHEMATICS (SEE BELOW)</td>
</tr>
<tr>
<td>GROUP 6</td>
<td>CHEMISTRY</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. Either HL Mathematics course or SL Mathematics Analysis & Approaches provides suitable background.
### ENVIRONMENTAL STUDIES

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>YEAR 10</th>
<th>YEAR 11 AND YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP 1</td>
<td>ENGLISH</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>-</td>
<td>-</td>
</tr>
<tr>
<td>GROUP 5</td>
<td>MATHEMATICS</td>
<td>MATHEMATICS (HL OR SL)</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 & Societies and/or Geography among their IB course choices.
### FINE AND PERFORMING ARTS

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>YEAR 10</th>
<th>YEAR 11 AND YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP 1</td>
<td>ENGLISH</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></td>
<td></td>
</tr>
<tr>
<td>GROUP 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GROUP 6</td>
<td>*VISUAL ARTS OR</td>
<td>*VISUAL ARTS (HL OR SL) OR</td>
</tr>
<tr>
<td></td>
<td>*THEATRE OR</td>
<td>*DRAMA (HL) OR *FILM (HL OR SL)</td>
</tr>
<tr>
<td></td>
<td>*DESIGN: DIGITAL MEDIA</td>
<td></td>
</tr>
</tbody>
</table>

*Not required

**NOTES:**

While IB Diploma courses in Visual Arts, Theatre, 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.
**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 program.

SL Mathematics Applications & Interpretation provides acceptable background for those planning to specialize in the Humanities at university. However, SL Mathematics Analysis & Approaches will give these students a wider range of choices for undergraduate study.
KINESIOLOGY/PHYSICAL EDUCATION

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>YEAR 10</th>
<th>YEAR 11 AND YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP 1</td>
<td>ENGLISH</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>BIOLOGY</td>
<td>BIOLOGY (HL OR SL)</td>
</tr>
<tr>
<td>GROUP 5</td>
<td>MATHEMATICS</td>
<td>MATHEMATICS (SEE BELOW)</td>
</tr>
<tr>
<td>GROUP 6</td>
<td>CHEMISTRY</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. Either HL Mathematics course or SL Mathematics Analysis & Approaches provides suitable background.

Simon Fraser University in British Columbia requires Year 10 (Grade 11) Physics as well. See the note under Life Sciences for advice about taking all three sciences in Year 10.
**LANGUAGES**

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>YEAR 10</th>
<th>YEAR 11 AND YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP 1</td>
<td>ENGLISH</td>
<td>ENGLISH A (HL OR SL)</td>
</tr>
<tr>
<td>GROUP 2</td>
<td>*FRENCH</td>
<td>FRENCH (HL OR SL)</td>
</tr>
<tr>
<td>GROUP 3</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>GROUP 4</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>GROUP 5</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>GROUP 6</td>
<td>*LATIN OR</td>
<td>*LATIN (SL)</td>
</tr>
<tr>
<td></td>
<td>*CHINESE OR</td>
<td>*CHINESE (HL OR SL)</td>
</tr>
<tr>
<td></td>
<td>*SPANISH</td>
<td>*SPANISH (SL)</td>
</tr>
</tbody>
</table>

*Not required

**NOTES:**
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

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>YEAR 10</th>
<th>YEAR 11 AND YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP 1</td>
<td>ENGLISH</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>CHEMISTRY</td>
<td>CHEMISTRY (HL OR SL)</td>
</tr>
<tr>
<td>GROUP 5</td>
<td>MATHEMATICS</td>
<td>MATHEMATICS (SEE BELOW)</td>
</tr>
<tr>
<td>GROUP 6</td>
<td>BIOLOGY</td>
<td>BIOLOGY (HL OR SL)</td>
</tr>
</tbody>
</table>

NOTES:

Generally, either HL Mathematics course or SL Mathematics Analysis and Approaches provides suitable background for Life Sciences.

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 Year 10. However, only students with a strong interest and aptitude should consider such an option. It is also possible to take the third science through any summer program accredited by the Ontario Ministry of Education. At the University of British Columbia, students in the Faculty of Science are generally required to have taken Year 10 (Grade 11) Chemistry and Physics, although the Physics requirement may be waived for students with high grades in Chemistry and Mathematics.

It is not possible to take more than two sciences within the structure of the Diploma Program. If a student desires to complete all three sciences at the Grade 12 level in his OSSD, he must complete one course at summer school.

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 Year 10 (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 Year 10 Physics will find themselves much better prepared for these tests.

Increasingly, North American medical school admission committees are identifying breadth of academic background as a criterion for selection. Over-specialization in any one IB subject group will work against the attainment of a truly liberal education.
MATHEMATICS

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>YEAR 10</th>
<th>YEAR 11 AND YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP 1</td>
<td>ENGLISH</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>PHYSICS</td>
<td>PHYSICS (HL OR SL)</td>
</tr>
<tr>
<td>GROUP 5</td>
<td>MATHEMATICS</td>
<td>MATHEMATICS (SEE BELOW)</td>
</tr>
<tr>
<td>GROUP 6</td>
<td>*DESIGN: CODING &amp; PROGRAMMING</td>
<td></td>
</tr>
</tbody>
</table>

NOTE:
While HL Mathematics is not technically a requirement for most Mathematics programs at North American universities, it is clearly superior preparation for study at the post-secondary level; however, SL Mathematics Analysis & Approaches is considered an acceptable prerequisite. Most UK universities will require one of the HL Mathematics courses for students majoring in Mathematics; the Analysis & Approaches course is preferred. The University of Waterloo strongly recommends that applicants to its Faculty of Mathematics offer a senior level (Year 10) course in Coding & Programming.
MUSIC

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>YEAR 10</th>
<th>YEAR 11 AND YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP 1</td>
<td>ENGLISH</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>-</td>
<td></td>
</tr>
<tr>
<td>GROUP 5</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>GROUP 6</td>
<td>*MUSIC</td>
<td>*MUSIC (HL OR SL)</td>
</tr>
</tbody>
</table>

*Not required

**NOTE:**

While IB 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

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>YEAR 10</th>
<th>YEAR 11 AND YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP 1</td>
<td>ENGLISH</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>CHEMISTRY</td>
<td>CHEMISTRY (HL OR SL)</td>
</tr>
<tr>
<td>GROUP 5</td>
<td>MATHEMATICS</td>
<td>MATHEMATICS (SEE BELOW)</td>
</tr>
<tr>
<td>GROUP 6</td>
<td>PHYSICS</td>
<td>PHYSICS (HL OR SL)</td>
</tr>
</tbody>
</table>

**NOTE:**
HL or SL Mathematics Analysis & Approaches offers the best preparation for Physical Sciences, but many universities will also accept HL Applications & Interpretation. Students planning to major in this area will also benefit from taking Design: Coding & Programming course in Year 10.
## SOCIAL SCIENCES

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>YEAR 10</th>
<th>YEAR 11 AND YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP 1</td>
<td>ENGLISH</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>-</td>
<td></td>
</tr>
<tr>
<td>GROUP 5</td>
<td>MATHEMATICS</td>
<td>MATHEMATICS (SEE BELOW)</td>
</tr>
<tr>
<td>GROUP 6</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:**

SL Mathematics Applications & Interpretation is an acceptable prerequisite for many Social Science programs; however, SL Mathematics Analysis & Approaches will provide students with superior preparation for programs such as Psychology, Geography, and Economics. Students interested in studying Economics at UK universities should be aware that some require Higher Level Mathematics, with a preference for Mathematics Analysis & Approaches.
## UCC COURSES INDEX

### ALPHABETICAL BY SUBJECT AREAS

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Careers</td>
<td>15</td>
</tr>
<tr>
<td>Civics</td>
<td>15, 91</td>
</tr>
<tr>
<td>Chinese</td>
<td>30, 76</td>
</tr>
<tr>
<td>Computer Science</td>
<td>15, 122</td>
</tr>
<tr>
<td>Design</td>
<td>119</td>
</tr>
<tr>
<td>Drama/Theatre</td>
<td>16, 134</td>
</tr>
<tr>
<td>Economics</td>
<td>16, 97</td>
</tr>
<tr>
<td>English</td>
<td>17, 65</td>
</tr>
<tr>
<td>Extended Essay</td>
<td>145</td>
</tr>
<tr>
<td>Film/Communications Technology</td>
<td>18, 136</td>
</tr>
<tr>
<td>Geography</td>
<td>18, 70</td>
</tr>
<tr>
<td>History</td>
<td>22, 90</td>
</tr>
<tr>
<td>Language Acquisition/International Languages</td>
<td>30, 70, 76, 80</td>
</tr>
<tr>
<td>Latin</td>
<td>23, 82</td>
</tr>
<tr>
<td>Learning Strategies</td>
<td>24, 147</td>
</tr>
<tr>
<td>Mathematics</td>
<td>24, 111</td>
</tr>
<tr>
<td>Music</td>
<td>26, 128</td>
</tr>
<tr>
<td>Philosophy</td>
<td>27, 99</td>
</tr>
<tr>
<td>Physical and Health Education</td>
<td>27, 140</td>
</tr>
<tr>
<td>Science</td>
<td>28, 101</td>
</tr>
<tr>
<td>Technological Education</td>
<td>31</td>
</tr>
<tr>
<td>Theory of Knowledge</td>
<td>32, 143</td>
</tr>
<tr>
<td>Spanish</td>
<td>30, 80</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>32, 125</td>
</tr>
</tbody>
</table>

### ALPHABETICAL BY MINISTRY COURSE CODE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Subject Area</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADA20</td>
<td>Drama</td>
<td>16, 134</td>
</tr>
<tr>
<td>ADA3M</td>
<td>Drama</td>
<td>16, 134</td>
</tr>
<tr>
<td>ADA4M</td>
<td>Drama</td>
<td>16, 135</td>
</tr>
<tr>
<td>ADD4M</td>
<td>Production</td>
<td>16, 135</td>
</tr>
<tr>
<td>ADV4M</td>
<td>Film/Video</td>
<td>18, 138</td>
</tr>
<tr>
<td>AMR4M</td>
<td>Repertoire</td>
<td>27, 133</td>
</tr>
<tr>
<td>AMU10</td>
<td>Music</td>
<td>26, 129</td>
</tr>
<tr>
<td>AMU20</td>
<td>Music</td>
<td>26, 129</td>
</tr>
<tr>
<td>AMU3M</td>
<td>Music</td>
<td>26, 131</td>
</tr>
<tr>
<td>AMU4M</td>
<td>Music</td>
<td>26, 132, 133</td>
</tr>
<tr>
<td>AVI1O</td>
<td>Visual Arts</td>
<td>32, 126</td>
</tr>
<tr>
<td>AVI2O</td>
<td>Visual Arts</td>
<td>33, 126</td>
</tr>
<tr>
<td>AVI3M</td>
<td>Visual Arts</td>
<td>33, 126</td>
</tr>
<tr>
<td>AVI4M</td>
<td>Visual Arts</td>
<td>33, 126, 127</td>
</tr>
<tr>
<td>AWM4M</td>
<td>Drawing and Painting</td>
<td>33, 127</td>
</tr>
<tr>
<td>AWR4M</td>
<td>Film/Visual Arts</td>
<td>18, 137, 138</td>
</tr>
<tr>
<td>CGC1D</td>
<td>Issues in Canadian Geography</td>
<td>21, 86</td>
</tr>
<tr>
<td>CFG3M</td>
<td>Forces of Nature</td>
<td></td>
</tr>
<tr>
<td>CGB3M</td>
<td>Physical Processes and Disasters</td>
<td>21, 86</td>
</tr>
<tr>
<td>CGO4M</td>
<td>Spatial Technologies in Action</td>
<td>21, 87</td>
</tr>
<tr>
<td>CGR4M</td>
<td>The Environment and Resource Management</td>
<td>21, 105</td>
</tr>
<tr>
<td>CGU4M</td>
<td>World Geography</td>
<td></td>
</tr>
<tr>
<td>CGB5M</td>
<td>Urban Patterns and Population Issues</td>
<td>22, 88, 89</td>
</tr>
<tr>
<td>CGW4U</td>
<td>World Issues: A Geographic Analysis</td>
<td>22, 89</td>
</tr>
<tr>
<td>CHA3U</td>
<td>American History</td>
<td>23, 94</td>
</tr>
<tr>
<td>CIC2D</td>
<td>Canadian History since World War I</td>
<td>22, 92</td>
</tr>
<tr>
<td>CTH3O</td>
<td>World History since 1900: Global and Regional Interactions</td>
<td>23, 95, 96</td>
</tr>
<tr>
<td>CHV2O</td>
<td>Civics and Citizenship</td>
<td>15, 91</td>
</tr>
<tr>
<td>CHW3M</td>
<td>World History to the End of the Fifteenth Century</td>
<td>22, 93</td>
</tr>
<tr>
<td>CHY4U</td>
<td>World History since the Fifteenth Century</td>
<td>23, 96</td>
</tr>
<tr>
<td>CMA4U</td>
<td>Analysing Current Economic Issues</td>
<td>16, 97, 98</td>
</tr>
<tr>
<td>CIE3M</td>
<td>The Individual and the Economy</td>
<td>16, 98</td>
</tr>
<tr>
<td>EN1D</td>
<td>English</td>
<td>17, 66</td>
</tr>
<tr>
<td>EN2D</td>
<td>English</td>
<td>17, 66</td>
</tr>
<tr>
<td>EN3U</td>
<td>English</td>
<td>17, 67</td>
</tr>
<tr>
<td>EN4U</td>
<td>English</td>
<td>18, 68, 69</td>
</tr>
<tr>
<td>ETS4U</td>
<td>Studies in Literature</td>
<td>18, 68, 69</td>
</tr>
<tr>
<td>EWC4U</td>
<td>The Writer’s Craft</td>
<td>17, 67</td>
</tr>
<tr>
<td>FEF1D</td>
<td>Extended French</td>
<td>19, 71</td>
</tr>
<tr>
<td>FEF2D</td>
<td>Extended French</td>
<td>19, 72</td>
</tr>
<tr>
<td>FEF3U</td>
<td>Extended French</td>
<td>19, 73</td>
</tr>
<tr>
<td>FEF4U</td>
<td>Extended French</td>
<td>20, 76</td>
</tr>
<tr>
<td>FIF3U</td>
<td>French Immersion</td>
<td>20, 74</td>
</tr>
<tr>
<td>FIF4U</td>
<td>French Immersion</td>
<td>20, 75</td>
</tr>
<tr>
<td>FRA4U</td>
<td>French</td>
<td>20, 75</td>
</tr>
<tr>
<td>FRS1D</td>
<td>Core French</td>
<td>18, 71</td>
</tr>
<tr>
<td>FRS2D</td>
<td>Core French</td>
<td>19, 72</td>
</tr>
<tr>
<td>FRS3U</td>
<td>Core French</td>
<td>19, 73</td>
</tr>
<tr>
<td>FRS4U</td>
<td>Core French</td>
<td>20, 75, 76</td>
</tr>
<tr>
<td>GLC2O</td>
<td>Career Studies</td>
<td>15</td>
</tr>
<tr>
<td>GLS10</td>
<td>Learning Strategies 1: Skills for Success</td>
<td>24, 147</td>
</tr>
<tr>
<td>GLS40</td>
<td>Advanced Learning Strategies: Skills for Success</td>
<td>24, 147</td>
</tr>
<tr>
<td>HZB3M</td>
<td>Philosophy: The Big Questions</td>
<td>27, 99</td>
</tr>
<tr>
<td>HZT4U</td>
<td>Philosophy: Questions and Theories</td>
<td>27, 99</td>
</tr>
<tr>
<td>IB</td>
<td>EE Extended Essay</td>
<td>145</td>
</tr>
</tbody>
</table>
ICS3U Introduction to Computer Science........ 15, 121, 123
ICS4U Computer Science.......................... 15, 123, 124
IDC4U Interdisciplinary Studies...................... 32, 143
LKBBD International Languages,
  Simplified Chinese, Level 1...................... 30, 76
LKBCU International Languages,
  Simplified Chinese, Level 2...................... 30, 77
LKBDU International Languages,
  Simplified Chinese, Level 3...................... 30, 78, 79
LVLB Classical Languages (Latin), Level 1........ 23, 82
LVLCU Classical Languages (Latin), Level 2........ 24, 83
LVLDU Classical Languages (Latin), Level 3........ 24, 83
LWSBD International Languages,
  (Spanish), Level 1.......................... 30, 80
LWSCU International Languages,
  (Spanish), Level 2.......................... 31, 80, 81
LWSDU International Languages,
  (Spanish), Level 3.......................... 31, 81
MCR3U Functions.................................. 25, 114
MCF3M Functions and Applications................. 25, 114
MCV4U Calculus and Vectors......................... 26, 115, 116, 117
MDM4U Mathematics of Data Management........ 25, 115, 116, 117
MHF4U Advanced Functions......................... 25, 115, 116, 117
MPM1D Principles of Mathematics................ 24, 113
MPM2D Principles of Mathematics................ 25, 115
PPL10 Healthy Active Living Education............ 27, 141
PPL20 Healthy Active Living Education............ 28, 141
PPL30 Healthy Active Living Education............ 28, 142
PSK4U Introductory Kinesiology................... 29, 106
SBI3U Biology.................................... 28, 103
SBI4U Biology.................................... 29, 107
SCH3U Chemistry.................................. 29, 104
SCH4U Chemistry.................................. 29, 108
SNC1D Science.................................... 28, 103
SNC2D Science.................................... 28, 103
SPH3U Physics.................................... 29, 103
SPH4U Physics.................................... 29, 109, 110
TDJ10 Exploring Technological Design............ 31, 120, 123, 136
TDJ20 Technological Design......................... 31, 120, 123, 136
TDJ3M Technological Design......................... 31, 121
TDJ4M Technological Design......................... 32, 124
TGJ3M Communications Technology............... 32, 121, 137
2019 – 2020 Upper School

ACADEMIC PROGRAM GUIDE

Upper Canada College
200 Lonsdale Road
Toronto ON M4V 1W6

416-488-1125
www.ucc.on.ca