Metropolitan Preparatory Academy

Prospectus 2017-2018

The Principal's Message

As we plan for the future, I ask all of you to think about the challenges and opportunities that lie in the year ahead.

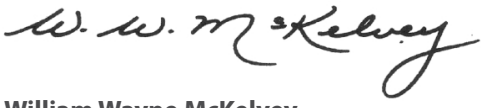
To be successful, it's essential to set attainable goals and develop the ambition to achieve those targets. In other words, decide where you want to go and establish how much time and energy it will take to get there.

This may sound "corny" but little happens unless you believe in yourself and what you are doing. You don't want to look back on your life one day and dream about what could have been. Set inspiring goals and work toward them now. When doors to opportunity open, walk through without hesitation.

At Metropolitan Preparatory Academy we encourage involvement, new ideas and enthusiasm. Review this calendar and set your goals for the future. Do not waste time; it is too precious and you cannot buy it back.

We wish the best to all students in the upcoming academic year.

Sincerely,



William Wayne McKelvey
Principal

Our Philosophy

We believe young men and women flourish in a safe, inviting, learning atmosphere where they feel confident expressing their individuality, asking questions, and seeking the help they need to thrive. Because of this, Metro Prep operates without uniforms and with open faculty doors. In preparation for both university and future careers, students are encouraged to trust their instincts and think both critically and creatively.

Our Mission

Metropolitan Preparatory Academy is committed to fostering the intellectual, physical, social and creative potential of university-oriented students through a supportive yet challenging academic environment.

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CODE OF CONDUCT

We at Metropolitan Preparatory Academy are committed to providing a safe and healthy learning environment for all our students.

Students are expected to:

- demonstrate a commitment to learning through punctual and regular attendance, being prepared to learn. This includes submitting all assignments and writing all tests on time;
- dress in accordance with the school dress code;
- respect the authority of school staff;
- follow classroom rules and take responsibility for their actions;
- demonstrate honesty and integrity. Students will not participate in plagiarism, misrepresentation of original work, the use of unauthorized aids, nor the theft of evaluation instruments;
- treat one another with dignity, respect and fairness, regardless of race, culture, ethnicity, religion, gender, gender identity, sexual orientation, age, socioeconomic status, ability or any other attribute;
- refrain from bringing anything to school, or using anything inappropriately, that may risk the safety of themselves or others;
- refrain from the use of all electronic devices, including cell phones for texting and verbal communication, during class time;
- refrain from smoking on school property or while attending any school related event or activity;
- refrain from the possession of, and being under the influence of alcohol or drugs;
- refrain from the possession of any weapon;
- avoid all forms of intimidation, harassment, racism, and discrimination;
- refrain from bullying behaviour, which is considered to be any repeated, negative behaviour intended on causing fear, distress and/or harm to another person's body, feelings, self-esteem or reputation. This includes cyber-bullying;

- take appropriate action to help those in need by resolving conflict constructively and respectfully through discussion or by seeking assistance from school personnel;
- treat school property and the property of others with a reasonable standard of care;
- refrain from taking articles which do not belong to them;
- express themselves with socially acceptable language and gestures that contribute to an orderly and safe learning environment.

Parents and guardians are expected to:

- review the Code of Conduct with their child and help him/her to follow the school/classroom rules;
- take an active role in the education of their child and ensure that he/she is punctual and attends school regularly;
- report to attendance personnel if their child will arrive late or will be absent from school.

Profile

Wayne McKelvey, our principal, founded Metropolitan Preparatory Academy in 1982 as a private, semestered, coeducational, university preparatory day school for middle school (grade 7-8) and high school (grades 9-12) students.

All courses are taught at the academic/open level for grades 9 and 10; university preparation and university/college preparation courses are offered at the senior level, as set forth by the Ontario Ministry of Education. Upon graduation, students will be awarded the Ontario Secondary School Diploma.

Metro Prep provides a structured program stressing academic excellence geared for success at the university level. Organizational skills and the development of good work and study habits are stressed. Teacher-parent communication is encouraged to facilitate the best learning environment for each student.

THE ACADEMIC CALENDAR

Our academic year consists of two semesters:

September 5, 2017 - January 26, 2018
January 29, 2018 - June 22, 2018

Each semester, students enroll in structured academic programs. Most students take four (4) credits per semester. Most students complete their high school requirements in four years.

Students are encouraged to choose a broad range of courses so that many university programs are available to them. All students write compulsory final examinations each semester. All courses grade 9 through 12 are evaluated on the basis that the term work (products, observations and conversations) is worth 70% of their final mark and the final evaluation, which for most courses is composed of a written final examination, is worth 30%. All students at the beginning of a course receive the evaluation breakdown for the course. Detailed report cards are issued at midterm and following the final examinations.

FACULTY

Metro Prep has a minimum of twenty-four (24) full time faculty members and support staff. The average class size is 14 students.

In order to help students succeed in their studies, the faculty is available to provide extra help should it be required. Each teacher is available every day after school, plus one evening each week until 6:00 p.m. The school is open each day from 7:00 a.m. until 8:00 p.m. Monday through Thursday. On Fridays the school closes at 6:00 p.m. The school is available most Saturdays, throughout the school year, for students to work on their studies.

FACILITIES

In addition to learning classrooms, a science laboratory, three computer labs, an art room, cafeteria, library, and gymnasium are featured. The school has a fully operational weight and fitness room. To facilitate some of our outdoor education programs, such as spelunking and white water rafting, we use various sites in West Virginia, U.S.A.

Athletics

As a member of the Small Schools Athletic Federation (SSAF), Metro Prep competes with schools throughout the region. We have many awards to our credit, including over thirty championship pennants. Current teams include basketball, softball, volleyball, hockey, skiing, snowboarding, cross-country, golf, tennis, soccer, ultimate frisbee and track and field.

In addition to interscholastic competition, we offer fun teacher-student challenges and lunchtime intramural sports for middle school students.

Recent Athletic Accomplishments

2016/2017

- SSAF U20 Boys Basketball League & Playoff Champions
- SSAF U20 Boys Basketball Invitational Tournament Champions
- SSAF U16 Track and Field Champions – 8 Gold, 2 Silver, 2 Bronze Medals
- SSAF U20 Track and Field Champions – 10 Gold, 2 Silver, 3 Bronze Medals
- SSAF U20 Flag Football Champions
- SSAF U20 Dodgeball Champions
- U20 Boys Basketball Invitational Tournament Champions – Jarvis Collegiate, Ridley College, and Upper Canada College
- U20 Boys Basketball Frank Gyamfi Invitational Tournament Champions
- U20 Boys Basketball Rome Invitational Tournament Champions
- U20 Boys Basketball Pine Ridge Tournament Semi-Finalists

2015/2016

- SSAF U20 Boys Basketball League & Playoff Champions
- SSAF U20 Boys Basketball Invitational Tournament Champions
- SSAF U20 Boys Basketball Georgetown Invitational Tournament Champions
- SSAF U16 Track and Field – 7 Gold, 4 Silver, 2 Bronze Medals
- SSAF U20 Track and Field – 5 Gold, 2 Silver, 3 Bronze Medals
- SSAF Elementary Track and Field – 2 Gold, 2 Silver, 3 Bronze Medals

2014/2015

- SSAF U20 Boys Soccer Invitation Bronze Medalists
- SSAF U20 Boys Soccer Tournament Bronze Medalists
- SSAF Elementary Soccer Quarter-Finalists
- SSAF U20 Boys Basketball Invitational Tournament Champions, Regular Season Champions, Playoff Finalists
- SSAF Elementary Basketball Semi-Finalists
- SSAF U20 Boys Ice Hockey 3 vs 3 Finalists
- SSAF U20 Track and Field – 4 Silver, 4 Bronze Medals
- SSAF Elementary Track and Field – 4 Gold, 2 Silver, 2 Bronze Medals
- SSAF U20 Invitational Tennis Tournament – 1 Gold, 2 Silver, 1 Bronze Medal

Extracurricular

We offer a wide range of activities to enrich the learning experience of our students. Past events, excursions and activities include:

- ME to WE – Students helped build a school in Tanzania
- Trips to Ottawa, Quebec City, Montreal, and New York City, Washington D.C., Boston and Niagara Falls
- Caving, zip lining and white water rafting in West Virginia
- Spanish trip to Guatemala
- Local theatre plus Broadway, Stratford, and Shaw Festival trips
- Ski trips to Blue Mountain, Jay Peak, Lake Placid and Mont Tremblant
- Virginia golf trip and the annual Charity Golf Gala
- Dog sledding expedition
- Science North and University of Guelph Science Camp
- York University Athletic Evaluation Camp
- Commencement, senior prom, graduation dinner & dance
- United Nations Conference and Supreme Court of Ontario
- International Computer Aid project
- Guest lecturer series
- Robotics Club
- Chess Club
- Theatrical production
- Math Club – Waterloo Math Competitions
- Trip to Ontario Science Centre and Toronto Zoo
- Mountain biking weekends

Universities & Colleges

Approximately 99% of our 2017 graduates were accepted into the university or college program of their choice.

The post-secondary application process starts in September. Each graduating student meets with guidance counselors to discuss future options. The counselors provide course calendars and handbooks for all Canadian universities and Ontario colleges, and help students fill out appropriate applications. We will have approximately 70 Grade 12 students applying for university programs in the autumn of 2017.

Our graduates have attended:

CANADA

Acadia University • Bishop's University • Brock University • Carleton University • Concordia University • Dalhousie University • Lakehead University • Laurentian University • McGill University • McMaster University • Mount Allison University • Nipissing University • Ontario College of Art • Queens' University • Ryerson Polytechnical University • St. Francis Xavier University • Saint Mary's University • Simon Fraser University • Trent University • University College of Cape Breton • University of Alberta • University of British Columbia • University of Calgary • University of Guelph • University of King's College • University of New Brunswick • University of Prince Edward Island • University of Saskatchewan • University of Toronto • University of Victoria • University of Waterloo • University of Western Ontario • University of Windsor • Wilfrid Laurier University • York University

USA

American University (Washington, D.C.) • Antioch College (Ohio) • Arizona State • Columbia University • Cornell University • Davis and Elkins College (West Virginia) • Drexel University (Philadelphia) • Georgetown University (Washington, D.C.) • Howard University (Washington, D.C.) • Michigan State University • Morehouse College (Georgia) • Ohio State University • Pace University (New York) • Parsons (New York) • Seaton-Hall University (New Jersey) • Stanford (California) • Universal Technical Institute of Phoenix • University of Arizona • University of California (Berkeley) • University of California (U.C.L.A.) • University of Colorado • University of Florida • University of Illinois • University of Miami • University of Michigan • University of New Hampshire • University of Pennsylvania (Wharton) • University of South Florida • University of Southern California • University of Texas • University of West Virginia • Wittenberg University (Ohio) • Worcester College (Massachusetts)

OVERSEAS

American University in Paris (France) • Aston University (England) • Edith Cowan (Australia) • Hebrew University of Jerusalem (Israel) • Laverne University (Greece) • London School of Economics (England) • Royal Marines • Tel-Aviv University (Israel) • University of Bristol (England) • University of Cambridge (England) • University of Edinburgh • University of Hong Kong • University of Kuala Lumpur • University of London (England) • University of New Zealand • University of South Western Australia • University of Sydney (Australia)

The Grade 7 & 8 Program

GRADE 7 & 8
MATHEMATICS
ENGLISH LITERATURE
SPELLING AND GRAMMAR
SCIENCE AND TECHNOLOGY
HISTORY
GEOGRAPHY
CORE FRENCH
PHYSICAL AND HEALTH EDUCATION
FINE ARTS
COMPUTER SCIENCE AND KEYBOARDING
(May be taken in either Grade 7 or 8)

The Grade 7 & 8 Program

The study of Mathematics in Grades 7 and 8 includes five areas: Number Sense and Numeration, Measurement, Geometry and Spatial Sense, Patterning and Algebra, and Data Management and Probability.

MATHEMATICS 7

In this course students will work with decimals, fractions, and integers; find squares and square roots; divide whole numbers by simple fractions and decimals; add and subtract simple fractions and integers; multiply and divide decimal numbers by whole numbers; apply order of operations in expressions with brackets; relate fractions, decimals, and percents; solve problems involving whole-number percents and unit rates. Students will convert between metric units; calculate the area of various quadrilaterals; determine the volume and surface areas of prisms; construct parallel, perpendicular, and intersecting lines; sort and classify triangles and quadrilaterals by geometric properties; construct angle bisectors and perpendicular bisectors; investigate relationships among congruent shapes; compare similar and congruent shapes; perform and describe dilatations; tile a plane and plot points in all four quadrants. Students will model real-life relationships involving constant rates graphically and algebraically; translate phrases, using algebraic expressions and solve linear equations. Finally, students will collect, organize and display data; use measures of central tendency to compare sets of data; investigate real-world applications of probability and determine the theoretical probability of two independent events. ***(Prerequisite: Mathematics 6)***

MATHEMATICS 8

In this course students will perform all operations with whole numbers, decimals, integers, fractions, and rational numbers. They will solve problems involving percent, rate and proportions. They will calculate perimeters and areas; do volume unit conversions; calculate area and circumference of circles, and calculate volume and surface areas of cylinders. Student will sort quadrilaterals by geometric properties; construct circles; investigate relationships among similar shapes; determine and apply angle relationships for parallel and intersecting lines; relate the numbers of faces, edges, and vertices of a polyhedron; apply the Pythagorean relationship geometrically and plot the image of a point on the coordinate plane after doing a transformation. Students will also translate statements into algebraic equations; find the term number in a pattern algebraically and solve linear equations involving one variable. Finally students will collect organize and display data using histograms and scatter plots; use measures of central tendency to compare sets of data; compare experimental and theoretical probabilities and calculate the probability of complementary events.
(Prerequisite: Mathematics 7)

The Grade 7 & 8 Program

COMPUTER SCIENCE AND KEYBOARDING 7/8

This course is intended to give students hands on computer experience that focuses on the use of a computer as a tool for learning. Students will become aware of the "every day" use of computers through an in-depth analysis and exploration of computers in society. The course will be structured to expose students to the basics of computers without getting into in-depth technical studies. Students will learn how to use a computer through exposure to various computer software applications, including effective research tools on the Internet. The major emphasis of this course is on the development of keyboarding skills. The course is designed to build student confidence in using a computer, while developing keyboarding skills at an early age and skills, which are reflective of common uses of computers in today's society.

ENGLISH LITERATURE 7

This course will involve creative writing, introduction to essay writing, short story and poetry reading, reading response activities, public speaking, handwriting, and journal writing. This course is designed to help students build basic language skills so as to enable them to express their feelings and opinions coherently both in formal and creative writing and in oral presentation. Students will also examine the various media works and the techniques used in them, and create media works

ENGLISH LITERATURE 8

This course will involve creative writing, essay writing, short story and poetry reading, reading response activities and journal writing. This course is aimed at enhancing the student's knowledge and appreciation of the literary and cultural aspects of the English language. It is designed to build upon the student's basic language skills so as to enable them to express their feelings and opinions coherently both in formal and creative writing and in oral presentation. Students will be encouraged to read, write and think critically. Students will also examine the various media works and the techniques used in them, and create media works.

SPELLING AND GRAMMAR 7

The aim of this course is to provide the means that will enable the student to understand the process of writing. The student will learn to apply conventions of language in order to express ideas, feelings, and information clearly and precisely. Listening and speaking skills will also develop as the student learns to communicate more freely using bias-free language. The student will know how to direct questions and talk through ideas to clarify thinking, promote reflection, and generate ideas for written work. Spelling, grammar and composition are consistently interwoven over a five-day cycle to help the student reach his/her potential in English language skills.

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FRENCH 7

Students will build their knowledge of spoken French through listening, speaking, reading and writing activities. The ability to speak and read French will prepare students for their role as engaged citizens in Canada's bilingual and multicultural communities.
(Prerequisite: French 6)

The Grade 7 & 8 Program

FRENCH 8
Students will continue to build their knowledge of spoken French through listening, speaking, reading and writing activities. Students will be familiarized with the basic vocabulary as well as the linguistic and grammatical rules necessary for effective communication, written as well as spoken. ***(Prerequisite: French 7)***

GEOGRAPHY 7
In this course students will explore opportunities and challenges presented by the physical environment and the ways in which people around the world have responded to them. They will develop an understanding of patterns in Earth's physicals features and of the physical processes and human activities that create and change these features. Building on their knowledge of natural resources, students will study the extraction/harvesting and use of these resources on a global scale. They will examine the relationship between Earth's physical features and the distribution and use of natural resources while exploring ways of preserving global resources. In this grade, students will be introduced to the geographic inquiry process and to the concepts of geographic thinking. They will apply the concept of geographic perspective while investigating the impact of natural events and human activities on the physical environment and also various effects of natural resource extraction/harvesting and use. Students will continue to develop their spatial skills, extracting and analysing information from a variety of sources, including different types of maps and graphs, photographs and digital representations, and geographic information systems (GIS).

GEOGRAPHY 8
In this course students will build on what they have learned in earlier grades about Earth's physical features and processes in order to explore the relationship between these features/processes and human settlement patterns around the world. They will focus on where people live and why they live there, and on the impact of human settlement and land use on the environment. They will enhance their ability to apply a geographic perspective to their investigation of issues, including issues related to human settlement and sustainability and to global development and quality of life. In addition, students will study factors that affect economic development and quality of life on a global scale and will examine responses to global inequalities. Students will be introduced to new types of maps and graphs, including choropleth maps, scatter graphs, and population pyramids, and, at the same time, will continue to develop their ability to use a variety of sources, tools, and spatial technologies to study various geographic issues.

HISTORY 7
This course has students examining social, political, economic, and legal changes in Canada between 1713 and 1850. They will explore the experiences of and challenges facing different groups in Canada during this period, and will compare them to the experiences of present-day Canadians. In this grade, students will be introduced to the historical inquiry process and will apply it to investigate different perspectives on issues in eighteenth- and early-nineteenth-century Canada, including issues associated with the shift in power from France to Britain. Students will learn about various groups that existed in colonial Canada and how they were affected by the conflicts and changes that characterized this period. They will begin to apply the concepts of historical thinking to their study of Canadian history, leading to deeper and more meaningful explorations of life in colonial Canada. Students will also develop their ability to gather and critically analyse evidence from primary sources in order to form their own conclusions about historical issues and events.

HISTORY 8
In this course students will build on their understanding of earlier Canadian history, examining how social, political, economic, and legal changes in Canada between 1850 and 1914 affected different groups in an increasingly diverse and regionally distinct nation. They will explore experiences of and challenges facing Canadians around the beginning of the twentieth century and will compare

The Grade 7 & 8 Program

them to those of present-day Canadians. Students will examine the internal and external forces that led to Confederation and territorial expansion and of the impact of these developments on long-time Canadians, including First Nations, as well as new immigrants. Through an examination of inequalities in the new nation, students will learn that many of the rights and freedoms we have in Canada today are the result of actions taken by people in this era to change their lives. Students will develop their ability to apply the concepts of historical thinking as well as the historical inquiry process, using both primary and secondary sources to explore the perspectives of groups on issues of concern to Canadians from the mid-nineteenth century to the eve of World War I.

FINE ARTS 7

The objective of this course is to develop practical facility in the techniques of drawing, painting, sculpture, printmaking, and information design. Students will produce two- and three-dimensional works of art that communicate a variety of ideas. They will identify the principles of design and use them when producing and responding to works of art. Art history will focus on artists and artistic periods that interest the students.

FINE ARTS 8

This course includes the study and exploration of the visual arts and dramatic arts. The visual arts component focuses on theory, art history and studio production. Studio projects will include two- and three-dimensional projects. The drama component will comprise the study of the elements of drama through creative activity. Role playing, improvisation, pantomime and movement will be explored.

PHYSICAL EDUCATION

The underlying goals of the Physical and Health Education program at Metro Prep are to:

- improve overall fitness and motor development;
- increase motivation to be physically active; and
- provide an enjoyable, successful experience in exercise and sport.

PHYSICAL AND HEALTH EDUCATION 7

This course will provide each student with the basic skills to actively participate in various sports as well as provide health lessons designed to increase the student's knowledge, awareness and understanding of many contemporary issues and topics.

The health units include: Healthy Eating (relate healthy eating practices and active living to body images and self-esteem); Personal Safety and Injury Prevention (safe use of computers, cell phones, types of and impact of harassment and social/verbal bullying); Human Development and Sexual Health (reproduction, STIs); Substance Use, Addictions, and Related Behaviours (linkages between mental health and problematic substance abuse; preoccupation with body image and athletic performance and substance abuse; social and personal problems related to drug use and addictive behaviours).

The physical education unit includes fundamental movement skills and active participation in such activities as basketball, floor hockey, soccer, baseball and volleyball.

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PHYSICAL AND HEALTH EDUCATION 8

This course will provide each student with the basic skills to actively participate in various sports as well as provide health lessons designed to increase the student's knowledge, awareness and understanding of many contemporary issues and topics.

The health units include: Healthy Eating (relate healthy eating practices with nutrients and making good choices when it comes to meals and snacks); Personal Safety and Injury Prevention (reduce risk of injuries, assessing situations for potential danger and the impact of violent behaviours); Human Development and Sexual Health (decision making regarding sexual activities, reproduction, relationships and intimacy); Substance Use, Addictions, and Related Behaviours (identify the warning signs of substance misuse, abuse and addiction and consequences that can occur; examine mental health and stress management).

The physical education unit includes fundamental movement skills and active participation in such activities as basketball, floor hockey, soccer, baseball and volleyball.

SCIENCE AND TECHNOLOGY 7

This course is organized into four strands, the major areas of knowledge and skills in the curriculum. In grade seven the four strands with combined topics are:

- Understanding Life Systems: Interactions in the Environment
- Understanding Matter and Energy: Pure Substances and Mixtures
- Understanding Structures and Mechanisms: Form and Function
- Understanding Earth and Space Systems: Heat in the Environment

SCIENCE AND TECHNOLOGY 8

This course is organized into four strands, the major areas of knowledge and skills in the curriculum. In grade eight the four strands with combined topics are:

- Understanding Life Systems: Cells
- Understanding Matter and Energy: Fluids
- Understanding Structures and Mechanisms: Systems in Action
- Understanding Earth and Space Systems: Water Systems

Planning a Student's High School Program

Each semester, most students sign up for four or five full-credit courses. A maximum of ten credits per year are permitted. Course selection should reflect abilities and interests, but must also relate to the student's immediate and long-term goals. We provide guidance to all students and can make course recommendations, but the ultimate choice is the responsibility of the student and his/her parents. Here are some things to keep in mind:

- All courses are open to qualified students regardless of age, sex or ethnic background.
- Certain courses are compulsory (see diploma requirements on pages 17 and 41).
- Students are encouraged to take more than the thirty required courses.
- Choosing courses from a broad range of disciplines allows more educational and occupational options in the future.
- Studying a foreign language can provide increased job opportunities later.
- Universities and colleges often specify essential courses. For example, many university programs require one or two Grade 12 mathematics credits. Carefully check admission requirements.
- All Grade 11 and 12 results are disclosed on student transcripts, so quality is better than quantity at the senior level.

A student must remain in secondary school until he/she is 18 years of age or has obtained the Ontario Secondary School Diploma. If you have questions about academic requirements please speak to one of our guidance counsellors. ***It's your future, so take the time and plan it well!***

POST-SECONDARY SCHOLARSHIPS

Universities are looking for exceptional individuals. Many programs are seeking students who have already gained exposure to the area of study. Students hoping to receive entrance scholarships should aim for excellent grades (90%+), but we also recommend they take advantage of other school and community opportunities to gain experiences. Choose summer and weekend employment with future plans in mind, and don't forget that volunteering for quality organizations can be a smart option.

COMMUNITY INVOLVEMENT ACTIVITIES

As part of the Ontario Secondary School Diploma requirements, a student must complete a minimum of 40 hours of community involvement activities. These may take place in a variety of settings, including businesses, not-for-profit organizations, public sector institutions, and informal settings.

Students may not fulfill the requirements through paid work, co-op education, or by assuming duties normally performed by a paid employee. The activities must take place after school, on weekends, or on school holidays. Students must seek permission from the guidance office to do a particular activity before commencing the activity. For further information on the recording of such activities, please speak with our coordinator in the guidance office. Please note that students may start accumulating community hours in the summer prior to starting grade 9.

THE ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)

As part of the Ontario Secondary School Diploma requirements, students must pass the provincial secondary school literacy test, usually taken in Grade 10. The test is based on the Ontario Curriculum expectations for language and communication, particularly reading and writing, up to and including Grade 9. Based on information in the students' OSR, he/she may be granted accommodations or have the test deferred to the next test date.

Test results identify students who have not demonstrated the required skills, and show areas where they need remediation after school hours. Students who are not successful in the first attempt will write the test again with the next group. Students who have had two opportunities to write the OSSLT, and have failed at least once, will be allowed to take the Ontario Secondary School Literacy Course as a means of acquiring the literacy requirement to graduate. A score of 50% is needed to pass.

PROCEDURES FOR STUDENTS WHO WISH TO CHANGE COURSE TYPE

Students who are successful in any academic or applied Grade 9 course will have the opportunity to enter academic courses in the same subject in Grade 10 (exception: must have academic level Math 9 to enroll in academic level Math 10).

Grade 10 academic and applied courses will prepare students for specific Grade 11 courses. A student enrolled in a Grade 10 or 11 course that does not meet the prerequisite for a specific destination-related Grade 11 or 12 course may take a course of another type (eg. academic) that will satisfy the prerequisite for a course in a higher grade (eg. a university preparation course).

PRIOR LEARNING ASSESSMENT AND RECOGNITION

Prior learning includes the knowledge and skills that Ontario students have acquired outside secondary school.

A student's prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. Assessment instruments for this process include a formal test (worth 70% of the final mark) and a variety of other assessment strategies, such as written assignments, laboratory work, and observation of performance (worth 30% of the final mark).

For regular day school students, a maximum of four credits may be granted through a challenge process for Grade 10,11, and 12 courses. No more than 2 of these credits may be granted in one discipline.

For students who are entering from a school outside of Ontario, the principal will grant equivalency credits based on the evaluation of the student's previous learning.

COURSE OUTLINES AND CURRICULUM DOCUMENTS

Outlines for each course of study are available in the Guidance Office. Ontario curriculum policy documents may be obtained online by visiting **www.edu.gov.on.ca/eng/curriculum/secondary**

Courses of Study For Diploma Purposes

UNDERSTANDING COURSE CODES
Metro Prep's courses are labeled according to the Ontario Ministry of Education's coding system. The code consists of five characters (e.g. ENG1D):

The first three characters represent the discipline, the subject, and the course. The fourth character represents the grade:

1, 2, 3 or 4 where "1" = Grade 9, "2" = Grade 10, "3" = Grade 11 and "4" = Grade 12 or A, B, C, D or E where "A" = Level 1, "B" = Level 2, "C" = Level 3, "D" = Level 4 and "E" = Level 5. Letters represent proficiency in a language course (e.g. Spanish)

The last character represents the course type.

"D" = **ACADEMIC** – A Grade 9 or 10 academic course (drawing on theory, abstract examples and problems) for students planning on future post-secondary education.

"P" = **APPLIED** - A Grade 9 or 10 applied course focuses on practical applications and concrete examples.

"C" = **COLLEGE** - A senior course in preparation for college.

"M" = **UNIVERSITY/COLLEGE** – A senior course in preparation for university or college.

"U" = UNIVERSITY – A senior course preparing the student for university.

"O" = OPEN – A course open to all levels.

"E" = WORKPLACE PREPARATION – Courses for those that wish to go directly to the workforce (not offered by MPA).

The Ontario Secondary School Diploma
The Ontario System requires students to earn at least 30 credits to receive the Ontario Secondary School Diploma. A credit is the successful completion of a course for which a minimum of 110 hours has been scheduled. The 30 credits must be distributed as follows:

Compulsory Credits [Total of 18]

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (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
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics
- (Group 1) 1 additional credit in English, or French as a second language**, or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education***
- (Group 2)1 additional credit in health and physical education, or the arts, or business studies, or French as a second language**, or cooperative education***
- (Group 3) 1 additional credit in science (Grade 11 or 12), or technological education, or French as a second language**, or computer studies, or cooperative education***

** In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.
***A maximum of 2 credits in cooperative education can count as compulsory credits.

Elective Credits [Total 12]

- 12 credits selected from available courses

Under special circumstances and with the approval of the principal, substitutions may be made for up to 3 of the compulsory credits using courses from the remaining courses offered that meet the requirements for compulsory credits.

Students who wish to attend an Ontario University must take appropriate courses in their senior years. Students must check the university admission requirements for the program they wish to enter.

STUDENTS MUST ALSO COMPLETE 40 HOURS COMMUNITY INVOLVEMENT AND PASS THE HIGH SCHOOL LITERACY TEST SET BY THE MINISTRY OF EDUCATION **(see page 15).**

ONTARIO SECONDARY SCHOOL CERTIFICATE

A student who leaves school before earning the Ontario Secondary School Diploma may receive the Ontario Secondary School Certificate, on request, if he/she has earned at least 14 credits distributed as follows:

- 2 credits in English
- 1 credit in mathematics
- 1 credit in science
- 1 credit in Canadian geography or Canadian history
- 1 credit in physical and health education
- 1 credit in the arts or technological education
- 7 elective credits

CERTIFICATE OF ACCOMPLISHMENT

Students who leave school at 18 without having met the requirements for the OSSD or the OSSC may be awarded the Certificate of Accomplishment. This certificate may be a useful means of recognizing achievement for students who plan to take certain kinds of training, or who plan to find employment directly after leaving school.

THE ONTARIO STUDENT TRANSCRIPT

Every student at the secondary school level has a transcript in his/her OSR (Ontario School Record) file. The transcript shows the name of the course taken, the grade and type, the mark achieved, the date the course was completed, and the credit value. It also indicates whether the course was compulsory.

Please note there is full disclosure on the transcript for all grade 11 and 12 results. If a student withdraws from a course within five instructional days following the issue of the midterm report card, the withdrawal is not recorded on the transcript. Check the "Dates to Remember" sheet to determine the date by which a course may be dropped without penalty.

The transcript also states if total hours of community service are completed, the results of the Literacy Test, the type of diploma issued, and the date of issue. The transcript is an effective means to communicate the student's achievements to other educational institutions and future employers.

Parents may have access to their child's Ontario School Records and if they wish to see its contents than they should contact the guidance counsellor.

The Grade 9 to 12 Program

COURSE TITLE	COURSE CODE
Grade 9	
(8 courses are required)	
English 9, Academic	ENG1D
Principles of Mathematics 9, Academic	MPM1D
Core French 9, Academic	FSF1D
Science 9, Academic	SNC1D
Healthy Active Living Education 9, Open	PPL1O
Issues in Canadian Geography 9, Academic	CGC1D
Visual Arts 9, Open and/or Dramatic Arts 9, Open	AVI1O and/or ADA1O
and 1 of:	
Information and Communication Technology in Business 9, Open	BTT1O
Spanish Level 1, Academic	LWSBD
Grades 10 - 12	
Business Studies	
Introduction to Business 10, Open	BBI2O
Financial Accounting Fundamentals 11, University/College Preparation	BAF3M
Marketing: Goods, Services, Events 11, College Preparation	BMI3C
Financial Accounting Principles 12, University/College Preparation	BAT4M
International Business Fundamentals 12, University/College Preparation	BBB4M
Computer Studies	
Introduction to Computer Studies 10, Open	ICS20
Introduction to Computer Science 11, University Preparation	ICS3U
Computer Science 12, University Preparation	ICS4U
English	
English 10, Academic	ENG2D
Literacy Skills: Reading and Writing 10, Open	ELS2O
English 11, University Preparation	ENG3U
English 12, University Preparation	ENG4U
The Writer's Craft 12, University Preparation	EWC4U
English as a Second Language, ESL Level 2,Open	ESLBO
English as a Second Language, ESL Level 3, Open	ESLCO
Presentation and Speaking Skills 11, Open	EPS3O
Ontario Secondary School Literacy Course 12, Open	OLC4O
Technological Education	
Communications Technology 10, Open	TGJ2O
Communications Technology: Broadcast and Print Production 11, Open	TGJ3O

An elective course may be cancelled if there is insufficient enrolment in the course.
Outlines and curriculum documents available for all courses (see page 16).

The Grade 9 to 12 Program

COURSE TITLE	COURSE CODE
Modern Languages	
Core French 10, Academic	FSF2D
Spanish Level 2, Academic	LWSCU
Core French 11, University Preparation	FSF3U
Spanish Level 3, University Preparation	LWSDU
Core French 12, University Preparation	FSF4U
Mathematics	
Principles of Mathematics 10, Academic	MPM2D
Functions 11, University Preparation	MCR3U
Functions and Applications 11, University/College Preparation	MCF3M
Foundations for College Mathematics 11, College Preparation	MBF3C
Advanced Functions 12, University Preparation	MHF4U
Calculus and Vectors 12, University Preparation	MCV4U
Mathematics of Data Management 12, University Preparation	MDM4U
Canadian and World Studies: Geography	
Forces of Nature: Physical Processes and Disasters 11, University/College Preparation	CGF3M
World Issues: A Geographic Analysis 12, University Preparation	CGW4U
The Environment and Resource Management 12, University/College Preparation	CGR4M
Canadian and World Studies: History	
Civics and Citizenship 10, Open (0.5 Credit)	CHV2O
Canadian History Since World War I 10, Academic	CHC2D
World History To The End of The Fifteenth Century 11, University/College Preparation	CHW3M
American History 11, University Preparation	CHA3U
World History Since the Fifteenth Century 12, University Preparation	CHY4U
Canadian and World Studies: Law, Politics, And Economics	
Understanding Canadian Law 11, University/College Preparation	CLU3M
The Individual and the Economy 11, University/College Preparation	CIE3M
Analyzing Current Economic Issues 12, University Preparation	CIA4U
Canadian and International Law 12, University Preparation	CLN4U
Canadian and International Politics 12, University Preparation	CPW4U
Guidance and Career Education	
Career Studies 10, Open (0.5 Credit)	GLC2O

An elective course may be cancelled if there is insufficient enrolment in the course.
Outlines and curriculum documents available for all courses (see page 16).

The Grade 9 to 12 Program

COURSE TITLE	COURSE CODE
Social Sciences and Humanities	
Introduction to Anthropology, Psychology & Sociology 11, University Preparation	HSP3U
Challenge and Change in Society 12, University Preparation	HSB4U
Philosophy: Questions and Theories 12, University Preparation	HZT4U
Families in Canada 12, University Preparation	HHS4U
Health and Physical Education	
Healthy Active Living Education 10, Open	PPL2O
Healthy Active Living Education 11, Open	PPL3O
Healthy Active Personal and Fitness Activities 11, Open	PAF3O
Recreation and Healthy Active Living Leadership 12, University/College Preparation	PLF4M
Introductory Kinesiology 12, University Preparation	PSK4U
The Arts: Visual, Media, Music and Dramatic Arts	
Visual Arts 10, Open	AVI2O
Media Arts 10, Open	ASM2O
Dramatic Arts/Music Integrated Art 10, Open	ALC2O
Visual Arts 11, University/College Preparation	AVI3M
Media Arts 11, University/College Preparation	ASM3M
Dramatic Arts 11, University/College Preparation	ADA3M
Music 11, Open	AMU3O
Media Arts, 12, University/College Preparation	ASM4M
Visual Arts 12, University/College Preparation	AVI4M
Dramatic Arts 12, University/College Preparation	ADA4M
Drama Production 12, University/College Preparation	ADD4M
Photography 12, University/College Preparation	AWQ4M
Sciences	
Science 10, Academic	SNC2D
Biology 11, University Preparation	SBI3U
Chemistry 11, University Preparation	SCH3U
Physics 11, University Preparation	SPH3U
Biology 12, University Preparation	SBI4U
Chemistry 12, University Preparation	SCH4U
Physics 12, University Preparation	SPH4U
Earth and Space Science 12, University Preparation	SES4U

An elective course may be cancelled if there is insufficient enrolment in the course.
Outlines and curriculum documents available for all courses (see page 16).

Visual, Media, Music and Dramatic Arts

VISUAL ARTS 9, OPEN (AVI1O)

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)

VISUAL ARTS 10, OPEN (AVI2O)

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)

VISUAL ARTS 11, UNIVERSITY/COLLEGE PREPARATION (AVI3M)

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 will include drawing, painting, sculpting, photography and interior design, 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.

(Prerequisite: Visual Arts, Grade 9 or 10, Open)

VISUAL ARTS 12, UNIVERSITY/ COLLEGE PREPARATION (AVI4M)

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)

PHOTOGRAPHY 12, UNIVERSITY/ COLLEGE PREPARATION (AWQ4M)

This course expands on the basic theory and techniques taught in the Photography 11 course. Students will refine their technical skills and build on their knowledge of photographic concepts and theories. They will explore both traditional media and new technologies to broaden their understanding of photography as both an art and design medium. Students will analyse the work of photographers from around the world as a means of developing their own photographic work. The majority of the course will focus on producing a personally motivated body of work.

(Prerequisite, Photography 11 AWQ3M - students must have a working knowledge of an SLR camera and basic photographic techniques in order to meet the expectations of this course as this is an advanced course)

MUSIC 11, OPEN (AMU3O)

This course develops students' musical literacy through performance and the preparation and presentation of music productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyse music from various genres and periods, and they will develop skills transferable to other aspects of their life and their careers.

(Prerequisite: None)

MEDIA ARTS 10, OPEN (ASM2O)

This course enables students to create media art works by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communications skills that are transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. Students will develop the skills necessary to create and interpret media art works.

(Prerequisite: None)

Visual, Media, Music and Dramatic Arts

MEDIA ARTS 11, UNIVERSITY/COLLEGE PREPARATION (ASM3M)

This course focuses on the development of media arts skills through the production of art works involving traditional and emerging technologies, tools, and techniques such as new media, computer animation, and web environments. Students will explore the evolution of media arts as an extension of traditional art forms, use the creative process to produce effective media art works, and critically analyse the unique characteristics of this art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture, and community values.

(Prerequisite: Media Arts, Grade 10, Open, or any Grade 9 or 10 arts course)

MEDIA ARTS 12, UNIVERSITY/COLLEGE PREPARATION (ASM4M)

This course emphasizes the refinement of media arts skills through the creation of a thematic body of work by applying traditional and emerging technologies, tools, and techniques such as multimedia, computer animation, installation art, and performance art. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in either career or postsecondary education applications. Students will critically analyse the role of media artists in shaping audience perceptions of identity, culture, and community values.

(Prerequisite: Media Arts, Grade 11, University/College Preparation)

DRAMA 9, OPEN (ADA1O)

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

(Prerequisite: None)

DRAMATIC ARTS/MUSIC INTEGRATED ARTS 10, OPEN (ALC2O)

This course integrates drama and music giving students the opportunity to produce and present integrated art works created individually or collaboratively. Students will demonstrate innovation as they learn and apply concepts, styles, and conventions unique to the various arts and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges.

(Prerequisite: None)

DRAMA 11, UNIVERSITY/COLLEGE PREPARATION (ADA3M)

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)

DRAMA 12, UNIVERSITY/COLLEGE PREPARATION (ADA4M)

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 text 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)

DRAMA PRODUCTION 12, UNIVERSITY/COLLEGE PREPARATION (ADD4M)

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 text 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. This course is for students interested in the production of theatre. Students will explore skills and concepts required for theatre production.

(Prerequisite: Drama, Grade 11, University/College Preparation)

Business

INFORMATION AND COMMUNICATION TECHNOLOGY IN BUSINESS 9, OPEN (BTT1O)

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology.

(Prerequisite: None)

INTRODUCTION TO BUSINESS 10, OPEN (BBI2O)

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

(Prerequisite: None)

FINANCIAL ACCOUNTING FUNDAMENTALS 11, UNIVERSITY/COLLEGE (BAF3M)

This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and current issues and ethics in accounting.

(Prerequisite: None)

MARKETING: GOODS, SERVICES, EVENTS 11, COLLEGE PREPARATION (BMI3C)

This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice.

(Prerequisite: None)

FINANCIAL ACCOUNTING PRINCIPLES 12, UNIVERSITY/COLLEGE PREPARATION (BAT4M)

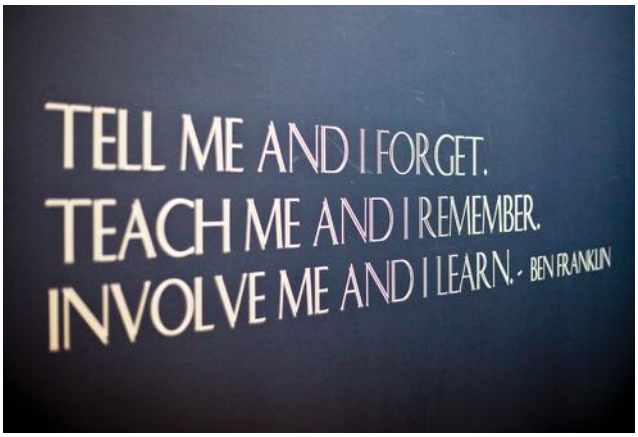
This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course further develops accounting methods for assets and introduces accounting for partnerships, corporations, and sources of financing.

(Prerequisite: Financial Accounting Fundamentals 11, University/College Preparation)

INTERNATIONAL BUSINESS FUNDAMENTALS 12, UNIVERSITY/COLLEGE PREPARATION (BBB4M)

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

(Prerequisite: None)



Social Science & Humanities

INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY, & SOCIOLOGY 11, UNIVERSITY PREPARATION (HSP3U)

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

(Prerequisite: The Grade 10 academic course in English or the Grade 10 academic history course)

CHALLENGE AND CHANGE IN SOCIETY 12, UNIVERSITY PREPARATION (HSB4U)

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

(Prerequisite: Any University, University/College, or College Preparation course in Social Sciences and Humanities, English, or Canadian and World Studies)

PHILOSOPHY: QUESTIONS AND THEORIES 12, UNIVERSITY PREPARATION (HZT4U)

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, University/College Preparation course in Social Sciences and Humanities, English, or Canadian and World Studies)

FAMILIES IN CANADA 12, UNIVERSITY PREPARATION (HHS4U)

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

(Prerequisite: Any University, University/College Preparation course in Social Sciences and Humanities, English, or Canadian and World Studies)

Computer Science

INTRODUCTION TO COMPUTER STUDIES 10, OPEN (ICS2O)

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

(Prerequisite: None)

INTRODUCTION TO COMPUTER SCIENCE 11, UNIVERSITY PREPARATION (ICS3U)

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, Recommended Introduction to Computer Science 10, Open)

COMPUTER SCIENCE 12, UNIVERSITY PREPARATION (ICS4U)

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

(Prerequisite: Introduction to Computer Science 11, University/College Preparation)

Canadian & World Studies: Geography

ISSUES IN CANADIAN GEOGRAPHY 9, ACADEMIC (CGC1D)

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

(Prerequisite: None)

FORCES OF NATURE: PHYSICAL PROCESSES AND DISASTERS 11, UNIVERSITY/COLLEGE PREPARATION (CGF3M)

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)

WORLD ISSUES: A GEOGRAPHIC ANALYSIS 12, UNIVERSITY PREPARATION (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)

THE ENVIRONMENT AND RESOURCE MANAGEMENT 12, UNIVERSITY/COLLEGE PREPARATION (CGR4M)

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)

Canadian & World Studies: History

CANADIAN HISTORY SINCE WORLD WAR I 10, ACADEMIC (CHC2D)

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

(Prerequisite: None)

CIVICS AND CITIZENSHIP 10, OPEN (CHV2O)

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. (0.5 credit course)

(Prerequisite: None)

WORLD HISTORY TO THE END OF THE FIFTEENTH CENTURY 11, UNIVERSITY/COLLEGE PREPARATION (CHW3M)

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 10, Academic or Applied)

AMERICAN HISTORY 11, UNIVERSITY PREPARATION (CHA3U)

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 10, Academic or Applied)

WORLD HISTORY SINCE THE FIFTEENTH CENTURY12, UNIVERSITY PREPARATION (CHY4U)

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)

Canadian & World Studies: Law

UNDERSTANDING CANADIAN LAW 11, UNIVERSITY/COLLEGE PREPARATION (CLU3M)

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.

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

CANADIAN AND INTERNATIONAL LAW 12, UNIVERSITY PREPARATION (CLN4U)

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

(Prerequisite: Any University or University/College Preparation course in Canadian and World Studies, English, or Social Sciences and Humanities. Recommended: Understanding Canadian Law 11, University/College Preparation)

Canadian & World Studies: Politics and Economics

CANADIAN AND INTERNATIONAL POLITICS 12, UNIVERSITY PREPARATION (CPW4U)

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

(Prerequisite: Any University or University/College Preparation course in Canadian and World Studies, English, or Social Sciences and Humanities)

THE INDIVIDUAL AND THE ECONOMY 11, UNIVERSITY/ COLLEGE PREPARATION (CIE3M)

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 10, Academic or Applied)

ANALYZING CURRENT ECONOMIC ISSUES 12, UNIVERSITY PREPARATION (CIA4U)

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. Recommended: The Individual and the Economy 11, University/College Preparation)

English

ENGLISH 9, ACADEMIC (ENG1D)

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)

ENGLISH 10, ACADEMIC (ENG2D)

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 9, Academic or Applied)

ENGLISH 11, UNIVERSITY PREPARATION (ENG3U)

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 10, Academic)

ENGLISH 12, UNIVERSITY PREPARATION (ENG4U)

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 11, University Preparation)

Optional English Courses

LITERACY SKILLS: READING AND WRITING 10, OPEN (ELS2O)

This course is designed to help students strengthen essential reading and writing skills, providing them with the extra literacy support they need in order to graduate. Students will read informational, graphic, and literary texts, with a focus on locating information, identifying main ideas and supporting details, building vocabulary, and consolidating skills in the application of key comprehension strategies. The course will also help students develop core learning strategies.

(Prerequisite: English, Grade 9, Academic or Applied)

PRESENTATION AND SPEAKING SKILLS 11, OPEN (EPS3O)

This course emphasizes the knowledge and skills required to plan and make effective presentations and to speak effectively in both formal and informal contexts, using such forms as reports, speeches, debates, panel discussions, storytelling, recitations, interviews, and multimedia presentations. Students will research and analyse the content and characteristics of convincing speeches and the techniques of effective speakers; design and rehearse presentations for a variety of purposes and audiences; select and use visual and technological aids to enhance their message; and assess the effectiveness of their own and others' presentations.

(Prerequisite: English, Grade10, Academic or Applied)

THE WRITER'S CRAFT 12, UNIVERSITY PREPARATION (EWC4U)

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 11, University Preparation)

ENGLISH AS A SECOND LANGUAGE, ESL LEVEL 2, OPEN (ESLBO)

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

(Prerequisite: ESL Level 1 or equivalent)

ENGLISH AS A SECOND LANGUAGE, ESL LEVEL 3, OPEN (ESLCO)

This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations; read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.

(Prerequisite: ESL Level 2 or equivalent)

ONTARIO SECONDARY SCHOOL LITERACY COURSE 12, OPEN (OLC4O)

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

(Eligibility Requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course.)

Guidance & Career Education

CAREER STUDIES 10 , OPEN (GLC2O)

This course teaches students how to develop and achieve personal goals for future learning, work and community involvement. Student 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. (0.5 credit course)

(Prerequisite: None)

Mathematics

PRINCIPLES OF MATHEMATICS 9, ACADEMIC (MPM1D)
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)

PRINCIPLES OF MATHEMATICS 10, ACADEMIC (MPM2D)
This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles, Students will reason mathematically and communicate their thinking as they solve multi-step problems.
(Prerequisite: Principles of Mathematics 9, Academic)

FOUNDATIONS OF MATHEMATICS 10, APPLIED (MFM2P)
This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.
(Prerequisite: Grade 9 Mathematics, Academic or Applied
Note: If you take this course instead of Principles of Mathematics 10 (academic) you will not have the prerequisite for Functions 11 in Grade 11. You will be able to take Functions and Applications 11 or Foundations for College Math 11.)

FUNCTIONS 11, UNIVERSITY PREPARATION (MCR3U)
This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; and develop facility in simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.
(Prerequisite: Principles of Mathematics 10, Academic)

FUNCTIONS AND APPLICATIONS 11, UNIVERSITY/COLLEGE PREPARATION (MCF3M)
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 financial and trigonometric applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.
(Prerequisite: Principles of Mathematics 10, Academic or Foundations of Mathematics 10, Applied)

FOUNDATIONS FOR COLLEGE MATHEMATICS 11, COLLEGE PREPARATION (MBF3C)

This course enables students to broaden their understanding of mathematics as a problem solving tool in the real world. Students will extend their understanding of quadratic relations, as well as of measurement and geometry; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; and develop their ability to reason by collecting, analyzing, evaluating data involving one and two variables. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

(Prerequisite: Foundation of Mathematics 10, Applied or Principles of Mathematics 10, Academic)

ADVANCED FUNCTIONS 12, UNIVERSITY PREPARATION (MHF4U)

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 11, University Preparation, or Mathematics for College Technology 12, College Preparation)

CALCULUS AND VECTORS 12, UNIVERSITY PREPARATION (MCV4U)

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).

MATHEMATICS OF DATA MANAGEMENT 12, UNIVERSITY PREPARATION (MDM4U)

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analyzing 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 11, University Preparation, or Functions and Applications 11, University/College Preparation)

Modern Languages

CORE FRENCH 9, ACADEMIC (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 continue to develop language knowledge and skills by using language-learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop the skills necessary to become life-long language learners.

(Prerequisite: Minimum of 600 hours of Elementary Core French instruction, or equivalent)

SPANISH LEVEL 1, ACADEMIC (LWSBD)

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)

CORE FRENCH 10, ACADEMIC (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 continue to develop their language knowledge and skills through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will continue to develop the skills necessary to become life-long language learners.

(Prerequisite: Grade 9 Core French, Academic or Applied)

SPANISH LEVEL 2, UNIVERSITY PREPARATION (LWSCU)

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: Spanish Level 1, Academic or equivalent)

CORE FRENCH 11, UNIVERSITY PREPARATION (FSF3U)

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

(Prerequisite: Core French 10, Academic)

SPANISH LEVEL 3, UNIVERSITY PREPARATION (LWSDU)
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: Spanish Level 2, University Preparation)

CORE FRENCH 12, UNIVERSITY PREPARATION (FSF4U)
This course provides extensive opportunities for students to speak and interact in French independently. Students will apply language-learning strategies in a wide variety of real-life situations, and will continue to develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. Students will also continue to enrich their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary for life-long language learning.
(Prerequisite: Core French 11, University Preparation)

Physical & Health Education

The underlying goals of the Physical and Health Education program at Metro Prep are:

- to improve overall fitness and motor development;
- to increase motivation to be physically active; and to provide an enjoyable, successful experience in exercise and sport.

HEALTHY AND ACTIVE LIVING EDUCATION 9, OPEN (PPL1O)

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.

The health component has four major units: Healthy Eating, Personal Safety and Injury Prevention, Substance Use, Addiction and Related Behaviours and Human Development and Sexual Health.***(Prerequisite: None)***

HEALTHY ACTIVE LIVING EDUCATION 10, OPEN (PPL2O)

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 health component has four major units: Healthy Eating, Personal Safety and Injury Prevention, Substance Use, Addiction and Related Behaviours and Human Development and Sexual Health. Each Unit will build on previous knowledge from Healthy Active Living Education 9. ***(Prerequisite: None)***

HEALTHY ACTIVE LIVING EDUCATION 11, OPEN (PPL3O)

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)

HEALTHY ACTIVE AND PERSONAL AND FITNESS ACTIVITIES 11, OPEN (PAF3O)

The focus of this course is to develop a healthy active lifestyle through strength training and cardiovascular fitness activities. The students will learn how to develop a safe, personal strength training program based on the latest scientific theories of strength training. The course will be based on the "Vitality" approach to health, which emphasizes, good nutrition, being active and a positive self-image. Students taking this course will be very active in personal fitness activities including weight training, aerobics, and cardiovascular training. (Co-ed)

(Prerequisite: None)

RECREATION AND HEALTHY ACTIVE LIVING LEADERSHIP 12, UNIVERSITY/COLLEGE PREPARATION (PLF4M)

This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.

(Prerequisite: Any course in health and physical education.)

INTRODUCTORY KINESIOLOGY 12, UNIVERSITY PREPARATION (PSK4U)

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

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

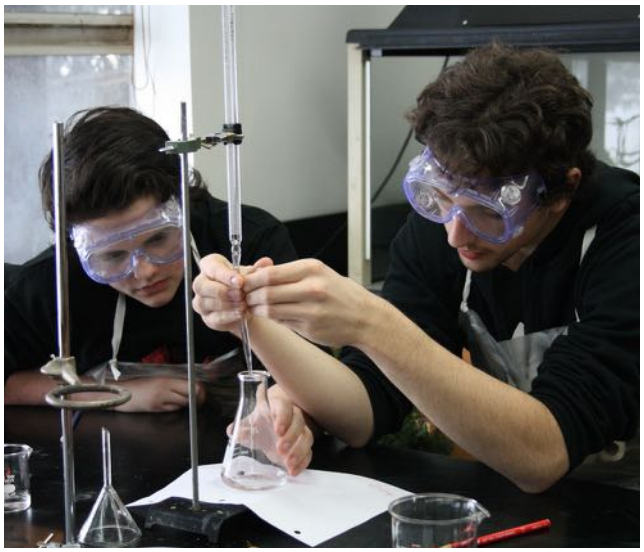
Sciences

SCIENCE 9, ACADEMIC (SNC1D)
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)

SCIENCE 10, ACADEMIC (SNC2D)
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)

BIOLOGY 11, UNIVERSITY PREPARATION (SBI3U)
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 10, Academic)

CHEMISTRY 11, UNIVERSITY PREPARATION (SCH3U)
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 10, Academic)



PHYSICS 11, UNIVERSITY PREPARATION (SPH3U)
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 10, Academic)

BIOLOGY 12, UNIVERSITY PREPARATION (SBI4U)

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)

CHEMISTRY 12, UNIVERSITY PREPARATION (SCH4U)

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)

PHYSICS 12, UNIVERSITY PREPARATION (SPH4U)

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

(Prerequisite: Physics, Grade 11, University Preparation)

EARTH AND SPACE SCIENCE 12, UNIVERSITY PREPARATION (SES4U)

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

(Prerequisite: Science, Grade 10, Academic)

Technological Education

COMMUNICATIONS TECHNOLOGY 10 , OPEN, (TGJ2O)

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

(Prerequisite: None)

COMMUNICATIONS TECHNOLOGY: BROADCAST AND PRINT PRODUCTION 11, OPEN, (TGJ3O)

This course enables students to develop knowledge and skills in the areas of graphic communication, printing and publishing, audio and video production, and broadcast journalism. Students will work both independently and as part of a production team to design and produce media products in a project-driven environment. Practical projects may include the making of signs, yearbooks, video and/or audio productions, newscasts, and documentaries. Students will also develop an awareness of related environmental and societal issues, and will explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.

(Prerequisite: None)

Course Planning Guide to Obtain the Ontario Secondary School Diploma

NUMBER OF CREDITS 30 credits required	GRADE 9 (minimum 8 courses)	GRADE 10 (minimum 8 courses)	GRADE 11 (minimum 7 courses)	GRADE 12 (minimum 7 courses)
4	English 9 ENG1D	English 10 ENG2D	English 11 ENG3U	English 12 ENG4U
3	Math 9 MPM1D	Math 10 MPM2D or MFM2P	Math 11 MCR3U or MCF3M or MBF3C	
2	Science 9 SNC1D	Science 10 SNC2D		
2	Canadian Geography 9 CGC1D	Canadian History 10 CHC2D		
1	Fine Art ADA1O or AVI1O			
1	Health & Physical Education 9 PPL1O			
1	French 9 FSF1D			
1		Civics & Career 10 CHV2O & GLC2O		
1	(Group 1) 1 additional credit in English, or French as a second language**, or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education			
1	(Group 2) 1 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) 1 additional credit in science (Grade 11 or 12), or technological education, or French as a second language**, or computer studies, or cooperative education			
12	A minimum of 12 Elective Credits			
	Pass the Ontario Secondary School Literacy Test			
	Completion of a minimum of 40 Hours of Community Involvement			
	** In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3. ***A maximum of 2 credits in cooperative education can count as compulsory credits.			

When selecting compulsory and elective courses you should always consult university/college programs to make sure you are taking the proper prerequisites for the program you wish to study. Check **www.electronicinfo.ca** or **www.ontariocolleges.ca** .

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Principal

Debra McKelvey-Cleveland
Vice Principal & Head of Guidance

Ryan Seeley
Vice Principal

Sue Dhillon
Guidance Counsellor

Notes

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