



TRINITY
COLLEGE SCHOOL

Course of Study
2018 – 2019

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Advanced Placement Capstone Diploma

The Advanced Placement (AP) Capstone Diploma™ is a two-year program of study for Grade 11 and 12 students that focuses on critical thinking, collaborative problem solving and research skills in a cross-curricular context. The AP Capstone Diploma further enriches Ontario Secondary School Diploma coursework.

The two-course sequence of the Advanced Placement (AP) Capstone Diploma course is organized around five big ideas, which will help students develop, refine and apply critical thinking, writing and speaking skills:

1. Question and explore (challenge and expand the boundaries of the student's current knowledge)
2. Understand and analyze arguments (contextualize arguments and comprehend author's claims)
3. Evaluate multiple perspectives (consider individual perspectives and the larger conversation of varied points of view)
4. Synthesize ideas (combine knowledge, ideas and the student's own perspective into an argument)
5. Team, transform and transmit (collaborate, reflect and communicate the student's argument in a method suited to the audience)

The majority of student work in the AP Capstone program is graded externally by the College Board on a scale of 1 (not qualified) to 5 (extremely well qualified). Students will earn one Ontario Ministry of Education credit for each full-year AP course successfully taken at TCS.

To be eligible for the **AP Capstone Certificate**, students must earn scores of 3 or higher on Grade 11 AP Seminar and Grade 12 AP Research.

To be eligible for the **AP Capstone Diploma**, students must earn scores of 3 or higher on Grade 11 AP Seminar, Grade 12 AP Research, and *four additional AP courses/exams*.

Grade 11 Advanced Placement Seminar (HSB4U-AP)

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

Best preparation: Strong learning skills in Grade 10, intellectual curiosity and a commitment to attaining the AP Capstone Certificate or Diploma

Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. (*AP Seminar Course and Exam Description, 2016*)

Grade 12 Advanced Placement Research (IDC4U-AP)

Prerequisite: AP Seminar (HSB4U-AP)

AP Research allows students to deeply explore an academic topic, problem or issue of individual interest. Through this exploration, students design, plan and conduct a year-long research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing and

synthesizing information as they address a research question. Students explore their skill development, document their processes and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately 4,000–5,000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense. (*AP Research Course and Exam Description*, 2016)

The Arts

Music

Grade 9 Instrumental Music (Beginners) (AMU10-B)

Prerequisite: None

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life. (*The Arts – The Ontario Curriculum Grades 9 and 10, 2010*)

This course is intended for students with little or no previous experience playing a musical instrument. Some students will take this course if they have tried an instrument in the past but have not been very successful and want to try again. Some students who have previously played an instrument will also take this course to learn a new instrument. The instruments offered in this class are the standard band instruments: flute, clarinet, saxophone, trumpet, French horn, trombone / euphonium, tuba, string / electric bass and drums / percussion.

All students will be introduced to the available instruments then complete the selection process for choosing which one they will play. While every attempt is made to give students their first choice of instrument, that is not always possible due to a number of factors. Students will play in a band setting for much of the time but will also play in small ensemble groups and on their own as their skill and confidence increases.

The non-performance aspects of the course will parallel those of the AMU10A course. Activities such as hand-drumming, improvisation, ear-training, music theory, composition, listening and research will be included to enrich the student's musical experience.

Grade 9 Instrumental Music (Advanced) (AMU10-A)

Prerequisite: None

Best preparation: This course is intended for students who have at least one year of experience on a musical instrument and who wish to continue studying that instrument. The ability to read rudimentary musical notation is essential.

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life. (*The Arts – The Ontario Curriculum Grades 9 and 10, 2010*)

The pace in this class is fast and students are expected to devote time to individual practice on a consistent schedule. All students will work on developing technical skills on their instrument and then applying these skills

in concert band, small ensemble and solo repertoire. The study and application of music theory is an integral part of this course that gives students a greater level of insight into how music is created, performed and produced. There is a comprehensive listening component to this course that engages the student's imagination and analytical skills in a wide variety of musical styles from classical and jazz to rock and pop music.

At TCS, students will also be exposed to a variety of professional performers in a wide range of settings. Activities such as hand-drumming, improvisation, ear-training, music theory, composition, listening and research will be included to enrich the student's musical experience. All students in this course will perform as a part of the Grade 9 Concert Band.

Grade 10 Instrumental Music (AMU2O)

Prerequisite: None

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop music literacy skills by using the creative and analysis process in composition, performance and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities and culture. (*The Arts – The Ontario Curriculum Grades 9 and 10, 2010*)

In AMU2O, students will continue to build on skills they have learned in AMU1O. Assessment will occur in both performance and non-performance work, with non-performance assessment including theory, ear training, transcription and written assignments. Students will perform on their major instrument in technical studies, solos and ensemble music in a variety of styles including classical, jazz and contemporary music, demonstrating technical mastery and artistic and interpretive sensitivity. Students will work in large and small ensemble settings and in the role of soloist.

Students enrolled will be expected to participate in the Grade 10 Band, which rehearses during class time. However, any student may audition for any of the other ensembles offered through the music department. The class will attend live performances and perform in concerts and festivals. Practice skills will be taught, reinforced and monitored throughout the year as an essential part of becoming an independent musician.

Grade 10 Guitar (AMG2O)

Prerequisite: None

This course provides students with a practical and theoretical introduction to the guitar. Students will explore the evolution of the guitar and its key players through performance repertoire that is reflective of various styles, cultures and genres. Elements of music theory and ear training will be used in the context of composition and improvisation.

This course provides students with an introduction to practical and theoretical aspects of guitar performance. Students will learn repertoire in classical and popular styles, with emphasis on playing with technique and expression. Students enrolled in this course do not need previous experience on the guitar in order to find success.

Throughout the duration of the course, students will: identify guitar parts and equipment, learn to tune their guitar, develop proper left- and right-hand technique, perform classical repertoire in small and large ensembles, perform popular repertoire solo, read standard musical notation and tablature, and experiment with improvisation and composition. Additionally, theory and ear training will accompany performance studies. Analytical listening activities will allow for critical thinking and collaboration between students, fostering an understanding of various musical styles and genres, as well as the societal context in which they were created. Practice skills will be reinforced and monitored throughout the year as an essential part of becoming an independent musician.

Grade 11 Intermediate Guitar (AMG3M)

Prerequisite: AMG2O or permission of the arts department

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis and performance of music, including traditional, commercial and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis process when reflecting on, responding to and analyzing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers. (*The Arts – The Revised Ontario Curriculum Grades 11 & 12*)

Grade 11 Intermediate Guitar will continue to facilitate opportunities for students to develop their individual musicianship through performance, composition and musical knowledge. Students will expand their understanding of the guitar fret board; permutations of bar chords and scale positions will develop a well-rounded understanding of the instrument's melodic and harmonic capabilities. Song writing will be used to reinforce many of the theoretical concepts covered, and open/altered tunings will be explored as a means to unlock the sonic capabilities of the instrument. Students enrolled in AGM3M will develop the recording skills required to capture and distribute their own music.

This course will continue to build on practical and theoretical skills taught in AMG2O. Students will develop the creative process through composition and improvisation, and critically analyze recordings of themselves and others. They will consider the function of music in society and the impact of music on individuals and communities.

Throughout the duration of the course, students will further develop their technique through scales, studies and pieces, and expand their ability to read standard notation and tablature up the guitar neck. More complex chord progressions and strumming patterns will be introduced, as well as opportunities for song writing, arranging and recording. Students will analyze various pieces of music and their relationship to different cultures and world issues.

If a student plays more than one instrument, this course can possibly accommodate this through a multi-instrumentalist approach. Practice skills will be reinforced and monitored throughout the year as an essential part of becoming an independent musician. There is an optional international trip to Europe planned for the 2016 March Break, open to any music student in Grade 11 or 12.

Grade 11 Instrumental Music (AMU3M)

Prerequisite: AMU1O or AMU2O

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis and performance of music, including traditional, commercial and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis process when reflecting on, responding to and analyzing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.

In Grade 11, students are introduced to a variety of musical roles that musicians play in the professional world, from sectional player to soloist, in a variety of styles. Styles that are covered and worked on include classical, jazz and pop music.

If a student plays more than one instrument, in most cases, this course can accommodate this multi-instrumentalist approach. Practice skills will be reinforced and monitored throughout the year as an essential part of becoming an independent musician.

Every student may audition for any of the ensembles offered through the music department. These ensembles include: Wind Ensemble, Jazz@4, Trinity Singers, String Ensemble, Drumline and Guitar Ensemble. The class will attend live performances and perform in concerts and festivals. There is an optional international trip to Europe planned for the 2016 March Break, open to any music student in Grade 11 or 12.

Grade 12 Music (AMU4M)

Prerequisite: AMU3M

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

This course is the culmination of students' musical studies and is intended to engage all aspects of their musicianship. This course is open to students of any instrument with the acceptable prerequisite. Students will work on performance individually and in small ensembles in a variety of styles including classical, jazz and contemporary music. Music theory, listening, history and analysis will concentrate on the music of the late 19th and 20th centuries. Each student will plan an independent study project that will allow the student a chance to develop a major concentration in an area of musical interest. A high degree of student leadership in the course will develop independence in thought and action and result in an exciting musical experience for each student.

If a student plays more than one instrument, in most cases, this course can accommodate this multi-instrumentalist approach. Every student may audition for any of the ensembles offered through the music department. These ensembles include: Wind Ensemble, Jazz@4, Trinity Singers, String Ensemble, Drumline and Guitar Ensemble. In addition, students are encouraged to form their own groups to explore, rehearse and perform music of their choosing. The class will attend live performances and perform in concerts and festivals.

Advanced Placement Music Theory (AMU4M-AP)

Prerequisite: AMU3M, AMV3M or permission from the arts department

Note: This course is only offered if there is sufficient demand

AP Music Theory is a rigorous course taught to provide an in-depth study of the fundamentals of music theory that will lead to a greater understanding of the creative nature of music embodied in musical scores. The development of theoretical knowledge will be enhanced through application in composition, arranging, sight-singing and keyboard technique. Aural and visual analysis skills will be emphasized in every class. While the music of the common practice period will provide much of the repertoire for study and analysis, music from later periods and jazz styles will be incorporated liberally. This course is intended for students preparing for post-secondary studies in music, or preparing for RCMT exams, or who simply wish to pursue a deep interest and passion in music. Students will have the opportunity, and be encouraged, to use the skills learned in creative applications, such as composition and arranging that can be used in the performing ensembles within the School.

Visual Arts

Grade 9 Introductory Visual Arts (AVI10)

Prerequisite: None

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

This course introduces students to the foundations of visual vocabulary and art-making processes through the exploration of a wide variety of artistic media in both two and three-dimensional forms. Through active and experiential learning opportunities, students engage in the creative process as they challenge their critical-thinking and problem-solving skills through a fine art lens. Studio assignments provide students with the opportunity for achievement and recognition as the course transcends simply studying art because students *make* art, which is celebrated and showcased throughout the school grounds in a professional manner. This rotating display of artwork allows students to achieve recognition and gain self-confidence in their ideas, creativity and productivity. Participation in studio work also encourages students to think openly and build assurance in their opinions and beliefs about the post-modern, image-saturated world they live in.

To supplement student understanding and appreciation of the visual arts as an intellectual discourse, art history is taught as complementary to independent and collaborative art making. Students also participate in class trips to local galleries and museums in order to further their understanding of the artist and his or her role socially, both in the past and present.

Grade 10/11 Intermediate Visual Arts (AVI3M)

Prerequisite: AVI10

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

The visual arts department provides a well-rounded experience, including opportunities for exhibitions, inside and outside the school environment. Students are exposed to a variety of media. They explore assemblage sculpture, watercolour, pen and ink, charcoal drawing, monotype using the etching press, printmaking, lino-cut printmaking, collage, acrylic painting and oil painting. Image making will never disappear because it is a reflection of mankind's need to symbolize and create meaning. TCS focuses on the "beehive" environment which fosters critical thinking and creative problem solving. Learning in this environment is a collaborative experience where each student constantly sees what everyone is producing.

Grade 11 Media Arts (ASM3M)

Prerequisite: Any Grade 9 or 10 course in the arts

Best Preparation: TGJ20

This course focuses on the development of media arts skills through the production of artworks 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 artworks, and critically analyze the unique characteristics of this art

form. Students will examine the role of media artists in shaping audience perceptions of identity, culture and values.

To fulfill the course expectations students create a number of thrilling and unique media pieces. For print media, students will create a David Hockney joiner of a location on campus, an Andy Warhol silkscreen-like print in the Marilyn Monroe style, a Roy Lichtenstein comic book panel print, an eerie 1850s style spirit print and, finally, a powerful photomontage in the style of John Heartfield. In the surreal animation unit, students will create two short animation films along with a production credit to go at the beginning or end of their films. The spring term finds students writing a three-act screenplay, creating accompanying storyboards then shooting their short black and white film. The culminating project is putting together a portfolio of their year's work on a DVD that also contains reflections on each of their media pieces.

Grade 12 Senior Visual Arts (AVI4M)

Prerequisite: AVI3M

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional artworks using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct artworks 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.

The visual arts department provides a well-rounded experience, including opportunities for exhibitions, inside and outside the school environment. Students are exposed to a variety of media. They explore assemblage sculpture, watercolour, pen and ink, charcoal drawing, monotype using the etching press, collograph printmaking, lino-cut printmaking, collage, acrylic painting and oil painting. Image making will never disappear because it is a reflection of mankind's need to symbolize and create meaning. TCS focuses on the "beehive" environment which fosters critical thinking and creative problem solving. Learning in this environment is a collaborative experience where each student constantly sees what everyone is producing.

Advanced Placement Studio Art (AWM4M-AP)

Prerequisite: AVI3M

This is an advanced studio course and is for senior students who have significant skill in drawing and design and who may plan to continue with any form of further post-secondary study in art or architecture. As a summative assessment, students must submit a portfolio of original works that fulfils the following requirements:

- Actual pieces in the quality section (the best work the student has produced to date).
- 12 photographic slides (a digital camera is required) documenting the highest quality work showing great breadth (the greatest possible variety of approaches, media, methods, subjects) within a 2-D format. Any form of 2-D art that is handmade is eligible for this portfolio.
- 12 photographic slides documenting the highest quality work produced within a "concentration" or focussed area of study. A short written essay outlining the nature of the student's investigation into a chosen theme accompanies the images.

Consequently, students will demonstrate skill in drawing and design, and will choose a direction of individual interest, show artistic growth, as well as build research files of contemporary artists and attend mandatory evening life drawing classes.

The visual arts department provides a well-rounded experience, including opportunities for exhibitions, inside and outside the school environment. Students are exposed to a variety of media. They explore assemblage sculpture, watercolour, pen and ink, charcoal drawing, monotype using the etching press, collograph printmaking, lino-cut

printmaking, collage, acrylic painting and oil painting. Image making will never disappear because it is a reflection of mankind's need to symbolize and create meaning. TCS focuses on the "beehive" environment which fosters critical thinking and creative problem solving. Learning in this environment is a collaborative experience where each student constantly sees what everyone is producing.

Advanced Placement Art History (AWU4M-AP)

Prerequisite: AVI3M

The AP Art History course should engage students at the same level as an introductory college art history survey. Such a course involves critical thinking and should develop an understanding and knowledge of diverse historical and cultural contexts of architecture, sculpture, painting and other media. It also provides an opportunity for schools to strengthen an area neglected in most curricula. In this course, students examine and critically analyze major forms of artistic expression from the past and the present from a variety of cultures. While visual analysis is a fundamental tool of the art historian, art history emphasizes understanding how and why works of art function in context, considering such issues as patronage, gender, and the functions and effects of works of art.

This course provides students with an introductory survey of art history from early prehistory to contemporary art practices. Knowledge and understanding of historic art movements and congruent artists is explored through a variety of learning opportunities including active academic and experiential assignments. Understanding of art history extends beyond only image slides as students explore the discourse of art history through the lens of cultural contexts to discover how humans relate to the world. The pinnacle of the course is the European art tour during which students visit operas, galleries and museums to reinforce their knowledge and understanding of the historical implications of the visual arts. The summative project engages students in the creative process and critical-thinking skills as they apply their knowledge of the content into the creation of an original art history children's book. Students are tasked with writing, designing and creating their own story showcasing a specific movement studied during the year.

Drama

Grade 10 Dramatic Arts (ADA2O)

Prerequisite: None

This course provides opportunities for students to explore dramatic forms, conventions and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences. The Grade 10 Drama program provides students with a general survey of the dramatic arts through the exploration of performance, research and technical theatre, culminating the development of the individual's self-confidence and creativity.

Grade 11 Dramatic Arts (ADA3M)

Prerequisite: ADA1O or ADA2O

This course requires students to create and perform in dramatic presentations. Students will analyze, 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 analyze the functions of playwrights, directors, actors, designers, technicians and audiences.

The Grade 11 Drama program provides students with a historical survey of the dramatic arts and theatre history through the exploration of plays and playwrights across the history of theatre. From the Greeks, through

Shakespeare, and on to the modern masters, students will explore, through performance, the unique aspects of theatre found in a variety of genres.

Grade 12 Dramatic Arts (ADA4M)

Prerequisite: ADA3M

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

The Grade 12 Drama program provides students with a historical survey of the dramatic arts and theatre history through the exploration of plays and playwrights across the history of theatre with a general focus on the origins of comedy. From the commedia dell'arte, through Chaplin, and on to the modern masters, students will explore, through performance, the unique aspects of theatre found in a variety of genres.

Computer Studies

Grade 10 Computer Science and Problem Solving (ICS2O)

Prerequisite: None

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

Students will use Lego robotics to learn and apply problem-solving methods and strategies that are transferrable to other areas of study. Students will plan and write simple computer games using GameMaker while applying fundamental programming concepts. In the past, students researched, purchased and built as a class, a video editing computer that is still used by the School's Live Communication Technology class. Going where the need is greatest, the ICS2O class will be a resource for the whole school by taking students' concerns and questions about technology and developing some online help tools and tutorials. They will also learn about the interworking of a computer while they disassemble and reassemble various computers.

Advanced Placement Computer Science Principles (ICS2O-AP)

Prerequisite: None

This course is offered as a concurrent extension opportunity for students enrolled in Grade 10 Computer Science and Problem Solving (ICS2O). In the fall, students enrolled in ICS2O will be able to attend additional classes during flex blocks in order to work on Advanced Placement computer science enrichment material. The AP material promotes deep learning of computational content, develops computational thinking skills, and engages students in the creative aspects of the field. It covers all of the above material in ICS2O while also exposing students to further computer science concepts such as: big data and app development. The course is unique in its focus on fostering students to be creative, as students will produce two artifacts during this course, which will be externally assessed by the College Board.

Grade 10 Communication Technology (TGJ2O)

Prerequisite: None

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

With the world being so media driven it is imperative that students know how to create visually compelling work that will stand up to scrutiny in the real world. In this course, students learn the basics of visual composition by working with Photoshop in the creation of videogame graphics as well as photo manipulation and poster layout. They also explore recording audio for radio commercials and podcasts. As a culminating project the students create an intensive five-minute video documentary, a challenging project that allows students the satisfaction of seeing what they are able to accomplish and create on their own.

Grade 11 Communication Technology (TGJ3M)

Prerequisite: None

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

At TCS, this course specifically addresses the multi-faceted needs of beginning journalism and graphic arts students by introducing them to aspects of publication, photography and design. Students will demonstrate skills in areas including layout and design, photography, graphic design and video. Students will also study and master relevant digital software, explore careers, the importance of lifelong learning and the impact of communications technology, especially photography and video, on society.

Students begin by reviewing basic image creation techniques as well as optical theory and discuss what makes certain images powerful and memorable. Students will then apply the elements and principles of photography in developing techniques to capture, manipulate and edit images. By acquiring and mastering basic optic principles, technical controls and lighting techniques to generate photographic images, students will aim to create photographs that are well composed and interesting. Photographs will also be used to produce various other media such as magazine covers and postcards.

Video pre-production, production and post-production will also be introduced. Students will review basic shots and camera movements, while exploring special effects techniques to create a completed video project.

Grade 11 Introduction to Computer Science (ICS3U)

Prerequisite: None

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

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

Students will learn how to code powerful programs that solve everyday problems. Some of the exciting things students will get to tackle include:

- Decoding DNA patterns into proteins
- Creating simulations and video games
- Building microcontrollers to build fans, alarms and other gadgets

Through these activities students will learn the power of computer science and its applications in our lives.

Grade 12 Communications Technology (TGJ4M)

Prerequisite: TGJ3M

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded and graphic communications. Students may work in the areas of TV, video and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology, and will investigate career opportunities and challenges in a rapidly changing technological environment.

Ever wonder what it takes to be a director of a live event like the Academy Awards? In this course, students get the opportunity to professionally record many of the important events held at the School while both earning a credit and learning first-hand about the world of live video production and recording. In production teams, students also take on the role of journalist and produce news broadcasts throughout the year. Students will develop and hone the skills required for managing large, multifaceted, real-world projects. Students can choose from a variety of leadership roles, including director, production manager, technician and news anchor. In short, students will get to apply their newfound communications technology knowledge on worthwhile projects that are both entertaining and fulfill a need for the School.

Advanced Placement Computer Science A (ICS4U-AP)

Prerequisite: ICS3U

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully-documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyze algorithms for effectiveness. Emphasis will be placed on computing competitions, including the Canadian Computing Competition and the Educational Computing Organization of Ontario competition.

English

Grade 9 English (ENG1D)

Prerequisite: None

This course is designed to develop the oral communication, reading, writing and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to

effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

The Grade 9 English program stimulates the students' interest in the world of literature and develops their powers of self-expression. Through an intensive and structured study of grammar, vocabulary, media, creative writing (a wide variety including description, exposition, narration and poetry composition) and oral skills (debate and speech), students will learn to build convincing arguments, communicate effectively and read with a critical eye. The course also cultivates an environment of critical thinking and analytical skills when studying and exploring a variety of media. Students will be introduced to a diverse range of both teacher and student selected classic and modern texts which may include: *Macbeth*, Shakespeare; *Of Mice and Men*, Steinbeck; *To Kill a Mockingbird*, Lee; and *Indian Horse*, Wagamese.

Unlike many other English programs, this Grade 9 program is centered on TCS's "habits of the heart": perseverance, courage, creativity, compassion and integrity. Students will look through both classic and modern texts, poetry, media, advertisements and a variety of other resources with a critical eye and through the lenses of integrity, compassion, perseverance and courage. Through use of conferencing, the writing process, discussions and literature circles, the Grade 9 program teaches students to think critically and act creatively to show understanding and connections in texts while understanding the importance and universality of the five habits. Complemented well by the Touchstones Discussion Project program at TCS, students will be encouraged to ask questions, lead discussions and make connections to themselves, texts and the world around them.

Grade 10 English (ENG2D)

Prerequisite: ENG1D or ENG1P

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

The Grade 10 English course encourages students to experience a wide range of literature. Students will focus on a variety of grammar, vocabulary, media, creative writing and oral skills. Students will learn to craft effective, well-supported arguments, communicate persuasively and read critically. The course emboldens an environment of critical thinking and analytical skills while examining and considering a variety of media. The Grade 10 program will be unique in that a number of course resources will be chosen by students and will focus on topics pertinent to their daily lives.

Grade 10 English, Travel Option (ENG2D-T)

Prerequisite: ENG1D

Co-requisite: Integrated course with CHC2D-T

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

In Grade 10, students may opt to take a cross-curricular Grade 10 Canadian History/English travel education course. Lessons will be delivered both in the classroom as well as at various locations away from TCS throughout

the academic year. The course is designed to enrich Canadian history and English for the students involved. To this end, the literature studied in English (Joseph Boyden's *Three Day Road* and Art Spiegelman's *Maus I and II*) is selected to support the curriculum taught in Grade 10 Canadian History. There is no doubt that this cross-curricular approach, combined with experiencing history through travel, enhances learning. This course is a terrific cultural experience as well as an exceptional academic opportunity for enrolled students. (*Additional fees apply.*)

Grade 11 English (ENG3U)

Prerequisite: ENG2D

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

This course is global in its focus and features texts, people and ideas drawn from all over the world. In this course, students will read Khaled Hosseini's *The Kite Runner*, William Shakespeare's *Hamlet* and a text from a selection of offerings by the teacher. This course allows students to build upon the foundations established in Grades 9 and 10. Students are encouraged to develop increased academic independence through deeper engagement and critical thinking; they choose literature that appeals to them personally. A focus of the course is developing precision and clarity in their communication skills, both orally and in writing. To this end, all students take part in the Osler Speaking Competition, which provides students the opportunity to present a speech on an internationally significant figure. Moreover, this course develops fundamental academic writing skills with an emphasis on literary essays, analysis, creativity and précis. The use of media is incorporated into the course in a variety of ways such as student-generated podcasts. While encouraging greater independence, collaboration is an integral part of lifelong learning; it is fostered through seminars, group work and Harkness discussions. The objective of the course is to prepare students for the compulsory Grade 12 university or college preparation course.

Grade 12 English (ENG4U)

Prerequisite: ENG3U

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 analyze 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.

This course is global in its focus and features texts, people and ideas drawn from all over the world. It allows students to build upon the foundations established in Grades 9, 10 and 11. They will study two different themes during the course of the year. Students will choose their themes and be taught by different teachers in each half of the year. The themes in 2017-2018 included: the mystery genre, Holocaust literature, African literature, Middle Eastern literature, animals and the sea, new journalism, post-apocalypse, politics and literature, defining questions, the short story, alienation literature, and fiction and form.

Students are encouraged to develop increased academic independence through deeper engagement and critical thinking; they choose literature that appeals to them personally. A focus throughout the course is developing precision and clarity in their communication skills, both orally and in writing. To this end, all students give

presentations related to the specific theme they are studying. Moreover, this course continues to develop fundamental academic writing skills with an emphasis on literary essays, analysis, creativity and précis. While encouraging greater independence, collaboration is an integral part of lifelong learning; it is fostered through seminars, group work and Harkness discussions.

The Writer's Craft (EWC4U)

Prerequisite: ENG3U

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.

Ontario Secondary School Literacy Course (OLC40)

Prerequisite: 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. If students are successful on the OSSLT, they are not eligible to take the course (except under special circumstances, at the discretion of the academic office).

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.

The OLC40 course is designed to help Grade 12 students develop important literacy skills, including reading a variety of texts, writing in different forms, and identifying common grammatical forms and structures. These skills will not only help students pass the OSSLT, a required part of graduating in Ontario, but will also help students in their courses across disciplines as reading and writing are vital interdisciplinary skills.

Advanced Placement English Language and Composition (ENG3U-AP)

Prerequisite: ENG2D

This course is designed for students with a keen interest and strong background in the art of rhetoric, specifically found in non-fiction texts and various forms of media. It qualifies students for the Ontario Ministry of Education credit for ENG3U and prepares them for the Advanced Placement exam in English Language and Composition. This course is the study of strategies employed by writers, speakers and thinkers in their endeavour to communicate their message. The course is intended to enhance students' abilities to critically analyze and appreciate non-fiction writing through an intensive study of essays, letters, cartoons, videos, songs, and non-fiction novels. Students will be exposed to the development of knowledge and skills in close reading, literary terminology, essay writing, and the type of seminar-style discussion that students will encounter at university.

Advanced Placement English Literature and Composition (ETS4U-AP or ENG4U-AP)

Prerequisite: ENG3U

This course is designed for students with a keen interest and strong background in English literature. It qualifies students either for the Ontario Ministry of Education credit for University Preparation English (ENG4U) or English Studies in Literature (ETS4U) and prepares them for the Advanced Placement exam in English Literature and Composition. It can be taken instead of Grade 12 English (in which case the student earns the ENG4U credit by completing this course) or, if a student has already completed Grade 12 English, the student may take this course and earn the ETS4U (Studies in Literature) credit. The course is intended to enhance students' abilities to

critically analyze and appreciate literature through an intensive study of a wide variety of poems, novels and plays. Through the development of knowledge and skills in close reading, literary terminology, essay writing, and the type of seminar-style discussion that students will encounter at university, this course focuses not just on what literary texts mean to us but also on *how* they mean what they mean to us.

The course will foster independent study by requiring students to focus on texts of their own choice as well as those on the course reading list, which may include Margaret Atwood's novel *Oryx and Crake*, Tom Stoppard's play *Rosencrantz and Guildenstern Are Dead*, Lorraine Hansberry's play *A Raisin in the Sun*, F. Scott Fitzgerald's novel *The Great Gatsby*, Henrik Ibsen's play *A Doll's House*, William Shakespeare's play *Richard II*, approximately 15-20 poems from the Elizabethan period to the present day, and an independent study novel chosen from either the 18th or 19th century.

English as a Second Language

English as a Second Language, ESL Level 4 (ESLDO)

Prerequisite: None

This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral-presentation, reading and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles and summaries in English; and respond critically to a variety of print and media texts.

The English as a Second Language course at TCS is a skill-based course that focuses on language development in the broader context of school life and other academic courses. Students will have the opportunity to develop their English and study skills in conjunction with major school events, such as learning the skills of debating when House Debates are occurring, learning about Canadian heroes prior to the Terry Fox Run, practicing oral-presentation skills as they are preparing their Osler Contest speeches for English class, and learning referencing and research as they write Canadian history papers. As a result, the course is comprehensive in its content and focuses on how the language and study skills developed can improve students' language and enhance their overall life at school and in Canada.

Through discussions on current events, reading student-selected texts, studying grammar in context, daily writing, and learning pre- and post-reading skills, students will improve their language ability and learn skills to improve their language abilities both within and outside the classroom.

English as a Second Language, ESL Level 5 (ESLEO)

Prerequisite: None

This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts.

The English as a Second Language course at TCS is a skill-based course that focuses on language development in the broader context of school life and other academic courses. Students will have the opportunity to develop their English and study skills in conjunction with major school events, such as learning the skills of debating when House Debates are occurring, learning about Canadian heroes prior to the Terry Fox run, practicing oral-

presentation skills as they are preparing their Osler Contest speeches for English class, and learning referencing and research as they write Canadian history papers. As a result, the course is comprehensive in its content and focuses on how the language and study skills developed can improve their language and enhance their overall life at school and in Canada.

Through discussions on current events, reading student-selected texts, studying grammar in context, daily writing, and learning pre- and post-reading skills, students will improve their language ability and learn skills to improve their language abilities both within and outside the classroom.

Guidance and Academic Support

Grade 9 Learning Strategies 1: Skills for Success in Secondary School (GLS10)

Prerequisite: Recommendation of director of academic support

Note: Also offered as a reach-ahead credit in the Junior School during Grade 8

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

Learning strategies courses facilitate teaching and learning situations and conversations that promote self-advocacy and independence. This course is designed to augment other teaching and learning opportunities in supporting students' pursuit of academic achievement, responsibility and personal well-being. At TCS, this course is founded on the belief that all students can thrive when provided with learning activities that develop resiliency, communication skills and problem-solving skills. Learning strategies courses are intended to provide additional support for students to become successful lifelong learners.

Learning strategies courses are designed to support students in developing understandings, literacies, skills and values to be successful learners across all curriculum areas. This course directly involves students in response to their needs and in support of their course of study. In collaboration with teachers, residential faculty, peers, academic support staff and parents, support is engaged and strategies are introduced, developed and applied. Progressively, students gain confidence, independence, and success in subject areas.

Overall, learning strategies courses support the development and acquisition of a variety of life skills and strategies aimed at building motivation, autonomy, initiative, self-advocacy, time management, goal setting and academic achievement. Students will be challenged with opportunities to understand and value these necessary academic skills for collaboration, critical thinking and improvement of literature interpretation and the written word. Through experiential and collaborative activities, assistive technology, peer to peer mentoring and integration of course work with all TCS subject areas, students with identified learning needs will grow in confidence, knowledge and ability in tackling the breadth of their academic program.

Learning Strategies: Skills for Success in Secondary School (GLE20)

Prerequisite: Recommendation of director of academic support

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

Learning strategies courses facilitate teaching and learning situations and conversations that promote self-advocacy and independence. This course is designed to augment other teaching and learning opportunities in supporting students' pursuit of academic achievement, responsibility and personal well-being. At TCS, this course is founded on the belief that all students can thrive when provided with learning activities that develop resiliency, communication skills and problem-solving skills. Learning strategies courses are intended to provide additional support for students to become successful lifelong learners.

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Overall, learning strategies courses support the development and acquisition of a variety of life skills and strategies aimed at building motivation, autonomy, initiative, self-advocacy, time management, goal setting and academic achievement. Students will be challenged with opportunities to understand and value these necessary academic skills for collaboration, critical thinking and improvement of literature interpretation and the written word. Through experiential and collaborative activities, assistive technology, peer to peer mentoring and integration of course work with all TCS subject areas, students with identified learning needs will grow in confidence, knowledge and ability in tackling the breadth of their academic program.

Grade 10 Career Studies (GLC20) – 0.5 credit

Prerequisite: None

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

Health & Physical Education

Grade 9 Healthy Active Living Education (PPL10)

Prerequisite: None

This course equips students with the knowledge and skills they need to make healthy choices now and to 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 expectations for the course are organized into three distinct but related strands – “Active Living,” “Movement Competence” and “Healthy Living.” Integral to expectations in all these strands is a further set of expectations, presented at the start of each grade. These are the *living skills* – the personal, interpersonal, and critical and creative thinking skills that are essential to the achievement of expectations in the three strands. Student learning

related to the living skills expectations takes place in the context of learning related to the other three strands and should be assessed and evaluated within these contexts.

The “Movement Competence” strand of the course follows the TGfU (Teaching Games for Understanding) model in order to provide a wide range of activities to the students while being able to relate many of the strategies and movement concepts to similar activities. Within this model there are four games categories: striking/fielding, territory, net/wall and target. This approach is designed to enhance the student’s appreciation of the game, along with teaching the student tactical awareness and decision-making strategies. In turn, this is intended to increase the desire to learn techniques and skills to improve game performance. In addition, this course also provides the students to participate in body movement activities that enable them to learn how to control, coordinate, balance and move their bodies in space. Students will have the opportunity to use a variety of facilities such as the gymnasiums, tennis courts, beach volleyball courts, sports fields, arena and swimming pool.

The “Active Living” strand of the course focuses on goal setting and safety practices that can be applied to many areas of one’s life. The acronym SMART (specific, measurable, attainable, realistic, time-framed) is used in order to present the students with a logical way of planning out a goal. With activity specific goal setting, the acronym FITT (frequency, intensity, time, type) is used in conjunction with SMART to provide students a way of organizing the variety of activities they plan on doing to obtain their goal. Safety in many areas of life is touched upon in a variety of ways throughout the year in this course. Before and while participating in activities, students are informed of and practice the important ways of making games safe for both them and others in a variety of different environments. Students are also taught an understanding of how to deal with emergency situations related to physical activities and an understanding of cardiopulmonary resuscitation (CPR) techniques and when and how to use them.

The “Healthy Living” strand will focus on four main areas of learning: healthy eating, personal safety, substance use and addictions, and human development and sexual health. All areas will cover the understanding of health concepts, making healthy choices and making connections for healthy living. An opportunity for collaboration exists with the computer studies department where the students may design posters on a variety of health awareness topics.

The “Living Skills” strand of the course focuses on the skills needed to develop resilience and a secure identity and sense of self, through opportunities to learn adaptive, management and coping skills, to practice communication skills, to learn how to build relationships and interact positively with others, and to learn how to use critical and creative thinking processes.

The knowledge and skills acquired in health education and physical education form an integrated whole that relates to the everyday experiences of students and provides them with the physical literacy and health literacy they need to lead healthy, active lives.

The course concludes with a final summative where the students submit three separate documents on the topics of “Active Living,” “Movement Competence” and “Healthy Living.”

Grade 10 Healthy Living & Large Group Activities (PAL20 – emphasis on ice hockey)

Prerequisite: None

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy, active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness and health; examination of issues related to healthy sexuality, healthy eating, substance use and misuse; and the use of informed decision-making, conflict resolution and social skills in making personal choices.

Students will have the opportunity to consolidate the skills and strategies learned in the Grade 9 HPE course. This course will develop the necessary skills to enjoy and appreciate activities related to hockey in a safe and respectful manner. Along with the development of technical skills, there will be a focus on hockey and the unique preparation and social issues that surround the sport of hockey and other large group games.

Grade 10 Healthy Active Living Education (PPL20)

Prerequisite: None

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy, active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness and health; examination of issues related to healthy sexuality, healthy eating, substance use and misuse; and the use of informed decision-making, conflict resolution and social skills in making personal choices.

Students will have the opportunity to consolidate the skills and strategies learned in the Grade 9 HPE course. In this course, students will visit facilities within the Northumberland County community in order to experience a number of sports and activities that are new to students. This course can provide a chance to experience the calmness of yoga, the satisfaction of hitting a badminton bird or a golf ball, the exhilaration of Nordic skiing and the sense of control when students can have input into how they will stay fit. If students want to stay in shape and to challenge themselves (not someone else or another team), this course provides a supportive environment for students who like setting, focusing on and achieving personal goals.

Grade 11 Healthy Active Living Education (PPL30)

Prerequisite: None

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

Grade 11 Healthy Living and Outdoor Activities (PAD30)

Prerequisite: None

This course enables students to further develop the knowledge and skills they need to make healthy choices now and to 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. The focus of this course is outdoor activities and students will be encouraged to develop personal competence in a variety of skills related to outdoor pursuits. Examples of these activities could include canoeing, biking, campsite management, snowshoeing and orienteering.

The outdoor education course at TCS is designed to provide a challenge to students in which they discover new personal limits and push themselves physically, emotionally and socially outside of the classroom. Over the course of the year, students participate in a wide variety of outdoor activities that teach the skills necessary to travel and stay safely in the wilderness. Throughout each unit, students are provided with an opportunity that is unique and generally not covered in other health and physical education courses.

At the conclusion of the course, students head out on an overnight expedition as a culminating activity to showcase all of the skills they acquire throughout the year.

Grade 11 Healthy Living and Outdoor Activities – Outdoor Excursions (PAD30-T)

Prerequisite: None

This course is designed for students with a love of camping and the outdoors. Students will learn a variety of camping skills and receive external certifications in canoeing, swimming and first aid. The course hours take place outside of the regular academic schedule giving more time in a student's academic day and providing better travel opportunities for this course, including a camping trip each term. As part of the course, students will gain significant content towards their Duke of Edinburgh's Awards program goals, and will be encouraged to complete their Silver level award. This course is ideal for students looking to work at a summer camp or who want to gain confidence going on a canoe trip with friends and family.

Grade 12 Introductory Kinesiology (PSK4U)

Prerequisite: Any Grade 11 course in science; or Grade 11 or Grade 12 HPE open course

Kinesiology is a field of study that encourages personal application of the concepts learned in the classroom. Students can take what they learn and utilize it to create positive changes in their own lives and in the lives of others in areas such as nutrition, exercise, sport participation and coaching. Concepts, best practices, skills and techniques learned in Grade 12 Introductory Kinesiology will last a lifetime.

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 sports, and the physiological, psychological and social factors that influence an individual's participation in physical activity and sport. This course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation and sports administration.

Grade 12 Recreation and Healthy Active Living Leadership (PLF4M)

Prerequisite: Any health and physical education course

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.

This course offers students opportunities to learn about and experiment with leadership styles and techniques. They will be given numerous opportunities to lead their peers and reflect on the challenges involved in leading a group. Theories of leadership and how to become a better leader and group member will be stressed. Students will have the opportunity to work one on one as a fitness mentor as well as being involved with larger groups. The culminating activity will see students organize and implement a school-wide event, where they will be responsible for every detail of the event. This course is not only for athletes but, also for students who wish to develop their skill set for a modern and changing world, where their interpersonal skills (or soft skills) will be an integral part of their success.

Languages & Culture

French

Grade 9 Core French (FSF1D)

Prerequisite: Minimum of 600 hours of French instruction, or equivalent

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

The department of languages and culture of Trinity College School believes that language learning must be immediately practical and of lasting value to our students. This course emphasizes the concurrent development of oral communication, reading and writing skills using a broad-based theme such as the media. The Grade 9 Core French – Academic course emphasizes activities that are practical and concrete; offering opportunity to further develop language skills and confidence as well as an understanding of how languages function in a global context. It is the aim of the Grade 9 Core French course to develop knowledge and skills to enable students to:

- Communicate effectively
- Understand French language and culture
- Express their ideas clearly
- Analyze and appreciate what they read
- Think logically

The ability to communicate in French, one of Canada's two official languages, provides students with a distinct advantage in a number of careers both in Canada and internationally.

The Grade 9 French program helps students to build on their backgrounds and enthusiasm for their second language. Classroom activities incorporate language structure elements and vocabulary building to promote confidence in listening and speaking. Students focus on the use of descriptive vocabulary and express themselves in general day-to-day conversation; Grade 9 topics of focus include family & friends, holidays & celebrations, food & dining and leisure activities. Members of Grade 9 classes collaborate to make creative presentations in the form of a class newscast *en français*. Students gain perspective on the place of second languages in the world, as well as elements of culture that apply to francophones across the globe.

Grade 9 Core French Enriched (FSF1D-E)

Prerequisite: Minimum of 600 hours of French instruction, or equivalent

Best Preparation: Extensive previous French language instruction or equivalent

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

The department of languages and culture of Trinity College School believes that language learning must be immediately practical and of lasting value to our students. This course emphasizes the concurrent development of

oral communication, reading and writing skills using a broad-based theme such as the media. The Grade 9 Core French – Academic course emphasizes activities that are practical and concrete; offering opportunity to further develop language skills and confidence as well as an understanding of how languages function in a global context.

It is the aim of the Grade 9 Core French course to develop knowledge and skills to enable students to:

- Communicate effectively
- Understand French language and culture
- Express their ideas clearly
- Analyze and appreciate what they read
- Think logically

The ability to communicate in French, one of Canada’s two official languages, provides students with a distinct advantage in a number of careers both in Canada and internationally.

The Grade 9 French program helps students to build on their backgrounds and enthusiasm for their second language. Classroom activities incorporate language structure elements and vocabulary building to promote confidence in listening and speaking. Students focus on the use of descriptive vocabulary and express themselves in general day-to-day conversation; Grade 9 topics of focus include family & friends, holidays & celebrations, food & dining and leisure activities. Members of Grade 9 classes collaborate to make creative presentations in the form of a class newscast *en français*. Students gain perspective on the place of second languages in the world, as well as elements of culture that apply to francophones across the globe.

Grade 10 Core French (FSF2D)

Prerequisite: FSF1D

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

The department of languages and culture of Trinity College School believes that language learning must be immediately practical and of lasting value to our students. This course emphasizes the concurrent development of oral communication, reading and writing skills using a broad-based theme such as the media. Students enhance their ability to understand and speak French through conversations, discussions and presentations. At the Grade 10 level, they also enjoy the benefits of developing specialized thinking and problem-solving skills necessary to thrive in a second language environment. The Grade 10 Core French – Academic course emphasizes activities that are practical and concrete; offering opportunity to further develop language skills and confidence as well as an understanding of how languages function in a global context.

The Grade 10 French program extends from the foundation built in Grade 9 and helps students to build on their backgrounds, knowledge and enthusiasm for their second language. Classroom activities incorporate language structure elements and vocabulary building to promote confidence in listening and speaking. Students express themselves in general day-to-day conversation; Grade 10 topics of focus include travel & vacations, health & fitness, home life and technology. Members of Grade 10 classes express themselves creatively in the form of short videos they develop and perform. Students gain perspective on the place of second languages in the world, as well as elements of culture that apply to francophones across the globe.

Grade 10 Core French Enriched (FSF2D-E)

Prerequisite: FSF1D-E or equivalent and/or permission from the languages and culture department

Best Preparation: Extensive previous French Language instruction or equivalent; 80% or higher in FSF1D-E is recommended

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

The department of languages and culture of Trinity College School believes that language learning must be immediately practical and of lasting value to our students. This course emphasizes the concurrent development of oral communication, reading and writing skills using a broad-based theme such as the media. Students enhance their ability to understand and speak French through conversations, discussions and presentations. At the Grade 10 level, they also enjoy the benefits of developing specialized thinking and problem-solving skills necessary to thrive in a second language environment. The Grade 10 Core French – Academic course emphasizes activities that are practical and concrete; offering opportunity to further develop language skills and confidence as well as an understanding of how languages function in a global context.

The Grade 10 French program extends from the foundation built in Grade 9 and helps students to build on their backgrounds, knowledge and enthusiasm for their second language. Classroom activities incorporate language structure elements and vocabulary building to promote confidence in listening and speaking. Students express themselves in general day-to-day conversation; Grade 10 topics of focus include travel & vacations, health & fitness, home life and technology. Members of Grade 10 classes express themselves creatively in the form of short videos they develop and perform. Students gain perspective on the place of second languages in the world, as well as elements of culture that apply to francophones across the globe.

Grade 11 Core French (FSF3U)

Prerequisite: FSF2D or equivalent

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

The department of languages and culture at Trinity College School believes that language learning must be immediately practical and of lasting value to our students. The study of a modern language gives students the opportunity not only to learn or further develop an additional language but also to enrich their understanding of how languages function and to develop sensitivity to other peoples and cultures. It is the aim of the French program to provide opportunities for students to develop communication skills in the language, an awareness of how languages function and sensitivity to French Canada.

This course draws on a variety of themes to promote extensive development of reading and writing skills and to reinforce oral communication skills. Students will gain a greater understanding of French-speaking cultures in Canada and around the world through their readings of a variety of materials, including a short novel or a play. Students will produce various written assignments and compositions. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course. (*The Ontario*

Curriculum, Grades 11 and 12, French As a Second Language-Core, Extended, and Immersion French, 2000, p. 8)

Grade 11 Core French Enriched (FSF3U-E)

Prerequisite: FSF2D-E or equivalent and/or permission from the languages and culture department

Best Preparation: Extensive previous French Language instruction or equivalent; 80% or higher in FSF2D-E is recommended

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

The department of languages and culture at Trinity College School believes that language learning must be immediately practical and of lasting value to our students. The study of a modern language gives students the opportunity not only to learn or further develop an additional language but also to enrich their understanding of how languages function and to develop sensitivity to other peoples and cultures. It is the aim of the French program to provide opportunities for students to develop communication skills in the language, an awareness of how languages function, and sensitivity to French Canada.

This course draws on a variety of themes to promote extensive development of reading and writing skills and to reinforce oral communication skills. Students will gain a greater understanding of French-speaking cultures in Canada and around the world through their readings of a variety of materials, including a short novel or a play. Students will produce various written assignments and compositions. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course. (*The Ontario Curriculum, Grades 11 and 12, French As a Second Language-Core, Extended, and Immersion French, 2000, p. 8)*

Grade 12 Core French (FSF4U)

Prerequisite: FSF3U or equivalent

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

The Grade 12 French program aims to develop students' oral communication (listening and speaking), reading and writing skills in French exclusively, using a thematic approach and incorporating a variety of media resources. The skills are taught in contexts that reflect students' interests and concerns so that they can apply their knowledge of French in situations that are meaningful to them. Students will consolidate their oral skills as they discuss literature, culture, and current issues. They will read a variety of texts and will write a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course. Students gain an appreciation of French literature and an understanding of French societies around the world. Since language and culture are inseparable, the cultural study of French-language regions will be integrated into classes rather than presented in an isolated fashion or on an occasional basis.

Students develop a usable command of the French language. By the end of the four-year program, students will be able to participate in a straightforward conversation in French; will be able to read – with the help of a dictionary

– books, magazines and newspapers in French; and will be able to understand key details of radio and television news and other programs.

Grade 12 Core French Advanced Placement French Language and Culture (FSF4U-AP)

Prerequisite: FSF3U-E or equivalent and/or permission from the languages and culture department

Best Preparation: Extensive previous French language instruction or equivalent; 85% or higher in FSF3U-E is recommended

The Grade 12 French program aims to develop students' oral communication (listening and speaking), reading and writing skills in French exclusively, using a thematic approach and incorporating a variety of media resources. The skills are taught in contexts that reflect students' interests and concerns so that they can apply their knowledge of French in situations that are meaningful to them. Students will consolidate their oral skills as they discuss literature, culture and current issues. They will read a variety of texts and will write a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course. Students gain an appreciation of French literature and an understanding of French societies around the world. Since language and culture are inseparable, the cultural study of French-language regions will be integrated into classes rather than presented in an isolated fashion or on an occasional basis.

The Advanced Placement French Language and Culture course prepares students for the demands of the AP Exam. The AP French Language and Culture course enriches the Grade 12 core curriculum with a focus on practicing language skills at the most advanced level. Students will use their French knowledge to discuss real-world issues. There is a strong emphasis on long listening dialogues, French literature, presentations and classroom discussions to foster an in-depth understanding of French language and culture.

Spanish

Spanish, Level 1 (LWSBD)

Prerequisite: None

This course provides opportunities for students to begin to develop and apply skills in listening, speaking, reading, and writing in Spanish. Students will communicate and interact in structured activities, with a focus on matters of personal interest and familiar topics, and will read and write simple texts in Spanish. 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.

LWSBD introduces students to the Spanish language. The units are divided by themes that allow students to learn basic grammatical structures and vocabulary. Listening, reading, and writing exercises are provided to familiarize students with the language. Students learn how to greet people, the times of the day, school life, how to talk about family and relationships, leisure, food, transportation, seasons and the weather, technology and finally parts of the body and how to describe clothing by expressing preferences in a store.

The study of these themes in the Spanish course are combined with many other aspects of the language such as language, expressions, and behavior appropriate to the cultural context, community events, holidays and celebrations in the Hispanic world, reading about Hispanic authors, listening Hispanic music, and monthly videos that portrait arts, dance and real-life situations. Finally, students understand the benefits of knowing more than one language in the current global world.

Spanish, Level 2 (LWSCU)

Prerequisite: LWSBD

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

LWSCU provides students with the opportunity to study in-depth Spanish grammar and the cultural aspect of the language. Students continue to enhance their language proficiency by reading, writing, listening and speaking an array of texts and be immersed in multiple cultural representations of the Hispanic world. The aim of this course is that students use the most complex linguistic aspects of the language in formal and informal settings to enrich their knowledge. Aspects of environment, beliefs, health, well-being, nutrition, future plans, work, the arts, and actuality events and issues would be discussed.

Students are also exposed to the most complex aspects of the grammar and they would be able to use these structures in real-life situations as they interact with native speakers in different occasions during the school year. The study of these themes in the Spanish course are combined with many other aspects of the language such as celebrations in the Hispanic world, reading about Hispanic authors, listening Hispanic music, and monthly videos that portrait real-life situations.

Spanish, Level 3 (LWSDU)

Prerequisite: LWSCU

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

LWSDU builds on the foundation of LWSCU. This course prepares students for postsecondary studies in international languages. It also focuses on enabling students to interact more seamlessly with native speakers in different contexts. The emphasis at this level is placed on oral presentations, class discussions and an array of complex readings that will allow students refine and practice the grammar taught the previous three levels of Spanish at TCS.

Cultural and social aspects of the language will be constantly discussed. By the end of the year students who take this course will feel confident enough to interact in different regions in the Hispanic world.

Advanced Placement Spanish Language and Culture (LWSDU-AP)

Prerequisite: LWSCU

The Spanish AP course prepares students for the demands of the AP exam. In addition, students continue practicing their language skills at the most advanced level. Students will use their Spanish knowledge to discuss real-world issues. There is a strong emphasis on long listening dialogues and presentations, complex texts and classroom discussions to foster an in-depth understanding of culture by comparing the Spanish-speaking world and their own personal experiences.

Latin

Classical Languages (Latin), Level 1 (LVLBD)

Prerequisite: None

This course introduces students to the achievements of the classical world through the study of Latin. Students will learn vocabulary and grammatical concepts essential for reading and translating adapted classical texts. English is the language of instruction, and students will develop their oral communication, reading, and writing skills in both English and the classical language. Through a variety of enrichment activities, students will explore aspects of life in the ancient world, including trade, commerce, education, arts, sports, ecology, daily life, and social practices, and will make connections across the curriculum between the classical world and the world around them. (*The Ontario Curriculum, Grades 9 to 12, Classical and International Languages, 2016.*)

History, heroism, love, and leadership are the themes that drive the exploration of Roman culture and Latin language in Senior Latin. Students develop the facility to read the works of Roman authors including Julius Caesar, Vergil, and Catullus. Collaboration and critical conversation drive the analysis of the legacy that is Rome. Special attention is paid to the transition from the Republic to the Early Empire, a study that affords students the chance to consider the social, cultural, economic, political, philosophical, and ideological factors at play in the Mediterranean. Various learning tools that include Evernote, iBooks, Perseus, SQ4R, and Cornell Notetaking are emphasized in order to help students approach the material in a deliberate and thoughtful manner.

Classical Languages (Latin), Level 2 (LVLCU)

Prerequisite: LVLBD

This course provides students with opportunities to continue their exploration of the achievements of the classical world through the study of Latin or ancient Greek. Students will expand their vocabulary and consolidate their knowledge of grammatical concepts by reading and translating moderately complex adapted selections in the classical language. English is the language of instruction, and students will further improve their ability to use their oral communication, reading, and writing skills in both English and the classical language. Students will also explore diverse aspects of classical culture, including science and technology, architecture, politics and military campaigns, geography and the environment, and religion, while developing their ability to think critically and to make connections across the curriculum between the classical world and the world around them. (*The Ontario Curriculum – Grades 9 to 12 – Classical and International Languages 2016*)

The political world of Rome, one full of intrigue and remarkable characters, is the cultural focus of Intermediate Latin. Myth, history, power, and possibility are themes that drive the critical exploration of Rome from its foundation through the first emperors. This bloody story of struggle and conquest is complemented by the language study that uses graduated Latin texts to make the works of Julius Caesar and Livy accessible. Digital resources used in this course facilitate language mastery and develop skills in both analysis and translation. Evernote, iBooks, and various learning strategies are incorporated in the course with the intention of supporting the development of learning skills that are pertinent to language and the humanities. Through the focus on vocabulary, derivatives, and syntax, students refine their ability to read critically and to practice analytical strategies. Seminar discussions explore collaboratively the causes at the heart of Roman growth and the challenges that threatened the same.

Classical Languages (Latin), Level 3 (LVLDU)

Prerequisite: LVLCU

This course provides students with opportunities to further develop their knowledge of the achievements and rich cultural legacy of the classical world through the study of Latin or ancient Greek. Students will increase their vocabulary and refine their use of grammatical concepts by reading and translating a broad selection of adapted

and original classical texts, including prose and poetry. English is the language of instruction, and students will further refine their ability to use oral communication, reading, and writing skills in both English and the classical language. Students will apply research and critical thinking skills to investigate diverse aspects of classical culture, and make increasingly insightful connections between the classical world and other societies. (*The Ontario Curriculum, Grades 9 to 12, Classical and International Languages, 2016.*)

History, heroism, love, and leadership are the themes that drive the exploration of Roman culture and Latin language in Senior Latin. Students develop the facility to read the works of Roman authors including Julius Caesar, Vergil, and Catullus. Collaboration and critical conversation drive the analysis of the legacy that is Rome. Special attention is paid to the transition from the Republic to the Early Empire, a study that affords students the chance to consider the social, cultural, economic, political, philosophical, and ideological factors at play in the Mediterranean. Various learning tools that include Evernote, iBooks, Perseus, SQ4R, and Cornell Notetaking are emphasized in order to help students approach the material in a deliberate and thoughtful manner.

Grade 12 Classical Civilizations (LVV4U)

Prerequisite: ENG3U, which may be taken concurrently

This course introduces students to the rich cultural legacy of the classical world. Students will investigate aspects of classical culture, including mythology, literature, art, architecture, philosophy, science, and technology, as well as elements of the ancient Greek and Latin languages. Students will develop creative and critical thinking skills through exploring and responding to works by classical authors in English translation and examining material culture brought to light through archaeology. They will also increase their communication and research skills by working both collaboratively and independently, and will acquire an understanding and appreciation of the interconnectedness of ancient and modern societies.

Mythology surrounds us. Students in Classical Civilization develop capacities to see, read, and interpret critically the models from Greece and Rome that inform contemporary politics, economics, ethics, art, literature, and philosophy. The city-states of Greece and the emerging power of Rome serve as exemplars and referents in this course that explores various methods and modes of interpretation, persistence, and advocacy. Students are introduced to contemporary learning strategies and collaborative platforms that facilitate connection across course-content. The primary texts of authors ranging from Homer to Herodotus, Plato to Pliny, these are the referents that ground the exploration of the classical world.

German

German, Level 1 (LWGBD)

Prerequisite: None

Best Preparation: Students are not expected to have any previous knowledge of German

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

The department of languages and culture at Trinity College School believes today's students are living in an international community in which nations depend on one another not only for their economic survival and social stability, but also for the success of their undertakings in most areas of human activity. In such a world, communication on the international plane is of crucial importance, and knowledge of languages an invaluable asset. The study of German helps students to develop the skills they will need to communicate effectively with people from other countries and at the same time improve their skills in the English language. The communication

skills of listening, speaking, reading and writing are more important than ever in the modern business world, in which the timely exchange of information is often the key to success. Moreover, learning more than one language develops the ability to think creatively and to solve problems effectively. Language programs also introduce students to the heritage of other societies, and so increase their awareness and appreciation of other cultures. Furthermore, the study of languages also promotes career mobility, since successful participation in the global community depends in part on knowledge of world languages.

German, Level 3 (LWGDU)

Prerequisite: LWGCU or permission of the Academic Office

Best Preparation: This course is offered exclusively through the School's Prior Learning Assessment and Recognition (PLAR) process to German-speaking students. See page 5 in the Academic Course Calendar for more information on PLAR.

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

Mandarin

Simplified Chinese, Level 1, Academic (LKBBDe) – online

Prerequisite: None

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

This course is offered in partnership between TCS and [eLearning Consortium Canada](#) (eLCC) a cooperative not-for-profit organization mandated to deliver quality online curriculum for the benefit of students in member independent schools. TCS students taking this course should expect to put in the same amount of time per week as on-campus courses. This course contains synchronous elements where students will log in at the same time to communicate with each other and give virtual presentations; efforts will be made to coordinate busy schedules to facilitate these meetings. Please see the *Academic Course Calendar* for policies regarding online courses at TCS.

Simplified Chinese, Level 3, University/AP Mandarin Language & Culture (LKBDU-APe) – online

Prerequisite: A language placement test is required for admission.

Note: The optional AP segments will prepare highly motivated students to write the AP Chinese Language and Culture exam in May.

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

This course is offered in partnership between TCS and [eLearning Consortium Canada](#) (eLCC) a cooperative not-for-profit organization mandated to deliver quality online curriculum for the benefit of students in member independent schools. TCS students taking this course should expect to put in the same amount of time per week as on-campus courses. This course contains synchronous elements where students will log in at the same time to communicate with each other and give virtual presentations; efforts will be made to coordinate busy schedules to facilitate these meetings. Please see the *Academic Course Calendar* for policies regarding online courses at TCS.

Mathematics

Grade 9 Principles of Mathematics – Academic (MPM1D)

Prerequisite: None

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

This course is the beginning of the secondary school academic math stream that will ultimately lead to Grade 12 Advanced Functions, Grade 12 Calculus & Vectors (or AP Calculus) and Grade 12 Data Management (or AP Statistics). This course emphasises proper algebraic methods for the units covered through traditional means as well as hands-on experimentation and the use of technology. Students make Khan Academy-style tutoring videos, analyze distance time graphs they make on their TI calculators via motion detectors, and investigate 3-D geometry properties through hands-on group experimentation. Students also analyze real world statistical data to see if linear trends apply.

Grade 9 Foundations of Mathematics – Applied (MFM1P)

Prerequisite: None

Best Preparation: Grade 8 Mathematics

This course enables students to develop an understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry, through investigation, the effective use of technology and hands-on activities. Students will investigate real-life examples to develop various representations of linear relations, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

This course allows students to explore many concepts and skills at a more moderate pace. The focus is on applying mathematical concepts to real-world settings as much as possible. This class typically has a very small teacher-student ratio, which allows for even greater individual attention for students.

Grade 10 Principles of Mathematics – Academic (MPM2D)

Prerequisite(s): MPM1D or MPM1H

Best Preparation: Minimum of 65% in MPM1D

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.

This is a mandatory course and therefore a stepping stone to higher level math courses if students are planning to pursue a career in science, math, computer science or engineering. Some of the possible additional activities added to supplement the course content are as follows:

- The Amazing Race (completed in the second unit, where teams of students have to solve mathematical problems together in order to receive clues, racing around the School competing against other teams)
- Solving Real-life Problems (done in the sixth unit, pairs of students go outside to measure the height of TCS structures such as the flagpole or football goal posts using principles of trigonometry)

Grade 10 Foundations of Mathematics – Applied (MFM2P)

Prerequisite(s): MFM1P or MPM1D

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.

Students will have numerous opportunities to collaborate, think critically and apply their mathematical abilities to real-life scenarios.

This course allows students to explore many concepts and skills at a more moderate pace. The focus is on applying mathematical concepts to real-world settings as much as possible. This class typically has a very small teacher-student ratio, which allows for even greater individual attention for students.

Grade 11 Functions (MCR3U)

Prerequisite: MPM2D

Best Preparation: A mark of at least 80% in MPM2D is recommended for success in this course

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

The units of study in the fall months focus on the properties and transformations of quadratic, square root, rational and exponential functions. These functions are further explored in their applications to video games, scientific investigations and financial applications. During the winter and spring months students focus on the study of trigonometric and discrete functions; knowledge of these functions is consolidated in the creation of an artistic flipbook through the online application Desmos. The culminating project activity requires students to apply their knowledge of discrete functions and financial applications in the exploration of the financial decisions they will make beyond high school (e.g., buying a car, going on a vacation, having laser vision correction and post-secondary education).

Grade 11 Functions and Applications (MCF3M)

Prerequisite(s): MPM2D or MFM2P

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

This course is slower paced and not as in depth when compared with MCR3U. The course involves functions, quadratics, an introduction to trigonometry (triangle analysis), trigonometric functions, exponential functions and finally financial applications. It is meant for students not intending to pursue Grade 12 Calculus and Vectors or Grade 12 Advanced Functions. This course does lead to Grade 12 Mathematics of Data Management.

Grade 11 Mathematics for Work and Everyday Life (MEL3E)

Prerequisite: MPM1D or MFM1P

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes and making purchases; apply calculations of simple and compound interest in saving, investing and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will have ample occasions to consolidate their mathematical skills as they solve problems and communicate their thinking and have ample opportunity to apply their learning to their financial lives.

This course allows students to explore many concepts and skills at a more moderate pace. The focus is on applying mathematical concepts to real-world settings as much as possible. This class typically has a very small teacher-student ratio, which allows for even greater individual attention for students.

Grade 12 Advanced Functions (MHF4U)

Prerequisite: MCR3U

Best Preparation: Minimum of 70% in MCR3U

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 Grade 12 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.

Advanced Functions extends students' experience working with mathematical functions. They will investigate properties of polynomial, rational, trigonometric and logarithmic functions, culminating with developing techniques to understand properties of combining these functions together. This course also prepares students for further studies in calculus and vectors by studying rates of change, and developing facility in applying these concepts and skills.

Focus is spent on mathematical reasoning, organization and growth with algebra, graphing and critical-thinking skills. Among other things, students will develop their own real-life scenarios and model them with various functions studied; they will explore trigonometric equations, developing their own and challenging peers to solve them; they will explore rational functions through a campus-wide scavenger hunt; and they will use their graphing calculators extensively to solve problems above and beyond their current algebraic skills.

Grade 12 Calculus and Vectors (MCV4U)

Prerequisite: MHF4U (or may be taken concurrently with MHF4U, as a co-requisite)

Best Preparation: Minimum 70% in MHF4U or 80% in MCR3U (if taken concurrently with MHF4U)

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 representation 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 skills to the modeling 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.

In this course, in addition to whole class instruction, students will work both independently and collaboratively on inquiry based lessons using both their graphing calculator and a powerful graphing software program called Autograph. They will have the opportunity to collaborate particularly frequently with problem solving and when using both calculus and vector concepts to model real-world applications. In calculus, these include problems involving rates of change and optimization as applied to scientific and business models. In vectors, applications are primarily made to physics and geometry. Students are also introduced to vectors in three-space using Autograph (which allows for a 360-degree view of three-space), and will learn new definitions for lines and planes. Students will have opportunities to present their solutions to the class, to have their work constructively critiqued by their peers and to critique the work of their peers.

Grade 12 Mathematics of Data Management (MDM4U)

Prerequisite: MCF3M or MCR3U

This course broadens students' understanding of mathematics as it relates to managing information and focuses on culminating projects throughout the course. Students will apply methods for organizing and analyzing large amounts of information; apply counting techniques, probability and statistics in modelling and solving problems; and carry out two culminating projects that integrate the expectations of the course and encourage perseverance and independence. Successful completion of MDM4U prepares students for any undergraduate course in probability and statistics. Such courses are typically a requirement for students in their second year of most four-year undergraduate programs in both the sciences and humanities. In particular, students planning to pursue university programs in business, social sciences or the humanities will find this course of relevance.

The units of study in the fall months focus on the concepts of probability, probability distributions and counting. In the final weeks of the fall term, students will devise and design a game of chance that implements the probability work that they have learned through the first three units. The games are displayed to the rest of the School through a lunch hour game fair in Osler Hall. During the winter and spring months students focus on tools for collecting, organizing and analyzing sets of data. The culminating project activity requires students to investigate a question that can hopefully be answered using the tools for data analysis that have been studied in the course. Students are encouraged to find a topic of personal interest for this project to add meaning to their statistical report.

Advanced Placement Calculus AB (MCV4U-AP)

Prerequisite: Grade 12 Advanced Functions (MHF4U)

Best Preparation: Permission from the mathematics department; minimum 80% in MHF4U

Note: Taking this course concurrently with MHF4U is not recommended

AP Calculus AB is roughly equivalent to a first semester university calculus course devoted to topics in differential and integral calculus. This AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals and the "Fundamental Theorem of Calculus." The course explores

relationships as represented through graphs, equations and tables, and teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically and verbally and to make connections amongst these representations. Students learn how to use technology (specifically graphing calculators) to help solve problems, experiment, interpret results and support conclusions.

Upon completion of the AP exam in May, students will cover the key concepts and skills from the vector mathematics units in the MCV4U course expectations.

Advanced Placement Statistics (MDM4U-AP)

Prerequisite: MCR3U or MCF3M

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students will learn and apply the methods and procedures that are used in the industry, making this course extremely relevant and useful for further studies in post-secondary education. This course places equal focus on mathematical computation, as well as mathematical communication and analysis.

Not only is “statistician and actuaries” consistently ranked in the top five jobs in Canada, but careers in the fields of social science, pure science, environmental science, mathematics, engineering, medicine, education and more, require strong analytical skills and the ability to assess the meaning and validity behind numbers.

AP Statistics covers much of the material that would be studied in a first-year university statistics course, which traditionally students find quite challenging. AP Statistics students benefit from working through the material in a small-class environment with hands-on activities, the support of a teacher and extra processing time, before tackling the content in university.

Science

Grade 9 Science (SNC1D)

Prerequisites: None

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

The curriculum is taught through a variety of approaches, emphasizing the development of essential science-specific and metacognitive skills. In this course, students are encouraged to ask questions, engage in activity-based investigations, and develop scientific reasoning skills.

The course focuses on developing foundational skills related to scientific investigation, which allow for students to think critically and to communicate effectively. Labs inspire curiosity and promote problem solving, while consolidating scientific concepts. Students will understand the elements of scientific hypothesis testing, design, data analysis and reporting. Skills of scientific communication are emphasized, including graphical presentation of data, mathematical calculations, scientific notation, unit analysis and conversion as well as an understanding for the levels of precision. Students will have the opportunity make use of emerging technologies, develop their own investigations, and write formal reports throughout the year.

In the spring term, the students travel to the Ganaraska Forest Centre for a full day to participate in an ecology program, which exposes them to field study and comparative analysis between different aquatic ecosystems.

Grade 10 Science (SNC2D)

Prerequisites: SNC1D

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

Connections are made throughout the course to the science experienced in students' everyday lives. Opportunities are created to discuss a number of societal issues related to what they are studying. Skills are developed in each of the four key areas – chemical terminology, nomenclature and reactions; calculations, diagrams and theoretical underpinnings of refraction and reflection of light; investigation of the behaviour of cells, tissues, organs and organ systems of living things; analysis, discussion and debate of the factors, causes and implications of climate change.

Grade 10 Science Enriched (SNC2D-E)

Prerequisite: SNC1D and permission of the science department

Best preparation: Given pace and depth of topics explored in Grade 10 Science Enriched, a grade of 85% in the chemistry and physics units of SNC1D is recommended and demonstration of solid learning skills

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science and physics, and 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, chemical reactions, the interaction of light and matter, and forces that affect climate and climate change.

The Enriched Grade 10 Science course aims at better preparing students for the senior AP science courses. This course covers the regular Grade 10 content as well as some Grade 11 skills and concepts. The course aims at developing strong critical-thinking skills, enhanced laboratory techniques, and an overall love of science.

As the intensity, pace and rigor of this course are above that of the SNC2D credit, successful completion provides students with an excellent preparation for future study in AP courses. Students who are motivated, disciplined and have an interest in pursuing a science related stream in senior level courses are strongly encouraged to take this course.

Grade 11 Biology (SBI3U)

Prerequisites: SNC2D

This course furthers students' understanding of the processes involved in biological systems. Students study the diversity of living things, the anatomy, growth and functions of plants, animal form and function, genetic continuity and evolution. Throughout, the course provides cumulative evidence that all life forms, however diverse, are united by a common set of characteristics. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

This course furthers students' understanding of the processes involved in biological systems. Students study the diversity of living things; the anatomy, growth and functions of plants; animal form and function; genetic

continuity; and evolution. Throughout, the course provides cumulative evidence that all life forms, however diverse, are united by a common set of characteristics. In this course, students learn the fundamental principles of biology and the interconnections between the various themes and levels of biological organization. Emphasis will be placed on biological models to deepen their understanding of concepts and make predictions.

Connections are made throughout the course to the biology experienced in students' everyday lives. Opportunities are created to discuss a number of societal issues related to what they are studying. To help students become more scientifically literate citizens, various bioethical problems and technological advances are discussed such as: stem cells, genetically modified organisms, reproductive technology and ethics, antibiotic resistance, artificial selection, genetic information rights and global warming impacts to ecosystems.

The course focuses on refining skills related to scientific investigation, which allow for learning opportunities in creativity, collaboration, communication and critical thinking. As such, the course material is taught in an engaging and hands-on way through labs and activities that reinforce learning. Labs inspire curiosity and problem solving while consolidating biological concepts. In this course, students are encouraged to ask questions, as well as respond to questions designed to develop their skills of critical thinking. Through experimentation, students will understand the elements of scientific hypothesis testing, design, data analysis and presentation. Skills of scientific communication are emphasized, including graphical presentation of data, mathematical calculations, scientific notation, unit analysis and uncertainty of measured values. Other written communication skills including the claim-evidence-reasoning model will be routinely practiced throughout the course, and students will have the opportunity to write one to two formal lab reports during the year.

Grade 11 Pre-AP Biology (SBI3U-AP)

Prerequisites: SNC2D-E (Enriched) or SNC2D, along with permission from the science department

Best preparation: Grade 10 Enriched Science (SNC2D-E). Strength and consistency in learning skills are factors in determining if a student is a suitable candidate for the demanding nature of SBI3U-AP. A grade of 85% in SNC2D is recommended.

AP Biology is part of a two-year program where students take Pre-AP Biology (SBI3U-AP) followed by AP Biology. The AP program at TCS covers all of the material prescribed by the provincial curriculum (SBI3U and SBI4U), in addition to learning objectives mandated by the College Board. As the intensity, pace and rigour of this course are above that of a non-AP biology credit, successful completion provides students with an excellent preparation for future study in university biology. Students who are motivated, disciplined and have an interest in pursuing life or medical sciences at university are encouraged to take this course.

The course is centered on four big ideas presented in the AP curriculum: the process of evolution that drives the diversity and unit of life; the use of free energy and molecular building blocks to grow, reproduce and maintain dynamic homeostasis; storing, retrieving, transmitting and responding to information as an essential element of life processes; and the complex interaction of these systems. Connections are made throughout the course to the biology experienced in students' everyday lives. Opportunities are created to discuss a number of societal issues related to what they are studying. To help students become more scientifically literate citizens, various bioethical problems and technological advances are discussed such as: stem cells, genetically modified organisms, antibiotic resistance, diabetes epidemic, genetic information rights, global warming impacts to ecosystems and human population growth.

The course is structured around inquiry through laboratory investigations. Labs are integrated throughout the course, allowing for one to two labs or hands-on activities per cycle, constituting 25% of course time. Labs are designed to support content and to develop skills of scientific investigation. Students will conduct experiments to test scientific hypotheses, as well as record, analyze and communicate the results of their investigations. Special attention is placed on developing their scientific writing skills and analytical skills using statistics and graphical representations. The claim-evidence-reasoning model is routinely applied as an additional way to develop critical-

thinking skills in science. Emphasis will be placed on biological models to deepen their understanding of concepts and make predictions.

Grade 11 Chemistry (SCH3U)

Prerequisite: SNC2D

Best preparation: Completion of Grade 10 Math (MPM2D) is highly recommended

This course enables students to deepen their understanding of chemistry through the study of: 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.

This introductory chemistry course builds upon chemistry learned over the past two years in the Grade 9 and Grade 10 Science courses, with the main objective to earn a Grade 11 Chemistry (SCH3U) credit, while simultaneously allowing students a better understanding of the world around them. There are five major themes that will be studied: matter, chemical trends and chemical bonding; chemical reactions; quantities in chemical reactions; solutions and solubility; and gases and atmospheric chemistry. Although it is an introductory course that provides excellent preparation for Grade 12 Chemistry (SCH4U), it is equally valid for students who do not intend to further pursue chemistry. The course deepens students' ability to think critically about the structure and behaviour of matter; to analyze and understand the theoretical underpinnings of chemistry; to construct models and representations; and to apply their knowledge in problem-solving situations.

The course focuses on refining skills related to scientific investigation, which allow for learning opportunities in creativity, collaboration, communication and critical thinking. As such, the course material is taught in an engaging and hands-on way through labs and activities that reinforce learning. Labs inspire curiosity and problem solving while consolidating chemical concepts. In this course, students are encouraged to ask questions, as well as respond to questions designed to develop their skills of critical thinking. Through experimentation, students will understand the elements of scientific hypothesis testing, design, data analysis and presentation. Skills of scientific communication are emphasized, including presentation of data, mathematical calculations, scientific notation, unit analysis and uncertainty of measured values. Other written communication skills including the claim-evidence-reasoning model will be routinely practiced throughout the course, and students will have the opportunity to write one to two formal lab reports over the course of the year.

Grade 11 Pre-AP Chemistry (SCH3U-AP)

Prerequisite: SNC2D-E (Enriched) or SNC2D, along with permission from the science department

Best preparation: Grade 10 Enriched Science (SNC2D-E). Strength and consistency in learning skills are factors in determining if a student is a suitable candidate for the demanding nature of SCH3U-AP. A grade of 85% in SNC2D is recommended. Completion of Grade 10 Math (MPM2D) is highly recommended.

AP Chemistry is part of a two-year program where students take Pre-AP Chemistry (SCH3U-AP) followed by AP Chemistry (SCH4U-AP). The AP program at TCS covers all of the material prescribed by the provincial curriculum (SCH3U and SCH4U), in addition to learning objectives mandated by the College Board. As the intensity, pace and rigour of this course are above that of a non-AP chemistry credit, successful completion provides students with an excellent preparation for future study in university chemistry. Students who are motivated, disciplined and have an interest in pursuing sciences at university are encouraged to take this course.

AP Chemistry is designed for students who wish to pursue careers in fields such as science and engineering or who will be required to take chemistry or biology at the university level, but who also have a strong chemistry background and genuinely have a keen interest for this subject. It is designed in two parts and during this first part, expectations of the Ontario Grade 11 Chemistry curriculum – matter, chemical trends and chemical bonding;

chemical reactions; quantities in chemical reactions; solutions and solubility; and gases and atmospheric chemistry – are met but extended and built upon, widening the breadth of study in order to achieve close to half of the College Board AP expectations, as well as expectations from the Ontario Grade 12 Chemistry curriculum – structures and properties of matter; as well as isolated topics from other units.

Students further develop laboratory skills as they investigate chemical processes, at the same time refining their ability to communicate scientific information. The importance of chemistry in daily life and the impact of chemical technology on the environment are also discussed. To aid in success on the AP exam, special emphasis is given to both problem solving and analysis of concepts.

Grade 11 Physics (SPH3U)

Prerequisite: SNC2D

Best preparation: Completion of Grade 10 Math (MPM2D) is highly recommended

Grade 11 Physics 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 analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment. This course furthers students' understanding of the fundamental principles related to measuring, modeling and predicting events in the physical world. 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. The different areas of the course content are linked by the same process of measuring physical phenomena, using the data to create graphical and mathematical models, and then apply those models to predicting the behaviour of physical objects. This process will allow students to understand the basic principles related to physics both qualitatively and quantitatively. The final application of knowledge will guide students to a deeper understanding of the mechanics of the world around them while exposing them to relevant career options.

The course focuses on refining skills related to scientific investigation, which allow for learning opportunities in creativity, collaboration, communication and critical thinking. As such, the course material is taught in an engaging and hands-on way through investigations and demonstrations that reinforce learning. Investigations inspire curiosity and problem solving while consolidating concepts. In this course, students are encouraged to ask questions, as well as respond to questions designed to develop their skills of critical thinking. Through experimentation, students will understand the elements of scientific hypothesis testing, design, data analysis and presentation. Skills of scientific communication are emphasized, including graphical presentation of data, mathematical calculations, scientific notation, unit analysis and uncertainty of measured values. Constant emphasis on base units and derived units serves to highlight the similarities and differences between different physical values such as velocity, acceleration, force and energy. Other written communication skills including the claim-evidence-reasoning model will be routinely practiced throughout the course, and students will have the opportunity to write one to two formal lab reports over the course of the year.

Grade 11 Pre-AP Physics (SPH3U-AP)

Prerequisite: SNC2D-E (Enriched) or SNC2D, along with permission from the science department

Best preparation: Grade 10 Enriched Science (SNC2D-E). Strength and consistency in learning skills are factors in determining if a student is a suitable candidate for the demanding nature of SPH3U-AP. A grade of 85% in SNC2D is recommended. Completion of Grade 10 Math (MPM2D) is highly recommended.

AP Physics course is part of a two-year program where students take Pre-AP Physics (SPH3U-AP) first and AP Physics (SPH4U-AP) the following year. The AP program at TCS covers all of the material prescribed by the provincial curriculum (SPH3U and SPH4U), in addition to learning objectives mandated by the College Board. As the intensity, pace and rigour of this course are above that of a non-AP physics credit, successful completion

provides students with an excellent preparation for future study in university Physics. Students who are motivated, disciplined and have an interest in pursuing life or medical sciences at university are encouraged to take this course.

This course furthers students' understanding of the fundamental principles related to measuring, modeling and predicting events in the physical world. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations and momentum; an introduction to nuclear physics and the "Standard Model"; the properties of mechanical waves and sound; electricity and magnetism. The different areas of the course content are linked by the same process of measuring physical phenomena, using the data to create graphical and mathematical models, and then applying those models to predicting the behaviour of physical objects. A key differentiation from the provincial SPH3U course is a focus on the statistical analysis of data. This process will not only allow students to understand the basic principles related to physics both qualitatively and quantitatively but it will give them a better foundation to critically analyze procedures and statistics. Application of course content will guide students to a deeper understanding of the mechanics of the world around them while exposing them to relevant career options. Assessments will be created to prepare students for styles of thinking common to AP questioning.

The course focuses on refining skills related to scientific investigation, which allow for learning opportunities in creativity, collaboration, communication and critical thinking. As such, the course material is taught in an engaging and hands-on way through investigations and demonstrations that reinforce learning. Investigations inspire curiosity and problem solving while consolidating concepts. In this course, students are encouraged to ask questions, as well as respond to questions designed to develop their skills of critical thinking. Through experimentation, students will understand the elements of scientific hypothesis testing, design, data analysis and presentation. Skills of scientific communication are emphasized, including graphical presentation of data, mathematical calculations, scientific notation, unit analysis and uncertainty of measured values. Constant emphasis on base units and derived units serves to highlight the similarities and differences between different physical values such as velocity, acceleration, force and energy. Other written communication skills including the claim-evidence-reasoning model will be routinely practiced throughout the course, and students will have the opportunity to write one to two formal lab reports over the course of the year.

Grade 12 Science (SNC4M)

Prerequisite: SNC2D

Note: This course is intended for students not taking another senior science course

This course enables students, including those pursuing post-secondary programs outside the sciences, to increase their understanding of science and contemporary social and environmental issues in health-related fields. Students will explore a variety of medical technologies, pathogens and diseases, nutritional science, public health issues and biotechnology. The course focuses on the theoretical aspects of the topics under study and helps refine students' scientific investigation skills.

Also called "Science and Society," this is a course that examines the development of scientific ideas, advancements, and the ethical implications between scientific research and humanities. Intricate relations of major public and global health challenges, programs and policies, and associated disciplines commonly referred to as science studies, will be examined. Four main units – public and global health, pathogens and diseases, mental illness and nutritional science – provide case studies in the philosophical, social and political dilemmas of scientific expertise, as well as the interrelationships of scientific concepts, medical and biotechnologies, ethics and practice.

Science and Society will introduce subunits to the methods of scientific practice, including epidemiological (disease outbreak) data collection and analysis, research skills, and major global initiatives for disease prevention and health promotion. Students will be introduced to the world's vast diversity of determinants of health and

disease. Current and emerging global health priorities, including emerging infectious diseases, poverty, inequity and health system reforms will provide opportunities for critical thinking and discussion on comparing developed and developing countries.

Grade 12 Biology (SBI4U)

Prerequisite: SBI3U

Best preparation: Completion of Grade 11 Chemistry (SCH3U) is highly recommended

Grade 12 Biology 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 refinement of skills needed for further study in various branches of the life sciences and related fields.

This course is very micro oriented in its dealings with biochemistry, homeostasis, cell energetics, genetics and population dynamics. This leads to many critical based discussions of relevant conditions and potential outcomes. The criterion of critical analysis is further investigated in all written and verbal evaluations. There are advanced level laboratories to support most new concepts. As such, the course material is taught in an engaging and hands-on way through labs and activities that reinforce learning. Labs inspire curiosity and problem solving while consolidating biological concepts. Through experimentation, students will understand the elements of scientific hypothesis testing, design, data analysis and presentation. Skills of scientific communication are emphasized, including graphical presentation of data and mathematical calculations.

Connections are made throughout the course to the biology experienced in students' everyday lives. Opportunities are created to discuss a number of societal issues related to what they are studying. To help students become more scientifically literate citizens, various bioethical problems and technological advances are discussed. This course is an excellent introduction to the life sciences.

Grade 12 Chemistry (SCH4U)

Prerequisite: SCH3U

Best preparation: Completion of Grade 11 Math (MCR3U) is highly recommended

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

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, energy changes and rates of reaction, chemical systems in equilibrium, electrochemistry, and atomic and molecular structure. The importance of chemistry in daily life and the impact of chemical technology on the environment will also be discussed. The course deepens students' ability to think critically about the structure and behaviour of matter; analyze and understand the theoretical underpinnings of chemistry; construct models and representations; and to apply their knowledge in problem-solving situations.

The course focuses on refining skills related to scientific investigation, which allow for learning opportunities in creativity, collaboration, communication and critical thinking. As such, some of course material is taught in an engaging and hands-on way through labs and activities that reinforce learning. Labs inspire curiosity and problem solving while consolidating chemical concepts. In this course, students are encouraged to ask questions, as well as respond to questions designed to develop their skills of critical thinking. Through experimentation, students will

understand the elements of scientific hypothesis testing, design, data analysis and presentation. Skills of scientific communication are emphasized, including graphical presentation of data, mathematical calculations, scientific notation, unit analysis and uncertainty of measured values.

This course is intended for students who wish to pursue careers in fields such as science and engineering or who will be required to take chemistry or biology at the university level.

Grade 12 Physics (SPH4U)

Prerequisite: SPH3U

Best preparation: Completion of Grade 11 Math (MCR3U) is highly recommended

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

A central theme of the course is the science of the everyday experience and how it is deeply integrated into our thinking about our place in the world. Moreover, physics (and science in general) is a living subject undergoing constant scrutiny, augmentation and evolution over time. A focus on experimental design helps articulate the major shifts in thinking in the subject that emerges from the creation and implementation of new tools that extend our ability to sense and measure the physical world. Contemporary and timely exemplars are drawn from current and cutting-edge research (e.g., the New Horizons mission as it arrives at the dwarf planet Pluto in July 2015). Consideration is also given to the means and methods of communication of scientific findings in the research community and how it too evolves over time (e.g., the first announcement of definitive water ice evidence on Mars, which came via a Tweet from the Phoenix Lander). Lastly, students will have an opportunity to explore experimental design concepts in virtual environments to illustrate the challenges of remote data collection (e.g., determining the acceleration due to gravity in a computer game).

Grade 12 Earth and Space Science (SES4U)

Prerequisite: SNC2D

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 analyze 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.

Advanced Placement Biology (SBI4U-AP)

Prerequisite: SBI3U-AP or permission of the science department

Best preparation: Completion of Grade 11 Chemistry (SCH3U), a grade of 85% in SBI3U-AP and demonstration of strong learning skills is recommended

AP Biology is part of a two-year program where students take Pre-AP Biology (SBI3U-AP) followed by AP Biology. The AP program at TCS covers all of the material prescribed by the provincial curriculum (SBI3U and SBI4U), in addition to learning objectives mandated by the College Board. As the intensity, pace and rigour of this course are above that of a non-AP biology credit, successful completion provides students with an excellent

preparation for future study in university biology. Students who are motivated, disciplined and have an interest in pursuing life or medical sciences at university are encouraged to take this course.

The course is centered on four big ideas presented in the AP curriculum: the process of evolution that drives the diversity and unit of life; the use of free energy and molecular building blocks to grow, reproduce and maintain dynamic homeostasis; storing, retrieving, transmitting and responding to information as an essential element of life processes; and the complex interaction of these systems. Connections are made throughout the course to the biology experienced in students' everyday lives. Opportunities are created to discuss a number of societal issues related to what they are studying. To help students become more scientifically literate citizens, various bioethical problems and technological advances are discussed such as: stem cells, genetically modified organisms, antibiotic resistance, diabetes epidemic, genetic information rights, global warming impacts to ecosystems and human population growth.

The course is structured around inquiry through laboratory investigations. Labs are integrated throughout the course, allowing for one to two labs or hands-on activities per cycle, constituting 25% of course time. Labs are designed to support content and to develop skills of scientific investigation. Students will conduct experiments to test scientific hypothesis, as well as record, analyze and communicate the results of their investigations. Special attention is placed on developing their scientific writing skills and analytical skills using statistics and graphical representations. The claim-evidence-reasoning model is routinely applied as an additional way to develop critical-thinking skills in science. Emphasis will be placed on biological models to deepen their understanding of concepts and make predictions.

Advanced Placement Chemistry (SCH4U-AP)

Prerequisite: SCH3U-AP or permission of the science department

Best preparation: Completion of Grade 11 Math (MCR3U), a grade of 85% in SCH3U-AP, and demonstration of strong learning skills is recommended

The AP Chemistry course is part of a two-year program where students take Pre-AP Chemistry (SCH3U-AP) followed by AP Chemistry. The AP program at TCS covers all of the material prescribed by the provincial curriculum (SCH3U and SCH4U), in addition to learning objectives mandated by the College Board. As the intensity, pace and rigour of this course are above that of a non-AP chemistry credit, successful completion provides students with an excellent preparation for future study in university chemistry. Students who are motivated, disciplined and have an interest in pursuing life or medical sciences, chemistry or engineering at university are encouraged to take this course.

In general, the subject material in AP Chemistry is more theoretical than it is in the pre-requisite SCH3U-AP course, but it still also contains significant laboratory work. The course is centered on six big ideas presented in the AP curriculum:

1. Chemical elements are fundamental building materials of matter, and all matter can be understood in terms of arrangements of atoms. These atoms retain their identity in chemical reactions.
2. Chemical and physical properties of materials can be explained by the structure and the arrangement of atoms, ions or molecules and the forces between them.
3. Changes in matter involve the rearrangement and/or reorganization of atoms and/or the transfer of electrons.
4. Rates of chemical reactions are determined by details of the molecular collisions.
5. The laws of thermodynamics describe the essential role of energy and explain and predict the direction of changes in matter.
6. Any bond or intermolecular attraction that can be formed can be broken. These two processes are in a dynamic competition, sensitive to initial conditions and external perturbations.

Students further develop laboratory skills as they investigate chemical processes, at the same time refining their ability to communicate scientific information. The importance of chemistry in daily life and the impact of chemical technology on the environment are also discussed. To aid in success on the AP exam, special emphasis is given to both problem solving and analysis of concepts. Consequently, at course completion, the intent is excellent preparation for further studies in chemistry at the post-secondary level.

Advanced Placement Environmental Science (SES4U-AP)

Prerequisite: SNC2D and permission of the science department

The goal of AP Environmental Science is to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study.

This course is rigorous and fast paced with many assessments and a significant amount of reading. Students will be assigned nightly readings from the textbook that range from 8-10 pages (or 20-30 pages, if over a long weekend). Upon completion of the set reading, an open book reading quiz for learning will be given in class. Generally, each class contains a discussion on the previous night's reading followed by an activity or lab to help consolidate the concepts. Some of the activities or labs will require a write-up to follow; other times, the students will simply enjoy learning experientially. Videos, presentations, group work and major projects will be woven throughout the course.

Advanced Placement Physics 1 and Physics 2 (SPH4U-AP)

Prerequisite: SCH3U-AP or permission of the science department

Best preparation: Completion of Grade 11 Math (MCR3U), a grade of 85% in SCH3U-AP, and demonstration of strong learning skills is recommended

AP Physics is a course designed for students with a keen interest and a solid background in the physical sciences and mathematics. It covers both the material in Grade 12 Physics (SPH4U) and the extra subject areas of the AP Physics 1 and Physics 2 syllabi. The AP program at TCS covers all of the material prescribed by the provincial curriculum (SPH3U and SPH4U), in addition to learning objectives mandated by the College Board. As the intensity, pace and rigour of this course are above that of a non-AP physics credit, successful completion provides students with an excellent preparation for future study in university physics. This is primarily a problem-solving course and is encouraged for students who are motivated, disciplined and have an interest in pursuing university science and engineering.

The topics of the course include kinematics, vectors, projectile and circular motion, dynamics, gravitation, energy, simple harmonic motion, momentum, fluid mechanics, heat and thermodynamics, electricity and magnetism, geometric optics, wave nature of light, nuclear physics and quantum theory. There is a considerable laboratory design component to the course in order to further develop skills of inquiry and analysis. Students prepare for and write the AP Physics 1 exam and are strongly encouraged to also write the AP Physics 2 exam in May. AP Physics students require a TI-84 or scientific calculator and a laptop, with some software being provided.

This course enables students to deepen their understanding of physics concepts and theories, and how they emerge and evolve over time. Students will continue their exploration of energy transformations and the forces that affect matter in motion, and will investigate electrical, gravitational and magnetic fields; and electromagnetic radiation, radioactivity and particle physics; fluid mechanics; and thermodynamics. Students will also explore the wave nature of light, and the foundations of modern physics through quantum mechanics and special relativity at the end of the course. They will further develop their scientific investigation skills, learning, for example, how to

analyze, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on contemporary society and the environment.

A central theme of the course is the science of the everyday experience and how it is deeply integrated into our thinking about our place in the world. Moreover, physics (and science in general) is a living subject undergoing constant scrutiny and augmentation, and evolves over time. A focus on experimental design helps articulate the major shifts in thinking in the subject area, emerging from the creation and implementation of new tools that extend our ability to sense and measure the physical world. Contemporary and timely exemplars are drawn from current and cutting-edge research (e.g., the New Horizons mission as it arrives at the dwarf planet Pluto in July 2015). Consideration is also given to the means and methods of communication of scientific findings in the research community and how it too evolves over time (e.g., the first announcement of definitive water ice evidence on Mars, which came via a Tweet from the Phoenix Lander). Lastly, students will have an opportunity to explore experimental design concepts in virtual environments to illustrate the challenges of remote data collection (e.g., determining the acceleration due to gravity in a computer game).

Social Sciences

Canadian and World Studies

Grade 9 Issues in Canadian Geography (CGC1D)

Prerequisite: None

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

“What is where, why there and why care?” CGC1D students will spend the year investigating various issues relating to interactions between physical processes and people living in Canada (glaciers and the Great Lakes, climate, landforms), changing populations in this country and abroad (gender inequality and population control policies), economic and environmental sustainability (fishing, farming, energy, forestry and agriculture industries), and the interconnections between Canada and the global community. This introductory geography course will begin to enable and enhance students' ability to become responsible, active citizens within the diverse communities to which they belong. As well as becoming critically thoughtful and informed citizens who value an inclusive society, students will develop the skills they need to solve problems and communicate ideas and decisions about significant developments, events and issues. Canada will be used purely as a starting point and so students not from Canada will be able to add their perspective to the various issues that will be investigated. Hands-on opportunities to explore such issues from a geographic perspective will come from: exciting role-playing and simulations; videos; field studies; and the use of spatial technologies like Global Positioning System, Geographic Information Systems, and other types of maps and imagery.

Grade 10 Civics and Citizenship (CHV2O) – 0.5 credit

Prerequisite: None

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national and/or global community. Students will apply the

concepts of political thinking and the political inquiry process to investigate, and express informed opinions about a range of political issues and developments that are both of significance in today's world and of personal interest to them.

In Grade 10 Civics and Citizenship, students look at the Canadian political system. But that is only part of the course. Students also get to examine different types of governments, discuss current (political) events, study human rights, stage their own mock election and figure out what it means to make a difference in the world.

Grade 10 Canadian History since World War I (CHC2D)

Prerequisite: None

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

Grade 10 Canadian History since World War 1 – Travel Option (CHC2D-T)

Prerequisite: None

Co-requisite: Integrated course with ENG2D-T

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.

Students have the option of pursuing the Grade 10 Canadian History and Grade 10 English credit in an integrated dual-credit course that includes classroom time and two experiential education trips. The first excursion takes place over the November long weekend and sees students exploring the country's history and politics in Ottawa and Montreal. The second excursion is over March Break when students head across the Atlantic Ocean to study Canada's involvement in the First and Second World Wars. During the tour, the students travel through Belgium, France and Poland, to enhance and augment their understanding of the infamous battles. (*Additional fees apply.*)

Grade 11 American History (CHA3U)

Prerequisite: CHC2D or CHC2P

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

In addition to studying the Ontario curriculum, the students will engage frequently with primary sources and delve into the history themselves! The "Big Six" historical thinking concepts will be incorporated in the student learning process throughout the year and students will engage in tutorial discussions to hone their skills in discussion-based learning to prepare themselves for university. The students will also complete literature circles of historical fiction or non-fiction based upon the Civil Rights Movement or the Civil War.

Students will also have an opportunity to sign up for the history field trip to Dearborn and Ann Arbor, Michigan, in September to learn about the Underground Railroad and the North American Industrial Revolution, and visit the University of Michigan for a tour of the school, library and archives.

Grade 11 Geography: Forces of Nature: Physical Processes and Disasters (CGF3M)

Prerequisite: CGC1D or CGC1P

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 analyze these processes, make predictions related to natural disasters, and assess ways of responding to them.

'What is where, why there and why care?' For those students who enjoyed the physical realm of geography in the CGC1D course, CGF3M will be of interest. This course continues to build on the desire to enable students to become responsible, active citizens within the diverse communities to which they belong. As well as becoming critically thoughtful and informed citizens who value an inclusive society, students will further develop the skills they need to solve problems and communicate ideas and decisions about significant developments, events and issues. In fact, the events and issues predominately studied in this course revolve around forces of nature or what we commonly refer to as natural disasters. Each unit is a different natural disaster and students will investigate the science behind each, view actual case studies of the disaster events and think critically about ways to mitigate (prepare for and lessen) the damages caused by Mother Nature. Classes will incorporate real-world problem-solving skills along with spatial technologies like Geographic Information Systems. Time will also be set aside to learn or enhance essay writing skills as each student will need to complete an investigation from a physical geography perspective (of their choice) using the inquiry skills that will be introduced throughout this course and that build from those learned in the CGC1D course. Collaborative and cooperative working relationships will be developed as well.

Grade 12 Environment and Resource Management (CGR4M)

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

This course investigates the complexity and fragility of ecosystems and the pressures human activities place on them. Students will examine ecological processes, the principles of sustainability and strategies for resource management, with a focus on the challenges of environmental degradation and resource depletion. Students will use geotechnologies and skills of geographic inquiry to explain and evaluate various approaches to achieving a more sustainable relationship between people and their environment.

The Grade 12 Environment and Resource Management course looks at the origins of the planet, the interaction of ecosystems and the delicate balance that nature has created. Students then examine the rise of human civilizations and assess our unique impact on the environment. Field trips to the Ganaraska River and fish ladder, the water filtration plant and the sewage treatment plant allow students to see first-hand how we manage our interactions with the environment and evaluate the ecological costs associated with our increasing population. The independent study project allows students to investigate past mistakes with respect to environmental disasters, but also to explore new initiatives that give hope to the prospect of an encouraging future.

Grade 12 World Issues: A Geographic Analysis (CGW4U)

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

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 analyze 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.

This World Issues course is designed for students who would like to take a critical look at some of the larger problems facing humanity. Students learn to appreciate complex topics from the perspective of different stakeholders. It is also an introspective opportunity whereby students learn a great deal about themselves and their 'political compass.' Indeed, this is not a course for the faint of heart; the material challenges students on as much on an emotional level as it does on an intellectual level.

Grade 12 Canadian and International Law (CLN4U)

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

This course explores elements of Canadian law and the role of law in social, political and global contexts. Students will learn about the connections between the historical and philosophical sources of law and issues in contemporary society. They will also learn to analyze legal issues, conduct independent research and communicate the results of their inquiries in a variety of ways.

Grade 12 Canadian and International Law weaves together the story of Canadian law, beginning with its roots as far back as British law and even the Ten Commandments. Students will spend time learning about their own rights and freedoms as protected by the Canadian Charter as well as looking at the justice system and the various types of law associated with that. The CLN4U independent study project requires students to assume the roles of various characters in a courtroom and carry out meaningful and thoughtful mock trials. Students will similarly spend time reviewing real Canadian cases relevant to current day Canadian society.

Grade 12 Canadian and International Politics (CPW4U)

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

This course examines Canadian and world politics from a variety of perspectives. Students will investigate the ways in which individuals, groups and states work to influence domestic and world events, the role of political ideologies in national and international politics, and the dynamics of international cooperation and conflict resolution. Students will apply critical-thinking and communication skills to develop and support informed opinions about current political conflicts, events and issues.

Grade 12 Canadian and International Politics is not just a course in Canadian politics. Its focus is on world affairs and, briefly, on Canada's place in the world. As the course unfolds, students will have a chance to study a variety of topics, ranging from how nations exercise power to what can be done to bring human rights abusers to justice. Students will also have a chance to write about current events; will discuss and debate a range of topics; will participate in a conference on Africa's development; and will even, in a role-playing exercise, try to convince the U.S. and North Korea not to start a nuclear war!

Grade 12 Analyzing Current Economic Issues (CIA4U)

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

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

Grade 12 Analyzing Current Economic Issues is for students new to the study of economics. This course will provide students with a good understanding of the Canadian economy and how this economy works, while also providing an understanding general economic theories and concepts.

Grade 12 World History since the Fifteenth Century (CHY4U)

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

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

In addition to studying the Ontario curriculum, the students will engage frequently with primary sources and delve into the history themselves! The 'Big Six' historical thinking concepts will be incorporated in the student learning process throughout the year and students will engage in tutorial/seminar discussions to hone their skills in discussion-based learning to prepare themselves for university. The students will also complete literature circles of historical fiction or non-fiction. One theme for literature circles is late 19th-early 20th century non-fiction focusing on human tragedy and exploitation due to trade/global commerce (e.g. *King Leopold's Ghost*, which looks at the impacts of the partitioning of Africa and human loss in the Congo).

Advanced Placement Microeconomics (CIA4U-AP)

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

The purpose of this course is to provide students with an understanding of the principles of microeconomics that apply to the functions of individual decision makers, both consumers and producers, within the economic system.

Basic economic concepts at the core of AP Microeconomics include:

- The nature and functions of product markets
- Factor markets
- Market failure and the role played by government
- Economic decision-making and its factors, such as marginal analysis and opportunity costs
- How to generate, interpret, label and analyze graphs, charts and data to explain economic ideas and concepts

Advanced Placement Government and Politics: Comparative (CPW4U-AP)

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English or social science and humanities and/or permission from the social sciences department

AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and the political, economic and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues. (College Board, 2015)

Humanities

Grade 11 World Religions and Belief Traditions: Perspectives, Issues and Challenges (HRT3M)

Prerequisite: None

This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human expressions of belief.

Grade 11 World Religions and Belief Traditions is a course that offers the opportunity to examine various religions and beliefs and also provides students with a forum to reflect on their own personal views. The course relies heavily on class discussions and the development of critical-thinking skills is paramount. Religions are examined through both a historical perspective and through the scope of popular culture. Students have the opportunity to regularly share their own unique thoughts and feelings on the relevant topics both orally and in writing.

Grade 11 Introduction to Anthropology, Psychology & Society (HSP3Ue) – online

Prerequisite: ENG2D or CHC2D

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 research, and to become familiar with current thinking on a range of issues within the three disciplines.

This course is offered in partnership between TCS and [eLearning Consortium Canada](#) (eLCC) a cooperative not-for-profit organization mandated to deliver quality online curriculum for the benefit of students in member independent schools. TCS students taking this course should expect to put in the same amount of time per week as on-campus courses. This course contains synchronous elements where students will log in at the same time to communicate with each other and give virtual presentations; efforts will be made to coordinate busy schedules to facilitate these meetings. Please see the *Academic Course Calendar* for policies regarding online courses at TCS.

Grade 12 Equity and Social Justice: From Theory to Practice (HSE4M)

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

This course enables students to develop an understanding of the theoretical, social and historical underpinnings of various equity and social justice issues and to analyze strategies for bringing about positive social change. Students will learn about historical and contemporary equity and social justice issues in Canada and globally. They will explore power relations and the impact of a variety of factors on equity and social justice. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity or social justice issue.

Grade 12 Philosophy: Questions and Theories (HZZ4U)

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

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics).

Students will develop critical-thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

Grade 12 Challenge and Change in Society (HSB4Ue) – online

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

Anti-requisite: AP Seminar (HSB4U-AP)

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 analyze how and why cultural, social and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyze causes of and responses to challenges such as technological change, deviance and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

This course is offered in partnership between TCS and [eLearning Consortium Canada](#) (eLCC) a cooperative not-for-profit organization mandated to deliver quality online curriculum for the benefit of students in member independent schools. TCS students taking this course should expect to put in the same amount of time per week as on-campus courses. This course contains synchronous elements where students will log in at the same time to communicate with each other and give virtual presentations; efforts will be made to coordinate busy schedules to facilitate these meetings. Please see the *Academic Course Calendar* for policies regarding online courses at TCS.

Advanced Placement Psychology (HHG4M-APe) – online

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

The course introduces students to the systematic and scientific study of human behavior and mental process. Students explore and apply psychological theories, key concepts and phenomena associated with such topics as the biological basis of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior and social psychology. Students will employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence and effectively communicate ideas.

This course is offered in partnership between TCS and [eLearning Consortium Canada](#) (eLCC) a cooperative not-for-profit organization mandated to deliver quality online curriculum for the benefit of students in member independent schools. TCS students taking this course should expect to put in the same amount of time per week as on-campus courses. This course contains synchronous elements where students will log in at the same time to communicate with each other and give virtual presentations; efforts will be made to coordinate busy schedules to facilitate these meetings. Please see the *Academic Course Calendar* for policies regarding online courses at TCS.

Business

Grade 11 Financial Accounting Fundamentals (BAF3Me) – online

Prerequisite: None

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 ethics and current issues in accounting.

This course is offered in partnership between TCS and [eLearning Consortium Canada](#) (eLCC) a cooperative not-for-profit organization mandated to deliver quality online curriculum for the benefit of students in member independent schools. TCS students taking this course should expect to put in the same amount of time per week as on-campus courses. This course contains synchronous elements where students will log in at the same time to communicate with each other and give virtual presentations; efforts will be made to coordinate busy schedules to facilitate these meetings. Please see the *Academic Course Calendar* for policies regarding online courses at TCS.

Grade 12 Business Leadership: Management Fundamentals (BOH4Me) – online

Prerequisite: None

This course focuses on the development of leadership skills used in managing a successful business. Students will analyze the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees and planning. Effective business communication skills, ethics and social responsibility are also emphasized.

This course is offered in partnership between TCS and [eLearning Consortium Canada](#) (eLCC) a cooperative not-for-profit organization mandated to deliver quality online curriculum for the benefit of students in member independent schools. TCS students taking this course should expect to put in the same amount of time per week as on-campus courses. This course contains synchronous elements where students will log in at the same time to communicate with each other and give virtual presentations; efforts will be made to coordinate busy schedules to facilitate these meetings. Please see the *Academic Course Calendar* for policies regarding online courses at TCS.

Grade 12 International Business Fundamentals (BBB4M)

Prerequisite: None

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 post-secondary programs in business, including international business, marketing and management.