



COMMITTED TO EXCELLENCE

# SECONDARY SCHOOL COURSE CALENDAR

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## SECONDARY SCHOOL COURSE CALENDAR

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## WELCOME

Maple Leaf International School offers a unique learning environment to the educational landscape of Trinidad and Tobago. Here, we provide a Canadian learning opportunity for all our students – from Junior Kindergarten to Grade Twelve. This positive and enriching experience is based on the curriculum and learning expectations of the Ontario Ministry of Education.

Canada is recognized as a world leader in education, and parents can be confident that their children will benefit, throughout their lives, by the education that they are exposed to at our school.

At Maple Leaf International School, our philosophy is to provide a variety of learning opportunities and experiences that develop our students to become independent learners, critical thinkers and global citizens. We are committed to supporting each and every one of our students in completing their secondary education and successfully graduating with their Ontario Secondary School Diploma. We are proud of the fact that the majority of our graduates eagerly pursue post-secondary education opportunities at renowned universities and institutions around the world.



We believe that by encouraging our students to become involved in school life through our extracurricular programs, we will have helped to foster well rounded individuals destined to be positive and contributing members to our society at large. Through student engagement, we support our students in refining those necessary skills, attitudes and aptitudes. Our students do make a difference in this world.

As we enter the new school year, we must thank those parents who believe in the value of the Canadian educational system, the Ontario curriculum and in a better learning opportunity for their children. We are grateful for the many teachers who have come and gone, supporting students in their learning, and for those who today continue the programs and traditions of Maple Leaf. Our Board of Directors provides leadership and operates with care and deliberation. The Parent-Teacher Association supports the school through its many activities for both students and the community.

When Maple Leaf graduates venture forth into their next stage of life, they do so with knowledge, skills and confidence. They are well prepared for the future. They are also venturing forth with fond and lasting memories.

Maple Leaf International School Administration

## BELIEFS & VALUES

### **Critical Thinkers. Independent Learners.**

Maple Leaf International School offers an authentic, private Ontario education experience, which is ranked among the top education systems in the world. We embrace a student-centered approach, creating an immersive learning environment that follows the internationally recognized Ontario Education Curriculum. This is complemented by a broad range of electives, sports and arts programs. At Maple Leaf, we shape self-directed learners and critical thinkers. Our students are global citizens who understand their role in effecting positive change in the world around them.

### **Our Mission**

To be recognized as the premier elementary and secondary school in Trinidad and Tobago.

### **Our Vision**

Maple Leaf International School develops self-directed learners who demonstrate excellence and integrity in becoming leaders and well-balanced contributors to the global community.

### **The Foundation of the Maple Leaf Program**

The Ontario System of education believes that its moral purpose is to ensure that all children are educated to high levels of intellectual, practical and social competence, it does not matter where you are coming from, but rather, where you are going. Realizing this vision, it is Maple Leaf's goal to help develop the intellectual, emotional and physical potential of our students so that they can become the best contributing citizens they can be.

### **We believe:**

- Every student at Maple Leaf should be able to read, write, do mathematics and comprehend at a high level. This is the necessary foundation for later educational and social choices
- Every student should have exposure to music and the arts
- Every student should be safe and feel safe at school
- Every student should reach the highest level of achievement that his or her ability and willingness to work will permit
- Every student should have a favourable educational experience at Maple Leaf International School
- Every student should know how to think for him or herself, appreciate the rights and obligations of good citizenship and learn about character values
- Parents are participants in the school's learning mission and vision

### **Code of Conduct**

Maple Leaf's "Code of Conduct" is founded on two pillars: *Student Behaviour* and *Academic Integrity*.

#### Student Behaviour

Maple Leaf's Code of Conduct acknowledges the importance of personal conduct and deportment to our educational community. Effective schools are schools which understand that student achievement is a complex affair, and is affected by several factors. One factor that can never be underestimated, is an individual's sense of safety and well-being.

Embodied within our Code of Conduct is our intention to ensure that everyone at Maple Leaf is respected, and that they feel safe and connected at all times. Through modeling frequent and consistent dialogues and discussions on appropriate behaviour an environment of trust among staff, students and the parent community is achieved.

RESPECT towards every person who enters the school.

This means recognizing the equality of all persons:

- according respect to members of every race, religion, culture, gender and age
- using language which reflects due respect for self and others
- bullying and intimidation, play fighting of any sort, and any “hands-on” behaviour will not be tolerated
- harassment with regards to sexuality or race will be dealt with seriously

RESPECT for property

This means:

- demonstrating respect for the property of others and the school
- using care to maintain a clean, litter free school
- posting only those notices and bulletins that have been approved

RESPECT for oneself

This means student responsibilities include:

- arriving on time and prepared for classes
- regular attendance
- providing notes, phone calls or email from parents/guardians for absences
- observing the policy prohibiting the use of alcohol, e-cigarettes and drugs
- observing a smoke-free environment
- wearing the uniform appropriately
- giving your best effort at all times

### Academic Integrity

We require that the faculty at Maple Leaf International School be responsible to:

- teach the students to function with academic integrity
- teach proper referencing of resources used by them
- use technology that ensures that students hand in original work, avoiding plagiarism
- enforce the Academic Integrity Policy that has been put in place, taking into consideration the unique nature of each situation
- ensure that new students are abreast of the expectations and skills required at the respective grade level at which they are entering

We believe that our students:

- must demonstrate honesty in all academic endeavours as students of Maple Leaf
- must take an active role in the learning process
- have a responsibility to understand and abide by the Academic Integrity Policy

## ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)

Total Credits Required to Graduate (Minimum) .....30

### WHAT YOU NEED TO GRADUATE

What you need to earn an Ontario Secondary School Diploma (OSSD) depends on the year you started Grade 9.

**If you started Grade 9 in 2023 or in prior years**, you must earn:

- 18 compulsory credits
- 12 optional credits
- the literacy requirement
- at least 2 online learning credits

**If you started Grade 9 in 2024 or in later years** you must earn:

- 17 compulsory credits
- 13 optional credits
- the literacy requirement
- at least 2 online learning credits

Everyone needs 40 hours of community involvement activities (volunteering) to earn their high school diploma.

**If you started Grade 9 in September 2023 or before**

If you started Grade 9 in 2023 or earlier, you need the following to achieve your OSSD.

#### Compulsory credits

You need the following 18 compulsory credits to get your OSSD:

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- 3 credits for group 1, 2 and 3 courses (1 credit in each group)
- 2 credits in science
- 1 credit in Canadian History (Grade 10)
- 1 credit in Canadian Geography (Grade 9)
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics and citizenship

#### Group 1, 2 and 3 compulsory credits

Of the 18 compulsory credits, you must complete 1 from each of the following groups:

##### Group 1

- English (including the Ontario Secondary School Literacy Course) or French as a second language
- Native languages
- First Nations, Métis, and Inuit studies
- Classical Studies and International Languages
- Social Sciences and the Humanities
- Canadian and World Studies

- Guidance and Career Education
- Cooperative Education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

### Group 2

- Health And Physical Education
- The Arts
- Business Studies
- French as a second language
- Cooperative Education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

### Group 3

- Science (Grade 11 or 12)
- Technological Education
- French as a second language
- Computer Studies
- Cooperative Education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

The following conditions apply to compulsory credit selections from the above 3 groups.

- In groups 1, 2, and 3, you can count a maximum of 2 credits in French as a second language as compulsory credits, 1 from group 1 and 1 from either group 2 or group 3.
  - If you have taken Native languages in place of French as a second language in elementary school, you may use a Level 1 or 2 Native languages course to meet the compulsory credit requirement for French as a second language.
- You can count a maximum of 2 credits in cooperative education as compulsory credits from any of the above 3 groups.

### Optional credits

You must earn 12 optional credits by successfully completing courses from your school's program and course calendar.

**If you started Grade 9 in September 2024 or later:**

**Note:** Starting in September 2026, you must earn a new financial literacy graduation requirement as part of your compulsory Grade 10 Career Studies course. You will need to achieve a mark of 70% or higher to pass this new requirement and earn your high school diploma.

**If you started Grade 9 in 2024 or in later years, you need the following to earn your OSSD.**

### Compulsory credits

You need the following 17 compulsory credits to get your OSSD:

- 4 credits in English (1 credit per grade)
- 3 credits in Mathematics (Grade 9, Grade 10 and 1 credit in Grade 11 or 12)
- 2 credits in Science
- 1 credit in Technological Education (Grade 9 or Grade 10)
- 1 credit in Canadian History (Grade 10)
- 1 credit in Canadian Geography (Grade 9)
- 1 credit in The Arts

- 1 credit in Health and Physical Education
- 1 credit in French as a second language
- 0.5 credit in Career Studies
- 0.5 credit in Civics and Citizenship
- 1 credit from the STEM-related course group

### **STEM-related course group**

Of the 17 compulsory credits, you must complete 1 from the following group:

- Business Studies
- Computer Studies
- Cooperative Education
- Mathematics (in addition to the 3 compulsory credits currently required)
- Science (in addition to the 2 compulsory credits currently required)
- Technological Education (in addition to the 1 compulsory credit required)

### **Optional credits**

You must earn 13 optional credits by successfully completing courses from your school's program and course calendar.

## **LITERACY GRADUATION REQUIREMENT**

You must meet the literacy graduation requirement to earn your high school diploma.

For most students, this means passing the Ontario Secondary School Literacy Test (OSSLT).

If you do not pass the OSSLT, there are other ways to meet the literacy graduation requirement. Contact your school principal to find out about these options.

## **ONLINE LEARNING GRADUATION REQUIREMENT**

You must earn at least 2 online learning credits to get your high school diploma.

### **Opting out**

If you want to opt out of the online graduation requirement your parent or guardian needs to ask for this exemption by completing the form for you.

## **COMMUNITY INVOLVEMENT ACTIVITIES**

You need to have at least **40 hours** of community involvement activities (volunteering) to graduate and earn your OSSD.

You can start collecting volunteer hours in the summer before you begin Grade 9.

When looking for volunteer opportunities:

- make sure you know which activities qualify in your school and meet the Ministry of Education's guidelines. These can be found in your Maple Leaf community involvement passport (little red book)
- ask your principal or guidance counsellor for more information

If you're under 18, ask your parents to help you plan and select your activities. Talk with your guidance counsellor or principal about other ways your school can help you earn community involvement hours.

Volunteering in your community helps you learn about civic engagement and understand your role as a citizen. By being involved in your community and serving others, you:

- develop transferable skills
- explore different sectors and potential career opportunities
- understand more about yourself and your role in society

## ADDITIONAL GRADUATION REQUIREMENTS

### **Credit definition**

A credit is granted upon successful completion of a course scheduled for 110 hours of instruction.

Note: All courses listed in this calendar have a 1.0 credit value unless otherwise indicated.

### **Substitution for compulsory credits**

To provide the flexibility to tailor an individual student's program to the student's needs and to support his or her progress through secondary school, the principal may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements. A common example is to substitute Spanish for French.

### **Optional credits**

Students earn these credits by successfully completing courses that they have selected from the courses listed as available in their school's program and course calendar.

## ONTARIO SECONDARY SCHOOL CERTIFICATE

A student who decides to leave school before earning the Ontario Secondary School Diploma will receive, on request, the Ontario Secondary School Certificate if a minimum of 14 credits are earned:

English	2 credits	Total Compulsory Courses/Credit	7
Mathematics	1 credit	Total Elective Courses/Credits	7
Science	1 credit		
Canadian History or Canadian Geography	1 credit	TOTAL CREDITS	14
Physical/Health Education	1 credit		
Arts, Computer Studies, or Technological Education	1 credit		

## THE CERTIFICATE OF ACCOMPLISHMENT

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. This certificate may be a useful means of recognizing achievement for students who plan to take certain vocational programs, other kinds of training, or who plan to find employment after leaving school. Students who return to school to complete additional credit and non-credit courses will have their transcripts updated accordingly but will not be issued a new Certificate of Accomplishment.

## STUDENT EVALUATION AND REPORTING

Several evaluation methods are used throughout our courses to provide an accurate reflection of the level of success of each student. The types are numerous and directly reflect the nature of the course being studied. Final evaluations are held twice yearly, at the end of each semester (in January and June). A student's final achievement mark in a course is based on term work and final evaluation results. The proportion is determined by Ministry policy at 70% term work and 30% final evaluation. The final evaluation may be an exam and/or culminating activity. Ontario schools do not use rank or grade point average. Students receive report cards at mid-semester as an indication of progress.

Grading is based on the following scale:

80-100%	(A)	honours	Level 4 exceeds Ministry provincial standards
70-79%	(B)	very good	Level 3 meets Ministry provincial standards
60-69%	(C)	satisfactory	Level 2 approaching Ministry provincial standards
50-59%	(D)	poor	Level 1 limited grasp of Ministry provincial standards
Under 50%	(E)	failure	

## REPORTING TIMELINE

End of September	Learning Skills Reports
After 9 weeks	Mid-Semester 1 Reports
Early November	Secondary Parent/Teacher Interviews
Early February	Secondary Semester 1 Final Reports
End of February	Learning Skills Reports
After 9 weeks	Mid-Semester 2 Reports
Mid-April	Secondary Parent/Teacher Interviews
Early July	Secondary Semester 2 Final Reports

The Learning Skills Reports which are issued in September and February, focus on the student's work habits and learning skills. These skills include Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation. This is one way of giving parents a "heads up" on how their child is settling in to their new courses at the beginning of each Semester. These skills are also part of the Provincial Report Card at mid-semester and end of semester.

## SECONDARY SCHOOL TRANSFER GUIDELINES

### PRIOR LEARNING AND RECOGNITION (PLAR)

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. The PLAR process involves two components: "equivalency" and challenge.

### PRIOR LEARNING EQUIVALENTS (PLE)

For students **transferring** from home schooling, or a school outside Ontario, the principal will grant equivalency credits for placement purposes based on the principal's evaluation of the student's previous learning. Please refer to the document *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016, Appendix 2*, which can be found on the Ontario Ministry of Education website ([www.edu.gov.on.ca](http://www.edu.gov.on.ca)).

A general rule is that a student from Trinidad and Tobago who has successfully completed:

Form 2 would begin Grade 9

Form 3 may be granted up to 8 credits and may be placed in Grade 10

Form 4 may be granted up to 16 credits and may be placed in Grade 11

Form 5 may be granted up to a maximum of 23 equivalent credits and may be placed in Grade 12

This assessment would be based on the following:

- i) marks and comments in courses at current school
- ii) results in CXC exams
- iii) results of the English and Mathematics academic assessments administered by Maple Leaf
- iv) current age

All of the information listed will determine the student's placement in an appropriate grade and into specific courses.

### CHALLENGE

The "challenge" process is the process whereby students' prior learning is assessed for the purpose of granting credit for a Grade 10, 11, or 12 course developed from a provincial curriculum policy document published in 1999 or later. Students may challenge for credit for a course only if they can provide reasonable evidence to the principal that they would be likely to be successful in the challenge process, in accordance with criteria established by the ministry in OSS, section 6.6

### SUPPORT FOR ENGLISH AS A SECOND LANGUAGE LEARNERS

As part of our pre-admission assessment procedures, our ESL learners will be admitted with a graduated entry where possible. ESL students will initially be placed in performance-based courses. Maple Leaf does not offer a specific ESL program.

## **PREREQUISITE COURSES**

Generally, a student must have successfully completed the prerequisite course at one grade to proceed to that subject at the next grade.

The Curriculum Policy documents for all the courses offered by the school can be accessed either through the Guidance Office or the website of the Ministry of Education for Ontario: [www.edu.gov.on.ca](http://www.edu.gov.on.ca).

## **SUBSTITUTIONS FOR PREREQUISITE COURSES**

To meet the needs of individual students, the principal will determine whether or not the prerequisite should be waived. The principal will make the decision in consultation with the parent/guardian and appropriate school staff.

## **ALTERNATIVE WAYS OF EARNING CREDITS**

There are a number of accredited online schools which provide a possible option for earning credits that may not be available at Maple Leaf. In some circumstances, students may consider this alternative to fill in pre-requisite courses or gain extra credits. These online options provide Ontario Ministry of Education high school credits in an e-learning format. Students complete course work independently, submitting assignments online, however in most cases, students are required to complete an exam at the end of the course. Each course is scheduled for 110 hours of instruction. Students considering taking an online course offered by an external provider should consult the school guidance counsellor prior to registering for a course.

These online options all require fees separate from school tuition. For a list of courses, associated costs, registration, timelines for completion and policies access the websites for each provider.

## **COOPERATIVE EDUCATION (Not Currently offered at Maple Leaf)**

Cooperative education is a program which places senior students in the workplace to give them real-world, hands-on experience in a job setting. Students can earn up to 4 credits per semester. Credits are linked to the courses the students are taking or to courses that they have successfully completed. Students are responsible for providing their own transportation to the job site. Evaluation is based on in-class work and workplace performance assessments.

## **STUDENT RECORDS**

Student records are maintained in the Ontario Student Record (OSR) file. These files are secure at the school and may be accessed by parents of students under the age of 18. The OSR contains registration material, report cards, literacy test results, community service records and a transcript of the student's marks. It may also contain Psycho-Educational testing results and other materials deemed by the principal to benefit the instruction of the student. The OSR is retained for 55 years after graduation of the student.

The Ontario Student Transcript (OST) is a record of the credits earned by the student between Grades 9 and 12. It shows all successfully completed credits from grade 9 and 10, and all credits attempted in Grades 11 and 12.

## FULL DISCLOSURE

### Withdrawal from a course

If a student withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first provincial report card, mid-semester one, or five instructional days following the issue of the second provincial report card, mid-semester two, the withdrawal is not recorded on the OST. If a student withdraws from a course after five instructional days following the issue of the first provincial report card, mid-semester one, or after five instructional days following the issue of the second provincial report card, mid-semester two, the withdrawal is recorded on the OST by entering a “W” in the “Credit” column. The student’s percentage grade at the time of the withdrawal is recorded in the “Percentage Grade” column.

### Repetition of a course

Students who repeat a Grade 11 or 12 course that they have previously completed successfully earn only one credit for the course. However, each attempt, with the percentage grade obtained, is recorded on the OST, and an “R” is entered in the “Credit” column for the course(s) with the lower percentage grade.

## CAREER AND GUIDANCE EDUCATION

Besides the Grade 10 course in Career Studies, the full-time Guidance Counsellor provides academic, attendance, career and post-secondary counselling. The guidance program, in ensuring that students conduct grade appropriate, guidance and career planning, oversees the creation and maintenance of an Individual Pathway Plan for each student. Additionally, our guidance department at Maple Leaf hosts a College and University Fair each fall, runs workshops which support students in applying to college and university. Guest speakers are regularly invited to ensure students have the information necessary to make informed career decisions.

## STUDENT RESPONSIBILITIES

### ACADEMIC HONESTY

It is the responsibility of the student to be honest in all aspects of their school work. Copying from another student, looking at another student’s test or using secretive methods to share answers during a test are considered cheating. A student who is found cheating may receive a mark of zero. Administration and parents will be notified. A student who presents work done by others, or produced using AI, as if it were his/her own is plagiarizing. Likewise, omitting to reference the source of information is also considered plagiarism. Teachers will educate students as to proper referencing of sources. Students who plagiarize may be asked to redo the assignment. A second offence may result in a mark of zero. Parents will be notified and a meeting with administration will be arranged.

### LATE AND MISSED ASSIGNMENTS

Students are responsible for completing the work assigned by a teacher in a timely fashion. Failure to submit assignments on time or at all, will result in consequences. Teachers will use a variety of methods to encourage prompt submission of work. These methods may include helping students to develop time management skills, chunking assignments into parts, so that the whole assignment isn’t due all at once, negotiating due dates with students who are feeling overwhelmed, maintaining on-going communication with parents regarding due dates, setting up a student contract, providing alternative assignments, when appropriate, assigning detentions to complete work, and deducting marks for late assignments. A student’s mark at the end of the course is an indication of the level of success on the expectations of the course. However, if many assignments are missing, the teacher may not be able to award a credit as the student may not yet have demonstrated all the expectations.

## CANADIAN POST SECONDARY DESTINATIONS

The Maple Leaf International operational structure and program delivery is geared toward University/ College admission in Ontario, Canada. However, the Ontario Secondary School Diploma (OSSD) is recognized worldwide and to that end, Maple Leaf International School works to prepare its graduates for a variety of destinations.

### ONTARIO COMMUNITY COLLEGES

Ontario Community Colleges offer excellent programs and degrees:

Certificate Programs – 1 Year

Diploma Programs – 2 to 3 Years

Applied Degrees – 4 Years

Entrance requires the completion of the Ontario Secondary School Diploma (OSSD), and may require courses at specific U/M/C level of difficulty.

For more specific requirements it is necessary to consult the individual College website or [www.ontariocolleges.ca](http://www.ontariocolleges.ca).

### ONTARIO UNIVERSITIES

Ontario Universities require a minimum of six (6) Grade 12 University or University / College courses. These are courses that have a “U” or “M” as the 5th character in the course code. The universities will not accept College or Open courses for admission. These are courses that have “C” or “O” as the fifth character in the course codes.

Example: ENG4U or HSB4M > accepted for admission to university  
PPL4O or ENG4C > not accepted for admission to university

Most University programs have specific course requirements, so it is important that you research these requirements at [www.ouinfo.ca](http://www.ouinfo.ca)

If the University asks for a Grade 12 course as a prerequisite, they will not accept you without it. However, if the University states that it is a recommended course, your application will be considered. You should be aware that, if you don't have a recommended course, the University may accept you into the program and require that you take that course in your first year. Students must consult the specific University or College website for eligibility and requirements.

## COURSE SELECTION PROCESS

The school administration and staff create a timetable of courses based on student needs, diploma requirements, school size, finances, and staff expertise. Courses described on the following pages are **POSSIBLE OFFERINGS** for the coming academic year. Students should be mindful of compulsory requirements and prerequisites for further study when making choices.

As all courses may not be offered, students should choose alternatives. When a student and parent sign the OPTION SHEET, they are agreeing to a **full year commitment** to the courses chosen. Students and their parents must take this process seriously. A wise selection of courses allows a smooth start to the academic year and facilitates greater academic success. It might not be possible to change or drop a course when a student finds work too difficult. Teachers and the Guidance Counsellor are available to discuss course selections with students throughout the course selection process. All course changes are subject to parent, teacher and administration approval. Teacher consultation and recommendations are strongly encouraged. See the chart below for a sample progression and choice of pathways for Mathematics. Similar progressions for other subjects are available later in this document.

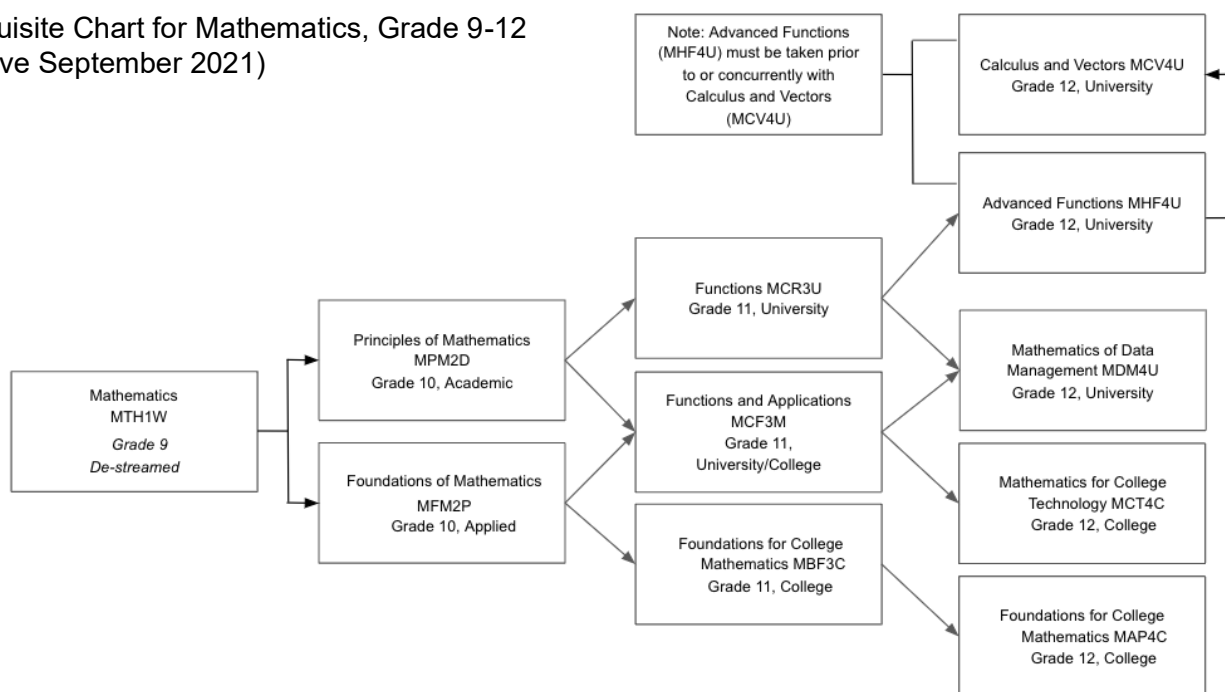
After option sheets have been returned, course changes may be made where appropriate and where space is available. Limited course changes will also be considered on days allocated at the start of each semester.

An individual course may not be timetabled if the number of students requesting the course is insufficient.

Students will have 5 days at the beginning of each semester to change classes. After that time, changes will only be made on the recommendation of the teacher or counsellor in consultation with the parents and with the approval of the principal. Students who withdraw from grade 11 or 12 courses up to five (5) days after the mid-semester report, will not have a mark recorded on their transcript. Refer to the section 'FULL DISCLOSURE' for details.

Please refer to the Maple Leaf International School website ([www.mapleleaf.edu.tt](http://www.mapleleaf.edu.tt)) for links to the Ontario Ministry of Education Curriculum documents and *Growing Success*, Ontario's policy on Assessment and Evaluation. These links can be found under Secondary > Curriculum.

Prerequisite Chart for Mathematics, Grade 9-12  
(Effective September 2021)



## THE ORGANIZATION OF SECONDARY SCHOOL COURSES

The secondary school program is designed to provide all students with the essential knowledge and skills that they will need for the future, as well as the opportunity to specialize in areas that are related to their post-secondary goals.

### GRADES 9 AND 10

In Grades 9, two types of courses are offered: de-streamed and open courses. In Grade 10 applied and academic courses are available in some subject areas.

#### De-streamed Courses (W)

In Grade 9, English, Mathematics, Science and Geography are de-streamed. De-streamed courses enable students to continue to develop and consolidate the foundational knowledge and skills that they need for subsequent courses in secondary school while identifying recommended pathways in Grades 10 and beyond.

#### Academic Courses (D)

Academic courses focus on the essential concepts of the discipline and also explore related concepts. Academic courses develop students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts and incorporating practical applications as appropriate.

#### Applied Courses (P)

Applied courses also focus on the essential concepts of the discipline, but develop students' knowledge and skills by emphasizing practical, concrete applications of these concepts and incorporating theoretical applications as appropriate. Academic and applied courses differ in the balance between essential concepts and additional material, and in the balance between theory and application.

#### Open Courses (O)

Open courses have one set of expectations for the discipline, appropriate for all students in a given grade. These courses are designed to prepare students for further study in certain subjects and to enrich their education.

### GRADES 11 AND 12

In Grades 11 and 12, the Ontario Curriculum has courses designed to prepare students for their post-secondary destinations. These include university preparation courses; university/college preparation courses; college preparation courses and workplace preparation courses. Open courses are also offered in Grades 11 and 12.

#### University Preparation Courses (U)

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. The range of courses offered and the content of these courses will allow students to prepare for university programs and related careers. Teaching and learning will emphasize theoretical aspects of the course content but will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Students will be required to demonstrate that they have developed these skills.

#### University/College Preparation Courses (M)

University/College preparation courses include content that is relevant for both university and college programs. These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs. The range of courses offered and the content of these courses will allow students to prepare for college and university programs and related careers. Teaching and learning will emphasize both theoretical aspects and related concrete applications of the course content. All university/college preparation courses will be based on

rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Students will be required to demonstrate that they have developed these skills.

### **College Preparation Courses (C)**

College preparation courses are designed to equip students with the knowledge and the skills they need to meet the entrance requirements for college programs. The range of courses offered and the content of these courses will allow students to prepare for most college programs and related careers. Teaching and learning will emphasize concrete applications of the theoretical material covered in the course and will also emphasize the development of critical thinking and problem-solving skills. All college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Students will be required to demonstrate that they have developed these skills.

### **Open Courses in Grades 11 and 12 (O)**

Open courses in grades 11 and 12 allow students to broaden their knowledge and skills in a particular subject that may or may not be directly related to their post-secondary goals, but that reflects their interests. These courses are appropriate for all students regardless of post-secondary destination. These courses are designed to provide students with a broad educational base and to equip them for active and rewarding participation in society. They are not designed with the specific requirements of university or college programs or the workplace in mind. Grade 12 Open courses are not to be used for university or college admission purposes.

### **Workplace Preparation Courses (E) (not currently offered at Maple Leaf)**

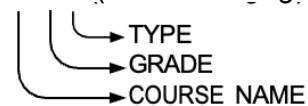
Workplace preparation courses are designed to equip students with the knowledge and skills they need for direct entry into the workplace or for admission to apprenticeship programs and other training programs offered in the community. The range and content of the courses offered will allow students to prepare for a variety of jobs, training programs and careers. Teaching and learning will emphasize workplace applications of the course content and will also explore the theoretical material that underlines these practical applications. Cooperative education and work experience placements within the community are important components of workplace preparation courses. Schools will involve employers and site supervisors in the planning of cooperative education and work experience placements and will ensure that they have their cooperation and support in implementing these courses.

## **EXPLANATION OF COURSE CODES**

### **Course Codes, Prerequisites and Descriptions**

Each secondary school course is identified by a five-character code. The first three characters refer to the subject. Example: ENG is English. The fourth character refers to the grade or level. 1, 2, 3, 4 refers to grades 9, 10, 11, 12 respectively. The fifth character refers to the type of course. D = Academic; P = Applied; W = De-streamed; O = Open; U = University; C = College; M = University/College; E = Workplace.

For example, the code for Grade 10 Academic English is: **ENG 2 D** (Academic English)



Course prerequisites can be found by referring to the italics text in the course charts. When choosing courses, make sure you refer to the prerequisites and to the OSSD diploma requirements.

All courses listed have a credit value of 1.0 unless otherwise indicated. Prerequisites are noted where applicable. If none are listed, there are no prerequisites.

**\*\*A course may not be offered if there is insufficient enrollment\*\***

## COURSE PROGRESSION CHARTS

### THE ARTS

Visual Arts, Music and Drama

GRADE 9

**AVI10**  
Visual Arts  
*Open*

**AMU10**  
Music  
*Open*

**ADA10**  
Drama  
*Open*

GRADE 10

**AVI20**  
Visual Arts  
*Open*

**AMU20**  
Music  
*Open*

**ADA20**  
Drama  
*Open*

GRADE 11

**AVI3M**  
Visual Arts  
*University/College*

**AMU3M**  
Music  
*University/College*

GRADE 12

**AVI4M**  
Visual Arts  
*University/College*

**AMU4M**  
Music  
*University/College*

### BUSINESS STUDIES

GRADE 9

**BEM10**  
Building the  
Entrepreneurial  
Mindset  
*Open*

GRADE 10

**BEP20**  
Launching and  
Leading a Business  
*Open*

GRADE 11

**BAF3M**  
Introduction to  
Financial Accounting  
*University/College*

**BDI3C**  
Entrepreneurship:  
The Venture  
*College*

**BMI3C**  
Marketing  
*College*

GRADE 12

**BBB4M**  
International Business  
*University/College*

**BOH4M**  
Business Leadership  
*University/College*

## CANADIAN AND WORLD STUDIES

Geography, History, Economics, Law & Politics

### GRADE 9

**CGC1W**  
Exploring Canadian  
Geography  
*De-streamed*

### GRADE 10

**CHC2D**  
Canadian History in  
the 20th Century  
*Academic*

**CHV2O**  
Civics  
Open  
(0.5 Credits)

### GRADE 12

**CGR4M**  
The Environment &  
Resource  
Management  
*University/College*

**CGW4C**  
World Issues: A  
Geographic Analysis  
*College*

**CGW4U**  
World Issues: A  
Geographic Analysis  
*University*

**CHY4U**  
World History Since  
the 15th Century  
*University/College*

**CIA4U**  
Analyzing Current  
Economic Issues  
*University*

**CLN4U**  
Canadian &  
International Law  
*University*

## COMPUTER STUDIES

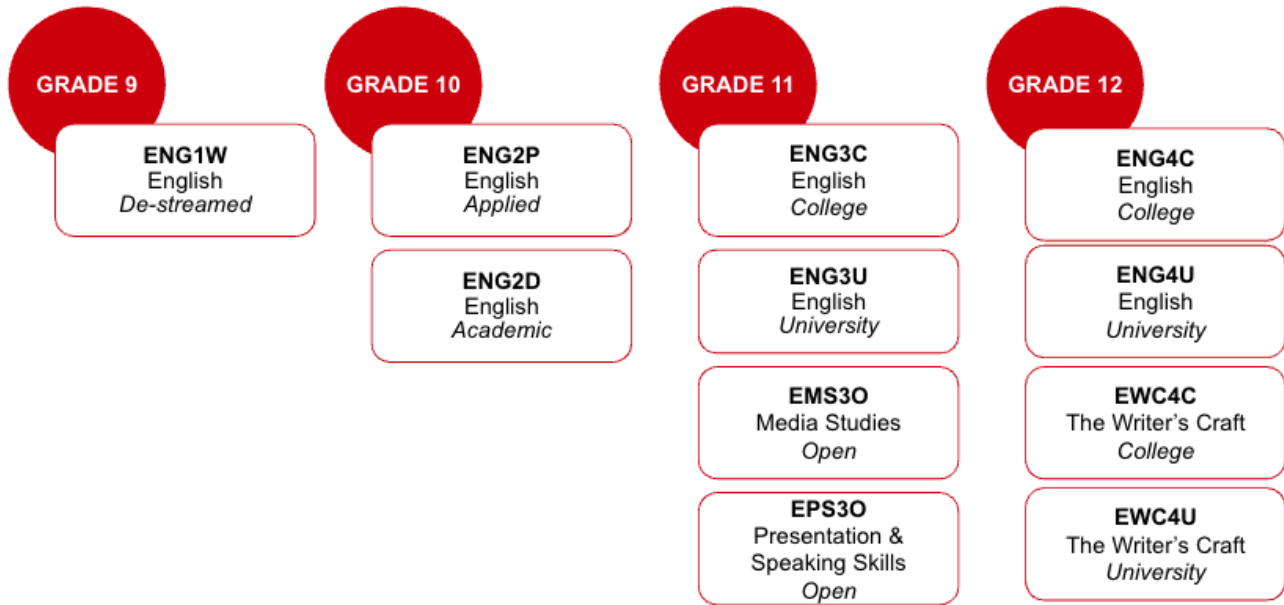
### GRADE 11

**ICS3U**  
Introduction to  
Computer Science  
*University*

### GRADE 12

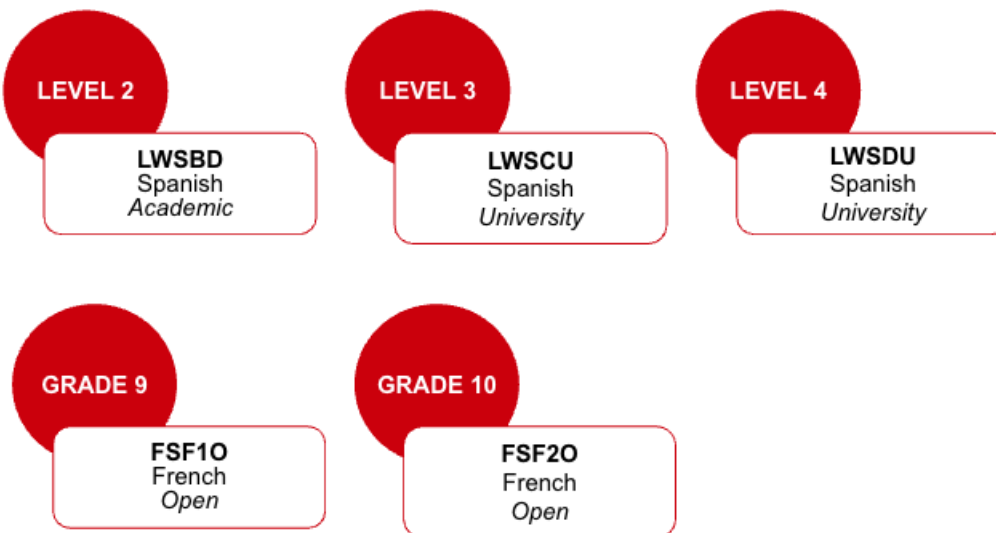
**ICS4U**  
Computer Science  
*University*

## ENGLISH



## INTERNATIONAL LANGUAGES

Language courses are not designated by grade but by level of difficulty and previous experience in the language. As our Elementary program includes Spanish instruction, our Secondary program begins with Level 2.



## GUIDANCE and COOPERATIVE EDUCATION

GRADE 9

**GLS10**  
Learning Strategies I  
*Open*

GRADE 10

**GLE20**  
Learning Strategies II  
*Open*

**GLC20**  
Career Studies  
*Open*  
(0.5 Credit)

GRADE 11

**GPP30**  
Leadership and Peer  
Support  
*Open*

## HEALTH and PHYSICAL EDUCATION

GRADE 9

**PPL10**  
Healthy Active Living  
Education  
*Open*

GRADE 10

**PPL20**  
Healthy Active Living  
Education  
*Open*

GRADE 11

**PPL30**  
Healthy Active Living  
Education  
*Open*

GRADE 12

**PPL40**  
Healthy Active Living  
Education  
*Open*

**PSK4U**  
Introductory  
Kinesiology  
*Open*

## MATHEMATICS

GRADE 9

**MTH1W**  
Mathematics  
*De-streamed*

GRADE 10

**MFM2P**  
Foundations of  
Mathematics  
*Applied*

**MPM2D**  
Principles of  
Mathematics  
*Academic*

GRADE 11

**MBF3C**  
Mathematics of  
Personal Finance  
*College*

**MCF3M**  
Functions and  
Applications  
*University/College*

**MCR3U**  
Functions and  
Relations  
*University*

GRADE 12

**MAP4C**  
Foundation for  
College Mathematics  
*College*

**MDM4U**  
Mathematics of  
Data Management  
*University*

**MCV4U**  
Calculus and Vectors  
*University*

**MHF4U**  
Advanced Functions  
*University*

## SCIENCE

### GRADE 9

**SNC1W**  
Science  
*De-streamed*

### GRADE 10

**SNC2P**  
Science  
*Applied*

**SNC2D**  
Science  
*Academic*

### GRADE 11

**SBI3U**  
Biology  
*University*

**SCH3U**  
Chemistry  
*University*

**SPH3U**  
Physics  
*University*

**SVN3M**  
Environmental  
Science  
*University/College*

### GRADE 12

**SBI4U**  
Biology  
*University*

**SCH4U**  
Chemistry  
*University*

**SPH4U**  
Physics  
*University*

## SOCIAL SCIENCES AND HUMANITIES

### GRADE 10

**HFN2O**  
Food & Nutrition  
*Open*

### GRADE 11

**HSP3C**  
Introduction to  
Anthropology,  
Psychology &  
Sociology  
*College*

**HSP3U**  
Introduction to  
Anthropology,  
Psychology &  
Sociology  
*University*

**HFC3M**  
Food & Culture  
*University/College*

**HRT3M**  
World Religions  
*University/College*

### GRADE 12

**HFA4C**  
Nutrition & Health  
*College*

**HFA4U**  
Food & Nutrition  
Sciences  
*University*

**HHS4C**  
Families in Canada  
*College*

**HHS4U**  
Families in Canada  
*University*

**HSB4U**  
Challenge & Change  
in Society  
*University*

## TECHNOLOGICAL EDUCATION

### GRADE 10

**TEJ20**  
Computer  
Technology  
*Open*

**TFJ20**  
Hospitality and  
Tourism  
*Open*

### GRADE 11

**TDJ3M**  
Technological Design  
*University/College*

**TGJ3M**  
Communication  
Technology  
*University/College*

### GRADE 12

**TDJ4M**  
Technological Design  
*University/College*

**TGJ4M**  
Communication  
Technology  
*University/College*

## COURSE DESCRIPTIONS

### MUSIC

#### **AMU10 MUSIC: PAN (STEEL DRUM), Grade 9, Open**

This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity, and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use.

*Prerequisite:* None

#### **AMU20 MUSIC: PAN (STEEL DRUM), Grade 10, Open**

This course emphasizes performance of music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology, and history.

*Prerequisite:* None

#### **AMU3M MUSIC: PAN (STEEL DRUM), Grade 11, University/College Preparation**

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

*Prerequisite:* Grade 9 or 10 Music, Open.

#### **AMU4M MUSIC: PAN (STEEL DRUM), Grade 12, University/College Preparation**

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

*Prerequisite:* Grade 11 Music, University/College Preparation.

### VISUAL ARTS

#### **AVI10 VISUAL ARTS, Grade 9, Open**

This course offers 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 through working with a range of materials, processes, techniques, and styles. They will learn and use methods of analysis and criticism and will study the characteristics of particular historical art periods and a selection of Canadian art and the art of other cultures.

*Prerequisite:* None

#### **AVI20 VISUAL ARTS, Grade 10, Open**

This course emphasizes learning through practice; building on what students know; and introducing them to new ideas, materials, and processes for artistic thinking and experimentation. Student learning will include the refined application of the elements and principles of design, incorporating the creative

and design processes, and the relationship between form and content. Students will also learn about the connections between works of art and their historical contexts. Course objectives may be achieved either through a comprehensive program or through a program focused on a particular art form (e.g., drawing, painting).

*Prerequisite: None*

### **AVI3M VISUAL ARTS, Grade 11, University/College Preparation**

This course focuses on studio activities on one or more of the visual arts. Students will create art works that explore a wide range of subject matter, and will evaluate art works, providing grounds for their aesthetic judgements. They will also examine historical and cultural contexts of Western art (including Canadian art) and art from various world cultures to support their study of specific media.

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

### **AVI4M VISUAL ARTS, Grade 12, University/College Preparation**

This course focuses on the refinement of students' skills and knowledge in visual arts. Students will analyse art forms; use theories of art in analysing and producing art; and increase their understanding of stylistic changes in modern and contemporary Western art, Canadian (including Native Canadian) art, and art forms from various parts of the world. Students will produce a body of work demonstrating a personal approach.

*Prerequisite: Grade 11 Visual Arts*

## **DRAMA**

### **ADA10 DRAMA, Grade 9, Open**

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

*Prerequisite: None*

### **ADA20 DRAMA, Grade 10, Open**

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

*Prerequisite: None*

## **BUSINESS STUDIES**

### **BEM10 BUILDING THE ENTREPRENEURIAL MINDSET, Grade 9, Open**

In this course, students will learn what makes an entrepreneur thrive and the skills required to succeed in today's business environment. Students will begin to develop their own entrepreneurial mindset, and learn why it's important to take initiative, adapt to change, find creative solutions, and understand the financial considerations of entrepreneurship. This hands-on course will use business software and applications to help students plan and develop their entrepreneurial ideas and learn how to present them to a target audience. Throughout the course, students will enhance their communications skills as well as develop and refine their project management skills, including goal setting, time management, and networking.

*Prerequisite:* None

### **BEP20 LAUNCHING AND LEADING A BUSINESS, Grade 10, Open**

This course introduces students to the world of business and what is required to be successful, ethical, and responsible in today's economy. Students will develop the knowledge and skills needed to be an entrepreneur who knows how to respond to local and global market opportunities. Throughout the course, students will explore and understand the responsibility of managing different functions of a business. This includes accounting, marketing, information and communication technology, financial management, human resources, and production.

*Prerequisite:* None

### **BMI3C MARKETING: GOODS, SERVICES, EVENTS, Grade 11, College Preparation**

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

*Prerequisite:* None

### **BDI3C ENTREPRENEURSHIP: THE VENTURE, GRADE 11, College Preparation**

This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a school-based or student-run business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs.

*Prerequisite:* None

### **BBB4M INTERNATIONAL BUSINESS FUNDAMENTALS, Grade 12, University/College Preparation**

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.

*Prerequisite:* None

### **BOH4M BUSINESS LEADERSHIP: MANAGEMENT FUNDAMENTALS, Grade 12, University/College Preparation**

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse 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.

*Prerequisite:* None

## CANADIAN AND WORLD STUDIES

### **CGC1W EXPLORING CANADIAN GEOGRAPHY, Grade 9, De-streamed**

This course builds on learning in Grades 7 and 8 in Geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

*Prerequisite: None*

### **CHC2D CANADIAN HISTORY SINCE WORLD WAR I, Grade 10, Academic**

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

*Prerequisite: None*

### **CHV2O CIVICS, Grade 10 Open, (1/2 credit taken with GLC2O) – Credit Value 0.5**

This course is designed to help students learn what it means to be a responsible, informed, and active Canadian citizen, both within the classroom and in the communities, they belong to outside of school. Students will meaningfully explore digital literacy and the role of social media in civic engagement and politics. Students will learn about key functions of government, like budgets and the development of legislation, as well as the historical roots of the rights and freedoms enjoyed in Canada.

*Prerequisite: None*

### **CGR4M THE ENVIRONMENT AND RESOURCE MANAGEMENT, Grade 12, University/College Preparation**

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

*Prerequisite: Any university, university/college, or college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities*

### **CGW4C WORLD ISSUES: A GEOGRAPHIC ANALYSIS, Grade 12 College Preparation**

This course explores many difficult challenges facing Canada and the world today – challenges such as unequal access to food, water, and energy; urbanization; globalization; and meeting the needs of a growing world population while ensuring the sustainability of the natural environment. Students will explore these and other world issues from environmental, social, economic, and political perspectives,

while applying the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations.

*Prerequisite: Exploring Canadian Geography, Grade 9, CGC1W*

#### **CGW4U WORLD ISSUES: A GEOGRAPHIC ANALYSIS, Grade 12, University Preparation**

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

*Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities*

#### **CHY4U WORLD HISTORY SINCE THE FIFTEENTH CENTURY, Grade 12, University Preparation**

This course explores key developments and events in world history since approximately 1450, with a focus on interactions within and between various regions. Students will examine social, economic, and political developments and how they have affected different peoples. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key turning points in world history and historical forces that have shaped our world.

*Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities*

#### **CIA4U ANALYSING CURRENT ECONOMIC ISSUES, Grade 12 University Preparation**

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

*Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities*

#### **CLN4U CANADIAN AND INTERNATIONAL LAW, Grade 12, University Preparation**

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

*Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities*

### **COMPUTER STUDIES**

#### **ICS3U INTRODUCTION TO COMPUTER SCIENCE, Grade 11, University Preparation**

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will

develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

*Prerequisite: None.*

#### **ICS4U COMPUTER SCIENCE, Grade 12, University Preparation**

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

*Prerequisite: Introduction to Computer Science, Grade 11, University.*

### **ENGLISH**

#### **ENL1W ENGLISH, Grade 9**

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.

*Prerequisite: None*

#### **ENG2D ENGLISH, Grade 10, Academic**

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will 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.

*Prerequisite: English, Grade 9*

#### **ENG2P ENGLISH, Grade 10, Applied**

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course.

*Prerequisite: English, Grade 9*

#### **ENG3C ENGLISH, Grade 11, College Preparation**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course.

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

**ENG3U ENGLISH, Grade 11, University Preparation**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will 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.

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

**EMS30 MEDIA STUDIES, GRADE 11, OPEN**

This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analysing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading, and writing.

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

**EPS30 PRESENTATION AND SPEAKING SKILLS, Grade 11, Open**

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

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

**ENG4C ENGLISH, Grade 12, College Preparation**

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing.

The course is intended to prepare students for college or the workplace.

*Prerequisite: English, Grade 11, University or College*

**ENG4U ENGLISH, Grade 12, University Preparation**

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will 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.

*Prerequisite: English, Grade 11, University*

**EWC4C THE WRITER'S CRAFT, GRADE 12, College Preparation**

This course emphasizes knowledge and skills related to the craft of writing. Students will investigate models of effective writing; use a workshop approach to write a variety of works, and make considered decisions for improving the quality of their writing. They will also complete a creative or analytical independent study project, and investigate opportunities for publication and for writing careers.

*Prerequisite: English, Grade 11, College Preparation*

#### **EWC4U THE WRITER'S CRAFT, Grade 12, University Preparation**

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

*Prerequisite: English, Grade 11, University*

### **INTERNATIONAL LANGUAGES**

#### **LWSBD SPANISH, Academic (Level 2)**

This introductory course is designed to enable students to begin to develop competence in listening, speaking, reading, and writing in the language of study. Students will participate in interactive activities in practical situations in which they can apply and develop their language skills to communicate with native speakers of the language. They will explore aspects of culture in regions of the world where the language is spoken, including social customs, naming practices, family life and relationships, food, sports, popular festivals and celebrations.

*Prerequisite: Previous Knowledge or Education in Spanish*

#### **LWSCU SPANISH, (Level 3)**

This course offers students' opportunities to further develop competence and confidence in listening, speaking, reading, and writing in the language of study. Students will participate in interactive activities (e.g., discussions about daily lives of youth, travel, shopping) in which they will further develop their knowledge of linguistic elements. They will continue to explore aspects of culture in regions of the world where the language is spoken, including fashion, historical figures, music and dance. Students will enhance their critical and creative thinking skills through reading diverse materials, including original literature, and will explore a variety of personal and professional contexts in which knowledge of the international language is required.

*Prerequisite: Spanish, (Level 2), University Preparation*

#### **LWSDU SPANISH, (Level 4), University Preparation**

This course prepares students for post-secondary studies in the international language being studied. Students will continue to refine and enhance their listening, speaking, reading, and writing skills in the language, with the goal of using these communication skills in a variety of personal, academic, and professional contexts. Using a wide variety of sources, including original texts in the language, students will consolidate their language skills as they use increasingly complex linguistic elements and language conventions. Students will also have opportunities to enrich their knowledge of aspects of culture in regions where the language is spoken, including issues related to popular culture, linguistic communities in Canada, literature, history, geography, and the arts.

*Prerequisite: Spanish, (Level 3) LWSDU may be used for university admission*

#### **FSF10 FRENCH, Grade 9 Open**

This is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening, speaking, reading, and writing through discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary for lifelong language learning.

*Prerequisite: None*

**FSF20 FRENCH, Grade 10, Open**

This course provides opportunities for students to speak French in guided and structured interactive settings. Students will communicate about matters of personal interest and familiar topics through listening, speaking, reading, and writing in real-life situations, using print, oral, visual, and electronic texts. Students will develop a general understanding and appreciation of diverse French-speaking communities, as well as skills necessary for lifelong language learning.

*Prerequisite: Core French, Grade 9, Open*

**GUIDANCE AND CAREER EDUCATION****GLS10 LEARNING STRATEGIES 2: SKILLS FOR SUCCESS IN SECONDARY SCHOOL, Grade 9, Open**

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

*Prerequisite: Recommendation of principal*

**GLC20 CAREER STUDIES, Grade 10 Open, (1/2 credit, taken with CHV2O) Credit Value 0.5**

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

*Prerequisite: None*

**GLE20 LEARNING STRATEGIES 2: SKILLS FOR SUCCESS IN SECONDARY SCHOOL, Grade 10, Open**

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

*Prerequisite: Recommendation of principal*

**GPP30 LEADERSHIP AND PEER SUPPORT, Grade 11, Open**

This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles – for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities.

*Prerequisite: None*

## HEALTH & PHYSICAL EDUCATION

### **PPL10 HEALTHY ACTIVE LIVING EDUCATION, Grade 9, Open**

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

*Prerequisite: None*

### **PPL20 HEALTHY ACTIVE LIVING EDUCATION, Grade 10, Open**

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

*Prerequisite: None*

### **PPL30 HEALTHY ACTIVE LIVING EDUCATION, Grade 11, Open**

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

*Prerequisite: None*

### **PPL40 HEALTHY ACTIVE LIVING EDUCATION, Grade 12, Open**

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

*Prerequisite: None*

### **PSK4U INTRODUCTORY KINESIOLOGY, Grade 12, University Preparation**

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

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

## **MATHEMATICS**

### **MTH1W MATHEMATICS, Grade 9**

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

### **MFM2P FOUNDATIONS OF MATHEMATICS, Grade 10, Applied**

This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

*Prerequisite: Principles of Mathematics, Grade 9*

### **MPM2D PRINCIPLES OF MATHEMATICS, Grade 10, Academic**

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

*Prerequisite: Principles of Mathematics, Grade 9*

### **MBF3C FOUNDATIONS FOR COLLEGE MATHEMATICS, Grade 11, College Preparation**

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

*Prerequisite: Foundations of Mathematics, Grade 10, Applied*

### **MCF3M FUNCTIONS AND APPLICATIONS, Grade 11, University/College Preparation**

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

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

### **MCR3U FUNCTIONS, Grade 11, University Preparation**

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

*Prerequisite: Principles of Mathematics, Grade 10, Academic*

### **MAP4C FOUNDATIONS FOR COLLEGE MATHEMATICS, Grade 12, College Preparation**

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; solve financial problems connected with annuities, budgets, and renting or owning accommodation; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades.

*Prerequisite: Foundations for College Mathematics, Grade 11, College Preparation, or Functions and Applications, Grade 11, University/College Preparation*

### **MHF4U ADVANCED FUNCTIONS, Grade 12, University Preparation**

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

*Prerequisite: Functions, Grade 11, University, or Mathematics for College Technology, Grade 12, College*

### **MCV4U CALCULUS AND VECTORS, Grade 12, University Preparation**

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

*Note: The Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).*

### **MDM4U MATHEMATICS OF DATA MANAGEMENT, Grade 12, University Preparation**

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

*Prerequisite: Functions, Grade 11, University or Functions and Applications, Grade 11, University/College*

## SCIENCE

### **SNC1W SCIENCE, Grade 9**

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and Earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

*Prerequisite: None*

### **SNC2P SCIENCE, Grade 10, Applied**

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter.

*Prerequisite: Science, Grade 9*

### **SNC2D SCIENCE, Grade 10, Academic**

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

*Prerequisite: Science, Grade 9*

### **SBI3U BIOLOGY, Grade 11, University Preparation**

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

*Prerequisite: Science, Grade 10, Academic*

### **SCH3U CHEMISTRY, Grade 11, University Preparation**

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

*Prerequisite: Science, Grade 10, Academic*

### **SPH3U PHYSICS, Grade 11, University Preparation**

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces, energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

*Prerequisite: Science, Grade 10, Academic*

### **SVN3M ENVIRONMENTAL SCIENCE, Grade 11, University/College Preparation**

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in life after secondary school. Students will explore a range of topics, including the role of science in addressing contemporary environmental challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationships between science, the environment, and society in a variety of areas.

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

### **SBI4U BIOLOGY, Grade 12, University Preparation**

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

*Prerequisite: Biology, Grade 11, University*

### **SCH4U CHEMISTRY, Grade 12, University Preparation**

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

*Prerequisite: Chemistry, Grade 11, University*

### **SPH4U PHYSICS, Grade 12, University Preparation**

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

*Prerequisite: Physics, Grade 11, University*

## **SOCIAL SCIENCES AND HUMANITIES**

### **HFN20 FOOD AND NUTRITION, GRADE 10, Open**

This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food-marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food-preparation skills and introduces them to the use of social science research methods in the area of food and nutrition.

*Prerequisite: None*

### **HSP3C INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY, AND SOCIOLOGY, Grade 11, College Preparation**

This course introduces students to theories, questions, and issues related to anthropology, psychology, and sociology. Students learn about approaches and research methods used by social scientists. Students will be given opportunities to apply theories from a variety of perspectives, to conduct social science research, and to become familiar with current issues within the three disciplines.

*Prerequisite: None*

### **HSP3U INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY, AND SOCIOLOGY, Grade 11, University Preparation**

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.

*Prerequisite: The Grade 10 academic course in English, or the Grade 10 academic History course*

### **HFC3M FOOD AND CULTURE, Grade 11, University/College Preparation**

This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food-related etiquette in many countries and cultures, and explain how Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigating foods and food practices from around the world.

*Prerequisite: None*

### **HRT3M WORLD RELIGIONS AND BELIEF TRADITIONS: PERSPECTIVES, ISSUES, AND CHALLENGES, Grade 11, University/College Preparation**

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.

*Prerequisite: None*

### **HFA4C NUTRITION AND HEALTH, Grade 12, College Preparation**

This course focuses on the relationship between nutrition and health at different stages of life and on global issues related to food production. Students will investigate the role of nutrition in health and disease and assess strategies for promoting food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and refine their ability to use social science research and inquiry methods to investigate topics related to nutrition and health.

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

### **HFA4U NUTRITION AND HEALTH, Grade 12, University Preparation**

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating,

expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health.

*Prerequisite: Any university or university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies*

#### **HHS4C FAMILIES IN CANADA, Grade 12, College Preparation**

This course enables students to develop an understanding of social science theories as they apply to individual development, the development of intimate relationships, and family and parent-child relationships. Students will explore a range of issues relating to the development of individuals and families in contemporary Canadian society as well as in other cultures and historical periods. They will develop the investigative skills required to conduct research on individuals, intimate relationships, and parent-child roles and relationships in Canada.

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

#### **HHS4U FAMILIES IN CANADA, Grade 12, University Preparation**

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

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

#### **HSB4U CHALLENGE AND CHANGE IN SOCIETY, Grade 12, University Preparation**

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

*Prerequisite: Any university or university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies*

### **TECHNOLOGICAL EDUCATION**

#### **TEJ20 COMPUTER TECHNOLOGY, Grade 10, Open**

This course introduces students to computer systems, networking, and interfacing, as well as electronics and robotics. Students will assemble, repair, and configure computers with various types of operating systems and application software. Students will build small electronic circuits and write computer programs to control simple peripheral devices or robots. Students will also develop an awareness of related environmental and societal issues and will learn about secondary and post-secondary pathways and career opportunities in computer technology.

*Prerequisite: None*

**TFJ20 HOSPITALITY AND TOURISM, Grade 10, Open**

This course provides students with opportunities to explore different areas of hospitality and tourism, as reflected in the various sectors of the tourism industry, with an emphasis on food service. Students will study culinary techniques of food handling and preparation, health and safety standards, the use of tools and equipment, the origins of foods, and event planning, and will learn about tourism attractions across Ontario. Students will develop an awareness of related environmental and societal issues, and will explore secondary and post-secondary pathways leading to careers in the tourism industry.

*Prerequisite: None*

**TDJ3M TECHNOLOGICAL DESIGN, Grade 11, University/College Preparation**

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

*Prerequisite: None*

**TGJ3M COMMUNICATIONS TECHNOLOGY, Grade 11, University/College Preparation**

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

*Prerequisite: None*

**TDJ4M TECHNOLOGICAL DESIGN, Grade 12, University/College Preparation**

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

*Prerequisite: Technological Design, Grade 11, University/College*

**TGJ4M COMMUNICATIONS TECHNOLOGY, Grade 12, University/College Preparation**

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.

*Prerequisite: Communications Technology, Grade 11, University/College*

## POST SECONDARY EDUCATION

### ONTARIO COLLEGE INFORMATION

[www.ontariocolleges.ca](http://www.ontariocolleges.ca)

### ONTARIO UNIVERSITY INFORMATION

[www.ouinfo.ca](http://www.ouinfo.ca)

[www.ouac.on.ca](http://www.ouac.on.ca)

### US COLLEGE INFORMATION

[www.commonapp.org](http://www.commonapp.org) The Common Application (informally known as the Common App) is an undergraduate college admission application that applicants may use to apply to any of more than 700 member colleges and universities in 49 states and the District of Columbia, as well as in Canada, China, and many European countries.

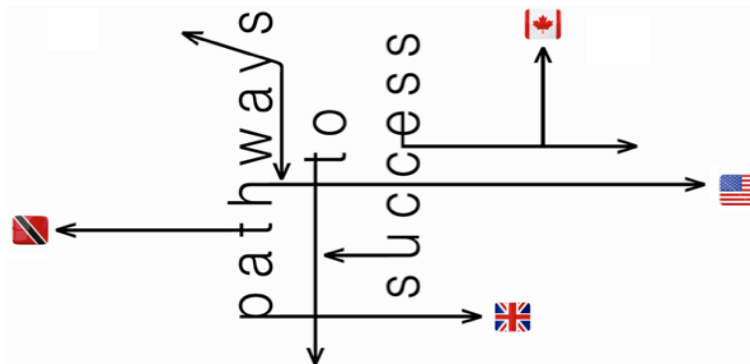
[www.ncaa.org](http://www.ncaa.org) (NCAA) Complete information about NCAA regulations (including eligibility requirements), statistics, links to member conferences and associations. The NCAA is made up of three membership classifications that are known as Divisions I, II and III. Each division creates its own rules governing personnel, amateurism, recruiting, eligibility, benefits, financial aid, and playing and practice seasons – consistent with the overall governing principles of the Association. Every program must affiliate its core program with one of the three divisions.

[www.prepskills.com](http://www.prepskills.com) (PSAT, SAT) PREPSKILLS® specializes in preparing students for admissions tests to private/independent schools and American universities. As Canada's premier SSAT and SAT preparation provider, we employ a number of different tools to make certain that each and every student is assured in their abilities in order to achieve optimum results.

[www.princetonreview.com](http://www.princetonreview.com) (PSAT, SAT, ACT) Various test prep options available, pick one based on your own learning style: online, classroom, private tutoring.

[www.collegeboard.org](http://www.collegeboard.org) The College Board helps students connect with and successfully complete a high-quality college education. We provide resources, tools and services to students, parents, colleges and universities in the areas of college planning, recruitment and admissions, financial aid, and retention. The SAT and Student Search Service programs alone have helped millions of students of diverse backgrounds learn about colleges, apply and enroll.

[www.bigfuture.collegeboard.org](http://www.bigfuture.collegeboard.org) Helps Find a US College that Suits You!



## **S.A.T. TEST DATES**

[www.sat.collegeboard.org](http://www.sat.collegeboard.org)

## **UK COLLEGE & UNIVERSITY INFORMATION**

UKESC representing the universities of Birmingham, Bristol, UWE - Bristol, Kent, Leicester, Nottingham, Plymouth, Portsmouth, Reading, Southampton, City University of London and Queen Mary University of London.

[www.ukesc.co.uk](http://www.ukesc.co.uk)

The Universities and Colleges Admissions Service is a UK-based organisation whose main role is to operate the application process for British universities.

[www.ucas.com](http://www.ucas.com)

## **TRINIDAD AND TOBAGO COLLEGE & UNIVERSITY INFORMATION**

CCLCS - Cipriani College of Labour & Co-Operative Studies

[www.cclcs.edu.tt](http://www.cclcs.edu.tt)

CNC - Caribbean Nazarene College

[www.cnc.edu](http://www.cnc.edu)

COSTAATT - College of Science, Technology & Applied Arts of Trinidad & Tobago

[www.costaatt.edu.tt](http://www.costaatt.edu.tt)

ROYTEC - UWI School of Business and Applied Studies Limited

[www.roytec.edu](http://www.roytec.edu)

SAM - School of Accounting & Management

[www.samtt.com](http://www.samtt.com)

SBCS - School of Business and Computer Science

[www.sbc.edu.tt](http://www.sbc.edu.tt)

SITAL - SITAL College of Tertiary Education

[www.sitalcollege.com](http://www.sitalcollege.com)

TTHTI - Trinidad and Tobago Hospitality and Tourism Institute

[www.thti.edu.tt](http://www.thti.edu.tt)

UWI - The University of the West Indies, St. Augustine

[www.sta.uwi.edu](http://www.sta.uwi.edu)

UTT - The University of Trinidad & Tobago

[www.utt.edu.tt](http://www.utt.edu.tt)

USC - University of the Southern Caribbean

[www.usc.edu.tt](http://www.usc.edu.tt)

## UNIFORM REGULATIONS

Maple Leaf International School considers it important that students appear neat, clean and well-groomed at all times.

**The proper wearing and maintenance of the school uniform is fully supported by the Maple Leaf community and is expected ON and OFF campus.** Students who enroll at Maple Leaf do so with a full awareness of the Dress Code. Therefore, when a student and his/her family choose Maple Leaf, they implicitly agree to abide by the established expectations of dress and appearance.

Parents and students must ensure that properly sized clothing is purchased. The uniform must be maintained in good repair.

**Failure to comply** with these regulations may result in the student being sent home, or removed from class, items being confiscated, possible detention and/or suspension.

### DRESS UNIFORM GUIDELINES

**GIRLS:** Navy blue, Maple Leaf skirt/skort at knee length or long, navy blue, Maple Leaf dress pants with a black belt, school shirt, fully closed all black shoes, all white or all black socks that are visible. Only a Maple Leaf zippered hoodie may be worn. One pair of earrings with one earring in each ear lobe, small religious medallion inside blouse and a watch are permitted.

Makeup and nail polish (gel/shellac included) are not allowed.

**BOYS:** Long, navy blue, Maple Leaf dress pants worn on the waist with a black belt, school shirt, fully closed all black shoes, all white or all black socks that are visible. Only a Maple Leaf zippered hoodie may be worn. A small religious medallion inside shirt and a watch are permitted. A single, small stud, may be worn in one ear lobe (Grades 9 to 12).

### PHYSICAL EDUCATION UNIFORM GUIDELINES

**GIRLS:** Grey Maple Leaf t-shirts, navy blue Maple Leaf P.E. shorts and running shoes. Girls who wish to wear a garment under their P.E. uniform shorts may wear solid BLACK or NAVY BLUE cycle shorts or knee-length tights. No tights with patterns or cut-outs, no leggings or long tights.

**BOYS:** Grey Maple Leaf t-shirts, navy blue Maple Leaf P.E. shorts and running shoes.

Students must wear the dress uniform daily and will change into their P.E. uniforms for the class only.

N.B. School uniforms are required on all field trips unless determined otherwise in advance.

## GRADE 9 & 10 STUDENT SUPPLY LIST

**Supplies must be replenished throughout the year. Please label all supplies.**

- General Stationery** Pens, pencils, coloured pencils, highlighters, erasers, sharpener, White-out correction fluid, 30 cm ruler, scotch tape, glue stick, small stapler & staples, scissors, Post-It notes 1½”, 3-ring binder with dividers and binder pages (for each course), 1 pack reinforcement rings (for binder pages)
- Science** Calculator, ruler (30cm), geometry set
- Geography** Calculator, coloured pencils
- English** 3” x 5” index cards, notebook
- Business** Calculator, coloured pencils, coloured markers, black fine point pen/marker
- Mathematics** Geometry set, scientific calculator, graph book, notebook
- Physical Education** Maple Leaf grey P.E. t-shirt & navy blue P.E. shorts, running shoes, socks, towel, soap, deodorant
- Spanish/French** Notebook, flashcards
- Music** Manuscript paper, folder with pockets, 1 pair of steel pan sticks (available for purchase at school)
- Art** Journal: spiral or block bound sketch book (8”x12”), Drawing pencils: HB, 4B, 6B, Pens: black ball point, Sakura micron felt tip black, black Sharpie, 30cm ruler: clear plastic or metal, Brushes: nylon round (size 8, 12), nylon flat (size (8, 12) hog bristle brushes (size 10), Paints: 12 pack acrylic paint tubes, Coloured pencils: Prismacolor 24pk or Faber Castell 24pk, Case: to keep supplies neat and organized. You will bring your case to class daily.

**Laptop** Students are required to have a laptop which meets stipulated Maple Leaf specifications as follows:

	Windows	Mac OS X
<b>Operating System</b>	Windows 11	Mac OS 12 (minimum requirement)
<b>CPU</b>	Intel Core i5 / Ryzen 5 (recommended) Intel Core i3 / Ryzen 3 (recommended)	M1 (recommended) Intel Core i5 (minimum requirement)
<b>Memory</b>	8 GB RAM (recommended) / 4GB RAM (minimum requirement)	
<b>HDD</b>	256GB SDD (recommended)	
<b>Display Size</b>	13 inch or larger	14 inch or larger (recommended)

## GRADE 11 & 12 STUDENT SUPPLY LIST

**Supplies must be replenished throughout the year. Please label all supplies.**

<b>General Stationery</b>	Pens, pencils, coloured pencils, highlighters, erasers, sharpener, White-out correction fluid, 30 cm ruler, scotch tape, glue stick, small stapler & staples, scissors, Post-It notes 1½" , 3-ring binder with dividers and binder pages ( <u>for each course</u> ), 1 pack reinforcement rings (for binder pages)
<b>Mathematics &amp; Business</b>	Geometry set, scientific calculator, graph book, notebook, black fine point pen/marker, coloured markers
<b>Geography</b>	Calculator
<b>Physics and Chemistry</b>	Graph paper, scientific calculator, geometry set
<b>Biology</b>	Coloured pencils
<b>English &amp; Writer's Craft</b>	3" x 5" index cards, spiral notebook
<b>Food &amp; Nutrition</b>	Large notebook
<b>Spanish/French</b>	No additional supplies
<b>Music</b>	Manuscript paper, pocket folder
<b>Design Technology</b>	Glue gun, glue sticks, X-Acto knife and blades
<b>Social Sciences</b>	No additional supplies
<b>Physical Education</b>	Maple Leaf grey P.E. t-shirt & navy blue P.E. shorts, running shoes, socks, towel, soap, deodorant
<b>Art</b>	Journal: spiral or block bound sketch book (8"x12"), Drawing pencils: HB, 4B, 6B, Pens: black ball point, Sakura micron felt tip black, black Sharpie, 30cm ruler: clear plastic or metal, Brushes: nylon round (size 8, 12), nylon flat (size (8, 12) hog bristle brushes (size 10), Paints: 12 pack acrylic paint tubes, Coloured pencils: Prismacolor 24pk or Faber Castell 24pk, Case: to keep supplies neat and organized. <u>You will bring your case to class daily.</u>

**Laptop** Students are required to have a laptop which meets stipulated Maple Leaf specifications as follows:

	Windows	Mac OS X
<b>Operating System</b>	Windows 11	Mac OS 12 (minimum requirement)
<b>CPU</b>	Intel Core i5 / Ryzen 5 (recommended)	M1 (recommended)
	Intel Core i3 / Ryzen 3 (recommended)	Intel Core i5 (minimum requirement)
<b>Memory</b>	8 GB RAM (recommended) / 4GB RAM (minimum requirement)	
<b>HDD</b>	256GB SDD (recommended)	
<b>Display Size</b>	13 inch or larger	





COMMITTED TO EXCELLENCE